Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Longdendale High School
Number of pupils in school	786
Proportion (%) of pupil premium eligible pupils	37.5% (295 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	Dec 2025
Date on which it will be reviewed	Termly review with a final review in Dec 2026
Statement authorised by	Executive Headteacher: Melanie Wicks
Pupil premium lead	Deputy Headteacher Sally Ayre
Governor / Trustee lead	Helen Lord

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£317,125
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£317,125

Part A: Pupil premium strategy plan 2024-2027

Statement of intent

As part of the Stamford Park Trust, Longdendale High School has a vision of 'excellence and ambition for all'. Through excellence in education we are an inclusive community, that embraces choice, opens doors and creates opportunities. With kindness and collaboration, we empower everyone to be the best version of themselves. We are confident, curious and creative individuals who contribute positively to our community.

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve well across the curriculum.

Developing provision within the classroom (curriculum structure and planning, planning for learning, assessment and responsive teaching) for students is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This will benefit all students, including disadvantaged students and is proven to have the greatest impact on closing the disadvantage attainment gap.

The strategy has the following overarching objectives:

- High quality provision within the classroom closes attainment gaps for disadvantaged students with a particular focus on maths and science.
- All students, including disadvantaged, participate in a range of different experiences to improve their knowledge and understanding of the world in which they live, to prepare them for their future.
- Students implement effective approaches to independent study and homework by developing a greater understanding of metacognitive skills.
- Students are set appropriate and challenging homework tasks and all students complete homework tasks set.
- Students standards of, and passion for, reading and writing improve.
- Parental engagement and attendance to parents' evenings for disadvantaged students is increased to support students in all aspects of school.
- Disadvantaged students attend school and are no more likely to be suspended than non-disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	Reduced knowledge retention of students (assessed through students ability to recall identified substantive knowledge) linked to students scholarly habits and access to enrichment opportunities to develop knowledge in their long-term memory.
2	Reduced literacy levels for some KS3 students eligible for PP with below average reading ages, linked to reading ages impacting students ability to access the curriculum and demonstrate their understanding over time.
3	Lower attendance rates • for students eligible for PP meaning aspects of school culture/ substantive knowledge taught are missing as knowledge for some students. • of some parents of students eligible for PP to events including parents evenings and information and guidance meetings, and reduced awareness of and actions linked to information communicated from school meaning parents ability to support students and school is impacted.
4	Lower emotional regulation of students leading to increased risk of removal from lesson or suspension impacting students access to the full curriculum/access to enrichment opportunities. This is reflected in the common themes from internal data relating to mental health and emotional well being amongst the community.
5	Lower achievement for some disadvantaged students with SEND linked to appropriate adaptations and personalised provision being in place for students to allow them to access the curriculum on a consistent basis.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024-27)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved attainment and progress among disadvantaged students across the curriculum at the end of KS4, with a	KS4 outcomes demonstrate that disadvantaged students achieve in line with all students and in line with national average for

particular focus on maths, science and MFL.	disadvantaged students for English and maths (4+, 5+, 7+) and attainment 8.
2. Improved scholarly habits for all students, including disadvantaged, across all subjects with a particular focus on metacognitive approaches.	KS4 outcomes for all students demonstrate that disadvantaged students achieve in line with their disadvantaged peers across all subjects. Teacher reports, attitude to learning grades and lesson drop-ins demonstrate that disadvantaged students are focused and motivated to learn. This finding is supported by increased active participation in learning including homework (including our Masters of Knowledge focus).
3. Disadvantaged student's participation rate in enrichment and leadership opportunities increases.	More disadvantaged students engage in academic revision, cultural experiences, reward trips and educational visits and student leadership opportunities so that they have a knowledge of the world around them to develop their character and curiosity. Financial barriers to participation removed.
4. Improve reading for all students by the end of Key Stage 3.	At least 80% of Year 9 to have a reading age within or above the average band for their chronological age (stanine 4 or higher). Reduction in the number of disadvantaged students requiring literacy interventions. All students engaging with reading books on a weekly basis (3x per week minimum).
5. Disadvantaged students attend school in line with their non-disadvantaged peers.	Reduction in disadvantaged persistently absent and increased attendance figures to be at least in line with national average for non-disadvantaged students.
6. Parents of disadvantaged students attend school events and are aware of current information communicated from school.	Disadvantaged parents engage in parents' evenings and school events in line with parents of non-disadvantaged students. Parents wider engagement with school is evidenced through school communication information (e.g. School Comms; positive parent voice; engagement with Class Charts).

7. Behaviour and attitudes improve so that disadvantaged students are less likely to be suspended from school compared to non-disadvantaged.	Fewer incidents of poor behaviour choices. Reduction in the number of internal exclusions and suspensions from school. Increased rewards and achievement points.
8. Disadvantaged students who are also SEND receive personalised support so that their outcomes improve.	Bespoke interventions and support in place and lead to improved engagement and achievement in all year groups as evidenced in progress data, attendance and behaviour data.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £83,613.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved attainment and progress among disadvantaged students, across the curriculum at the end of KS4, with a particular focus on maths (including the grade 4 and grade 5 matchup with English) and science. Embed instructional coaching across the school to aid pedagogical development of all teachers. £521 for StepLab coaching platform and associated CPD. Develop practice within the classroom (using teaching lab and practice lab CPD sessions with staff) using a focus on identified core techniques as outlined in a Teaching and Learning Playbook (linked to Walkthrus and Teach Like A Champion, TLAC). £675 for Walkthru subscription with TLAC	EEF: High quality teaching is the best approach at improving outcomes for disadvantaged students. https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability Rosenshine's Principles of Learning https://teacherofsci.com/principles-of-instruction/ Walkthru Instructional Coaching Model https://www.walkthrus.co.uk/blog-1/ethic-of-excellence Steplab Instructional Coaching Steplab - A professional development platform for schools Teach Like A Champion https://teachlikeachampion.org/	1, 2

approaches included, books and associated CPD.

Maths mastery approach further embedded across KS3. Maths leaders to continue engaging with Maths hub networks and with partner schools to develop expertise. £100 for CPD and resources to develop teaching.

10% of curriculum leaders Teaching and Learning Responsibilities to focus on curriculum intent, implementation, and interventions, with quality assurance of the impact of this on disadvantaged students £42,351

An additional science Teaching and Learning Responsibility (TLR) created to improve expertise and capacity within the science curriculum leadership team to focus on the curriculum intent, implementation and impact on KS4 disadvantaged students as well as developing whole school enrichment opportunities linked to STEM (science, technology, engineering and maths) to benefit all students including disadvantaged. £10,788

An additional maths Teaching and Learning Responsibility (TLR) has been created to improve expertise and capacity within the maths curriculum leadership team to focus on the curriculum intent, implementation and impact on KS4 disadvantaged students. £7357

An additional Literacy Teaching and Learning Responsibility (TLR) created to develop reading and writing across the curriculum, including improved sequencing from KS2 to KS3. £7357

CPD for curriculum leaders to develop their knowledge and skills in the form of subject association memberships,

Mathsbox

[Mathsbox | Quality time saving resources](#)

Go Teach Maths

[Go Teach Maths: Handcrafted Resources for Maths Teachers](#)

White Rose Maths

[Secondary school maths resources | White Rose Maths (whiteroseeducation.com)](#)

EEF Improving Secondary Science

[https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/science-ks3-ks4](#)

EEF: Feedback

[https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback](#)

EEF: Coherently planned curriculum ensures confidence and effective implementation.

[https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit](#)

Oxford School Improvement:
Make regular use of data to identify all children who are at risk of underachievement and specifically focus on the progress of students entitled to the Pupil Premium.

[https://www.brighton-hove.gov.uk/sites/default/files/migrated/article/inline/Oxford%20School%20Improvement-%20The%20Pupil%20Premium%2C%20making%20it%20work%20for%20your%20school.pdf](#)

network opportunities and CPD from Specialist Leaders of Education. £3500 Lead Practitioners appointed at Trust level for core subjects to provide additional expertise and capacity to develop provision and outcomes in core subjects. SISRA subscription in place to allow enhanced data analysis by curriculum leaders to inform strategic improvement planning and targeted interventions. £2758 Online learning platform subscriptions to support students with independent study skills. £1500	Using digital technology to improve learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital EEF PP https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium EEF teaching and learning toolkit Teaching and Learning Toolkit	EEF (educationendowmentfoundation.org.uk)	
Improved scholarly habits for all students, including disadvantaged, across all subjects with a particular focus on metacognitive approaches. Masters of Knowledge approach in place to teach students explicitly about how they learn, with identified questions and answers for each subject, in each week of the school year, for students to apply identified techniques to allow students to learn the questions and answers. Taught explicitly through Aspiration briefings 2x per week and then continued at home with students rewarded for continuing this learning beyond school. Home learning policy further developed to blend the use of the Masters of Knowledge approach, with online platforms and further subject specific tasks at KS4. Resources to support students with independent study (revision books and stationary materials) £300	Disadvantaged and remote learning https://www.nuffieldfoundation.org/news/disadvantaged-pupils-less-engaged-in-remote-learning Metacognition https://www.sec-ed.co.uk/news/how-to-unlock-the-learning-potential-of-metacognition/ EEF Metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition About Us — The Learning Scientists Digital divide https://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/bridging-the-digital-divide-evidence-and-advice-on Class Charts homework tool	1, 2

Quality assurance activities establish students in need of a device to borrow and then to highlight to these students and their parents that devices are available to loan from the school office, or through the Inclusion Centre to use during the school day. Year 11 students with agreed AA loan their own device for use throughout the year. Parent information and support around revision shared through parent events and parent guides shared to support learning.	https://pages.classcharts.com/homework/	
Reading ages for all disadvantaged students are at least in line with their chronological reading age by the end of KS3. CPD for literacy leader to further develop school strategy to develop the literacy of all students, including disadvantaged. £1500 Tutor reading curriculum in place 3 times a week for students in Years 7-10. NGRT reading assessments purchased, staff trained, and assessments completed to provide accurate and detailed information about each individual students reading ability, to inform interventions. £4433 CPD for staff on student reading information and how to use this to plan effectively for students learning in lessons.	UCL: Good literacy skills are crucial to closing the attainment gap. https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery/school-case-studies/exceptional-use Literacy Trust: Improving boys reading through technology https://literacytrust.org.uk/research-services/research-reports/improving-literacy-skills-disadvantaged-teenage-boys-through-use-technology/ Improving boy's literacy https://files.eric.ed.gov/fulltext/ED611337.pdf Closing the gap https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf EEF: Literacy in secondary schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Sparx Reader Sparx Reader - Home	2

The progress and attainment gap between disadvantaged SEND and non-disadvantaged SEND students improves across the curriculum.	EEF: Effective use of teaching assistants	5
	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
Effective deployment and use and of teaching assistants to support disadvantaged SEND students where additional support is needed.		
	EEF: SEND in mainstream schools	
CPD for all staff on adaptive practice including assistive technology, with quality assurance of practice in lessons.	Special Educational Needs in Mainstream Schools	EEF	
A weekly mentoring programme from the teaching assistants is in place for disadvantaged SEND students where additional support is needed.	TLAC active observation	
	Working Memory, Teachers and Tracking Data	Teach Like a Champion	
Bespoke interventions in place for literacy and maths (facilitated by the HLTAs) for identified disadvantaged SEND students. Appointed literacy HLTA to support with students learning in English lessons and with additional interventions £32,590		
Teaching staff trained in active observation to ensure students receive targeted interventions from teachers within lessons. Teachers produce class action plans to record students areas for improvement and associated interventions.		
All identified students screened for exam Access Arrangements at the start of KS4 and students requiring a word processor to be loaned one for use in school and for home learning.		

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

Budgeted cost: £67,442.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved progress and attainment among disadvantaged students across the curriculum at the end of KS4, with a particular focus on maths, science and MFL. English, maths, and science interventions in place for Year 11 students in tutor time. Interventions for a range of subject areas to take place during Wednesday period 6 elective sessions. External companies used to provide maths and science masterclass sessions in for identified students. £25,000 Raising achievement meetings to take place between the Heads of Department of English and maths to evaluate interventions and alter intervention cohorts of students. Targeted support in place for students through support from the literacy HLTA and additional maths staffing throughout the school day. £32,599	EEF: Approach to Intervention. Small groups or 1-2-1 support works best to improve outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Catch-up education must not be one off intervention https://www.nuffieldfoundation.org/news/catch-up-education-for-disadvantaged-pupils-must-not-be-a-one-off-intervention Targeted interventions for pupil premium https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/ PET XI PET-Xi Training | UK Education & Employability Programmes | GCSE, NEET, Digital Skills & School Interventions - PET-Xi Training Effective use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 5
Reading ages for all disadvantaged students are at least in line with their chronological reading age by the end of KS3. CPD for literacy leader (write to succeed) to further develop school strategy to develop the	UCL: Good literacy skills are crucial to closing the attainment gap. https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery/school-case-studies/exceptional-use Literacy Trust: Improving boys reading through technology	2

| literacy of all students, including disadvantaged. £1500

NGRT reading assessments purchased, staff trained, and assessments completed to provide accurate and detailed information about each individual students reading ability, to inform interventions. £4433

Ruth Miskin Fresh Start (phonics intervention) curriculum used to develop students reading, with training for key staff and interventions for identified students £320

Lexonic used as a phonics based intervention approach with students. £2800

Appointed literacy HLTA to support with intervention and deliver the Ruth Miskin curriculum to students. £32,590 | https://literacytrust.org.uk/research-services/research-reports/improving-literacy-skills-disadvantaged-teenage-boys-through-use-technology/

Improving boy's literacy
https://files.eric.ed.gov/fulltext/ED611337.pdf

Closing the gap
https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf

EEF: Literacy in Secondary Schools
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4

Ruth Miskin
Home - Ruth Miskin Literacy

Lexonic
Lexonik - Literacy Intervention Programmes That Empower Learning | |

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

Budgeted cost: £145,008.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
All parents of disadvantaged students positively engage with school.

Half termly newsletters year group newsletters sent to parents each half term, in addition to the termly whole school newsletters. A Family Handbook is shared with all families to outline expectations linked to school. | Parental involvement is key to child's success
https://www.publicschoolreview.com/blog/parental-involvement-is-key-to-student-success

Leading Parent Partnership Award (LPPA)
https://www.awardplace.co.uk/award/lppa | 3 |

Arbor platform used to support parents in accessing information about their child and to improve communication with parents, regular reminders to parents regarding log in information. All staff to focus on making regular phone calls to disadvantaged parents to identify positive behaviours from students to build relationships between school and home. Use of School Cloud, to encourage attendance by providing an efficient and accessible way of booking appointments. Events such as Year 9 Options IAG conducted online to support parental engagement. £1089 Attendance of parents to parents evenings to be improved through early communication (via text and email) and follow up with parents through phone calls if appointments have not been booked. After each parents event, the Head of Year to identify parents that have not attended the event and form tutors then make contact with these parents from a supportive perspective to identify how we can further support students and families (why did they not attend, how can we help to support parents to attend in future, is there anything additional we can do to support with the student in school).	EEF: parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement EEF – working with parents to support students learning Working with Parents to Support Children's Learning	EEF (educationendowmentfoundation.org.uk)	
Disadvantaged students attend school in line with their non-disadvantaged peers. KS4 attendance and family liaison officer to support families with getting students into school. £31,920	NFER Being Present: The power of attendance and stability for disadvantaged pupils https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/	3

Members of staff trained in EBSA (emotionally based school avoidance) to ensure appropriate support is in place for students. This support can be virtual with the intention of getting students back into school. A* Attendance systems used to enhance data analysis of attendance and inform strategic interventions. £1700 Students with low attendance to be provided with structured support in accordance with the attendance policy. Close working relationship between parents and school attendance team. Support from the Tameside Educational Welfare officer to support students attendance to school. £4400 10% of Inclusion Leaders Teaching and Learning Responsibilities to focus on analysis of data and organising / delivering interventions and then quality assuring the impact of this on disadvantaged students £15,766 Intervention groups of students at risk of falling attendance are mentored by Heads of Year. Students at risk of low attendance have an individualised attendance monitoring plan. Assemblies used to celebrate and focus on attendance. Attendance is part of our whole school approach to rewards. Return to school forms developed for all students to complete following an absence to help further support students where needed and ensure missed learning it caught up on.	Public First – listening to and learning from parents in the attendance crisis ATTENDANCE-REPORT-V02.pdf (publicfirst.co.uk) A Star Attendance Homepage - A Star Attendance	

Disadvantaged student's participation rate increases to enrichment opportunities. Opportunities linked to GM higher (often funded) to have a disadvantaged focus to improve participation levels of students and to develop a wider experience of the world for students (cultural capital). A programme of Wednesday period 6 elective sessions to provide students with experiences across 3 themes (academic, physical health and wellbeing, community and leadership) throughout the academic year. All students in Years 7-10 to participate in the elective programme. £10,000 Increased participation rates on reward trips and educational visits to be encouraged through a clear financial statement on letters about trips and visits, with a named contact for any concerns in school to discuss support. £1000 Theatre visits organised by the drama department include all DA students in the eligible cohort. Trust Excellence and Ambition Academy provides all students with visits to Ashton Sixth Form College (ASFC) on an annual basis and additional opportunities for identified KS4 student to visit the college for specific events linked to identified curriculum areas (Year 10 students through the ASFC XL programme where events are hosted throughout the year for high prior attaining students).	Sutton Trust: Subject to background http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf EEF: Enrichment Extending learning beyond traditional academic priorities, including careers education, and participation in the arts and sports. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment Who has missed out on extra-curricular during lockdown https://livemore.yha.org.uk/education/who-has-missed-out-on-extracurricular-and-enrichment-over-lock-down Raising Aspiration https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment GM higher Parents & Carers - GM Higher	1

Duke of Edinburgh scheme developed for Year 9 students to provide an additional enrichment opportunity. Funded places available for identified students. £1000 Forest school curriculum for identified KS3 students to develop their communication and interaction with their peers, as well as provide leadership opportunities for students as Forest School Champions. CPD for teaching assistant to deliver forest school. £10,000		
Disadvantaged students are less likely to be suspended from school. Additional pastoral and behaviour support workers employed to support students in year groups and reset base, which has been moved to support more focused intervention. Reflection on behaviour and strategies to prevent repeats £61,764 Pastoral Support Workers have an identified cohort of students who have a weekly mentoring sessions to set targets and review progress towards them. Platform developed to enable leaders to collate and track the impact of interventions. Positive masculinity programme run through GM higher to support identified students. Focused reintegration meetings following suspensions to review a students Individual Behaviour Plan and reflect on and adapt support strategies in place.	**EEF:** Wider Strategies of support for disadvantaged students. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies Improving behaviour: Class Charts https://www.teachertoolkit.co.uk/2017/05/09/classcharts-3/ Young Carers Programmes: https://carers.org/how-your-school-can-support-young-carers/young-carers-in-schools EEF: Wider Strategies of support for disadvantaged students. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies EEF: Behaviour Interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions GL assessments	4

Where needs are identified, parents offered an Early Health Assessment (EHA), this can be done in conjunction with the Local Authority. Support for students joining LHS as in year transfers (after September) includes induction meetings with Assistant Headteachers. Information is then shared with the SEND team, Head of Year and safeguarding lead where relevant. Students are met by an Assistant Headteacher on their first day in school to ensure a smooth start at LHS. After the transfer the Head of Year will analyse data in school each day and ensure students are given additional support where needed. Form tutors will also ensure regular check ins with students. For students needing additional support where needs are identified supported integration through the schools inclusion team and aspire centre. SEND testing in place for students to determine personalised support available.	https://www.gl-assessment.co.uk/assessments/pass/		

Total budgeted cost: £317,125

Part B: Review of outcomes in the previous academic year 2024-25

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Aim	Outcome
1. Improved attainment and progress among disadvantaged students across the curriculum at the end of KS4, with a particular focus on maths, science and MFL.	Students in the class of 2024-5 benefited from a range of developments and support across the curriculum areas. Students also benefited from targeted support through tutoring programmes (provided in person by school staff and masterclass sessions provided by MAT recruitment), and tutor time revision sessions linked to English, maths, science and history. • 9-7 achievement for English and maths improved, with both subject areas achieving outcomes in line with target ranges. • 9-5 achievement in English was above targeted levels. • Combined science outcomes increased by 4% at 4+ and 3% at 5+. • EBACC outcomes increased by 8% at 4+ and 5% at 5+. • Geography and Spanish improved from 2024 results at all levels. • History maintained the improvements at the 4+ level from 2024 and demonstrated further improvement at the 5+ and 7+ levels. In terms of PP students 46.9% of students achieved 4+ in English and 24.5% of students achieved 4+ in maths. In separate sciences 100% of students achieved a 4+, this was 83.3% in chemistry and 66.7% in physics. In combined science 30.4% of students achieved at least one grade 4. In Spanish 36.4% of students achieved a 4+.
2. Improved scholarly habits for all students, including disadvantaged, across all subjects with a particular focus on metacognitive approaches.	Our Masters of Knowledge approach develops students' scholarly habits. Each curriculum area identifies questions (5 or 6) for each week of every half term that students are expected to learn the answers to. Student practice these questions and answers in year group Aspiration Briefings, in lessons as do now activities and for weekly homework. Through assembly and aspiration briefings students are taught the techniques of - 1. Look, cover, check and correct 2. Memory recall, check and correct 3. Flash cards, used following the Leitner system. Students then complete half termly Mastery Recall Tests (MRTs) to check their knowledge recall. Students are reward for their scholarly

		habits with our legacy points, Aspiration Table, golden ticks and Golden Ticket Assemblies at the end of each term.
3.	Disadvantaged student's participation rate in enrichment and leadership opportunities increases.	All pupils in Year 7 – 10 access our electives enrichment programme for one hour per week during the school day. As such all disadvantaged students are able to access the programme in terms of attendance and all activities are fully funded. Pupils make four choices, with disadvantaged pupils prioritised and assigned their first choice to ensure maximum engagement. All Year 7 students participated in a visit to a range of cultural venues in Manchester and all Year 10 students accessed CEIAG opportunities, including taster days at college and work experience. All students participate in our Aspiration days and Enrichment Week with a range of events and visitors in school all fully funded, this included the Human Utopia project and the Young Green Britain Challenge for Year 9. Students in all year groups are involved in leadership opportunities. In Year 7 and 9 50% of leadership opportunities are taken by disadvantaged students (12 students). There is a focus for development in Year 8 and 10 to ensure disadvantaged students are proportionally represented in leadership roles. Following the CEIAG opportunities organised for students our 2025 moving on report records that 96.38% of our class of 2025 are in learning placements.
4.	Improve reading for all students by the end of Key Stage 3.	To support the improvements to literacy a form time reading programme runs as part of our reading for betterment programme. This includes sessions in the mornings and additional reading sessions every Thursday and Friday. Investment was made in the library environment, in new books and in kindles. In KS3 all students visit the library as part of one of their English lessons. NGRT testing was completed to determine the reading age of all KS3 students, and this then informed cohorts of students for bespoke intervention packages for phonics, comprehension and reading fluency. Identified staff received training to deliver specific literacy interventions, in particular Ruth Miskin Phonics Programme and Lexonik Advance. There are now three staff trained in delivering these interventions.

| | | Annual reading age testing has shown a decrease in the number of students with a reading age significantly below their chronological age and therefore requiring intervention. For example, in Year 7 September 2022 there were 16 disadvantaged students with a reading age below their chronological age and in September 2024 (students now in Year 9), this number has reduced to 8. In the academic year of 2024-25, this cohort that are now in Year 10 has reduced to 3.

Of the DA students receiving reading intervention in 2023-24, 15 out of the 18 improved their reading age. |
|---|---|---|
| 5. | Disadvantaged students attend school in line with their non-disadvantaged peers. | A new, trust-wide, attendance policy has been launched with a strategic focus on "catch students early". The attendance of all disadvantaged students from the previous academic year was utilised as a trigger-system for attendance intervention this academic year.

To enable this new policy to be effective we have introduced a new data tracker where students' attendance is tracked weekly and early intervention is implemented where appropriate. A-Star attendance software has been purchased by school to further support our tracking of data, and more importantly, the tracking of impact of our initiatives.

The attendance team has been strengthened through the addition of a second attendance officer and the utilisation of Pastoral Support Workers in our Golden Hour Strategy (daily absence calls aimed at students who have been absent for 2 days consecutively) and for the completion of home visits, targeting disadvantaged students and mitigating barriers to prevent further absence from school.

Each Monday, attendance data is shared with Heads of Achievement (SLT), Heads of Year and the wider Pastoral team to ensure a focus on attendance each week. HOY call home each week when disadvantaged students have met an attendance trigger.

Weekley recognition for excellent attendance is delivered in the format of postcards, text messages home, Golden Tickets and Friday treats for those in 100% that week.

Attendance of our disadvantaged cohort at the end of half-term 1 (HT1) in 2025–26 was 1.68% higher than half-term 1 of 2024–25. Attendance of FSM this academic year at HT1 was 2.07% higher than HT1 of 2024-25. This was 0.4% below the national average. |

		Attendance of disadvantaged students remains a key priority.
6.	Parents of disadvantaged students attend school events and are aware of current information communicated from school.	We have further enhanced our parental communication using a variety of different methods to engage our parents of disadvantaged students with school. • We send half termly year group newsletters to parents. • We send termly whole school newsletters to parents. • We use Facebook as a social media platform to share current news linked to school with a wider audience. • We use the School Cloud booking system for parent events to allow parents to make appointments using an app. • To ensure all parents have booked appointments for events, Heads of Year, form tutors and the office staff have a system of texts and phone calls to ensure appointments are made. • The inclusion team offer one to one additional parent meetings virtually or face to face for disadvantaged students with special educational needs. • We hold some parent events virtually to enhance parental access to events such as information evenings. • A tracking system has been implemented to track attendance at parents evening and whole school events. • >75% of parents attended our parent events in 2024-25.
7.	Behaviour and attitudes improve so that disadvantaged students are less likely to be suspended from school compared to non-disadvantaged.	Each Year Group now has a Head of Year (Teaching) and a Pastoral Support Worker (Non-Teaching) as well as a Head of Achievement (SLT Link). It is hoped that this additional support will aid in the continued improvement of behaviour in school. Last academic year (2024/2025) saw a 74% increase in Legacy Points from 220,641 the previous year to 384,342. This demonstrates an upward trend and proves that the culture in school is changing and that students are buying into the reward system. There was a 150% increase from 42,518 to 106,089 in Legacy Points comparing half term 1 2025 to half term 1 2024. In relation to negative behaviour, there has been a 313 (48%) reduction in C2 detentions this academic year in half-term 1 compared to last academic year. This is due to a mixture of embedded routines and quality first teaching. In terms of C3 lesson removals there has been a 32 (32%) reduction in removals for C3 persistent disruption awarded in half-term 1 this academic year compared to last year. Suspensions are also slightly reduced. Data analysis demonstrated 50% of our suspensions during half-term 1 this academic year were

	from In Year Transfer students, so this is now a key focus for further intervention and support.
8. Disadvantaged students who are also SEND receive personalised support so that their outcomes improve.	There were personalised and timely interventions used during the academic year to support students with identified SEND needs demonstrated some improvements. The pastoral team was expanded with an additional pastoral support worker to provide additional support with interventions. The key data headlines for students with SEND when comparing 2023-24 vs 2024-25 indicates: 9. A8 has increased by 2.4 10. Students achieving 9-4 in English and Maths increased by 4.7% 11. Students achieving a standard pass in EBacc increased by 10.5% 12. Average points score per EBacc slot increased by 0.3 Alongside increase in staffing for pastoral support to increase capacity, there was also additional tutoring interventions for EBacc subjects to provide additional support to key students.

Externally provided programmes

Programme	Provider
Forest School	Delivered by Forest School trained staff
Year 11 subject masterclasses	MAT Recruitment

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year? • Individual mentoring programme from the Pastoral Support Workers. • Mental health and wellbeing support and counselling provided.	Service premium students received a mentor who they met to support them with well-being and academic support as appropriate, to ensured they accessed and engaged with the full curriculum.
What was the impact of that spending on service pupil premium eligible pupils?	Service premium students 24/25

	22	- Above national attendance for all students - No suspensions - All students accessing a full timetable and curriculum Service premium students 25/26 1 in Year 8 1 in Year 10