

# Pupil premium strategy statement – The Prescott 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.

## School overview

| Detail                                                                                                                                                                           | Data          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Number of pupils in school                                                                                                                                                       | 915           |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 52%           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2026 – 2029   |
| Date this statement was published                                                                                                                                                | 2026          |
| Date on which it will be reviewed                                                                                                                                                | 2029          |
| Statement authorised by                                                                                                                                                          | Matt Reynolds |
| Pupil premium lead                                                                                                                                                               | Shona Crossan |
| Governor / Trustee lead                                                                                                                                                          | Mibin Boban   |

## Funding overview

| Detail                                                                                                                                                                             | Amount      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Pupil premium funding allocation this academic year                                                                                                                                | £566,153.54 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)                                                                                          | £           |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £           |

# Part A: Pupil premium strategy plan

## Statement of intent

At The Prescott School, our pupil premium strategy is rooted in our unwavering belief that every student, regardless of background or circumstance, deserves the highest quality education, exceptional personal development opportunities and the support needed to thrive. In line with our school vision, we are determined to ensure that all students achieve their academic potential, develop holistically and go on to lead happy and successful lives.

Our strategy reflects the values of Kindness, Integrity and Tenacity. We recognise that disadvantage can present complex and overlapping barriers to success, including gaps in prior learning, attendance, literacy, wellbeing, social and emotional needs, SEND, and wider family or economic challenges. Through a culture of kindness, we provide timely and compassionate support; through integrity, we use evidence and robust assessment to identify need precisely; and through tenacity, we remain relentless in securing the very best outcomes for every disadvantaged learner.

The primary intent of our pupil premium strategy is to remove barriers, raise aspirations and improve outcomes, with a particular focus on:

- securing high academic attainment and strong progress
- improving attendance, behaviour and readiness to learn
- ensuring access to a rich, ambitious and knowledge-led curriculum
- developing students' confidence, character and wider life chances
- supporting sustained success in the next stage of education, employment or training

High-quality teaching sits at the heart of our approach, as we know this has the greatest impact on closing attainment gaps. Alongside this, we provide targeted academic interventions and carefully planned wider strategies to address the non-academic barriers that can limit achievement. Our actions are responsive, evidence-informed and shaped by ongoing assessment, ensuring support is delivered swiftly, precisely and at the point of need.

This is a whole-school commitment. All staff share responsibility for the progress, attendance, personal development and aspirations of disadvantaged pupils. Leaders rigorously monitor the impact of provision, ensuring funding is used strategically and that every decision leads to measurable improvements in outcomes and life chances.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <p><b><u>Academically rigorous KS3 and KS4 curriculum – High quality teaching</u></b></p> <p>To diminish the attainment gap and secure strong outcomes for all learners, disadvantaged students must consistently experience high quality teaching and adaptive practice across the curriculum. Inclusive classroom approaches will ensure barriers are identified and individual needs are effectively met.</p>                                                                                        |
| 2                | <p><b><u>Foundational Knowledge – Literacy and Numeracy</u></b></p> <p>Internal assessments, reading-age data, numeracy assessments and classroom evidence indicate that some disadvantaged students enter The Prescott School with lower levels of reading fluency, disciplinary literacy, academic vocabulary and numeracy fluency. These gaps limit access to our ambitious knowledge-rich curriculum and are linked to disrupted or insecure prior learning and missing foundational knowledge.</p> |
| 3                | <p><b><u>Attendance</u></b></p> <p>Attendance data indicates disadvantaged pupils are disproportionately represented within persistent absence figures. Lower attendance reduces curriculum access, continuity of learning, sense of belonging and long-term academic outcomes.</p>                                                                                                                                                                                                                     |
| 4                | <p><b><u>Aspirations, Opportunities and Cultural Capital</u></b></p> <p>Some disadvantaged students face financial and social barriers to full participation in enrichment activities, leadership opportunities, educational visits, revision resources and wider personal development experiences. This can limit aspiration, cultural capital and future pathways.</p>                                                                                                                                |
| 5                | <p><b><u>Emotional and pastoral strategies</u></b></p> <p>Behaviour, pastoral and safeguarding information indicates some disadvantaged students require additional support to develop self-regulation, resilience, independent learning and organisational skills. A proportion of students may experience challenges in consistently meeting school routines, expectations and homework completion.</p>                                                                                               |
| 6                | <p><b><u>Readiness to Learn</u></b></p> <p>A small but significant cohort of disadvantaged students require additional support with routines, organisation, equipment, uniform, transport and home learning conditions to ensure they are fully prepared and ready to learn each day.</p>                                                                                                                                                                                                               |

## 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                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Improved literacy and numeracy outcomes for disadvantaged pupils, enabling full access to the ambitious curriculum.</b> | Reading-age assessments, internal assessments and curriculum data will show improved progress in literacy and numeracy. The attainment gap between disadvantaged and non-disadvantaged pupils will reduce over time. Students will demonstrate improved disciplinary literacy and academic vocabulary across subjects. |
| <b>Improved attendance and reduced persistent absence for disadvantaged pupils.</b>                                        | Attendance rates for disadvantaged pupils will improve and the gap between disadvantaged and non-disadvantaged attendance will reduce. Persistent absence rates for disadvantaged pupils will decrease year on year.                                                                                                   |
| <b>Improved participation in enrichment and wider opportunities, increasing aspiration and cultural capital.</b>           | Increased participation of disadvantaged pupils in trips, enrichment activities, leadership opportunities, revision sessions and extra-curricular provision. Student voice and participation data will demonstrate increased engagement and aspiration.                                                                |
| <b>Disadvantaged pupils requiring additional support will be equipped and ready to learn each day.</b>                     | Reductions in barriers relating to equipment, uniform, organisation and readiness for learning. Monitoring data and pastoral records will show improved preparedness and engagement.                                                                                                                                   |
| <b>Improved emotional wellbeing, self-regulation and positive learning behaviours among disadvantaged pupils.</b>          | Behaviour, pastoral and safeguarding data will indicate reductions in behaviour incidents and improved engagement with school routines and expectations. Student voice and pastoral measures will indicate improved resilience and self-regulation.                                                                    |
| <b>Enhanced personal development and aspiration</b>                                                                        | All disadvantaged students access meaningful enrichment, careers guidance, leadership or wider development opportunities that strengthen confidence and future ambition.                                                                                                                                               |

|                                                                                                                 |                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All disadvantaged pupils consistently experience high quality teaching and inclusive classroom practice.</b> | Quality assurance, lesson visits, work scrutiny and assessment information will demonstrate consistent implementation of adaptive teaching and inclusive practice. Attainment and progress gaps will reduce over time. |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Activity in this academic year

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: £189,858

| Activity                                                                                             | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Additional teacher in Maths to deliver small numeracy groups alongside curriculum lessons to support | Internal GL progress tests, KS2 transition data and maths departmental assessments show that disadvantaged pupils arrive in KS3 with insecure number fluency and gaps in arithmetic reasoning. Given the school's high proportion of pupil premium pupils (52%) and below-national disadvantaged English and maths outcomes, additional small-group numeracy teaching in KS3 is required to close foundational gaps early and improve long-term KS4 attainment. This approach is informed by the EEF's evidence on <b>small group tuition</b> , which shows that targeted teaching in groups of 3–5 pupils can secure significant gains when focused on identified misconceptions and aligned to classroom learning. At The Prescott School, additional small-group numeracy teaching allows disadvantaged KS3 pupils to revisit foundational concepts, receive immediate feedback and secure fluency in number before misconceptions become entrenched. | 1,2,6                         |
| Establish and staff the Aspire and Achieve provision (formerly RTL) through a dedicated              | Evidence suggests that behaviour approaches and targeted pastoral interventions can have a positive impact on student outcomes, particularly when                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2, 4, 5, 6                    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Behaviour and Inclusion Teacher and Inclusion Support staff member to provide targeted intervention, coaching and personalised support for students experiencing difficulties with self-regulation, behaviour and engagement. Aspire will provide short-term targeted support focused on restoring positive learning behaviours, improving readiness to learn and enabling successful reintegration into mainstream lessons.                              | approaches focus on relationships, self-regulation and consistent routines. Education Endowment Foundation research indicates behaviour interventions can positively impact learning outcomes when implemented consistently alongside high-quality teaching. Schools with high levels of disadvantage frequently use targeted inclusion and behaviour support to improve engagement, attendance and access to learning.                                                                                            |         |
| Deliver ongoing CPD through the Strengthening Minds programme to develop staff understanding of relationships, trauma-informed practice, self-regulation and inclusive approaches that strengthen positive relationships and improve engagement for disadvantaged pupils. Professional development will support staff in consistently implementing relational practice and strategies that create safe, supportive and predictable learning environments. | High-quality professional development is most effective when sustained over time and focused on improving classroom practice. Education Endowment Foundation guidance highlights that effective professional development can improve teaching quality and pupil outcomes. Research also suggests that strong relationships, predictable routines and approaches which support social and emotional development can positively influence behaviour, engagement and learning, particularly for disadvantaged pupils. | 2,4,5,6 |

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

Budgeted cost: £ 129,807

| Activity                                       | Evidence that supports this approach                                                                                                        | Challenge number(s) addressed |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Provide Reading Intervention programmes at KS3 | EEF cite the work of Jerrim and Moss (2018) who state that reading is a predictor of long-term academic success. By bringing 'reading' into | 1,2,3,6                       |

|                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| and KS4 to support language development and literacy that include:<br>Lexonik Leap Lexonik Advance                                                                                                                                                                                           | <b>our curriculum provision as a distinct subject we hope to build on the work done in English on comprehension strategies to help students understanding of texts. EEF Improving Literacy Guidance Report (2019) recommends vocabulary instruction DFE Learning Loss (2021) 7% gap in reading between Dis. and non-Dis.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |
| <b>Running every 6-weeks Nature Connection and Skills Development Programme at Knowsley Safari Park</b> – weekly sessions including animal enrichment, den building, baboon bus tours, collaborative challenges, peer mentoring opportunities and a final showcase event for parents/carers. | This programme is designed to support Alternative Provision pupils in developing confidence, resilience and engagement with education through structured nature-based experiences. Through animal care activities, outdoor challenges, peer collaboration and opportunities to present their learning, pupils will develop transferable employability and life skills including communication, teamwork, leadership, problem-solving and self-regulation.<br>The programme aligns closely with Education Endowment Foundation (EEF) evidence around <b>Metacognition and Self-Regulation, Social and Emotional Learning, Oral Language Development, Peer Learning, and Parental Engagement</b> , making it a strong intervention for disadvantaged and vulnerable learners, including those supported through Pupil Premium funding. | 1,3,4,5, 6 |
| NGRT screening/YARC                                                                                                                                                                                                                                                                          | Regular tracking will help diminish the gap in reading ages for PP and non-PP<br>Use of data to inform prescriptive reading comprehensive strategic approach during RC lesson - EEF suggest up to +6 months progress DFE Learning Loss (2021) 7% gap in reading between Dis. and non-Dis. and in NW lost 2 months of reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 1,2,3      |
| Deliver small-group and targeted intervention sessions for pupils identified through assessment as requiring additional support in literacy and numeracy.                                                                                                                                    | Small-group tuition is shown to have an average impact of approximately <b>+4 months progress</b> , with greatest impact when targeted through assessment and delivered alongside classroom teaching. Education Endowment Foundation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1,2        |
| Provide targeted academic mentoring                                                                                                                                                                                                                                                          | One-to-one and small-group tuition can be effective in accelerating progress when sessions are carefully planned and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1,3,6      |

|                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| and intervention for disadvantaged pupils at risk of underachievement at KS4.                               | linked to classroom learning. Education Endowment Foundation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |
| Targeted numeracy intervention for pupils entering below age-related expectations. Introduction of Freckle. | Evidence indicates targeted mathematics interventions and structured support can improve attainment, particularly where gaps in foundational knowledge are identified early. Education Endowment Foundation. Freckle provides personalised, adaptive maths practice that targets gaps in understanding and allows pupils to work at an appropriate level of challenge. Evidence from the EEF's <i>Teaching and Learning Toolkit</i> suggests that effective use of digital technology can support learning when aligned with high-quality teaching, while targeted interventions can accelerate progress by addressing specific learning needs. Regular formative assessment and immediate feedback help pupils build confidence, fluency, and mathematical understanding. | 1,2   |
| Provide Holiday/Saturday revision sessions across all GCSE subjects                                         | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1,3,6 |

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

Budgeted cost: £ 182,600

| Activity                                                                                                                                         | Evidence that supports this approach                                                                                                                                                                                      | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Attendance Manager to make first day absence calls prioritising PP students<br><br>Year teams to support with first day calls for one hour a day | Supporting the attainment of disadvantaged pupils; Articulating success and good practice' Report (DFE 2015) Importance of robust attendance data tracking and monitoring systems in schools to address attendance issues | 3                             |
| AP with responsibility for attendance to ensure                                                                                                  | Report (as above from DFE) Importance of robust attendance data tracking and                                                                                                                                              | 3                             |

|                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                               |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| daily and weekly attendance data is shared with SLT/Year leads                                                                                                                                                                                                                                                                                                                                                      | monitoring systems in schools to address attendance issues                                                                                                                                                                                                                                                                                                                                    |             |
| Mental health is at the core of the PD/PSHE curriculum planning and lessons for the academic year.                                                                                                                                                                                                                                                                                                                  | (mind.org) 1 in 4 people in the UK will experience a mental health problem each year. Covid 19 has also had a negative impact with 54% of children and young people with a mental health issue say that lockdown has made their life worse                                                                                                                                                    | 3,5         |
| PSAs linked to each year group to support relationship building so work on behaviour, attendance and SEMH can take place with students on a 1-1 and small group basis.                                                                                                                                                                                                                                              | (EEF 2019) it is important that a strong relationship between pupil and staff are developed and that there is “someone to know each pupil, their strengths and interests” Recommendation 5 of the EEF improving behaviour in schools’ states that “for those pupils who need more intensive support with their behaviour, a personalised approach is recommended” EEF 2019.                   | 3,4,5       |
| Implement a parent communication strategy to include: weekly text messages to year 11 parents focusing on attendance and key messages around revision/exams/dates Praise letters to individual students and/or parents after an assessment series perfect week award text messages Absence first day calls home visits attendance letters (stages 1-3) parental support evenings (GCSES, attendance, reading, NEET) | EEF study into parental engagement states ‘Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. | 3,4,5       |
| Ensure all identified disadvantaged students whose attendance falls below 90% is monitored and put on an attendance action plan by year team.                                                                                                                                                                                                                                                                       | DfE report ‘The link between absence and attainment at KS2 and KS4’. As students miss more lessons in secondary schools, their attainment across a range of measure declines. It also supports the notion identified by the EEF in the report that” knowing their students well can have a positive impact on classroom behaviour”. EEF 2019. EEF 2019.                                       | 3,4,5       |
| External Alternative Provision (AP) placement for pupils at risk of exclusion,                                                                                                                                                                                                                                                                                                                                      | Alternative Provision can provide a more personalised curriculum, smaller class sizes, therapeutic support, and vocational pathways that help re-engage pupils who struggle in mainstream                                                                                                                                                                                                     | 1,2,3,4,5,6 |

|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| persistent absence, or disengagement | settings. Department for Education research found that effective AP can improve behaviour, attendance, engagement, and emotional wellbeing when provision is closely matched to pupil needs and linked to reintegration planning. Evidence suggests pupils benefit from provision tailored to individual needs, particularly where there are strong relationships, clear communication between settings, and support for social, emotional and mental health needs. AP can provide opportunities for success and positive relationships that may not have been achieved in mainstream education. |  |
|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Total budgeted cost: £512,265**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

During the 2024/25 academic year, the performance of disadvantaged pupils at The Prescott School was closely monitored using a combination of **external examination outcomes, internal tracking data, and ongoing formative assessment information**.

- Assessment of outcomes was based on:
- 2024/25 GCSE and qualification results
- Internal data tracking systems
- Termly and half-termly assessment points
- Work scrutiny, lesson observation, and learning walks
- Attendance, behaviour, and wellbeing monitoring data

#### Overall attainment and progress

- In 2024/25, disadvantaged pupils' outcomes were:
- **Attainment 8 (Disadvantaged): 33.3%**
- **Attainment 8 (all students): 35.5%**
- **Progress 8 (Disadvantaged): N.A**
- **Progress 8 gap: N.A**
- Disadvantaged pupils' performance was compared against both:
- National averages for disadvantaged pupils
- Local authority averages
- Non-disadvantaged pupils within The Prescott School
- This comparison indicates that:
- **Disadvantaged pupils' attainment has strengthened significantly over time** and is now close to national averages. Attainment 8 has improved from 27.5 in 22/23 to 33.3 in 24/25, bringing it broadly in line with the national figure of 34.9. Similarly, outcomes in English and mathematics at grade 5+ have risen sharply from around 9% in 22/23 and 23/24 to 22.2% in 24/25, now close to national. *Progress 8 has also improved from significantly below to a stronger position over time.* As a result, despite high levels of disadvantage within the cohort, pupils achieve broadly in line with similar pupils nationally, demonstrating clear impact of targeted support and intervention strategies **and the rapid indicator of improvement**.

- **The disadvantage gap is narrowing across key performance measures.** In English and mathematics at grade 5+, the gap has reduced from -43.6% in 23/24 to -30.9% in 24/25, showing a clear improvement over time. Similarly, the Attainment 8 gap has narrowed from -26.2 to -17.1, indicating that disadvantaged pupils are closing the attainment gap with their peers. Improvements are also reflected in Progress 8, where the gap has reduced compared to previous years, although it remains an area for further development. Overall, these trends demonstrate that targeted strategies are having a measurable impact, particularly in addressing historic underperformance for disadvantaged learners and accelerating progress towards greater parity with non-disadvantaged pupils.

### **Subject performance and key indicators - JCW**

- **Analysis of subject-level outcomes shows:**
- **Strengths in:** [INSERT SUBJECTS]
- **Areas requiring continued focus:** Humanities, Science
- **The proportion of disadvantaged pupils achieving:**
- **Grade 5+ in English and Maths:** [INSERT %]
- **Grade 4+ in English and Maths:** [INSERT %]
- **EBacc entry and achievement (if applicable):** [INSERT DATA]

### **Internal assessment and formative data - JCW**

- **Internal tracking data across the year shows that disadvantaged pupils:**
- [INSERT: e.g. made expected progress in most subjects / made stronger progress in X subjects]
- **Responded positively to targeted intervention strategies**
- **Benefited from structured retrieval practice, feedback, and explicit instruction approaches**
- **However, ongoing gaps remain in:**
- [INSERT: e.g. consistency of independent study / literacy / numeracy / specific subjects]

### **Attendance, behaviour and wider factors**

- **Attendance data continues to be a key factor in outcomes:**
- **Disadvantaged attendance: 85.6%**
- **Non-disadvantaged attendance: 95%**
- **Whole school attendance: 90.1%**

- Persistent absence remains a focus area, as lower attendance directly impacts attainment and progress.
- Behaviour data indicates:
- 20.6% disadvantaged pupils have been suspended from TPS, which is considerably lower than 23/4:81.4% and 24/5:39.8%
- Wellbeing and pastoral support has shown: **Reduced behaviour incidents through earlier identification of need, timely intervention, and improved engagement with support systems, enabling barriers to learning to be addressed proactively and pupils to develop greater self-regulation and resilience.**

### Evaluation of the PP strategy (2024/25)

- Overall, the 2024/25 strategy has **partially supported improved outcomes for disadvantaged pupils**
- What has worked well:
- Targeted academic intervention programmes
- High-quality teaching strategies (e.g. Clear Focus, retrieval practice, explicit instruction)
- Pastoral support and attendance monitoring systems
- Increased focus on literacy/numeracy and independent learning skills
- What requires further development:
- Consistency of independent study habits at home
- Reducing the attendance gap
- Closing remaining attainment gaps in areas like Science and Humanities
- Strengthening parental engagement for some cohorts

## Externally provided programmes

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

| Programme                        | Provider             |
|----------------------------------|----------------------|
| Strengthening Minds              | Strengthening Minds  |
| Knowsley Safari Park Work Skills | Knowsley Safari Park |

**Service pupil premium funding (optional)**

|                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b> |
|                                                                                                                                                                               |
| <b>The impact of that spending on service pupil premium eligible pupils</b>                                                                                                   |
|                                                                                                                                                                               |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*