

# Pupil Premium Strategy Statement (3 Year)



**PRIESTNALL**  
SCHOOL

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged students.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Pupil Premium had within our school.

## School overview

Detail	Data
School name	Priestnall School
Number of students in school	1283
Proportion (%) of Pupil Premium eligible students	14% (= 186 Students)
Academic year/years that our current Pupil Premium strategy plan covers	2024-25 to 2027-28
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Rachel Howarth (Headteacher)
Pupil Premium lead	Jo Windsor (Assistant Head of School)
Governor / Trustee lead	Mark Farrar

## Funding overview 2024-25

Detail	Amount
Pupil Premium funding allocation this academic year	£216,700
Pupil Premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£216,700</b>

# Part A: Pupil Premium strategy plan

## Statement of intent

At Priestnall School, we put our students at the centre of everything we do. Our vision is 'for every student, regardless of background or circumstance, to acquire the knowledge and develop the qualities which will open the door to the future of their choice.'

We work hard to ensure that every member of our school community has access to a rich and diverse range of opportunities. For our students, this is provided through our Cornerstones programme which comprises Academic Aspiration, Leadership and Service, Culture and Creativity and Competition and Physical Endeavour. We believe that these four Cornerstones underpin an educational experience which will prepare students for life beyond school and deliver our vision.

We place great importance on our core purpose of teaching and learning and on supporting our students in developing the 'KASH' – Knowledge, Attitudes, Skills and Habits – which will enable them to flourish and succeed.

We have a relentless drive to identify and understand the impact of socio-economic disadvantage on learning and to understand exactly what it means to be a disadvantaged student at Priestnall School, and how disadvantage affects all students differently.

Our Pupil Premium strategy follows the tiered approach to Pupil Premium spending, recommended by the EEF. This helps us balance approaches to improving teaching, targeted academic support, and wider strategies. The key principles of our Pupil Premium strategy are driven by individual need, identified through diagnostic assessment, not labels. During the period of our current strategy plan, we will focus on the key challenges that our disadvantaged students face. The activities we have detailed in this strategy plan show what we are doing in each area to support our students.

High-quality inclusive teaching is at the heart of the strategy. It is evident from most research findings that good teaching is the most important lever that schools have to improve outcomes for disadvantaged students. Whilst this strategy details our activities which benefit our disadvantaged students, the evidence used to drive our approaches will impact all learners and align with our school vision of 'Ambition for all.'

Strong pastoral care underpins our strategy and is paramount in our efforts to address educational disadvantage. Focus on Social, Emotional and Mental Health (SEMH) is whole school focus. In addition, the establishing of positive relationships is critical to the success of our strategy. Every student, irrespective of background, needs to feel like they belong and can achieve. Multiple studies have shown that where relationships are strong across a school, the most disadvantaged students thrive.

The spend for 2024-25 is based around three core principles.

### **Supporting and Developing Teaching**

Spending on improving teaching includes professional development for all staff roles, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is a key ingredient of a successful school and is a priority for our Pupil Premium spending. Our whole school focus on literacy is included in this section.

### Targeted Academic Support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Support can come from a variety of sources, such as classroom teachers, support staff or external tuition.

### Wider Strategies

Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. At Priestnall School we use the Pupil Premium Grant to provide support in the areas of:

- Social, Emotional and Mental Health
- Pastoral Care
- Behaviour Support
- Primary Transition
- Enrichment opportunities
- Careers
- Access to technology

## Challenges

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

Challenge number	Detail of challenge
1	<b>Consistency of classroom engagement:</b> Having high expectations and ambition for all students, especially those from disadvantaged backgrounds, is a whole school priority. Our learning walks, lesson drop-ins and work scrutiny has identified that there is still some slight variation with the engagement in learning and quality of work being produced by some disadvantaged students. The label 'Pupil Premium' or 'disadvantaged' should not carry an implicit bias which can lower expectations for either the teacher or student.
2	<b>Reading comprehension at KS3:</b> Our reading age assessments and KS2 Average Reading Scaled scores show reading comprehension of our disadvantaged students at KS3 and KS4 is weaker than their non-disadvantaged peers.

3	<b>Y11 Progress:</b> Please note this is the 2023 data as the 2024 data has not yet been validated.		
	<b>Cohort</b>	<b>Progress 8</b>	<b>Attainment 8</b>
	<b>Priestnall disadvantaged students (2023)</b>	-0.75	3.3
	Priestnall non-disadvantaged students (2023)	0.05	5.02
	<b>National Average for disadvantaged students (2023)</b>	-0.57	3.49
	National Average for non-disadvantaged students (2023)	0.17	4.94
4	<b>Social, Emotional and Mental Health:</b> Our observations and discussions with students and their families have identified an increase in social and emotional issues. These issues are driven by a wide range of factors, many are complex. These factors particularly affect disadvantaged students. Currently, the demand for support is at a record high, partly as a result of the needs still emerging from the pandemic.		
5	<b>Attendance</b> Our attendance data shows that there is an attendance gap between our disadvantaged students and our non-disadvantaged students.		
6	<b>Enrichment &amp; Personal Development:</b> Historically our observations, student discussions and surveys show disadvantaged students are less likely to engage in some extra-curricular activities. Participation in awards or leadership roles is significantly lower.		

## 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
Improved engagement in lessons and presentation of work across the curriculum.	Improved engagement in lessons noticed by teachers. Improved presentation and quality of work will be evident in work scrutiny and learning walks.
Improved reading comprehension among disadvantaged students across KS3.	Year 7 students will sit the NGRT tests three times throughout the year. The test results should show that students have improved their reading scores as a result of individual interventions and high exposure to varied fiction and non-fiction. Reading needs to be part of everyday school life and involve all staff. It should feature in all the school's improvement plans and be visible around the school.
Improved attainment and progress scores among disadvantaged students, especially in English and Maths GCSE results.	By the end of our current plan in 2025, KS4 outcomes demonstrate that disadvantaged students achieve at least the national average P8 score for non-disadvantaged students. The ambition is to remove the attainment gap at Priestnall School.

To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	To quickly respond to current and emerging SEMH needs reaching sustained high levels of wellbeing no later than the end of the current strategy plan. This will be demonstrated by qualitative data from student voice and teacher observations.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Sustained high attendance demonstrated by the overall absence rate for all students being no more than 4%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being no more than 3%
To improve and sustain participation rates in enrichment activities for all students, particularly our disadvantaged students.	A significant increase in participation in enrichment activities, particularly among disadvantaged students will be evident through tracking data. The aim is for 100% of our disadvantaged students to have taken part in at least one enrichment activity.

## Activity in this academic year

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

## Teaching

Budgeted cost: £95k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued focus on recruitment and retention of specialist teachers across the school. Having a specialist subject teacher in front of all disadvantaged students is a priority.  <b>Owned by: AVA/RHO</b>	The EEF's Pupil Premium Guide states improving the quality of teaching has the greatest impact on disadvantaged students. The guide supports schools to develop their Pupil Premium strategy based on the best evidence.  <a href="#">Education endowment foundation - Using pupil premium</a>	1,2,3,5
All early career teachers will undertake a two-year induction underpinned by the Early Career Framework (ECF).  <b>Owned by: AVA</b>	This is an enhanced package of training for early career teachers and their mentors to make sure new teachers have support in their first years of teaching. Programme delivered by Bright Futures.  <a href="#">Early Career Framework   Teach First</a>	1,2,3,5
Staff CPD on the quality of teaching for all students and the expectations for	The EEF's Pupil Premium Guide states improving the quality of teaching has the greatest impact on disadvantaged students. Effective Professional	1,2,3,5

<p>disadvantaged students. Full CPD calendar established for 2023/24 which will focus on High Quality First Teaching</p> <p><b>Owned by: AVA</b></p>	<p>Development is critical to equip staff with the expertise and knowledge they need.</p> <p><a href="#"><u>EEF Effective Professional Development Guidance Report</u></a></p> <p><a href="#"><u>EEF evidence reviews - teacher professional development characteristics</u></a></p> <p><a href="#"><u>www.gov.uk/government/publications/standard-for-teachers-professional-development</u></a></p>	
<p>Improved communication around disadvantaged students, including those with SEND. This will include enhanced information shared via Bromcom's Provision Map and Student Briefings.</p> <p><b>Owned by: MGR/EWA</b></p>	<p>Knowing students' individual needs, and building positive relationships is a key part of the Pupil Premium strategy. The sharing of information on all disadvantaged students, especially those with SEND, will better equip teachers with individual knowledge about their students.</p> <p><a href="#"><u>Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</u></a></p>	1,2,3,5
<p>Online reading diagnostic tests. (NGRTs and GWSTs)</p> <p>NGRTs to provide data on reading skills for disadvantaged students. Students in Year 7 will be tested three times over the course of the year.</p> <p><b>Owned by: ECL/MGR/EWA</b></p>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions. Students can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>The data provided by the NGRTs has layers of diagnostic detail and creates reliable reading ages for staff to work with.</p> <p><a href="#"><u>www.gi-assessment.co.uk/assessments/new-group-reading-test/</u></a></p> <p><a href="#"><u>EEF teaching-learning-toolkit / reading-comprehension-strategies</u></a></p>	1,2, 5
<p>Continued review of the curriculum offering, including vocational courses and languages. All disadvantaged students will have access to a broad and balanced curriculum, including all extra-curricular opportunities.</p> <p><b>Owned by: TCL</b></p>	<p>Teachers should set high expectations for every student. They should plan stretching work for students whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for students who have low levels of prior attainment or come from disadvantaged backgrounds.</p> <p><a href="#"><u>www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4</u></a></p>	1,2,3, 5

	<a href="https://fteducationdatalab.org.uk/2020/01/narrowing-the-curriculum-what-subjects-do-disadvantaged-pupils-take">https://fteducationdatalab.org.uk/2020/01/narrowing-the-curriculum-what-subjects-do-disadvantaged-pupils-take</a>	
<p>All students take part in form time reading and literacy activities. Activities are led by the Form Tutor. Students share and discuss texts. Reading is modelled by the teacher. Students are provided with access to high quality literature which is diverse in genre and topic.</p> <p><b>Owned by: RME/JWI</b></p>	<p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p><a href="#">EEF teaching-learning-toolkit / reading-comprehension-strategies</a></p> <p><a href="#">Bookbuzz school reading programme for Year 7 and Year 8   BookTrust</a></p>	2,3,6
<p>Supply of subject specific resources. Subject teams are best placed to determine what additional resources could support disadvantaged students' progress. Subject areas will be supported when additional resources are requested through an internal bid process.</p> <p><b>Owned by: JWI / HODs</b></p>	<p>Our experience has shown that providing high quality teaching relies on several factors, including having appropriate classroom resources used for instruction.</p> <p><a href="http://www.pearson.com/uk/educators/schools/news/schools-blog/2017/09/improving-learner-outcomes.html">www.pearson.com/uk/educators/schools/news/schools-blog/2017/09/improving-learner-outcomes.html</a></p>	1,2,3
<p>Central supply of resources to disadvantaged students. All PP students will be issued the necessary revision guides and additional materials.</p> <p><b>Owned by: JWI / HODs</b></p>	<p>Subject areas will be supported through issuing equipment / materials / revision guides to all disadvantaged students centrally by PPLM in collaboration with Directors of Learning. Our experience has shown this allows all disadvantaged students to access to these materials, regardless of their financial situation.</p> <p><a href="http://www.pearson.com/uk/educators/schools/news/schools-blog/2017/09/improving-learner-outcomes.html">www.pearson.com/uk/educators/schools/news/schools-blog/2017/09/improving-learner-outcomes.html</a></p>	1,2,3, 5
<p>Support with devices to access remote learning. Laptops are gifted to identified families with full transfer of ownership for both monitoring use and care of the device.</p>	<p>Students who do not have access to IT devices at home cannot access the remote learning offer. Gifting the devices adds value beyond the end of the school day.</p>	1,2,3,4, 5

<b>Owned by: pastoral teams</b>	<a href="#">Best evidence on impact of COVID-19 on pupil attainment   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>  <a href="#">'Digital poverty' in schools where few have laptops - BBC News</a>	
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## Targeted academic support

Budgeted cost: £95K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identification and additional screening of students in years 7-11 to establish who need targeted literacy support.</p> <p>A Literacy Specialist has been appointed to deliver these interventions: Toe by Toe and Fresh Start.</p> <p>A group of LSA's have been trained to deliver Toe by Toe</p> <p>Some interventions are delivered to small groups and some are delivered one to one.</p> <p><b>Owned by: JWI/EWA/MGR</b></p>	<p>EEF evidence suggests small group tuition can have a positive impact.</p> <p>Small group tuition is most likely to be effective if it is targeted at students' specific needs. Diagnostic assessment can be used to assess the best way to target support. (Up to +4 months impact)</p> <p><a href="#">EEF teaching-learning-toolkit / small-group-tuition</a></p> <p><a href="#">EEF teaching-learning-toolkit / reading-comprehension-strategies</a></p> <p><a href="#">Our 2022 Impact Report   The Tutor Trust</a></p>	1,2
<p>Intervention sessions for all subjects including revision sessions during the school holidays.</p> <p><b>Owned by: TCL</b></p>	<p>EEF states small group tuition can have a positive effect. This will be targeted intervention delivered by Priestnall's subject teachers.</p> <p><a href="#">EEF teaching-learning-toolkit / extending-school-time</a></p> <p><a href="#">EEF teaching-learning-toolkit / small-group-tuition</a></p>	1,3,4, 5
<p>The Greater Manchester Higher Achievers Programme to develop the skills and knowledge of the most able PP students.</p> <p><b>Owned by: JWI</b></p>	<p>GMHAP provides 20 students with an experience of university-style learning through masterclasses at Loreto College.</p>	4,5, 6



## Wider strategies

Budgeted cost: £27k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental health and wellbeing support. Vulnerable students are identified by the pastoral teams and a range of support is available through access to the wellbeing centre.</p> <p><b>Owned by: Pastoral Teams/EWA/HMA</b></p>	<p>A wealth of evidence is available about the importance of student physical and mental wellbeing.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for students: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p><a href="#"><u>EEF teaching-learning-toolkit/social-and-emotional-learning</u></a></p> <p><a href="http://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges"><u>www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges</u></a></p> <p><a href="#"><u>Adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</u></a></p>	<p>1,4,5</p>
<p>Counselling sessions. Vulnerable students are identified and counselling is arranged either internally from a trained member of staff, or externally through Beacon Counselling.</p> <p><b>Owned by: Pastoral Teams</b></p>	<p>The sessions are aimed at building resilience and coping with distress. Both of vital importance to engage with school life.</p> <p>It is still emerging that the pandemic put significant pressure on mental health and resilience. Our internal Counsellor and Beacon have a clear role to play in supporting our most vulnerable students to stay mentally well and to recover when mental health has suffered.</p> <p><a href="#"><u>Our Impact   Beacon Counselling (beacon-counselling.org.uk)</u></a></p> <p><a href="http://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges"><u>www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges</u></a></p>	<p>1,4,5</p>
<p>Behaviour support. Students are identified by pastoral teams and referred for behaviour support through our Student Support Centre.</p>	<p>Both targeted interventions and universal approaches have positive overall effects. Appropriate combinations of behaviour approaches and tailored support can reduce overall disruption.</p> <p>The RH is used as additional support, on top of the pastoral system, for students whose unmet needs</p>	<p>1,4,5</p>

<p><b>Owned by: Pastoral Teams /EWA</b></p>	<p>present as behaviour that creates a barrier to their learning.</p> <p><a href="http://educationendowmentfoundation.org.uk/Improving-Behaviour-in-Schools">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk/learning-behaviours">Learning behaviours   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Improving links with feeder primary Schools. Primary Transition role will develop provision for disadvantaged students, including consistent systems to ensure essential academic and pastoral information is gathered on each student prior to their start at Priestnall School.</p> <p><b>Owned by: Transition Lead/Pastoral teams</b></p>	<p>Starting secondary school can present a range of challenges as students have to adapt to a larger school setting with different academic structures and expectations both socially and academically. A smooth transition is essential for student wellbeing.</p> <p><a href="http://www.nuffieldfoundation.org/primary-secondary-transition">The impact of primary-secondary transition on students' well-being - Nuffield Foundation</a></p>	1,2,4,5
<p>Identification of individual needs.</p> <p>The pastoral and SEND teams regularly meet to discuss all students. Both academic progress and pastoral issues are discussed.</p> <p><b>Owned by: EWA/MGR/Pastoral Teams</b></p>	<p>As well as academic progress, some students may have a lack of support at home or a lack of opportunities to enrich their lives such as clubs, educational trips, or other experiences. The meetings are in addition to ongoing dialogue between the Pupil Premium SLT Lead and Pastoral teams.</p> <p><a href="http://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk/learning-behaviours">Learning behaviours   EEF (educationendowmentfoundation.org.uk)</a></p>	1,4,5,6
<p>Increased parental engagement using technology. Roll out of the Bromcom Parent App.</p> <p><b>Owned by: EWA</b></p>	<p>There is evidence to show that parental engagement can have an effect on academic success (EEF). At Priestnall School we have found that aiming to make the school welcoming for parents whose own experience of school was not positive is an important factor in developing an effective home-school relationship.</p> <p><a href="http://educationendowmentfoundation.org.uk/working-with-parents">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	4,5,6
<p>Support for students with poor attendance, including the</p>	<p>The barriers to accessing education are wide and complex, both within and beyond the school gates,</p>	4,5

<p>commissioning of Educational Psychologist reports.</p> <p><b>Owned by: EWA/Learning Support</b></p>	<p>and are often specific to individual students and families.</p> <p><a href="#">Working together to improve school attendance.pdf</a></p>	
<p>Providing food, clothing, bespoke items on an individual basis. Set-up of breakfast club with free food for FSM students.</p> <p><b>Owned by: JWI/EWA/ Pastoral teams</b></p>	<p>Provision decided on an individual basis through pastoral teams.</p> <p><i>Gill Main, University of Leeds, 2018 shows children who were in a low-income household were: 4.5 times more likely to have not eaten or not eaten enough when they were hungry, 5.6 times more likely to have had to wear old or poorly fitting clothes or shoes 5.2 times more likely to have pretended to their family not to need something.</i></p> <p><a href="#">Dr Gill Main publishes new article on families living in poverty   School of Education   University of Leeds</a></p>	1,4,5
<p>Providing enrichment opportunities on an individual basis. Tracking the attendance of PP students who access these opportunities will allow us to identify those who are reluctant to engage, and individual experiences can be arranged for them.</p> <p><b>Owned by: JKN/BDE</b></p>	<p>Priestnall offers many enrichment opportunities that can increase confidence and student aspirations. This includes financial assistance with trips and visits.</p> <p><i>Gill Main, University of Leeds, 2018 shows children who were in a low-income household were: 6.7 times more likely to have pretended to their friends that they did not want to do something that cost money 4.4 times more likely to miss out on social activities.</i></p> <p><a href="#">Dr Gill Main publishes new article on families living in poverty   School of Education   University of Leeds</a></p>	4,5,6
<p>Providing priority high-quality careers guidance for all disadvantaged students, particularly potential NEET students.</p> <p><b>Owned by: CS/JKN</b></p>	<p>Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.</p> <p><a href="http://www.gatsby.org.uk/education/focus-areas/good-career-guidance">www.gatsby.org.uk/education/focus-areas/good-career-guidance</a></p>	3,4,5,6

**Total budgeted cost: £217K**

## Part B: Review of outcomes in the previous academic year

### Pupil Premium strategy outcomes

This details the impact that our Pupil Premium activity had on students in the 2023 to 2024 academic year.

#### **2023/24 Review**

In 2023/24, our internal observations and detailed subject reviews revealed that the school-wide activities implemented had a positive impact on our young people. We persistently focused on understanding the experience of being a disadvantaged student in our school. Recognising that effective teaching is the most crucial factor influencing attainment for disadvantaged students, we prioritised investment in staff recruitment for specialist subject teaching.

An Assistant Head led on school-wide interventions, collaborating closely with the Literacy Coordinator to enhance the already positive reading culture throughout the school. Further work involved collaboration with the LA improvement advisor and other LA schools to develop effective reading strategies. Additionally, we organised Year 6 transition events with a focus on promoting reading. In the academic year 2023/24, all Year 7 and 8 students participated in the CAT4 and New Group Reading Tests which led to bespoke intervention for students who struggled to decode or comprehend. Further reinforcement of reading skills occurred through dedicated library reading lessons delivered by English teachers as part of our comprehensive reading strategy.

In the summer of 2024, Priestnall School celebrated its best-ever Progress 8 results for disadvantaged students, achieving a P8 score of -0.35. This was widely attributed to the Quality First Teaching which our disadvantaged students had received. They had also received revision guides for core subjects and been given the opportunity to attend revision sessions. In 2023-24 the attendance of our disadvantaged students was 83.4%. This is compared to the attendance of non-disadvantaged students of 88.9%.

To address SEMH needs in 2023/24, we continued to provide access to external counselling services. Additionally, we ensured access to a supportive school nurse service. Non-teaching Heads of House were employed, available all day, every day to address immediate student needs. Our Wellbeing Centre Manager continued to support identified students and we implemented bespoke behaviour support through SEMH specialists in our Turn Around Room. This resource played a crucial role in consistently supporting disadvantaged students. We further increased our pastoral team capacity with trained DSLs (Designated Safeguarding Leads), Mental Health First Aiders, and colleagues with specialised Wellbeing training.

During 2023/24 the school offered a range of enrichment activities. We tracked students' participation in enrichment, providing an insight into each student's involvement beyond the standard curriculum. According to our latest survey, 58.2% of our disadvantaged students actively participated in various extra-curricular activities. This compares positively with the overall student population, where 67.6% engaged in some form of enrichment.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Duke of Edinburgh Award	Priestnall (Licensed Centre)
Beacon Counselling	Beacon Counselling (Stockport)
Face-to-face tutoring	TSOM Mentoring AWF Tutoring
CAT 4 Tests	GL Education

## Further information

A significant amount of work has been carried out in the development of our Pupil Premium strategy. The work has been captured in external reviews, the second involving the school improvement advisor from the LA.

Our current strategy aims to build a culture of inclusivity, which recognises difference, and sees the progress of all students being everybody's responsibility. Our approach focuses on inclusive teaching and learning, high expectations and ambition for all.

All activities comply with the 2022/23 menu of approaches.

Our Pupil Premium strategy is supplemented by additional activity that is not being funded by Pupil Premium. This activity is detailed in our School Evaluation Summary Report. Our strategy is under constant review and will be adjusted to secure better outcomes for students where needed.