



PRIESTNALL
SCHOOL

Pupil Premium Strategy Statement (3 Year)

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	1313
Proportion (%) of Pupil Premium eligible students	15% (197 Students)
Academic year/years that our current Pupil Premium strategy plan covers	2025-26 to 2028-29
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs Howarth (Head of School)
Pupil Premium lead	Mr Carter (Assistant Head of School)
Governor / Trustee lead	Mr Farrar

Funding overview 2024-25

Detail	Amount
Pupil Premium funding allocation this academic year	£231,995
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£231,995

Part A: Pupil Premium strategy plan

Statement of intent

At Priestnall School, we place our students at the centre of everything we do. Our vision is to sustain a culture of high expectations, inclusion and aspiration, where every student - regardless of background or circumstance - is consistently inspired to thrive in all environments, understands what it takes to succeed, and works hard to achieve ambitious goals. We ensure equitable access for every member of our community, including our resource base students, to a rich and diverse range of opportunities through our *Cornerstones Programme* - Academic Aspiration, Leadership & Service, Culture & Creativity, and Competition & Physical Endeavour - which together embed a broad, balanced and ambitious curriculum that prepares all students for life beyond school.

We have a relentless, evidence-informed drive to identify and understand the impact of socio-economic disadvantage on learning, and to define precisely what it means to be a disadvantaged student at Priestnall. We recognise that disadvantage affects students differently, and our response is diagnostic, adaptive and sustained. Leaders and staff rigorously monitor progress, ensuring that barriers to success are swiftly and effectively addressed through strategies that are consistently implemented and reviewed.

Our Pupil Premium strategy follows the EEF-recommended tiered approach, implemented consistently well across the school. We balance high-quality, inclusive teaching, targeted academic support, and wider strategies that systematically remove barriers to learning and participation. Crucially, our principles are driven by individual need identified through diagnostic assessment, not labels. Across this strategy period, we will focus on the key challenges faced by our disadvantaged students, setting out clearly specified activities in each tier that are evaluated and adjusted as required.

Delivery of our Pupil Premium strategy is secured through clear, strategic leadership and sustained accountability. A named senior leader and a named governor provide strategic oversight, ensuring that approaches are evaluated and embedded across all areas, and aligned with whole-school improvement priorities. Leaders use well-analysed quantitative and qualitative data to inform decisions, track progress and demonstrate measurable improvement in outcomes for disadvantaged pupils.

Success means that our disadvantaged students:

- Consistently attend well, read confidently, and achieve at least as highly as their peers across the curriculum.
- Participate and benefit fully from the taught curriculum and our comprehensive personal development offer.
- Progress to ambitious post-16 destinations, including A levels, high-quality vocational routes, and higher education.

Our pledge is to remove barriers, raise aspirations, and deliver consistently excellent teaching so that disadvantage never determines destination. The spend for 2025-26 is based around three core principles.

1) Supporting and Developing Teaching

High-quality, inclusive classroom teaching remains the single biggest lever for improving outcomes. We will:

- Embed expert teaching in every classroom through a sustained, evidence-informed professional learning programme that strengthens subject knowledge, pedagogical content knowledge and adaptive practice.
- Maintain a clear focus on reading and vocabulary across the curriculum, ensuring that disadvantaged learners develop the language needed for success.

- Use our Trust and school teaching frameworks - expert instruction, clear routines, effective modelling and checking for understanding - so that disadvantaged learners experience consistently high-quality teaching.
- Embed retrieval practice and cumulative sequencing so knowledge sticks and students connect ideas through purposeful PP&R tasks.
- Use diagnostic assessment proportionately to inform teaching and swiftly address gaps without unnecessary workload.
- Share diagnostic reading data with class teachers and provide practical strategies to scaffold access to texts in every subject.

This work ensures that high expectations and inclusive teaching are embedded across all subjects and key stages, driving sustained improvement in learning for disadvantaged pupils.

2) Targeted Academic Support

Where data identifies specific needs, we deliver timely, precise and effective intervention that complements classroom teaching. We will:

- Use robust screening and diagnostic assessment to assess reading comprehension, reading accuracy, phonics and spelling. This allows us to identify the students who need support.
- Deliver evidence-informed literacy and numeracy interventions - including phonics-based programmes, comprehension and spelling - alongside small-group and 1:1 tutoring with clear entry and exit criteria.
- Monitor progress rigorously and adjust provision responsively, ensuring the right students receive the right support at the right time.
- Coordinate targeted support with SEND provision, ensuring coherence and consistency between interventions and classroom practice.

Every intervention is evaluated for demonstrable impact, with sustained improvement in attainment, confidence, and independence

3) Wider Strategies

We remove non-academic barriers that limit learning, strengthen belonging and broaden horizons. We will:

- Implement a whole-school culture of attendance, in line with DfE guidance, combining first-day response, data-led casework, multi-agency working, and proactive family engagement. We will celebrate good attendance and address persistent absence swiftly and supportively, including for disadvantaged pupils.
- Provide highly effective and embedded pastoral and SEMH support, ensuring students are safe, resilient, and ready to learn.
- Guarantee equitable access to the wider curriculum through our *Cornerstones* programme - Academic Aspiration, Leadership & Service, Culture & Creativity, and Competition & Physical Endeavour - so that all students, including the disadvantaged, participate and benefit fully.
- Strengthen careers education (Gatsby-aligned), ensuring early, frequent and meaningful encounters with providers and pathways so aspirations translate into informed next steps.
- Reduce practical barriers (equipment, uniform, technology, study spaces, and targeted family support) so that disadvantage does not limit participation or progress.

These wider strategies are embedded within a culture of inclusion, belonging, and ambition, ensuring that all students—especially the disadvantaged—flourish academically, personally and socially.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: In our setting, disadvantaged students attend less well than their peers, mirroring the national picture and creating knock-on effects for progress and wellbeing.
2	Literacy and Reading: Standardised screening on entry shows a lower reading age for a proportion of disadvantaged students, limiting access to the wider curriculum.
3	Progress and attainment: While our overall outcomes outperform local/national averages, a progress and attainment gap persists for disadvantaged students when compared against peers.
4	Low aspirations: Historically, some disadvantaged students show lower aspirations towards A-levels, high-quality vocational routes and higher education. Nationally, HE progression rates remain lower for disadvantaged students than for their peers, despite gradual improvement.
5	Family engagement: For some families, attendance at parents' evenings and information events is inconsistent, which reduces shared understanding of expectations and how to support learning at home.
6	Enrichment: Loss or lack of family income can limit participation in educational visits, clubs, leadership and cultural experiences - areas that build confidence and self-esteem.

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
<p>Attendance:</p> <p>Disadvantaged students attend regularly and the gap to non-disadvantaged students is narrowing rapidly and sustainably.</p>	<p>Attendance for disadvantaged students is consistently above national average and at least in line with comparable schools or is improving term-on-term when below.</p> <p>The attendance strategy is embedded and systematically implemented, with rigorous, data-led monitoring and swift, proportionate action.</p> <p>The pastoral team and attendance lead identify emerging patterns and pupils at risk (PP, SEND, social worker) through robust analysis; they take timely, well-chosen, and targeted actions that are reviewed at least half-termly for demonstrable impact.</p> <p>Persistent absence is reducing in all identified groups through swift escalation, coordinated multi-agency work, and responsive intervention.</p> <p>Same-day response, weekly monitoring, and welcoming return-to-school conversations are implemented consistently well for all at-risk students. CPOMs logs are evident where there are concerns.</p> <p>Attendance culture is highly conducive to learning, ensuring that disadvantaged pupils participate and benefit fully from school life.</p>
<p>Literacy & Reading:</p> <p>Disadvantaged students read at, or close to, age-related expectations by KS4 so they can access the full curriculum.</p>	<p>Reading is a sustained, whole-school priority. Disadvantaged students complete all scheduled diagnostics (e.g. NGRT), and interventions have clear entry and exit criteria with demonstrable gains in reading accuracy, comprehension, spelling and handwriting.</p> <p>High-quality, evidence-informed reading interventions are systematically implemented and rigorously monitored for impact.</p> <p>Disciplinary literacy is embedded consistently across subjects – evident in lesson visits and moderation - so disadvantaged students learn the curriculum deeply rather than completing tasks superficially.</p> <p>Staff use diagnostic data proportionately to adapt teaching and swiftly address reading gaps without unnecessary workload.</p> <p>Reading participation and engagement for disadvantaged students is tracked and acted upon each term, with sustained improvement in participation, confidence, and comprehension.</p>
<p>Progress and Attainment:</p> <p>Disadvantaged students make strong progress across subjects and close the attainment gap, especially in English and maths.</p>	<p>Progress for disadvantaged students is sustained and strong across subjects; attainment gaps narrow rapidly and remain smaller than national comparators.</p> <p>Basics 5+ (English and maths) outcomes for disadvantaged students are above national average for FSM Ever 6 and improving year-on-year.</p> <p>Data drops show that most disadvantaged students are on track, and where progress falls behind, targeted intervention is timely, proportionate and demonstrably effective.</p>

	<p>Intervention and catch-up programmes are time-limited, purposeful and reviewed systematically, with evidence of measurable impact on identified gaps.</p> <p>Teachers use assessment insightfully to refine teaching and ensure disadvantaged students achieve high-quality outcomes across the curriculum.</p>
<p>Low aspirations:</p> <p>Disadvantaged students develop ambitious, informed post-16 plans and progress to sustained Level 3, higher education or high-quality vocational routes.</p>	<p>All disadvantaged students have a documented, reviewed and aspirational post-16 plan, supported by independent and impartial guidance that is timely and tailored.</p> <p>Gatsby-aligned encounters (providers, employers, HE/FE) are comprehensive, well-sequenced and evaluated, with robust data tracking used to ensure 100% take up for disadvantaged students.</p> <p>Student voice evidences growing confidence, clarity, and ambition, and destinations tracking shows sustained EET and increasing Level 3 participation over time.</p> <p>Careers and aspiration programmes are embedded across the curriculum, ensuring disadvantaged pupils are well prepared for next steps and benefit fully from impartial guidance and opportunity exposure.</p>
<p>Family Engagement:</p> <p>Families of disadvantaged students engage routinely with school so that home - school support is consistent, proactive and sustained.</p>	<p>The school maintains systematic, meaningful two-way engagement with most disadvantaged families at least once per half term (through meetings, calls, or home visits).</p> <p>Barriers to engagement - such as language or childcare - are identified early and addressed effectively through reasonable adjustments and tailored communication.</p> <p>Hard-to-reach families are prioritised, with outreach and follow-up recorded consistently, including home visits and coordinated agency support where needed.</p> <p>Whole-school events show high participation from disadvantaged families, reflecting an inclusive culture of belonging and shared responsibility.</p> <p>Staff share clear, high-impact at-home strategies that are understood, accessible and monitored for engagement.</p>
<p>Enrichment:</p> <p>Disadvantaged students participate widely in enrichment, leadership and cultural experiences; cost and access are never barriers.</p>	<p>Every disadvantaged student participates and benefits fully from at least one sustained enrichment, leadership role or trip each year; most access two or more opportunities across the <i>Cornerstones</i> programme.</p> <p>Participation is tracked and reviewed systematically; leaders take swift, well-targeted action where access is uneven to ensure fairness and equity of opportunity.</p> <p>Equity funding (for fees, kit, travel, etc.) is allocated promptly and transparently, with clear evidence that barriers have been removed.</p> <p>Student voice evidences increased confidence, character, and belonging linked to enrichment participation.</p>

	Enrichment and cultural capital experiences are embedded in the wider curriculum, supporting disadvantaged pupils' personal development and readiness for later life.
--	---

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: £116k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued review of the curriculum offering, including vocational courses and languages. All disadvantaged students have equal access to a broad and balanced curriculum, including all extra-curricular opportunities.	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. www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4 https://ffteducationdatalab.org.uk/2020/01/narrowing-the-curriculum-what-subjects-do-disadvantaged-students-take	1,2,3 4,5,6
Continuous 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.	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. Education endowment foundation - Using pupil premium	1,2,3,4,5
All early career teachers will undertake a two-year induction underpinned by the Early Career Teacher Programme.	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 NlOT. Early Career Teacher Programme – The National Institute of Teaching	1,2,3 4,5,6
Staff professional learning focuses on the quality of teaching for all students and the expectations for disadvantaged students. Full	The EEF's Pupil Premium Guide states improving the quality of teaching has the greatest impact on disadvantaged students. Effective Professional Development is critical to equip staff with the expertise and knowledge they need.	1,2,3,4

<p>PL calendar established for 2025/26 which includes:</p> <ul style="list-style-type: none"> • Inclusion • Understanding disadvantage • Knowing the needs of students • Making lessons accessible • Understanding questioning • Cognitive Load • Reading needs <p>Supported by Extended whole staff Further Professional Learning (FPL) sessions. Weekly FPL sessions cover diverse offers from across the curriculum linked to disadvantaged students.</p>	<p><i>EEF Effective Professional Development Guidance Report</i></p> <p><i>EEF evidence reviews - teacher professional development characteristics</i></p> <p><i>www.gov.uk/government/publications/standard-for-teachers-professional-development</i></p>	
<p>ARC - Action Research Communities (ARC) are groups of teachers coming together to develop their understanding, engage with research and develop their own classroom practice.</p>	<p>ARC meetings are an opportunity to discuss what teachers have been working on and consider how the reading that has been completed may alter future actions. The main body of work takes place between the meetings. The overarching principle is that the research must impact on student progress.</p> <p><i>Secondary EEF</i></p>	<p>1,2,3,4</p>
<p>Regular communication about disadvantaged students, including those with SEND and other circumstances which are considered a disadvantage. This will include information shared via School Focused Plans and student-centred briefings to staff.</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><i>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</i></p>	<p>1,2,3,4,5</p>
<p>Reading Intent We aim for every child to become a confident, fluent reader. Reading is taught and promoted across all subjects, with a strong focus on vocabulary, comprehension and fostering a lifelong love of reading.</p> <p>Classroom Practice Teachers use a consistent set of reading strategies, including clear text presentation, modelling of expert reading, explicit vocabulary teaching and Reciprocal Reading.</p>	<p>Reading is essential to every subject and children who cannot read well will find it difficult to keep up with the demands of secondary school. Each year around one quarter of 11-year-olds do not meet the expected standard in reading at the end of primary school. Fewer than 1 in 5 of these pupils can expect to get a GCSE grade 4 in English. Being unable to read well can often also lead to poor behaviour. The consequences of poor reading extend beyond school, as evidence shows that adults with low literacy are likely to have fewer job opportunities and a lower income.</p>	<p>1,2,3,4</p>

<p>Wider Whole-School Approaches Reading for pleasure is embedded through regular library lessons, clubs, events, trips and wide access to books. Staff model positive reading habits, and pupils have regular opportunities to read during the school day.</p> <p>Staff training All staff receive annual training in disciplinary reading and key strategies for decoding and comprehension. Systems such as Bromcom reading flags and walkabouts ensure staff can identify and support emerging readers effectively across all subjects.</p>	<p><i>Reading should be explicitly taught even in secondary schools - GOV.UK</i></p> <p><i>EEF teaching-learning-toolkit / reading-comprehension-strategies</i></p>	
<p>Reading diagnostic tests. (NGRTs, SWRTs and Phonics screening)</p> <p>NGRT, SWRTs and phonics screening is used 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>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. The data provided by the reading assessments has layers of diagnostic detail and creates reliable reading ages for staff to work with.</p> <p><i>www.gl-assessment.co.uk/assessments/new-group-reading-test/</i></p> <p><i>EEF teaching-learning-toolkit / reading-comprehension-strategies</i></p>	1,2,3,4
<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>Studies in England have shown that students 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><i>EEF teaching-learning-toolkit / reading-comprehension-strategies</i></p>	1,2,3,4
<p>Supply of subject specific resources. Subject teams are best placed to determine what additional resources could support disadvantaged students' progress. Subject areas are supported when additional resources are</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><i>www.pearson.com/uk/educators/schools/news/schools-blog/2017/09/improving-learner-outcomes.html</i></p>	1,2,3

requested through an internal bid process.		
Central supply of resources to disadvantaged students. All PP students are issued the necessary revision guides and additional materials.	Subject areas will be issued all relevant revision guides purchased centrally. Our experience has shown this allows all disadvantaged students to access these materials regardless of their financial situation. www.pearson.com/uk/educators/schools/news/schools-blog/2017/09/improving-learner-outcomes.html	1,2,3
Support with devices to access remote learning. Laptops are loaned or gifted to identified families.	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. 'Digital poverty' in schools where few have laptops - BBC News	1,2,3,4,5
Data meetings focus on disadvantaged students and identify actions to support students. The meetings include pastoral data. Data packs are distributed to all departments after each data entry (VACs/DALPs)	Many factors influence the attainment of secondary school pupils. What factors impact attainment during the secondary school years? National Centre for Social Research Data in schools: Why gathering reliable data is so important BERA	1,2,3,4,5

Targeted academic support

Budgeted cost: £75k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identification and additional screening of students in years 7-11 to establish who needs targeted literacy support.</p> <p>A Literacy Specialist delivers these interventions: Toe by Toe and Fresh Start.</p> <p>A group of LSA's are trained to deliver Toe by Toe</p> <p>Some interventions are delivered to small groups and some are delivered 1-to-1.</p>	<p>EEF evidence suggests small group tuition can have a positive impact. 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>EEF teaching-learning-toolkit / small-group-tuition</p>	1,2,3,4
Targeted numeracy 1-to-1 or small group tuition by trained	On average, one to one tuition is very effective at improving student outcomes. One to one tuition	1,2,3,4

numeracy specialist. The core aims of the intervention are to work with the maths department to identify students who have critical learning gaps and provide focused, high-impact tuition to address these gaps directly.	can be an effective strategy for providing targeted support for students that are identified as having low prior attainment or are struggling in particular areas. EEF teaching-learning-toolkit / small-group-tuition	
Full Year 11 targeted intervention programme with bespoke timetables for all students. Revision sessions during the school holidays. Intervention sessions for other year groups in place by department.	EEF states small group tuition can have a positive effect. This will be targeted intervention delivered by Priestnall's subject teachers. EEF teaching-learning-toolkit / extending-school-time EEF teaching-learning-toolkit / small-group-tuition	1,2,3,4

Wider strategies

Budgeted cost: £41k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Activities are a whole school priority:</p> <p>Whole-School Culture: A culture of high expectations and belonging where disadvantaged students' attendance is prioritised, promoted, and celebrated is embedded ensuring they participate and benefit fully from all aspects of school life.</p> <p>Monitoring and Identification: Robust, data-led systems are used to rigorously track attendance for disadvantaged students daily, identifying patterns, barriers, and trends early so that swift, proportionate, and sustained action can be taken.</p> <p>Targeted Intervention: A graduated, responsive model of intervention for disadvantaged students is in place, combining early contact, personalised</p>	<p>The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual students and families.</p> <p>Working together to improve school attendance.pdf</p>	1,3,4,5

<p>support plans, and half-termly reviews to remove barriers and secure sustained improvement.</p> <p>Multi-Agency Working: Effective multi-agency collaboration is in place with external partners (LA, social care, early help) for disadvantaged students whose absence is complex, ensuring joined-up support and demonstrable impact.</p> <p>Family Engagement: Trusting, two-way relationships with disadvantaged families are established through consistent communication, outreach, and tailored support, addressing barriers such as transport, health, or finance swiftly and sensitively.</p> <p>Reintegration and Well-Being: Welcoming, restorative return-to-school processes and key adult mentoring is in place for disadvantaged pupils following absence, embedding reasonable adjustments that promote re-engagement, safety, and well-being.</p> <p>Evaluation and Impact: Attendance strategies are systematically evaluated for disadvantaged pupils using quantitative and qualitative evidence to show sustained improvement, narrowing gaps, and a demonstrable culture of inclusion and belonging.</p>		
<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 student support centre (SSC).</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><u>EEF teaching-learning-toolkit/social-and-emotional-learning</u></p>	<p>1,4,5</p>

	www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges Adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions	
Counselling sessions. Vulnerable students are identified and counselling is arranged either internally from a trained member of staff, or externally through Beacon Counselling.	<p>The sessions are aimed at building resilience and coping with distress. Both of vital importance to engage with school life.</p> <p>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>Our Impact Beacon Counselling (beacon-counselling.org.uk)</p> <p>www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges</p>	1,3,4,5
Behaviour support. Students are identified by pastoral teams and referred for behaviour support from our pastoral team or through our Student Support Centre (SSC).	<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 SSC is used as additional support, on top of the pastoral system, for students whose unmet needs present as behaviour that creates a barrier to their learning.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Learning behaviours EEF (educationendowmentfoundation.org.uk)</p>	1,3,4,5
Links are well established with feeder primary Schools. The Head of Year 7 and DSL involvement in primary transition is effective for disadvantaged students, including systems to ensure essential academic and pastoral information is gathered on each student prior to their start at Priestnall School.	<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>The impact of primary-secondary transition on students' well-being - Nuffield Foundation</p>	1,2,3,4,5

<p>Identification of individual needs. The pastoral and SEND teams regularly meet to discuss all students. Both academic progress and pastoral issues are discussed.</p> <p>Supported by the 'BeeWell' survey for student voice. Home - #BeeWell</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>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Learning behaviours EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5,6
<p>Increased parental engagement through curriculum evenings, additional targeted parents' evenings and the use of technology to communicate with parents through the MCAS App.</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>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	1,4,5,6
<p>Providing food via the canteen with additional breakfast funds, purchasing clothing and other bespoke items on an individual basis.</p>	<p>Provision decided on an individual basis through pastoral teams.</p> <p>Benefits of breakfast clubs - Case study - GOV.UK</p>	1,4,5
<p>Providing priority high-quality careers guidance for all disadvantaged students, in particular potential NEET students, with a bespoke 1-to-1 with an LA advisor. Follow up appointments until the summer term including home visits. This includes a careers fair for Year 11 students attended by a variety of Post 16 and 18 providers.</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>www.gatsby.org.uk/education/focus-areas/good-career-guidance</p>	3,4,5,6

<p>Providing enrichment opportunities (electives, trips and visits, personal development events*) on an individual basis. Tracking the attendance of PP students who access these opportunities allows us to identify those who are reluctant to engage, and individual experiences can be arranged for them. <i>Personal development events include using outside agencies (Stockport County Football Club and YOS)</i></p>	<p>Attending extra-curricular clubs during secondary school is associated with a range of positive outcomes when young people are in their early twenties. Students who attend clubs have a higher probability of progressing to higher education and being in employment, as well as higher levels of participation in sports.</p> <p><u>Access to extra-curricular provision and the association with outcomes - Education Policy Institute</u></p>	<p>3,4,5,6</p>
--	---	----------------

Total budgeted cost: £232k

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 2024 to 2025 academic year.

Attendance

Last year we further embedded a whole-school attendance strategy with clear roles and responsibilities (Assistant Head, Deputy Designated Safeguarding Lead, Heads of Year with SEND links) and rigorous, data-led monitoring. Daily calls home, same-day response, weekly tracking, and welcoming return-to-school conversations were implemented consistently, with CPOMS logs used where concerns arose. Heads of Year received Anxiety Based School Avoidance training and bespoke year group attendance assemblies and incentives were used to reinforce attendance expectations. Regular Education Welfare Officer meetings were held with a focus on high-risk pupils and increased home visits were conducted for severe absentees. As a result, previously disengaged students have begun to re-engage. In the first half term of Sept 2025, attendance increased across all groups versus the same period in 2024. All pupils increased from 93.3% to 93.9%; FSM from 86.9% to 87.3%; non-FSM from 94.2% to 94.9%; SEND Support from 86.8% to 88.1% and no SEND Support from 95.2% to 95.9%. Multi-agency escalation and targeted, timely interventions contributed to reducing persistent absence, and the school's attendance culture remains highly conducive to learning, ensuring disadvantaged pupils participate and benefit fully from school life. Training for this coming year will include trauma-informed return-to-school conversations for pastoral teams and CPOMS best practice. DDSL / AH training will focus on Local Authority / Education Welfare Officer joint workshops on legal frameworks, swift escalation, and multi-agency coordination.

Progress & Attainment

Last year we strengthened progress for disadvantaged pupils through a robust assessment and intervention cycle. VACs data was issued to departments and analysed to identify students for intervention. Assessment is embedded in the curriculum so teachers can adjust teaching responsively and every disadvantaged student was discussed in DALP meetings (subject and pastoral leads together) to agree time-limited, purposeful interventions with clear review points. This approach, alongside targeted Year 11 parents' evenings to reinforce home-school support, contributed to the school's highest-ever Basics 4+ for disadvantaged pupils (47.5%), Basics 5+ at 25%, and an Attainment 8 of 35.58 for the cohort (no Progress 8 available). Interventions and catch-up were carried out where pupils fell behind and were reviewed systematically for impact, enabling most disadvantaged pupils to remain on track across subjects and exam results compare well with external comparators.

Family Engagement

Last year we maintained a two-way programme of engagement that combined high-participation whole-school events with targeted outreach. Parents and carers were invited to Years 7–11 parents' evenings, with data-led, targeted evenings for Years 10 and 11, plus a Year 11 Careers Fair, Year 10 Curriculum Evening, Year 11 Study Skills Evening, an Open Evening for Year 6 families, SEND-specific parents' evenings, a Year 9 MFL evening, and a Year 9 Options Evening. These events reported strong attendance and promoted an inclusive culture of belonging and shared responsibility. Relationship-building was led by the pastoral team (Heads of Year, Heads of House, SEND links) and the Student Support Centre, which also offered timetabled sessions for pupils who are developing English proficiency. Family meetings were scheduled before,

during, and after the school day to remove barriers such as work commitments and childcare. Study-skills and curriculum events ensured families received clear, practical strategies to support learning at home, reinforcing consistent partnership working across the year. These events also supported SEND partnerships with families to co-produce reasonable adjustments, signpost services, and align school-home routines for consistency.

Literacy & Reading

Last year we sustained reading as a whole-school priority through a clear universal offer, robust identification/assessment, and targeted support. Curriculum design ensured text complexity was embedded across subjects, with accessible presentation, reciprocal reading (anticipate – clarify - question - summarise), explicit tier 2/3 vocabulary teaching, and explicit modelling of expert reading behaviours. Staff used Bromcom reading flags, so emerging readers were recognised and supported in every lesson. Reading culture was visible through KS3 library lessons, student librarians, book clubs, author visits, competitions, World Book Day activities, Book Buzz, theatre trips, and the use of academic reading lists - alongside form-time reading and tutor-led etymology sessions. Identification was strengthened via primary liaison and the scheduled screening - New Group Reading Test (NGRT) three times in Y7 Sept/Feb/June, Graded Word Spelling Test (GWST) twice in Sept/June and handwriting assessment. Y8 students less than 100 Standard Age Score on NGRT/GWST received further diagnostics with the Single Word Reading Test (SWRT) and, where appropriate, were placed on the SEND register or issued Student Focus Plans. Interventions were personalised, frequent and time-limited and delivered both 1:1 and in small groups. The interventions focused on decoding, fluency and comprehension. Emerging readers were clearly flagged for staff, assessment evidence was stored on marksheets and impact was reviewed systematically. Targeted family engagement included a literacy evening for parents and pupils to share home strategies.

Enrichment

Last year we offered a broad and sustained enrichment programme with 60 elective clubs and nine overnight visits, alongside numerous day trips, resulting in only two students in the current Year 11 cohort having not experienced an overnight visit (neither PP nor SEND). Participation was tracked for three years via Bromcom and annual spreadsheets, with 1:1 follow-ups for PP/SEND non-participants and mid-Year 7 interviews with the Assistant and Deputy Head to discuss elective uptake; over Years 9–11, only 50 students in the Class of 2025 did not take part in an elective (11 PP, 13 SEND). Uptake in 2024/25 was strong, including 54.2% of SEND and 52.8% of PP students engaging in electives, and 40.9% of SEND and 52.8% of PP pupils attending at least one trip/visit; leadership opportunities were also secured, with 83 Year 11 students holding roles (4 PP, 16 SEND). To remove financial barriers we reviewed trip pricing, offered individual support for fees, kit and equipment. Student voice and routine 1:1 conversations (Year 7 and targeted PP/SEND) indicate growing confidence, character and belonging linked to the Four Cornerstones offer, with elective and visit participation embedded across the wider curriculum.

Low aspirations

Last year every disadvantaged student received a bespoke 1:1 careers interview with an independent adviser, followed by scheduled check-ins. Each student left with a tailored action plan and was monitored through our destinations tracker, contributing to a strong post-16 uptake for the Class of 2024 (97%, with only three recorded as Not in Education Employment or Training) and a sustained three-year trend (97% in 2023 and 99% in 2022), including 26 apprenticeships secured over that period. Encounters with providers, employers and HE/FE were comprehensive and captured for each student in Compass+, giving a clear record of exposure and progress towards the Gatsby Benchmarks. Careers education was embedded across the curriculum from Year 7, with ten careers lessons delivered through Beliefs and Values across five years, regular “Life after Laurus” form sessions, and a rolling programme of assemblies (Post-16 pathways, apprenticeships, BBC, Army) alongside a rich calendar of subject-led opportunities -

Year 7 Green Careers (Geography), Year 8 My Money (Maths), British Science & Engineering Week (Science/DT), Year 9 Languages Week (MFL) and National Sports Week (PE), Year 10 Creative Futures (form), Year 10 Applications & Interviews (English), plus National Apprenticeship Week, National Careers Week and Stockport Careers Week - culminating in the September Priestnall Careers Fair featuring 25+ post-16/18 providers. Pupil feedback indicates growing confidence and clarity about next steps, which is shown by sustained EET and increasing participation in Level 3 and apprenticeship routes.

Externally provided programmes

Programme	Provider
Duke of Edinburgh Award	Priestnall (Licensed Centre)
Beacon Counselling	Beacon Counselling (Stockport)
Drift, Be You & Engagement Programmes	Stockport County Football Club
Year 11 Careers fair	24 x Post 16 & 18 Providers
BBC Bitesize Careers Roadshow	BBC
Knife Crime	Youth Offending Team
Anti-Racism (Show racism the red card)	Youth Offending Team
Hate Crime	Youth Offending Team
E-Safety (students)	Youth Offending Team
E-Safety (parents)	LA Safeguarding Team
Consent (Year 10)	Talk Consent
Mosaic 1-to1 sessions.	Mosaic drug and alcohol support (LA)