

Pupil premium strategy statement – Wilmslow High School

This statement details our school's use of pupil premium (and recovery 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 2023)

School overview

Detail	Data
Number of pupils in school	1762 Y7-11 (22.11.24); 2214 including Sixth Form
Proportion (%) of pupil premium eligible pupils	15% (Yr 7-11)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	September 2024 to August 2027
Date this statement was published	December 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Christina Kane, Headteacher
Pupil premium lead	Ruth Powley, Deputy Headteacher
Governor / Trustee lead	Kate McClean (Pupil Premium Link)

Figures based on school population on 24.10.24

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

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (based on 7/12 th of FY 2023-24 and 5/12 th FY 2024-25 funding – but not including PP+ and Service Premium)	£237,738
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£237,738

Part A: Pupil premium strategy plan

Statement of intent

What are our ultimate objectives for our pupil premium students?

In 2024, 136 of our Year 11 students (42%), achieved **above expected progress** of over half a grade or more (+0.5) – *Sisra Autumn pre-release data*. These students were male and female, from different ethnic groups, and spread across all prior attainment bands. They included SEN Support students, students with EHCPs and pupil premium students.

The improvement objectives below have the aim of **all** students making at least expected progress and **more** students making the progress demonstrated by these 136 students in 2024. We believe that we will do this by narrowing gaps in access, opportunity, engagement, achievement and aspiration.

How does our current pupil premium strategy plan work towards achieving these objectives?

It emphasises:

- Access** to routinely experience meaningful learning success in the classroom through high-quality teaching and assessment focused on building knowledge and fluency
- Opportunity** to routinely improve through expanded study time focused on closing knowledge gaps and building routine learning habits
- Engagement** with learning through the building of 8 routine learning habits
- Achievement** in routinely learning and remembering the curriculum
- Aspiration** for, and routine actions to achieve, ambitious destinations

What are the 8 key learning habits?

Attending school and lessons	Being equipped	Paying attention	Practising
Regularly retrieving learning	Well-organised study time	Book polishing	Reading

What are the key principles for our strategy plan?

Understanding:

1. That where learning experiences and access to **Curriculum Time** are routinely different, some students will have more opportunity to learn than others, inadvertently creating and/ or perpetuating lack of equity. Therefore, a key principle of the strategy plan is to reduce routine differences in opportunities to study
2. That students are more likely to engage in the classroom where they routinely experience meaningful learning success
3. That effective learning (and effective teaching) are routinely effortful and therefore require the building of habits and routines
4. That for knowledge to be routinely retained, or for independent practice to be routinely successful, students require at least **substantial** knowledge
5. That students with an ambitious aspiration for the future are more likely to be routinely motivated to engage routinely in effortful learning

Challenges

This section details the key challenges to achievement that we have identified for our disadvantaged students (265 students: 22 November 2024). It is also intended to show the intersectionality between challenges that include disability, class, poverty, emotional and mental health and transience.

Challenge number	Detail of challenge																								
1 Additional need	<p>31% of our pupil premium students have a special educational or emerging need:</p> <table border="1"> <thead> <tr> <th></th> <th>Year 11</th> <th>Year 10</th> <th>Year 9</th> <th>Year 8</th> <th>Year 7</th> </tr> </thead> <tbody> <tr> <td>SEN</td> <td>12</td> <td>13</td> <td>17</td> <td>16</td> <td>14</td> </tr> <tr> <td>PP Total</td> <td>50</td> <td>56</td> <td>50</td> <td>58</td> <td>51</td> </tr> </tbody> </table>		Year 11	Year 10	Year 9	Year 8	Year 7	SEN	12	13	17	16	14	PP Total	50	56	50	58	51						
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2 Potential knowledge gaps	<p>23% of our current cohort of pupil premium students have been to 3 or more schools. For 11% English is an additional language.</p> <table border="1"> <thead> <tr> <th></th> <th>Year 11</th> <th>Year 10</th> <th>Year 9</th> <th>Year 8</th> <th>Year 7</th> </tr> </thead> <tbody> <tr> <td>3 or more schools</td> <td>7</td> <td>14</td> <td>11</td> <td>14</td> <td>16</td> </tr> <tr> <td>PP Total</td> <td>50</td> <td>56</td> <td>50</td> <td>58</td> <td>51</td> </tr> </tbody> </table> <p>*GL testing as no KS2 prior data for these cohorts</p>		Year 11	Year 10	Year 9	Year 8	Year 7	3 or more schools	7	14	11	14	16	PP Total	50	56	50	58	51						
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3 Below expected progress	<p>30% joined us with below expected progress in reading and 34% with below expected progress in Maths</p> <table border="1"> <thead> <tr> <th></th> <th>Year 11</th> <th>Year 10</th> <th>Year 9</th> <th>Year 8</th> <th>Year 7</th> </tr> </thead> <tbody> <tr> <td>Below EP Maths KS2</td> <td>28*</td> <td>19*</td> <td>14</td> <td>11</td> <td>17</td> </tr> <tr> <td>Below EP Reading KS2</td> <td>26*</td> <td>18*</td> <td>11</td> <td>10</td> <td>15</td> </tr> <tr> <td>PP Total</td> <td>50</td> <td>56</td> <td>50</td> <td>58</td> <td>51</td> </tr> </tbody> </table>		Year 11	Year 10	Year 9	Year 8	Year 7	Below EP Maths KS2	28*	19*	14	11	17	Below EP Reading KS2	26*	18*	11	10	15	PP Total	50	56	50	58	51
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4 Pastoral need	<p>39% of our pupil premium students have a Level 3+ pastoral concern</p> <table border="1"> <thead> <tr> <th></th> <th>Year 11</th> <th>Year 10</th> <th>Year 9</th> <th>Year 8</th> <th>Year 7</th> </tr> </thead> <tbody> <tr> <td>Level 3 pastoral concern</td> <td>24</td> <td>19</td> <td>27</td> <td>16</td> <td>17</td> </tr> <tr> <td>PP Total</td> <td>50</td> <td>56</td> <td>50</td> <td>58</td> <td>51</td> </tr> </tbody> </table>		Year 11	Year 10	Year 9	Year 8	Year 7	Level 3 pastoral concern	24	19	27	16	17	PP Total	50	56	50	58	51						
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5 Low attendance	<p>48% of our pupil premium have attendance of 90% or below. For 8% this is Severe (22.11.24)</p> <table border="1"> <thead> <tr> <th></th> <th>Year 11</th> <th>Year 10</th> <th>Year 9</th> <th>Year 8</th> <th>Year 7</th> </tr> </thead> <tbody> <tr> <td>Persistent Absentee</td> <td>33</td> <td>24</td> <td>32</td> <td>15</td> <td>22</td> </tr> <tr> <td>PP Total</td> <td>50</td> <td>56</td> <td>50</td> <td>58</td> <td>51</td> </tr> </tbody> </table>		Year 11	Year 10	Year 9	Year 8	Year 7	Persistent Absentee	33	24	32	15	22	PP Total	50	56	50	58	51						
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6 Poor learning habits	<p>Our pupil premium students are more likely to have high JENE scores indicating that attention and/ or practice is 'just enough' or 'not enough' (a low JENE score indicates that attention and practice are 'enough')</p> <table border="1"> <thead> <tr> <th>Average JENE score</th> <th>Year 11</th> <th>Year 10</th> <th>Year 9</th> <th>Year 8</th> <th>Year 7</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Average JENE score	Year 11	Year 10	Year 9	Year 8	Year 7																		
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	PP	12.5	7.6	18.2	12.6	1.5
	Non-PP	7.8	6.2	9.4	7.7	0.4
	Year 7 figures are an initial assessment across Maths, English and Science. Year 8 and 9 figures are across all subjects. Year 10-11 figures are across the 8 or 9 subjects studied.					
7 Low parental engagement	Our pupil premium parents and carers are less likely to attend school evenings to support their child's education					
	Attendance at Expectations Evening	Year 11	Year 10	Year 9	Year 8	Year 7
	PP	34%	36%	12%	34%	14%
	Non-PP	51%	67%	54%	49%	63%

Our challenge

Is to build routines. Because secure routines support success.

We believe that the challenges of additional need, knowledge gaps, pastoral concerns, low attendance and poor learning habits are linked and we welcomed the **Who is losing learning** report from the Institute for Public Policy and Research (September 2024) which reinforced our concerns about the patterns of behaviour that we were seeing in our school.

Many of our pupil premium students face greater challenges to building secure learning routines even before they join us, and where there is a gap in learning routines, students can quickly fall further behind.

For example, just 1 month of not doing 1 hour of homework or reading each school night will lead to a 20-hour gap. For one secondary school year alone, this is a 195-hour gap.

Where students lack routine study habits and a sense of **belonging in the classroom**, the widening of this gap can create the understandable temptation to **avoid** learning time, through inattentive behaviours in lesson, poor or non-existent homework, absence from school, or finding excuses within school to avoid lessons. This temptation is increased where students lack ambition or clarity about their future career path and perhaps do not identify themselves with **belonging in the classroom**, or in ambitious educational outcomes or destinations.

Therefore, the gap widens further.

To break this cycle, we need to be determined and ambitious to build routines, and we need to acknowledge that this will require energy, determination and tenacity.

In line with the **Who is losing learning** report from the Institute for Public Policy and Research (September 2024) we have therefore reviewed our pupil premium strategy. Our data indicates that our pupil premium students achieve in line with expected progress where their attendance is good. We have therefore taken immediate steps to:

- Focus more explicitly on addressing self-exclusion behaviours*
- Strengthen our strategic approach to the identifying and addressing self-exclusion behaviours
- Ensuring 'join up' between our pedagogy and innovation in the classroom and our focus on reducing self-exclusion behaviours
- Ensuring 'join up' between our targeted interventions and our focus on reducing self-exclusion behaviours

*What are self-exclusion behaviours

- Elective home education
- Severe and persistent absence
- Truancy lessons
- Toilet trips
- Time out cards
- Lateness to lesson

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in August 2027**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupil premium attendance is in line with the national average for all students	<p>By August 2027:</p> <ul style="list-style-type: none"> <input type="checkbox"/> DfE attendance data indicates that attendance for pupil premium students is in line with the national average for all students <p>By August 2025</p> <ul style="list-style-type: none"> <input type="checkbox"/> To have narrowed the gap by half between our 2024 pupil premium attendance and national attendance for all students
All pupil premium students are reading at, at least, age-related expectation with most reading above this, and reading gaps have been eliminated between non-PP and PP students	<p>By August 2027:</p> <ul style="list-style-type: none"> <input type="checkbox"/> NGRT Standard Age Score (SAS) assessment indicates that all pupil premium students are reading at age-related expectation, with most reading above this, and that gaps have been eliminated between PP and non-PP students of the same prior attainment <p>By August 2025</p> <ul style="list-style-type: none"> <input type="checkbox"/> All pupil premium students are reading at age-related expectation or making rapid progress towards this, and reading data demonstrates that gaps are closing between PP and non-PP students based on the Autumn 2024 baseline (for Year 7 and Year 9 students)
The performance of pupil premium students at the end of key stage 4 is in line with expected performance	<p>By August 2027:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The performance of pupil premium students is in line with expected performance as indicated by Progress 8 data <p>By August 2025</p> <ul style="list-style-type: none"> <input type="checkbox"/> The standard and strong pass rates for pupil premium students are improved and in line to meet or exceed 2019 pupil premium performance in 2026
The destinations of pupil premium students demonstrate comparable ambition to those of non-pupil premium students	<p>By August 2027:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The destinations of pupil premium students at key stage 4 demonstrate comparable ambition to those of non-pupil premium students as indicated by school tracking figures <p>By August 2025:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School tracking metrics are in place and a comparison between 2024 and 2025 demonstrates improvement towards this outcome, allowing an appropriate milestone target to be set for 2026 <input type="checkbox"/>
In addition to this we are setting a 2024-25 target	<p>By August 2025:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School L0 and lateness tracking metrics indicate that pupil premium students are not engaging in self-exclusion behaviours

Activity in this academic year (2023)

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above. Choice of activities has been informed by EEF guidance including the [EEF Evidence Brief](#)

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

Budgeted cost: £79,246

Activity	Evidence that supports this approach*	Challenge number(s) addressed
1A. Additional KS3 groups in Maths and Science with a focus on closing knowledge gaps for students making below expected progress at the end of KS2 by the end of KS3, and on ensuring that students feel a greater sense of belonging in the classroom <i>Access</i>	Developing a curriculum which responds to the needs of students This approach draws on the EEF recommendations regarding class size reduction (2 months): that these should be significantly reduced (to below 15 students). This activity also responds to the focus of the Feb 2024 Using pupil premium guidance for school leaders on focusing on high quality teaching of English and maths	1,2,3
1B. Professional learning activities* to increase the proportion of grades meeting or exceeding target grade across all subjects at the end of KS4, and to support building a sense of belonging in the classroom *See Quality Standards Strategy <i>Achievement</i>	Developing high-quality teaching which responds to the needs of students The best available evidence indicates that great teaching is the most important lever that schools have to improve pupil attainment. (EEF). We are using the EEF guidance report to support us in improving teacher feedback (up to 5 months): Teacher feedback to improve pupil learning	1,2,3
1C Sparx homework and assessment in Maths and English to increase the amount of time that students are routinely spending on practising in English and mathematics, and in reading, across key stages, and to ensure that students are including themselves in learning <i>Achievement</i>	Developing high-quality assessment which responds to the needs of students and using technology to support high-quality teaching and learning The EEF Evidence Brief flags the importance of purposeful use of assessment. This activity also responds to the focus of the Feb 2024 Using pupil premium guidance for school leaders on focusing on high quality teaching of English and maths	1,2,3
1D. Roles leading the development of high-quality teaching and assessment of 'hard to reach' students across key stages with a focus on improving the standard and strong pass rate in mathematics and science, and to support building a sense of belonging in the classroom <i>Achievement</i>	Recruitment and retention of teaching staff The EEF Evidence brief emphasises that disadvantaged students with SEN have the greatest need for excellent teaching. These roles focus on developing explicit instruction and scaffolding in teaching strategies flagged in the EEF Five a Day to improve SEND outcomes	1,2,3

*Completed with reference to page 17 of [the EEF Guide to the Pupil Premium](#) and [Teaching and Learning Toolkit](#)

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

Budgeted cost: : £79,246

Activity	Evidence that supports this approach*	Challenge number(s) addressed
<p>2A. KS4 subject interventions including a specific focus on 'crossover' English and Maths students to increase standard and strong passes in English <i>and</i> mathematics at the end of KS4, and to support building a sense of belonging in the classroom</p> <p><i>Achievement</i></p>	<p>Targeted tuition</p> <p>The EEF Evidence Brief recommends that intensive support through one-to-one tuition (5 months) and small group tuition (+2 months for secondary) can support student learning particularly if provided in addition to normal lessons and explicitly linked to these. Tuition is more effective where learning gaps are assessed, curriculum content is carefully selected, teachers are well prepared, and impact is monitored. Small groups should not be more than 6 or 7 students and low prior attaining students particularly benefit from this intensive tuition. It also responds to the focus of the Feb 2024 Using pupil premium guidance for school leaders on focusing on high quality teaching of English and maths</p>	<p>2, 3</p>
<p>2B. A targeted support Reading Programme across key stages including investment in Lexia to increase routine deliberate practice in reading as part of a 20:20 reading habit, and to support building a sense of belonging in the classroom</p> <p><i>Access</i></p>	<p>Interventions to support reading</p> <p>Evidence suggests that reading fluency and comprehension are vital to learning:</p> <ul style="list-style-type: none"> □ No comprehension takes place when learners understand only 80% of the text (Hinkel, 2015) □ With the majority of learners, for listening and reading input to be conducive to learning, around 98% of words must be familiar (Nation, Learning to read and learning to comprehend) <p>The EEF suggests that where phonics is delivered as an intervention, regular sessions (up to four times a week) or 30 minutes or so over a period of up to 12 weeks appear to be the most successful structure For students identified as requiring targeted support/phonics level teaching small group tuition will be used (+4 months for reading). It also responds to the focus of the Feb 2024 Using pupil premium guidance for school leaders on focusing on high quality teaching of English.</p>	<p>1, 2, 3, 6</p>
<p>2C. Resources to routinely extend school time including Study Base for students across key stages to ensure that students are including themselves in learning</p> <p><i>Engagement</i></p>	<p>Extending school time</p> <p>The EEF Evidence Brief flags that purposeful and targeted extension of school time to provide after school programmes of homework (+5 months for secondary schools) is more likely to foster academic benefits when it is clearly structured, linked to the curriculum, and led by well-qualified and trained staff.</p>	<p>6</p>

*Completed with reference to page 17 of [the EEF Guide to the Pupil Premium](#) and [Teaching and Learning Toolkit](#)

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

Budgeted cost: : £79,246

Activity	Evidence that supports this approach*	Challenge number(s) addressed
<p>3A. Development of key roles to ensure that we can address entrenched pastoral and parental engagement needs which impact on attendance</p> <ul style="list-style-type: none"> □ A refocused Curriculum Engagement Lead working across Whole School Teams with a focus on reducing Pre-Severe and Severe Absence (of 80% or below) for pupil premium students across key stages to support students and their families in engaging in the curriculum including a stronger Y6-7 transition programme for students with Pre-Severe or Severe Absence in Years 5 and 6 □ A new Head of Progress House role to drive improvements in curriculum re-engagement for pupil premium students and their families including a stronger Y6-7 transition programme for students with Pre-Severe or Severe Absence in Years 5 and 6 □ A new Pupil Premium Progress Manager role with a focus on reducing persistent absence (80-90% attendance) for pupil premium students across key stages and improving communication and sense of belonging with pupil premium families including families in Years 5 and 6 □ A refocused Curriculum Operations role with a strengthened focus on improving communication and sense of belonging with pupil premium families including families in Years 5 and 6 <p><i>Engagement</i></p>	<p>Supporting Attendance</p> <p>As flagged in Working together to improve school attendance there is clear evidence that high attainment and high attendance are linked. We see this in our own patterns of progress. In 2023 the 14 Pupil Premium students with attendance of 90% or above averaged progress of +0.63. In comparison, students with persistent absence averaged progress of approximately -0.1 and those with severe absence approximately -0.2. In 2024 data demonstrates that attendance had a similar impact</p>	<p>4, 5, 7</p>
<p>3B. Investment in Pupil Premium Progress Lead roles supporting students (and their parents/ carers) in building routines in the 8 habits of effective learning and developing a sense of belonging in the classroom</p>	<p>Recruitment and retention of teaching staff</p> <p>The potential impact of self-regulation approaches with students monitoring and evaluating their own learning is high (up to 7 months) especially if these are explicitly taught and rooted in the curriculum. They can also be effective when taught in collaborative groups where learners can support each other.</p>	<p>6</p>
<p>3C. Contingency fund for acute issues</p>	<p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to specific barriers to learning.</p>	<p>Access to the curriculum</p>

*Completed with reference to page 17 of [the EEF Guide to the Pupil Premium](#) and [Teaching and Learning Toolkit](#)

Part B Review of the previous academic year

Outcomes for pupil premium students

We have analysed the performance of our school's pupil premium students during the 2023-24 academic year using autumn pre-release key stage 4 performance data.

How well are pupil premium students achieving?

- In 2023 the progress of pupil premium students improved by 49 points (to -0.43) compared to a drop in national pupil premium progress of 2 points. In 2024 performance was not as strong, falling back by 32 points (to -0.75). Despite this, progress in the Open element improved by 6 points from 2023 to 2024 representing best progress to date (since 2016) in the Open element.
- Within this headline progress figure, **student attendance had a significant impact**. Pupil premium students with attendance of 96% or above made positive progress (+0.38). Those with attendance of 93% or above made positive progress (+0.19), and pupil premium students who were not persistent absentees (with attendance of 90% or above) made progress broadly in line with national average (-0.08). **This suggests that pupil premium students at Wilmslow make progress in line with, or above, the national average when they attend school regularly.**
- The *strong* pass rate (Grade 5) for pupil premium students in English and mathematics fell slightly from 2023 to 2024 to 27% but the *standard* pass rate (Grade 4) fell more significantly to 35%. Mathematics improved its *strong* pass rate by 2% from 2023 to 2024, and English Literature improved its *standard* pass rate by 4% from 2023 to 2024. However, a key issue in 2024 was that **a number of pupil premium students achieved a 4 or 5 in English or mathematics, but not both**. If targeted interventions supported students in gaining a 4-4 or a 5-5 then results would improve to well above the 2023 rate.
- 55% of pupil premium students gaining at least a standard pass in maths gained a Grade 6 or above. 48% of pupil premium students gaining at least a standard pass in English Language gained a Grade 6 or above, including 1 Grade 9.
- For students with 95% attendance or above, 78% of grades gained met or exceeded target. For students with attendance of 90-95%, 38% of grades gained met or exceeded target.
- The overall entry rate rose in 2024 to 7.8 for all pupil premium students. For students with attendance of 90% or above the entry rate was 8.1. The current entry rate for our Year 11 pupil premium students is 8.58.
- Entries to English baccalaureate have risen by 7 percentile points since 2022. Proportions of entered students achieving the baccalaureate are high: 83% in 2024.

How else does persistent absence (of below 90%) make a difference to pupil premium performance?

- When persistent absentees are removed, the proportion of pupil premium students achieving:
 - Grade 7 in English and mathematics
 - Grade 5 in mathematicsIs **slightly above** the Sisra collaboration figure for all students, and **substantially above** the Sisra collaboration figures for all students for:
 - 5-5 or 7-7 in Combined Science
- When persistent absentees are removed, the attainment grade of pupil premium students is:
 - **Above** the Sisra collaboration figures for all students in English, mathematics and science
 - In line with the figure for the Open element (-0.01 lower)
- When persistent absentees are removed, value added is positive for pupil premium students in Science, Humanities and Languages

Where are pupil premium students achieving better?

- A third of pupil premium students in 2024 **made positive progress** (29%). This figure is the same as in 2019 when we achieved our best progress for pupil premium students
- SEN Support pupil premium students performed **in line with national average** (+0.03) when students with persistent absenteeism were removed
- Female pupil premium students performed better than male pupil premium students, and **above national average** (+0.39) when students with persistent absenteeism were removed
- High prior attaining pupil premium students performed better than other prior attaining groups and **slightly above national average** (+0.07) when students with persistent absenteeism were removed
- Attainment 8 increased from 36 to 44 when pupil premium students with persistent absenteeism were removed (8 points). In comparison, the improvement for non-pupil premium students was only 3 points. **This indicates the disproportionate effect that persistent absence data has on overall pupil premium data**

Pupil premium performance across different subjects

- The Sisa Subject Progress Index for pupil premium students who were not persistent absentees was +0.06. This is **slightly above the Sisa collaboration average**
- Pupil premium students achieved particularly well in:
German, Business, Health and Social Care, History, Product Design, RE and Textiles
- Pupil premium students achieved well in:
Graphics, English Literature, Food, French and Combined Science

Pupil premium destinations

- 25% of students have progressed to Level 3 study in our Sixth Form
- 65% are engaged in education and/ or training including apprenticeships (39% at Macclesfield College)
- 2% (1 student) are in full-time employment awaiting training
- 2% (1 student) returned to home abroad
- 6% (3 students) are seeking education, employment or training. 2 are on the waiting list for Motor Vehicle repair and construction courses at Stockport and Macclesfield colleges

94% of pupil premium students are in education, employment or training

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

Teaching strategies

Pupil premium students are demonstrating that they can meet and exceed their targets but this is not yet routine:

- 79% of pupil premium students with attendance of 50% or above, and not in Alternative Provision, met or exceeded their target in at least one subject in 2024. The approach for 2024-25 is therefore to sharpen assessment practice further so that performance profiles are clear in Year 10 and Year 11 data (a Developing Subject Expertise group has been assigned to this activity.) Teachers with roles in leading the development of high-quality teaching of 'hard to reach' students will play a key role in sharing good practice where students are meeting or exceeding their targets, and this will be embedded through our Data Driven Action processes for 2024-25.

Maths support groups are helping students to close gaps

- 62% of Year 8 students in a support group who were making below expected progress at the end of key stage 2 are now substantial or above in their learning, the figure is 61% for Year 9
- We are focusing through the DDA process on all students who are not yet substantial

Our students succeed when they (and their parents/ carers) engage with us but this is not yet routine:

- 41% of our Year 11 students achieved **above expected progress** of over half a grade or more (+0.5) in 2024 by engaging in classwork, homework and Exam Preparation. The approach for 2024-25 is therefore to focus on narrowing gaps in:
 - Engagement with homework, including Sparx homeworks in English and Maths
 - Completion of past papers, including the Maths past paper programme
 - Engagement in the Exam Preparation ProgrammeTeachers with roles in leading the development of high-quality teaching or 'hard to reach' students will play a key role in driving engagement.

- Our 'eyes on' strategy for 2024 is led by the 'senior' deputy headteacher. A network of support across all pupil premium students has been established, for example including Year 11 Revision Clusters:
 - 100% of pupil premium students have been covered by this network
 - Across year groups, between 52-62% of pupil premium students are demonstrating high standards of attendance and/ or learning or are improving (November figure).
 - The aim this year is for this figure to reach 100%

Our professional learning strategy, including use of Step Lab, increased leaders' routine engagement in the curriculum in 2024 to quality assurance standards of teaching and learning

- All curriculum teams have undertaken Learning Reviews (2023-24) and in 2024 a cycle of Follow Up Reviews demonstrated that these had led to improvement. All teams which have been revisited have made progress in at least 3 areas of the Learning Review Tracker, with 13 instances where teams have made significant progress in an area.
- Learning from DDA is feeding in to the Learning Review programme for 2024

Targeted academic support

Targeted academic support has been improved for 2024-25

Sharper tracking and monitoring of 'crossover' performance in English and mathematics

Pupil premium threshold performance in mathematics and English has not yet returned to pre-Covid levels:

- Both maths and English **improved** performance for pupil premium students in 2024 (maths at Grade 5 and English Literature at Grade 4). However, this did not translate into improved '**crossover**' figures for performance in maths and English. The approach for 2024-25 is therefore to introduce sharper tracking and monitoring of '**crossover**' performance to support more students in gaining standard or strong passes in both English and mathematics
- Interventions are having impact in improving student performance. Students selected for Maths Breakfast Form in 2023-24, which provided an additional 1.5 hours a week of Maths tuition for students, improved their grades between Year 10 and their Year 11 exam result by 0.67. The selected students who failed to attend, in comparison, lost 0.33 of a grade between Year 10 and their Year 11 exam result. The approach for 2024-25 is therefore to ensure that all students selected for interventions are engaging with these
- All curriculum teams will be reviewing their intervention provision following the Year 11 mock exams to ensure optimum provision for pupil premium students

Our reading strategy demonstrated positive impact in 2023-24 and has been expanded for 2024-25

- All pupil premium students in Year 7 have had an NGRT reading assessment. This indicates that 36% joined the school with a reading Standard Age Score of below 100. All pupil premium students in Year 9 will have an NGRT reading assessment in December
- All pupil premium students in Years 8-10 with one of our 13 reading flags were have been NGRT assessed. 101 students in total are in our Reading Programme with a focus on improving reading ages to at or above a Standard Age Score of 100
- 75% of the 2023-24 Phonics group have progressed from the group due to progress with their reading or progression to a more adaptive non-Phonics provision. 50% of these students are now in Establishing Reading classes to focus on building accuracy and speed of comprehension.
- Reading assessments in September 2024 have flagged the impact of the English Team's **Words for All** Knowledge Organisers of discrete vocabulary, with students performing better in vocabulary than percentile peers
- Further information on the impact of the reading strategy can be found in the Reading Strategy document
- With the completion of the building project, we now have a Study Base, a Progress Hub and a Library to support the expansion of school time

Wider strategies

Patterns of low and engrained absence are a key barrier to progress for a significant number of our pupil premium students:

- In 2024, action by the Curriculum Engagement Lead brought about improvement in attendance of up to +15.6% for identified school-refusing students in Year 11. However, more needs to be done in order to reduce Severe Absence for pupil premium students, not just in Year 11 but across year groups. The approach for 2024-25 is therefore to scale up this role across pupil premium students with attendance of 80% or below in order to address patterns of engrained Severe and pre-Severe student absence
- The greater emphasis on attendance had impact in improving Year 11 pupil premium attendance in 2024 by 10.3% compared to Year 11 pupil premium attendance in 2023. However, more needs to be done in order to

reduce persistent absence for pupil premium students, not just in Year 11 but across year groups. The approach for 2024-25 is therefore to **build the 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 provide stronger curriculum reintegration. All roles should be in place for December 2024.

Our commitment to an inclusive architecture (including our G8Way Alternative Provision) is supporting pupil premium students at risk of permanent exclusion or complete disengagement from education. As a consequence of these provisions, the number of pupil premium students making progress 2 grades below expected has fallen by 40% since 2022.