Winsford Academy
Pupil Premium Strategy Statement

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.

School overview

Detail	Data
Number of pupils in school	951
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 – 2028 *(Year 1 of strategy)*
Date this statement was published	December 2025
Date on which it will be reviewed	Sept 26
Statement authorised by	Emma-Jane McLaren
Pupil premium lead	Emma-Jane McLaren
Governor / Trustee lead	Zarina Connolly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£512,000
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£874,955

Part A: Pupil Premium Strategy Plan

WA Statement of Intent

In line with the academy vision of a 'Ambition and Excellence for All', our aim is to use pupil premium funding to improve attainment for disadvantaged pupils so that outcomes are consistent with non-disadvantaged pupils nationally.

A higher proportion of our pupils experience socio economic disadvantage. As part of the Chester West and Cheshire 038C, the latest data released in 2025, shows that evidences 84% of neighbours in England are less deprived. 32% of our pupils live in neighbourhoods in the bottom 10% nationally of most deprived neighbourhoods with 17% of pupils living in the bottom 5%. A higher-than-average proportion of our pupils (23.5%) have special educational needs and/or disabilities (SEND), of those pupils, a significant proportion also attract additional pupil premium funding.

Collective Responsibility

A focus for 2026 is that ***all*** our teaching, pastoral and support staff understand the challenges of educational disadvantage; staff at all levels will understand their role and responsibility with removing barriers and reducing attainment gaps. Viewing everything we do through the lens of educational disadvantage will support staff to be clear about the impact of actions for all pupils, especially our most vulnerable.

The three-year strategy addresses common challenges that prevent disadvantaged pupils from higher attainment. Diagnostic assessment and a wide range of internal data and evidence also identify specific barriers and has informed development of the strategy.

Due to previous pupil outcomes that have not been in line with expectations, for September 25 we have refreshed our plan with a clear focus on improving attendance to school and attendance to learning.

High quality teaching will be at the heart of our approach. Evidence informed strategies such scaffolding, explicit instruction, formative assessment and deliberate practice support **all learners, but especially disadvantaged and pupils with SEND to achieve well,** feel successful and want to attend school and lessons.

To ensure all pupils will be able to access and make strong progress through a **broad and balanced curriculum,** core components of our strategy are:

- **Earlier identification and intervention** based on pupil need, which includes both academic and wider challenges such as attendance
- **Shared ownership of improving attendance and pupil behaviour** inside and outside the classroom, using consistent expectations, routines, and language
- **Clear focus on development of high-quality teaching, assessment and curriculum planning**
- **Explicit teaching of key knowledge** with opportunities for pupils to regularly retrieve knowledge and make connections to previous learning (schema building)
- **Planned reading opportunities and well-tailored support,** vocabulary instruction and scaffolding for oracy
- **Strategic deployment of teaching assistants** to support high quality provision in the classroom to ensure targeted interventions are matched to pupil need
- **Effectively working with parents and carers**

Planning of the strategy has been informed by updated EEF guidance.

Challenges

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

Challenge number	Detail of challenge
1	**Academic Outcomes** • Disadvantaged pupils achieved less well than pupils not eligible for pupil premium at Winsford Academy • Average attainment 8 for disadvantaged pupils in 2024-25 was 23.2 compared to 36.5 for non-disadvantaged pupils, similar gaps were seen in Eng & Maths measures 5+ (7% v 19%0 and 4+ (16% and 40%) • Assessment information in maths, science and English evidence larger gaps in foundational knowledge and confidence with applying understanding to solving multi-step problems • Challenges above are further impacted by pupil attendance to school and lessons
2	**Attendance (to school) and persistence absence** Attendance remains a focus, pupil absence from school is a real barrier to high attainment. • **Attendance of disadvantaged pupils is lower across all year groups** than for pupils who are not eligible for pupil premium • **Persistent absence needs to reduce (+45.4% compared to national average). For 2024-25 +2% gain was made compared to 2023-24.** The attendance gap for pupils who are entitled to pupil premium was 13.4%; too many pupils fell into the 'persistent absenteeism' category • **Severe absence needs to reduce, especially for students with SEND**
3	**Self-regulation/Learning behaviours (Attendance to lessons and learning)** Assessment information, data and observations evidence that some pupils need to further develop their self-regulation skills which can impact upon work completion rates and behaviour inside and outside the classroom. ▪ **Suspension rates are significantly higher for pupils that attract additional Pupil Premium funding** ▪ Workbook scrutiny and behaviour data evidence that a higher proportion of disadvantaged pupils do not fully participate in their learning
4	**Reading and Literacy** KS3 and KS4 reading age assessments consistently indicate that disadvantaged pupils have lower levels of reading decoding, fluency and comprehension than peers. Therefore, literacy is a key challenge to learning and this impacts pupil progress in all subjects. • Literacy levels of disadvantaged pupils is lower than others on intake. • Data indicates that pupils eligible for Pupil Premium had an average reading scaled score below 100, whereas their non-Pupil Premium peers had an average score above 100.
5	**Knowledge and vocabulary gap** Assessments and observations show that some pupils lack background knowledge and vocabulary which can impact upon accessing parts of the curriculum. • Additional gaps in careers knowledge/available opportunities evidenced by NEET figures
6	**Pupil wellbeing and mental health** Attendance survey reports, academy assessments and professional meetings identify social and emotional issues. • Challenges such as anxiety, depression (diagnosed by medical professionals) and low self-esteem particularly affect disadvantaged pupils • Challanges further impact upon attendance to school, lessons, and attainment

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024-25)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Academic Outcomes Improved attainment amongst disadvantaged pupils across the curriculum at the end of KS4.	**By the end of our current plan in 2025/26:** ▪ Improvement in both average attainment score and Basics in Eng&Ma for disadvantaged pupils ▪ Progress is evident within our internal data collected at our assessment points for Y7-Y10 and improved outcomes for Y11 results.
	▪ Teaching and Learning information evidence a strong use of formative assessment which informs teaching/pupils' next steps in learning (Adaptive Teaching). ▪ Pupil knowledge gaps are addressed; all disadvantaged pupils, including those with SEND make strong progress through the curriculum
Improved attendance To achieve and sustain improved attendance to school and attendance to lessons for all pupils, particularly those disadvantaged pupils.	▪ Pupils and families understand the importance of good attendance to school. ▪ Staff understand their role and responsibility of improving attendance (*how 'every interaction is an intervention')* ▪ Reduce the number of persistent absentees (PA) among pupils eligible for PP. ▪ Overall attendance among pupils eligible for PP will be improved from 74.2%, becoming in line with 'other' pupils.
Self-regulation/Learning behaviours Improved 'attendance to learning' and self-regulatory skills of pupils	▪ 50% reduction in the number of suspensions for disadvantaged pupils. ▪ Reduction in the number of behavioural incidents for disadvantaged pupils ▪ Improvement attendance to lessons for disadvantaged pupils
	Behaviour data, observations, teaching and learning information and pupil attainment evidences that: ▪ Pupils are self-reflective about their own behaviour ▪ Greater engagement in lessons and higher ALT ratio/grades ▪ Pupils demonstrate effective learning strategies (STAR, acting upon feedback, retrieval practice activities etc.) ▪ A reduction in ***within-class*** variance of quality of pupil outcomes ▪ Improvement in completion rates of independent study & attendance to revision sessions
Reading and Literacy Improve decoding, fluency and comprehension among disadvantaged pupils across KS3 & KS4.	▪ 100% of pupils improve their reading age by a minimum of 12 months (based on the NGRT) from their autumn baseline to summer. ▪ A significant reduction in the percentage of pupils with a reading age below their chronological age across **all year groups.** ▪ Reading age progress gap between disadvantaged and non-disadvantaged pupils will be reduced

Knowledge and vocabulary gap Pupils secure crucial knowledge to their long-term memory.	**Observations and pupil progress data evidence that:** ▪ Curriculum planning supports intelligent sequencing which supports pupils to make links ▪ Pupils use tier 2 and tier 3 vocabulary in a variety of context, both within subjects and across subject areas. ▪ Stronger knowledge supports application of composite skills and further develops problem solving.
	▪ Pupil gains in cultural capital support greater access to post-16 destinations and careers ▪ 100% compliance with Gatsby benchmarks ▪ Moving on report indicates NEET figure < 2%
Pupil wellbeing and mental health Improved wellbeing for all pupils, including those who are disadvantaged.	**Improved levels of pupil wellbeing 2025-26 evidenced by:** ▪ Qualitative data from pupil voice, surveys and teacher observations ▪ Attendance data ▪ Attendance to lessons data ▪ Improved outcomes

Activity in this Academic Year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £221,526

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high-quality teaching, assessment and a curriculum which responds to the needs of pupils: ▪ Curriculum planning identifies crucial tier 3 and tier 2 vocabulary ▪ Strong focus upon formative assessment to check that all pupils, including those with SEND have grasped crucial knowledge (Implementation of Pupil Progress Software) ▪ Curriculum and lesson planning support opportunities for effective learning strategies such as retrieval practice and interleaving. ▪ Explicit lesson structure supports pupils to become less dependent using the 'I do, We do and You do' model.	'Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.' Pupil Premium: EEF Evidence brief Research indicates that supporting high quality teaching improves outcomes with pupils with SEND. Five specific approaches are particularly well-evidenced as having a positive impact. Adaptive Teaching Why focus on curriculum?	1,2,3,4,5,6
Reading & Standardised Tests: ▪ Use of GL assessment provide accurate benchmarking data from which we can chart progress. ▪ Assessment data informs which pupils need to complete Fresh Start baseline assessments etc.,	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the	1,4

so that reading interventions accurately match need	correct additional support through interventions or teacher instruction	
Recruitment and retention of excellent staff: ▪ Sign up to DfE Charter to demonstrate commitment to staff wellbeing and mental health ▪ Commit to reducing workload using DfE toolkit ▪ Staff voice used in decision-making ▪ Recruit high performing graduates through Teach First ▪ Use of NPQSENCo to add further capacity to leadership of SEND and vulnerable learners ▪ Ensure Early Career Teachers receive expert support in developing their behaviour management, pedagogy, curriculum, assessment and professional behaviours.	'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.' The EEF guide to Pupil Premium 'Managing workload and supporting the delivery of effective professional development are key to retaining great teachers.' The EEF's 'Effective Professional Development' guidance report.	1,2,3,4,5,6
Professional Development: ▪ Evidence informed adaptative teaching strategies shown to positively impact upon pupil outcomes, inc. those with SEND ▪ CPD curriculum includes focus upon collective responsibility for outcomes of disadvantaged pupils inc. powerful routines, formative assessment, literacy, vocabulary instruction, oracy, working effectively with parents, learning behaviours ▪ Timetabled curriculum planning slot every 2 weeks ▪ Purchase and implementation of IRIS video software to share effective practice	In line with the EEF recommendations of effective professional development, training will build knowledge, motivate staff, develop teaching techniques and embed practice.	1,2,3,4,5,6
Knowledge and Vocabulary ▪ Essential tier 2 and tier 3 vocabulary is identified in subject curriculum planning ▪ Vocabulary is explicitly taught in all lessons ▪ Teaching strategies include verbal scaffolding which support pupils to talk in full sentences ▪ Key knowledge is introduced at the beginning of each lesson – connections to previous knowledge (schema building) are made	Levelling the Playing Field. Blog by Durrington Research School - https://researchschool.org.uk/durrington/news/levelling-the-playing-field Deepening knowledge through vocabulary learning: https://my.chartered.college/impact_article/deepening-knowledge-through-vocabulary-learning/	1,4,5
Improving pupils' self-regulatory skills: ▪ Pupils are 'taught' behaviour through curriculum ▪ Pupils are taught effective learning strategies such as the use of STAR, retrieval practice, interleaving etc., to support revision ▪ Regular feedback enables improvement to learning	The school behaviour curriculum, DfE 2024 <This> behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. EEF Cognitive Science – Approaches in the Classroom, 2021 According to the EEF (2021) feedback can be a powerful lever to improve learning	1,3,6
Develop Maths Curriculum	The DfE non-statutory KS3 guidance has been produced in conjunction	1, 4

▪ Develop the Maths curriculum to secure foundations at KS3 planning in line with DfE KS3 and EEF guidance. ▪ Maths Team engage with Maths Hub Support	with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 – GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: Improving Mathematics in Key Stages 2 and 3 | EEF	
Develop English Curriculum ▪ Develop the English curriculum to secure foundational knowledge at KS3. ▪ English Team engage with English Hub Support	Improving Literacy in Secondary Schools | EEF Subject hubs - GOV.UK	1, 4, 5

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

Budgeted cost: £131, 241

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Interventions: ▪ Further diagnostic assessment of pupils with low reading ages identifies which intervention programme should be used to meet need (Fresh Start etc.) ▪ Purchase of Ruth Miskin's Read Write Inc Fresh Start intervention resources & staff specialist training. ▪ Professional development activities support teachers to connect learning with 'out-of-class' interventions including explicit instruction of vocabulary. ▪ Invest in SparksReader so students engage with reading as part of their independent study	Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Reading comprehension strategies are high impact on average (+6 months).	1,3,4,5
Learning Behaviours: ▪ Further assessment of pupil need supports targeted interventions with a focus upon improving learning behaviours. ▪ Implementation of KS3 interventions – Teens and Toddlers	'Effective schools have been shown to have an individualised, graduated approach for when behaviour might be a result of educational, mental	1,2,3,6

▪ Implementation of Young Enterprise Programme	health, other needs or vulnerabilities.' DfE Respectful School Communities For pupils who need more intensive support with their behaviour, a personalised approach is recommended. See EEF Improving Behaviour in Schools – Recommendation 5 Targeted approaches	
Targeted Academic Interventions: ▪ Extending school day for Year 11 pupils. ▪ Ongoing diagnostic assessment identifies specific concepts and topics that need to be retaught. ▪ Ensure sessions are aligned to curriculum & classroom practice. ▪ English & Maths 'cross-over' topics revised during Year 11 Morning Mastery each week. ▪ Sustained academic tutoring in English and Maths for students with knowledge gaps	Extending school time | EEF Tutoring_Guide_2022_V1.2.pdf	1,2,3,6
Access to technology and educational materials: ▪ Planning of curriculum supports pupils to acquire essential knowledge to navigate laptops and applications. ▪ All lessons accessible on Microsoft Teams ▪ Additional staffing and corresponding IT investment enables implementation of curriculum. ▪ Revision materials/Revision Guides provided for disadvantaged pupils.	Using Digital Technology to Improve Learning EEF https://schoolsweek.co.uk/the-digital-divide-continues-to-disadvantage-our-pupils/	1,2,6
Effective Learning Strategies: ▪ Additional Year 11 Information Evening supports pupils and parents to practise effective learning strategies. ▪ Additional Year 7 - 10 Information Evenings support additional discussions about learning behaviours. ▪ Year 7-11 Parents' Evenings support additional discussions about progress, attendance, and learning gaps. ▪ Parent Engagement calendar provides opportunities for parents of pupils with SEND to attend additional workshops about how to support their child.	Effective learning strategies including retrieval practice, interleaving and spaced practice. Research suggest providing practical strategies to parents to support learning at home may be more beneficial to pupil outcomes.	1,2,3,6
Alternative Provision (inc WASP)	Disadvantaged pupils who are unable to work in main-stream full time education are provided with Alternative provision that improves their life chances. All pupils should be helped and encouraged to	1,2,3,5,6

	achieve or exceed the standards of a good education. Additional health needs guidance (publishing.service.gov.uk)	

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

Budgeted cost: £522,188 (topped up from main budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Behaviour: ▪ Increase the size of the Pastoral Team so that non-teaching Pastoral Leaders can support their year groups during lesson time and transitions. ▪ Increase size of attendance team ▪ Engage with ImpactEd research Project to explore drivers of good attendance ▪ Increased presence on corridors through the addition of patrol/Behaviour Managers ▪ Ongoing training supports all staff to understand their leadership responsibilities, and consistent approach to ensuring pupils attend well and develop good learning behaviours. ▪ Engage with the Attendance and Behaviour Hub	DfE Summary Table of Responsibilities for School Attendance DfE Working Together to Improve School Attendance Understanding Attendance Diagnostic Study | ImpactEd EEF Blog: What are effective Learning Behaviours – and how can we develop them in our pupils? EEF Improving Behaviour in Schools RISE attendance and behaviour hubs programme - GOV.UK	1,2,3,6
▪ Recruitment of teachers and teaching assistants for the academy Alternative Provision for those pupils who are at most risk of permanent exclusion including Assistant Vice Principal to lead provision	Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,2,3,6
▪ Rewards to support a praise culture	Government published report on impact of praise on behaviour in schools https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf	1,2,3,6
▪ Provide uniform, free breakfast and educational trips	Government published report in impact of breakfast clubs on pupils in schools with high instances of	1,2,3,6

	deprivation https://www.gov.uk/government/publications/breakfast-clubs-in-high-deprivation-schools	
Reading: ▪ Creation and resourcing of Library ▪ Appointment of Library Manager	Impact of reading for pleasure on attainment	1,3,4,5,6
Parental Engagement: ▪ Parental Engagement/Involvement Calendar supports additional opportunities to work in partnership with school. ▪ Regular communication supports parents to understand the link between attendance and achievement. (Regular nudge texts) ▪ Professional development and training support staff to build positive relationships with parents. ▪ Increase the size of safeguarding team inc. admin support. Safeguarding Welfare Officer and Manager work with most vulnerable families	'Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families.' DfE Working Together to Improve School Attendance DfE Summary Table of Responsibilities for School Attendance (inc. parents) EEF Working with Parents to Support Children's Learning	1,2,3,6
Careers Guidance: ▪ Provide careers guidance to ensure that pupils are not NEET at the end of KS4 ▪ Purchase Unifrog to track student engagement and encounters with employers	Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance. https://www.gatsby.org.uk/education/focus-areas/good-career-guidance	1,2,3 5,6
Mental Health and Wellbeing: ▪ Provide counselling (and education psychology) service for identified pupils ▪ Wellbeing rooms	EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation (eif.org.uk)	1,2,3,6

Total budgeted cost: £874,955

Part B: Review of Outcomes in the Previous Academic Year

Outcomes for Disadvantages Pupils 2024-25

	National			Winsford Academy		
	England Non-Disadvantaged Pupils	England Disadvantaged Pupils	Gap	Non-Disadvantaged Pupils	Disadvantaged Pupils	Gap
Cohort No.				103	87	
% of cohort				54%	46%	
ATTAINMENT						
Attainment 8	50.3	34.9	-15.4	36.5	23.2	-13.3
English A8	10.6	7.8	-2.8	8.0	5.02	-3.0
Maths A8	10	6.9	-3.1	7.2	4.47	-2.7
Ebacc A8	14.8	9.9	-4.9	10.4	6.41	-4.0
Open Element A8	14.9	10.3	-4.6	10.8	6.56	-4.2
ENGLISH BACCALAUREATE						
% of pupils entering the Ebacc	45%	29%	-16%	18%	8%	-10%
Ebacc APS	4.49	3.02	-1.47	3.06	1.89	-1.17
% achieving grade 5+ in Ebacc	22.5%	8.6%	-14%	9%	1%	-8%
% achieving grade 4+ in Ebacc	30.4%	13.6%	-17%	11%	1%	-9%
ENGLISH AND MATHS						
% En & Ma 5+	52.8%	25.6%	-27.2%	19%	7%	-12.0%
% En & Ma 4+	72.7%	43.5%	-29.2%	40%	16%	-24.0%

Despite the ambition of the strategy to enhance the quality of teaching and learning, for 2024-25 pupil outcomes were not in line with expectations.

Investments were made in professional development, curriculum development specifically interleaving and knowledge retention, and targeted interventions, including the continued deployment of visualisers, the standardisation of lesson structures. Additionally, there was a strong emphasis on inclusion, literacy interventions, and the prioritisation of PP pupils in classroom practices, specifically effective seating plans. However, the analysis of pupil progress data, lesson observations, book checks, and assessment outcomes indicates that these initiatives have not yet translated into the expected improvements in academic performance and overall progression for PP pupils.

The outcomes for PP pupils remain below their non-PP peers, suggesting that the implemented strategies have not effectively closed the achievement gap. For 2024-25, pupil outcomes across all groups must improve.

Due to previous challenges with staffing and attendance, for 2025 leads implemented a strategic plan which included the purchasing of Pupil Progress software to ensure the proportion of Year 11 students obtaining English and Maths did not further decline; for 2024-25, the percentage of students who achieved GCSE grade 4+ in English and maths was stabilised with a small increase of 2% in GCSE 4+, however the 'disadvantage gap widened'.

For 2025-28, the 3-year strategy will have a greater focus on implementation and ongoing review. Strengthening quality assurance processes will also be vital to better support staff and improve outcomes for PP pupils.

During 2024-2, significant progress was made with reading. Pupils were tested using the NGRT (New Group Reading Test) three times a year to identify pupils needing targeted interventions in reading fluency, phonics, or comprehension. The data shows that following these interventions, pupils made progress in their reading abilities. The success in this area was supported by additional staffing and training for the Literacy HTLA (Higher Level Teaching Assistant).

Improving literacy within everyday classrooms, however, has not been effectively monitored, with the exception of form time literacy, which was reviewed across the year. Additionally, the use of subject-specific tiered vocabulary was not driven with the rigor that the strategy's ambition intended.

During 2024-25, there was a reduction in the use of RTTs, using an internal support/provision for identified students. Closer collaboration with the Virtual School and the Local Authority improved risk assessment procedures and documentation, leading to better guidance and support for when to implement RTTs. Pastoral staff received training to manage the increased number of RTTs effectively, ensuring regular reviews and parental communication.

Off-site tutoring and short-term alternative placements like IMPACT Winsford and STRIDE played a crucial role in supporting emotionally based school non-attenders and pupils with school-based anxiety. While some pupils successfully transitioned back to mainstream school, others faced challenges, particularly with the larger school environment and uniform expectations. The hybrid approach, combining both alternative provision and mainstream school attendance, was effective in facilitating smoother transitions.

The Targeted Academic Support strategy designed to ensure regular tracking, monitoring, and intervention across all subject areas. The primary objective was to close the attainment gap between PP and non-PP pupils, particularly focusing on key subjects like Mathematics, English, and Spanish.

Next Steps:

- Planning ensured GCSE outcomes in English and maths did not further decline, however results for students must improve. For 2025-26, the Principal is the named Pupil Premium Lead.
- Pupil attendance for disadvantaged pupils and students with SEND was too low and suspension figures were too high. For 2025-26, further refinement of the curriculum and a stronger focus on high quality teaching strategies will be imperative for ensuring pupil outcomes improve.
- Strengthening quality assurance processes, across all areas including literacy development within subject areas and the use of tiered vocabulary, will be essential to improve outcomes for PP pupils.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

Programme	Provider
Fresh Start	Read, write, ink/Miskin
Tutor Trust Tutoring	Tutor Trust