

Pupil premium strategy statement – Wilmslow 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 (Summer 2025)

School overview

Detail	Data
Number of pupils in school	2232 students in school, 1783 students in Years 7-11
Proportion (%) of pupil premium eligible pupils	14.75% (263 students)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish and updated statement each academic year)	September 2025 to August 2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Christina Kane, Headteacher
Pupil premium lead	Ruth Powley, Deputy Headteacher
Governor / Trustee lead	Abbie Kirkham

Figures based on 01.12.2025

See pupil premium strategy template for secondary schools [here](#)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259, 075
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£259, 075

Part A: Pupil premium strategy plan

At Wilmslow High School, we want to give every student the opportunity to succeed regardless of their background or personal circumstances. Therefore, we are committed to identifying and removing the barriers that can limit the achievement and wellbeing of our disadvantaged students, including those eligible for the Pupil Premium, those with Free School Meal (FSM) status (current or historic), and looked-after or previously looked-after children.

Our Pupil Premium Strategy is rooted in **equity over equality**. We aim to provide our disadvantaged students with the specific support they need to have a fair chance at success at school and beyond.

To achieve this we aim to provide:

1. **High-quality teaching** – focused on identifying and closing learning gaps
2. **Targeted academic support** – focused on closing and removing specific gaps and barriers to learning
3. **Wider strategies** – to support students engaging successfully in the classroom

This strategy sets out:

- Our diagnostic assessment of the key challenges faced by our disadvantaged students
- Our strategic priorities and spending plans for the coming academic year to address these challenges
- Our approach to monitoring impact and adapting provision
- A review of the impact of last year's activities

The five key principles of our Strategy at Wilmslow are:

1. Identification and monitoring of barriers and gaps to student progress
2. A focus on equity so that all students have the same opportunities to learn
3. The importance of meaningful success in the classroom
4. That change will require effort – building new habits and routines
5. That our actions should be data and research-informed and thoroughly and regularly evaluated to ensure effectiveness

We are members of the **RADY programme (Raising the Attainment of Disadvantaged Youngsters)**. This is a national educational strategy and pledge designed to help schools to close the achievement gap between disadvantaged students and their peers. It focuses on improving a school's systems for setting, tracking and monitoring goals.

We ensure that our actions follow the guidance of the **EEF (Education Endowment Foundation)**. This is an independent charity dedicated to breaking the link between family income and educational achievement.

Our ultimate goal is that all disadvantaged students at Wilmslow High School leave us with the knowledge, skills, qualifications, and self-belief needed to succeed in further education, employment, and life.

Challenges

This section of our Strategy outlines the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																												
1	<p>Many of our pupil premium students have poor attendance which impacts on their learning time. The attendance of our students eligible for Free School Meals was below national average for students eligible for Free School Meals in 2024-25 (by 4%) and remained lower than at least a quarter of similar schools in the DfE Similar schools comparison report (published November 2025). A drill-down into our data, supported by the Year 6 attendance data provided by the DfE in summer 2025, has identified attendance at the end of key stage 2/ start of key stage 3 as a key issue for our pupil premium students. For this reason, we have sharpened our focus on data capacity and activities to support key stage 3 in our Pupil Premium Strategy in 2025-26 to support the building of an attendance habit at the start of secondary school.</p> <table><tr><th></th><th>2025 cohort (end of Year 6)*</th><th>2024 cohort (end of Year 7)</th><th>2023 cohort (end of Year 7)</th><th>2022 cohort (end of Year 7)</th><th>2021 cohort (end of Year 7)</th><th>2020 cohort (end of Year 7)</th></tr><tr><td>Proportion of PP students Persistently Absent at the end of key stage 2/ start of key stage 3</td><td>40%</td><td>40%</td><td>17%</td><td>38%</td><td>31%</td><td>30%</td></tr><tr><td>Proportion of non-PP students Persistently Absent at the end of key stage 2/ start of key stage 3</td><td>6.1%</td><td>9%</td><td>6%</td><td>11%</td><td>12%</td><td>9%</td></tr><tr><td>Gap</td><td>33.9 ppt</td><td>31 ppt</td><td>11 ppt</td><td>27 ppt</td><td>19 ppt</td><td>21 ppt</td></tr></table> <p>*data available from summer 2025</p>		2025 cohort (end of Year 6)*	2024 cohort (end of Year 7)	2023 cohort (end of Year 7)	2022 cohort (end of Year 7)	2021 cohort (end of Year 7)	2020 cohort (end of Year 7)	Proportion of PP students Persistently Absent at the end of key stage 2/ start of key stage 3	40%	40%	17%	38%	31%	30%	Proportion of non-PP students Persistently Absent at the end of key stage 2/ start of key stage 3	6.1%	9%	6%	11%	12%	9%	Gap	33.9 ppt	31 ppt	11 ppt	27 ppt	19 ppt	21 ppt
	2025 cohort (end of Year 6)*	2024 cohort (end of Year 7)	2023 cohort (end of Year 7)	2022 cohort (end of Year 7)	2021 cohort (end of Year 7)	2020 cohort (end of Year 7)																							
Proportion of PP students Persistently Absent at the end of key stage 2/ start of key stage 3	40%	40%	17%	38%	31%	30%																							
Proportion of non-PP students Persistently Absent at the end of key stage 2/ start of key stage 3	6.1%	9%	6%	11%	12%	9%																							
Gap	33.9 ppt	31 ppt	11 ppt	27 ppt	19 ppt	21 ppt																							
2	<p>Many of our pupil premium students are dealing with significant pastoral issues at home which create barriers to their learning and/ or wellbeing (in line with the new Ofsted Framework on Inclusion). These pastoral issues often link to poor attendance and Emotionally-Based School Avoidance. For this reason, we have increased our investment in our pastoral team in our Pupil Premium Strategy in 2025-26.</p> <table><tr><th></th><th>2025 cohort (end of Year 6)</th><th>2024 cohort (end of Year 7)</th><th>2023 cohort (end of Year 7)</th><th>2022 cohort (end of Year 7)</th><th>2021 cohort (end of Year 7)</th><th>2020 cohort (end of Year 7)</th></tr><tr><td>Proportion of PP students with Level 4-5* pastoral concerns</td><td>32%</td><td>16%</td><td>28%</td><td>34%</td><td>25%</td><td>40%</td></tr><tr><td>Proportion of non-PP students with Level 4-5* pastoral concerns</td><td>4%</td><td>4%</td><td>5%</td><td>9%</td><td>7%</td><td>12%</td></tr><tr><td>Gap</td><td>28 ppt</td><td>12 ppt</td><td>23 ppt</td><td>25 ppt</td><td>18 ppt</td><td>28 ppt</td></tr></table> <p>*Extreme pastoral concern generally requiring weekly action by the Pastoral Team and which will impact on the students' learning</p>		2025 cohort (end of Year 6)	2024 cohort (end of Year 7)	2023 cohort (end of Year 7)	2022 cohort (end of Year 7)	2021 cohort (end of Year 7)	2020 cohort (end of Year 7)	Proportion of PP students with Level 4-5* pastoral concerns	32%	16%	28%	34%	25%	40%	Proportion of non-PP students with Level 4-5* pastoral concerns	4%	4%	5%	9%	7%	12%	Gap	28 ppt	12 ppt	23 ppt	25 ppt	18 ppt	28 ppt
	2025 cohort (end of Year 6)	2024 cohort (end of Year 7)	2023 cohort (end of Year 7)	2022 cohort (end of Year 7)	2021 cohort (end of Year 7)	2020 cohort (end of Year 7)																							
Proportion of PP students with Level 4-5* pastoral concerns	32%	16%	28%	34%	25%	40%																							
Proportion of non-PP students with Level 4-5* pastoral concerns	4%	4%	5%	9%	7%	12%																							
Gap	28 ppt	12 ppt	23 ppt	25 ppt	18 ppt	28 ppt																							

3	For many of our pupil premium students, their reading is below the expected standard on entry to key stage 3 and gaps in performance at the end of key stage 2 are widening. The ability to read is a key skill in order to be able to access the secondary curriculum successfully. For this reason, we have increased our investment in reading in our 2025-26 Pupil Premium Strategy building on the successful strategies trialled in 2024-25.						
		2025 cohort (end of Year 6)	2024 cohort (end of Year 6)	2023 cohort (end of Year 6)	2022 cohort (end of Year 6)		
	Proportion of PP students not making expected progress in reading at the end of key stage 2	41%	26%	19%	20%		
	Proportion of non-PP students not making expected progress in reading at the end of key stage 2	11%	10%	13%	10%		
	Gap	30 ppt	16ppt	6 ppt	10 ppt		
4	For many of our pupil premium students, numeracy is below the expected standard on entry to key stage 3 and gaps in performance at the end of key stage 2 are widening. Numeracy is a key foundational knowledge supporting students both in school and beyond. For this reason, we are increasing our investment in numeracy in our 2025-26 Pupil Premium Strategy to mirror the successful reading strategies trialled in 2024-25.						
		2025 cohort (end of Year 6)	2024 cohort (end of Year 6)	2023 cohort (end of Year 6)	2022 cohort (end of Year 6)		
	Proportion of PP students not making expected progress in Maths at the end of key stage 2	34%	33%	20%	30%		
	Proportion of non-PP students not making expected progress in Maths at the end of key stage 2	11%	8%	12%	13%		
	Gap	23 ppt	25 ppt	8 ppt	17 ppt		
5	Many of our pupil premium families are not engaging with parents' evenings and events at our school to support student learning. For this reason, we are increasing our investment in parental engagement in our 2025-26 Pupil Premium strategy and introducing intended outcomes focused on parental engagement.						
		2025 cohort	2024 cohort	2023 cohort	2022 cohort *	2021 cohort*	2020 cohort*
	Proportion of PP student's families not attending parents' evening for this academic year	38%	41%	Added in Jan 2026	35%	49%	36%
	Proportion of PP student's families not attending parents' evening for this academic year	17%	17%	Added in Jan 2026	21%	20%	2%
	Gap	21 ppt	24 ppt		14 ppt	29 ppt	34 ppt
*Academic year 2024-25							

Intended outcomes

This section of the Strategy explains the outcomes we are aiming for **by the end of our strategy plan in August 2028**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria		
1. Pupil Premium attendance is improving rapidly against the success criteria	August 2026	August 2027	August 2028
	To significantly narrow the gap with best similar school performance of 91.6%* from the end of 2024-25 baseline of 82.4%	Attendance for our FSM students is in line with, or above, FSM attendance nationally and improving further against the attendance of best similar schools	Attendance for our FSM students is above FSM attendance and close to, or in line with the attendance of best similar schools
* Similar schools comparison report (November 2025)			
2. All pupil premium students are reading at (or being supported to read), at least, age-related expectation and most are reading above this	August 2026	August 2027	August 2028
	All pupil premium students are reading at age-related expectation or are being supported to make rapid progress towards this*	Almost all pupil premium students are reading at age-related expectation and a small minority are being supported to make rapid progress towards this	In addition to the 2027 benchmark most pupil premium students are reading above age-related expectation
*Assessed through NGRT testing			
3. Pupil premium standard and strong pass performance in English and Maths at the end of key stage 4 is in line with the national average for all students	Pupil Premium students	August 2024	August 2025
	Standard pass (Grade 4) English & Maths	34.7%	52%
	Gap* to national average for all students	-30.3 ppt	-13.4 ppt
	Strong pass (Grade 5) English & Maths	26.5%	20%
	Gap to national average for all students	-19.4 ppt	-26.8 ppt
*Indicated by a plus or minus			
	August 2026	August 2027	August 2028
	Standard pass performance remains above national data for PP students and reduces against national performance by at least 5 ppt	Standard pass performance remains above national data for PP students and reduces against national performance by at least 10 ppt	Standard pass performance is in line with national performance
	Strong pass performance is above national data for PP students and reduces against national performance by at least 10 ppt	Strong pass performance is above national data for PP students and reduces against national performance by at least 20 ppt	Strong pass performance is in line with national performance

4. Pupil Premium students are making positive progress across a range of subjects at the end of key stage 4			
	Pupil Premium students	August 2024	August 2025
	Proportion of subjects making positive progress	27%	41%
	Subject Progress Index	-0.53	-0.2
	August 2026	August 2027	August 2028
5. 100% of pupil premium students are in employment, education or training	Pupil Premium students are making positive progress in at least half of the subjects studied in key stage 4	Pupil Premium students are making positive progress in the majority of subjects studied in key stage 4	Pupil Premium students are making positive progress in the vast majority of subjects studied in key stage 4
	Improvement against the Subject Progress Index of +0.1	Improvement against the Subject Progress Index of +0.1 bringing this to 0 for Pupil Premium students	Improvement against the Subject Progress Index to above 0 indicating that Pupil Premium students are making positive progress across subjects studied in key stage 4
6. Pupil premium families are engaging with our parent evening offer	Pupil Premium students	Autumn 2024	Autumn 2025
	Proportion in employment, education or training	94%	98%
	August 2026	August 2027	August 2028
	We have had a parents' evening or progress discussion with the family of every pupil premium student	The engagement of pupil premium families matches that of non-pupil premium families	All pupil premium families are engaging with our parent evening offer

Activity in this academic year

This section of the Strategy outlines how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £46,575 (spend on reading and numeracy teaching is in section 2)

Activity	Evidence that supports this approach	Barriers addressed
Investment in a cycle of improvement in the classroom to increase equity		
1.1 Investment in data capacity and professional learning on data literacy to lift expectations, and improve target-setting, grouping and the identification and monitoring of gaps in key stage 3 and 4 to support sharply focused teaching impacting on Outcomes 3 and 4	RADY Programme focused on improving school systems for setting, tracking and monitoring goals <ul style="list-style-type: none"> RADY Pledge 1 	Challenges 3 and 4
1.2 Professional learning for teachers and LSAs on positive behaviour management and de-escalation strategies to increase equity of opportunity to learn impacting on B3-5 removal from lesson data	EEF Guide: Developing high quality teaching EEF Guide: Professional development to support implementation EEF Guide: Mentoring and coaching teachers Other: Research on relational pedagogy Thinking Differently signposted resources RADY Pledge 3	Challenges 1 and 2
1.3 Professional learning for teachers on explicit strategy instruction and equitable strategies in the classroom (including Herts for Learning strategies related to reading and oracy) impacting on student voice on success in the classroom in key stage 3 and 4	EEF Guide: Developing high quality teaching EEF Guide: Professional development to support implementation EEF Guide: Mentoring and coaching teachers Other: Principles of instruction: Rosenshine RADY programme Other: Becoming a high expectation teacher: Rubie-Davies Thinking Differently signposted resources Herts for Learning strategies developed with the EEF RADY Pledge 3	Challenges 3 and 4
1.4 Curriculum Collaborative Time for curriculum teams to improve identification and closing of learning gaps through Success-Based assessment and feedback in line with the new Assessment and Feedback policies impacting on Outcomes 3 and 4	EEF Guide: Developing high quality assessment EEF Guide: Professional development to support implementation EEF embedding formative assessment EEF teacher feedback to improve pupil learning Thinking Differently Module 3 Other: Principles of instruction: Rosenshine Other: Making good progress: Christodolou RADY Pledge 3	Challenges 3 and 4
1.5 Curriculum Time to teach students how to build effective retrieval and revision habits from Year 7 impacting on student voice on success in the classroom in key stage 3 and 4	EEF Guide: Developing high quality teaching EEF Metacognition and self-regulation Other: Improving students' learning: Dunlosky	Challenges 3 and 4

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

Budgeted cost: £136,000

Activity	Evidence that supports this approach	Barriers addressed
Investment in key interventions to close gaps and increase equity		
2.1 Additional Curriculum Provision: sharply focused key stage 4 subject interventions (including a specific focus on 'crossover' English and Maths students) impacting on Outcomes 3 and 4	Targeted tuition strategies from the EEF Evidence Brief and EEF Guide including: <ul style="list-style-type: none"> • Small group tuition • Peer Tutoring • Extending School Time 	Challenges 3 and 4
2.2 Additional Curriculum Provision: Extending the Reading Fluency Programme across key stage 3 and 4 to develop 20:20 reading habits impacting on Outcome 2, and to integrate foundational knowledge into this Programme impacting on Outcomes 2-4	Targeted interventions to support reading from the EEF Evidence Brief and Herts for Learning reading strategy including: <ul style="list-style-type: none"> • Phonics • Small group tuition • Reading fluency instruction • Parental engagement • Peer tutoring 	Challenge 3
2.3 Additional Curriculum Provision: Development of a targeted maths Fluency Programme in support numeracy in key stage 3 and 4 to impact on Outcome 3	EEF Guide: Targeted interventions to support literacy or numeracy	Challenge 4
2.4 Additional resources provision in key stages 3 and 4 to increase equity of access to additional tuition, curriculum materials, equipment and technology including Subject Study Support, Action Tuition and learning resources impacting on student voice on successful study habits in key stages 3 and 4	Purposeful and targeted extension of school time to support homework and study in line with the recommendations of the EEF Evidence Brief. <ul style="list-style-type: none"> • Extending School Time 	Challenges 1, 2 and 5

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

Budgeted cost: £76, 500

Activity	Evidence that supports this approach	Barriers addressed
Investment in capacity to engage with and motivate students and families and increase equity		
3.1 Investment in attendance capacity to improve setting, tracking and monitoring of attendance goals and communication with parents in key stage 3 and 4 impacting on Outcome 1 including the key stage 2-3 transition	EEF Guide: Supporting School Attendance DFE: Working together to improve school attendance Who is losing learning report: Institute for Public Policy and Research Thinking Differently signposted resources	Challenge 1
3.2 Investment in rewards to increase students' sense of success impacting on student voice on creating a sense of belonging including ensuring all disadvantaged students can access the Year 7 Residential	EEF Guide: Improving behaviour in Schools Thinking Differently signposted resources RADY Pledge 4	Challenges 1 and 2
3.3 Investment in communication and engagement with families in student learning in key stage 3 and 4 to identify and remove barriers to engagement including provision of parental workshops impacting on Outcome 6	EEF Guide: Supporting School Attendance EEF Guide: Communicating with parents/ carers Thinking Differently signposted resources RADY Pledge 4	Challenges 1, 2 and 5
3.4 Optimisation of Curriculum Engagement provision in key stage 3 and 4 impacting on Outcomes 1 to 6	EEF Guide: Supporting social and emotional and behavioural needs Who is losing learning report: Institute for Public Policy and Research	Challenges 1 to 5
3.5 Investment in time to know our students in key stage 3 and 4 better so that we can identify and remove barriers to learning impacting on Outcomes 1 to 6	Thinking Differently signposted resources Mental Health First Aid training to improve Emotionally-Based School Non-Attendance	Challenges 1 to 5
3.6 Investment in time to undertake reading and research into resilience and self-regulation to design strategies for implementation in Year 2 with impact on Outcomes 1-6	Thinking Differently signposted resources Research shows that both resilience and self-regulation positively impact student performance by improving students' ability to handle stress, stay motivated, and adapt to challenges. Self-regulation is a key predictor of resilience and academic achievement, while resilience enables students to use resources effectively and maintain focus during setbacks. Together, these traits create a positive cycle where being resilient helps a student develop better self-regulation, which in turn improves their academic outcomes.	Challenges 1 to 5

Part B Review of the previous academic year

Outcomes for our pupil premium students

We have analysed outcomes for our pupil premium students at the end of key stage 4 using key stage 4 performance data and the Sisra Analytics programme.

How well are our pupil premium students achieving?

2025 saw an improvement in the performance and progress of our pupil premium students at the end of key stage 4*.

Progress in 2024	Progress in 2025	Improvement
-0.75	-0.55	+0.2

*Progress and value-added data based on Sisra Collaboration data for 2024-25 due to lack of a national progress measure for this cohort.

Proportion of students making at least expected progress	2024	2025	Difference
Pupil Premium students	28.9%	44.4%	+15.5 ppt
Non-Pupil Premium students	64.3%	57.9%	-6.4 ppt
National Sisra Collaboration performance (all students)	53.2%	51.9%	-1.3 ppt
Narrowing the gap against National Sisra Collaboration performance (all students)	-24.3 ppt	-7.5 ppt	+16.8 ppt

Proportion of students gaining 5+ qualifications with a standard pass (Grade 4)	2024	2025	Difference
Pupil Premium students	30.6%	52%	+21.4 ppt
Non-Pupil Premium students	75.8%	73.9%	-1.9 ppt
National Sisra Collaboration performance (all students)	60.7%	60.4%	-0.3 ppt
Narrowing the gap against National Sisra Collaboration performance (all students)	-30.1 ppt	-8.4 ppt	+21.7 ppt

Proportion of students gaining a standard pass in English & Maths (Grade 4+)	2024	2025	Difference
Pupil Premium students	34.7%	52%	+17.3 ppt
Non-Pupil Premium students	79.8%	79%	-0.8
National Sisra Collaboration performance (all students)	65.7%	65.2%	-0.5
Narrowing the gap against National Sisra Collaboration performance (all students)	-22 ppt	-13.2 ppt	+8.8 ppt

Proportion of students gaining a standard pass in English & Maths (Grade 5+)	2024	2025	Difference
Pupil Premium students	26.5%	20%	-6.5 ppt
Non-Pupil Premium students	63.3%	59.1%	-4.2 ppt
National Sisra Collaboration performance (all students)	45.7%	44.5%	-1.2 ppt
Narrowing the gap against National Sisra Collaboration performance (all students)	-19.2 ppt	-24.5 ppt	-5.3 ppt

Proportion of students gaining a standard pass in English & Maths (Grade 7+)	2024	2025	Difference
Pupil Premium students	6.1%	10%	+3.9 ppt
Non-Pupil Premium students	20.5%	22%	+1.5 ppt
National Sistra Collaboration performance (all students)	12.5%	12.2%	-0.3 ppt
Narrowing the gap against National Sistra Collaboration performance (all students)	-6.4 ppt	-2.2 ppt	-4.2 ppt

Proportion of students entered gaining a standard pass in Science (Grade 4+)	2024	2025	Difference
Pupil Premium students	43.2%	61.9%	+18.7 ppt
Non-Pupil Premium students	77.1%	75.8%	-1.3 ppt
National Sistra Collaboration performance (all students)	65.1%	64.7%	-0.4 ppt
Narrowing the gap against National Sistra Collaboration performance (all students)	-21.9 ppt	-2.8 ppt	+19.1 ppt

Proportion of students entered gaining a standard pass in Humanities (Grade 4+)	2024	2025	Difference
Pupil Premium students	45.2%	60.7%	+15.5 ppt
Non-Pupil Premium students	76.5%	79.4%	+2.9 ppt
National Sistra Collaboration performance (all students)	62.2%	61.9%	-0.3 ppt
Narrowing the gap against National Sistra Collaboration performance (all students)	-17	-1.2	+15.8 ppt

Where are our pupil premium students achieving better?

Our pupil premium students made **positive progress** in 2025 in a range of subjects including Biology, BTEC Sport, Enterprise, Food and Nutrition, French, German, Health and Social Care, History, Physics, Product Design and Sociology.

Value added for pupil premium students was above average for Science and Languages.

Subject	2024	2025	Improvement
Science	-0.673	+0.114	+0.559
Languages	-0.138	+1.365	+1.227

What impact do the identified challenges have on our pupil premium performance

The challenges that we have identified have a significant impact on pupil premium performance. This is demonstrated below:

Pupil Premium students	Impact of attendance
Progress of students with attendance above 90%	+0.22 22 students
Progress of students with attendance below 90%	-1.22 23 students
Difference in progress	1.44

Pupil Premium students	Impact of a high pastoral concern level
Progress of students at Level 0-2 of pastoral concern	+0.34 24 students
Progress of students at Level 4-5 of pastoral concern	-2.02 13 students
Difference in progress	+2.36

Pupil Premium students	Impact of low prior attainment
Progress of students with low prior attainment	-0.79 18 students
Progress of students with mid prior attainment*	-0.38 24 students
Difference in progress	+0.41

*Only 3 students in this cohort had high prior attainment

Destinations for our pupil premium students

- 30% of pupil premium students have progressed to Level 3 study in our Sixth Form (up 5% on last year)
- 66% are engaged in education and/ or training including apprenticeships (up 1% on last year). 36% of these students are studying at Macclesfield College
- 2% (1 student) are in full-time employment
- 2% (1 student) are seeking education, employment or training

98% of pupil premium students are in education, employment or training up 4 percentile points on last year

Our evaluation of the approaches delivered last academic year is outlined below with what we are doing to improve further on this:

Teaching activities

In 2024-25 we focused on four activities:

1. **Additional groups in key stage 3 in English, Maths and Science:** 35% of the students in additional groups in key stage 3 English, Maths and Science are pupil premium. Feedback from curriculum teams indicates that the focus on grouping in 2025 (including investment in additional time for English and Maths) has been effective in improving the quality of student groups and learning (Evidence base: Curriculum Team common agenda). The addition of groups to the Cohort spread sheets in 2025 will allow us to track the performance of additional groups as part of the Data Driven Action process in 2026. The focus in 2026 is on further refining grouping at key stages 3 and 4 to target identified areas such as catch up to expected progress at key stage 3, and Target 5 students at key stage 4
2. **Professional learning activities:** Professional Learning activities, such as Data Driven Action meetings, focused in 2025 on increasing the proportion of grades meeting or exceeding target grades across subjects with the impact below. Curriculum Teams developed a range of data-literate approaches to analysing and addressing 'tails' in performance. This is being built upon through Data Driven Action process in 2025-26, including the use of a 'carousel' process to share strong practice across curriculum teams.

Proportion of pupil premium students with attendance of 50% or above, and not in Alternative Provision, <u>met or exceeded their target</u> in at least one subject in 2024.		
2024	2025	Improvement
79%	92%	+13 ppt

3. **Investment in Sparx reading, homework and assessment:** This year we are reviewing our use of Sparx to ensure that this spend supports the learning of our pupil premium students. Currently, for example, pupil premium students account for 26% of non-completion in maths, 21% in reading and 35% in Science
4. **Roles leading teaching and learning development.** The school has benefited from investment by the Local Authority in the RADY programme in 2024-25 which provides resources and training to develop equitable teaching in the

classroom. This has released Pupil Premium Strategy spend to invest more heavily in our pastoral programme to support attendance.

Targeted academic support

In 2024-25 we focused on three activities:

- 1. **Key stage 4 subject interventions:** the success of key stage 4 Exam Preparation subject interventions can be seen in the improved performance above and the data below. However, 'crossover' of students gaining a 4 or 5 in English or Maths but not both remained above the Sisra collaboration average (by 2.5 ppt at 4-4 and 7.7 ppt at 5-5.) The next step is to reintroduce the effective crossover identification and tracking that resulted in 'crossover' being below the Sisra collaboration average (by 9 ppt at 4-4 and 2.2 ppt at 5-5).

Improvement in attainment from January to June 2024 for pupil premium students	Improvement in attainment from January to June 2025 for pupil premium students
0	+0.49

- 2. **A targeted support Reading Programme:** in 2024-25 we rolled out a fluency-based Reading Programme to 72 students, 33% of whom were pupil premium. Across the reading groups, 81% of students made progress with an average improvement of 11.1 points (NGRT testing). We also rolled out NGRT testing of our students in Years 7-9 with a target that all students are reading at age-related expectation or improving rapidly towards this. Proportions of pupil premium students meeting this target were 78% in Year 7, 65% in Year 8 and 59% in Year 9 in July 2025.
- 3. **Resources to routinely extend school time including Study Base:** The impact of extended school time in Year 11 can be seen in the 2025 results shared above. To strengthen this further, this year a number of additional provisions have been put in place to support learning including English, Maths and Science in key stage 3. These will be evaluated for impact over the course of 2025-26.

Wider strategies

The approach for 2024-25 was to build a team of staff able to support pupil premium attendance and engagement with parents so that we are able to address engrained patterns of absence and disengagement and provide stronger curriculum reintegration. It was appropriate for the incoming headteacher (September 2024) to review plans. Therefore the finalised model is being rolled out in 2025-26 with a focus on strong pastoral support to address attendance issues and Emotionally-Based School Avoidance. To address the challenges that this poses, spend has been redistributed within the Pupil Premium Strategy for 2025-26 with a greater focus on wider strategies.

