

Pupil premium strategy statement – Archbishop Blanch School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	2023-2024 : Yr 7-11= 923 Yr7-13= 1127 2024-2025 : Yr 7-11= 930. Yr 7-13 = 1150 2025- 2026 : yr 7-11 = 948. Yr 7-13 = 1190
Proportion (%) of pupil premium eligible pupils	23/24 = 25.9% of year 7-11 are PP eligible 24/25 = 27.09% are PP eligible 25/26 = 34% of Yr 7-11 are PP eligible
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024 2024-2025 2025-2026
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2026
Statement authorised by	C. Madeloso
Pupil premium lead	H. Browne
Governor / Trustee lead	E. Akinyande

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 347,650
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ £ 0

Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£347650

Part A: Pupil premium strategy plan

Statement of intent

At Archbishop Blanch School, we are committed to providing equal opportunities and fostering an inclusive learning environment for all our students, within the strong Christian Ethos we have at the school. Our pupil premium strategy is designed to address the unique needs of disadvantaged students. Within Archbishop Blanch School we lean on our school values and trust them to guide us. By treating all students as individuals and with the upmost compassion we can truly start to foster a whole school community which strives to improve attendance, attainment, progress, aspirations and overall wellbeing for all our students, including our most vulnerable.

To ensure the highest possible attendance our dedicated attendance team will focus on PP students and regularly monitor attendance patterns, looking for trends and working together with parents and carers to reduce any barriers to attendance.

At Archbishop Blanch School we truly believe that Quality First Inclusive Teaching (QFIT) is the biggest driver to improving attainment and progress. To this end, we will commit to searching for the best CPD opportunities for our staff and follow an evidence based approach to teaching and learning driving forward strategies in the classroom that are proven to raise the attainment and progress of all pupils, but specifically pupil premium pupils.

Research shows us that the aspirations and destinations for Pupil Premium students can be one of the main barriers to these pupils fulfilling their potential. At Archbishop Blanch School we look to contextualise learning and open the doors to the endless possibilities and the limitless potential that our Pupil Premium students have. We will have regular and open discussion with students regarding future goals and aspirations as well as a leading CIAEG programme designed to sign post and inspire.

Working closely with our work on aspirations and destinations is the extensive extracurricular programme that we are proud to run at Archbishop Blanch School. The wide variety of clubs and societies, from all faculty areas, have been designed with pupil engagement in mind. Its these extracurricular clubs that can inspire and motivate new interests and future careers and we are dedicated to ensuring Pupil Premium attendance is at its maximum. By monitoring, evaluating and analysing attendance we can start to understand the barriers that may keep turnout low amongst our Pupils Premium cohort and offer support, whatever that may be, to try and maximise participation.

By implementing this comprehensive Pupil Premium strategy, Archbishop Blanch School aims to create a supporting and inclusive learning environment that empowers all students to achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than non disadvantaged pupils.</p> <p>Academic Year 21-22. Non disadvantaged pupils attendance = 95.58% whilst Disadvantaged pupils = 94.93% This was a gap of 0.65%</p> <p>Academic Year 22-23. Non disadvantaged pupils attendance = 95.8% whilst disadvantaged pupils = 93.26%. This was a gap of 2.54%</p> <p>54% of disadvantaged pupils have been 'persistently absent' in the academic year of 2023-2024 compared to 46% of their peers during that period. This is an increase from 39% in 2022-2023 and 26% in 2021-2022. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Data from 2021/2022 and 2022/2023 show that there has been a consistent gap of 0.33 and 0.32 for P8 in year 11 terminal exams. A8 data has also remained steady with a gap of 14.48 in 2022 and 13.35 in 2023. Whilst predictions and mock data for 2024 see these gaps decrease drastically there are still areas where the disadvantaged gap can be closed further</p> <p>Data over the last 4 years has shown that disadvantaged pupils achieving a positive P8 score in all four baskets is lower compared with non-disadvantaged peers, in particular the Ebacc basket, which has showed the biggest gap in 3 out of the 4 years. Data and observations suggest this could limit pupils in their next steps, for example KS5 courses and destinations.</p>
3	<p>PP MAP pupils have for the last 2 years made less progress than non PP MAPs as well as less progress than PP laps and haps. This could potentially lead to MAP pupils having limited options at KS5 and therefore affect their next destination. Data from the 2022-2023 academic year highlights Map pupils achieved a P8 score of 1.057 compared to PP Maps only achieving 0.297.</p>
4	<p>Historically our data shows that mobile pupils do not make the same progress as non mobile pupils. 2021-2022 mobile pupils P8 score was -1.66 whilst the following year it improved slightly but was 0.50. In addition to this mobile PP pupils underperform compared to non PP mobile pupils. In 2023 the gap was 0.99</p>
5	<p>Extracurricular and trip data over the last 3 years has highlighted that there is a gap between disadvantaged and non-disadvantaged uptake. In 2022-2023 the average disadvantaged uptake was 27% of the PP cohort, whereas 43% of non pp cohort took part. Upto Dec 2023 only 15% of participation was PP. Pupil voice has highlighted several barriers to participation that we will look to overcome; family commitments after school, using the school bus is a necessity, unable to stay after school. This inability to access cultural capital opportunities could lead to a less rounded individual with few opportunities to develop soft skills. So far this year only 15% of PP pupils are attending an extracurricular activity.</p> <p>Reward trip data shows that a substantial number of disadvantaged pupils do not attend the end of term reward trips. Of pupils that did not go on the trip 42% were PP pupils.</p>
6	<p>Raising aspirations – courses, uni visits, careers talks, destinations,</p> <p>45% of the 2022-2023 Yr 11 disadvantage cohort stayed on into sixth form. This is a slight increase on the previous academic year, which was 40%.</p>

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • Position (top 3) within the city data as well as above national attendance data • The attendance gap between disadvantaged pupils and their non-disadvantaged peers decreasing <ul style="list-style-type: none"> • A decrease in the percentage of all pupils who are persistently absent whilst closing the gap among disadvantaged pupils on their peers.
Improved attainment and progress among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects and mobile pupils	Sustained high attainment and progress for all pupils with particular focus on: <ul style="list-style-type: none"> • Closing the disadvantage, non-disadvantaged A8 and P8 gap. A8 gap from 2022/2023 = 13.35 Current P8 gap from 2022/203 = 0.74 <ul style="list-style-type: none"> • Decreasing the gap between positive progress 8 achievements in all four buckets, in particular Ebacc subjects. 2022/2023 gap = 28.00 • Increasing the attainment of MAPS, in particular MAP PP in relation to other banding groups. • Increasing overall progress of mobile pupils but specifically PP mobile pupils
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged through extra curricular, cultural capital opportunities and support within the school community	Sustained high levels of wellbeing by 2025/2026 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • an increase in participation in the extracurricular programme, particularly among disadvantaged pupils. • An increase in participation in rewards trips by disadvantaged pupils • Pupils' uptake of support within school – counsellors, YPAS, other therapy
To continue to raise aspirations of all pupils, including those who are disadvantaged in uptake of appropriate KS5 courses at ABS and further education placements.	To increase aspirations of all pupils through: <ul style="list-style-type: none"> • Increasing the numbers of pupils in Year 12 overall whilst increasing the number of pupil premium pupils from 45% last year • Quantitative data from opportunities such as meet the professionals and other CEIAG experiences • Qualitative and quantitative data from 1:1 guidance meetings with staff and A. Stagg. • Quantitative data from mock interviews • Destination data at the end of Year 13.

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: £83,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD programme for all staff in addition to optional T&L and Extended leader breakfast where good practice can be shared. Extensive ITT and ECT training programme in line with ECF reforms to support newly qualified teachers teach high quality lessons. NPQs for staff in a variety of areas.</i>	Ofsted independent review of teachers professional development in school states that “teachers’ professional development is crucial to a high-quality education system.” NationalCollege.com highlights that “CPD increases teacher motivation, confidence, and commitment to teaching; learning new skills and applying them in the classroom can lead to a more effective teaching environment.” not only does it support the teacher but also support staff.	2, 4
<i>Data champions within each department</i>	As part of the school SEF we understand that schools are data rich but can be information poor. It’s imperative that staff know & understand how to act on data and analyse it in a meaningful way which is why we have implemented data champions to disseminate key information to departments. Newleaders.org	ALL
<i>HLTAs employed to support pupils individually / offer 1:1 or small group support</i>	EEFS recently teaching & learning toolkit indicates an average of 5 months additional progress can be gained with targeted deployment of support staff	2,4

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

Budgeted cost: £153,426

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading intervention – red and amber readers have been highlighted and</i>	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver	2,3,4

<p><i>access weekly reading intervention in year 7-9</i></p> <p><i>Maths intervention in Years 8 and 9</i></p>	<p>short sessions, over a finite period, and link learning to classroom teaching:</p> <p>Teaching Assistant Interventions Teaching and Learning Toolkit EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	
<p><i>Mobile pupils - testing pupils on entry to ensure they are put in suitable classes as well as tracking progress and pastoral data to support pupils on their transition to a new school.</i></p>	<p>Our own data and observations have shown that mobile pupils progress is lower than non mobile pupils. This is also supported in “Managing pupil mobility to maximise learning summary” document. AT ABS mobile pupils undertake initial testing, meeting with various professionals and a termly check in programme with pupils and parents as the research suggests working with both is crucial.</p>	All
<p><i>1:1 / small group interventions all in line with NTP funding, with emphasis on MAPS, PP, mobile students. This may also include the purchasing of additional materials such as revision guides and transport home from revision sessions to ensure attendance.</i></p> <p><i>For 24/25 academic year NTP funding has ceased to exist. School will continue where necessary to offer small group support in a range of subjects</i></p> <p><i>Power of 10 initiative</i></p>	<p>Use of NTP funding if required to support smaller group intervention. OFSTED and NTP highlight that all 3 routes of tuition have had a positive effect on pupils attainment & self confidence however school led tutoring which we carry out at ABS has been the most effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2,3,4
<p><i>EMTAS support and language hub collaborative work</i></p>	<p>Our long association with EMTAS has shown that we value the work not only the staff do with EAL pupils but also the support they can offer with parents / carers unfamiliar with the English Education system. EMTAS are also able to lead CPD sessions helping to train staff on barriers within different communities and how we can overcome them.</p>	All
<p><i>Alternative provision – SNA, Kings trust, ACE. In addition, the school has implemented a 7A/ 8A class – not ready for KS3.</i></p>	<p>Our evidence has shown that Stage not age learning has enabled ABS to identify where individuals are on their long term learning process & respond to their learning needs through setting personalised goals.</p> <p>Our Princes Trust cohort have been able to develop their skill sets within a different classroom environment, helping them to build confidence and be successful in their education</p>	ALL

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

Budgeted cost: £110,739

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>Free Breakfast – ensuring pupils are provided with breakfast to help focus throughout the day. Food provided from the local foodbank</i>	Impact report from Magicbreakfast.com highlights that eating breakfast is a vital part of improving learning, school attendance, health and wellbeing for children and young people.	1,2,4
<i>Attendance - dedicated attendance team which completes first day response, prioritising PP pupils, daily and weekly absence reports. PP v non PP comparison, alongside city and national comparison. Pastoral support with rewards to enhance attendance – Golden ticket, 100% star charts, Form of the month</i>	<p>ABS is in the top 2 schools in the city for attendance and P8 score.</p> <p>Evidence from FFT datalab shows a clear link between higher absence and lower P8 score. “Pupils who missed less than 1% of sessions across Year 10 and 11 had an average P8 score of +0.73, while those who missed 50% of sessions or more had an average score of - 2.83.”</p> <p>Gov.UK research also shows that Pupils with higher attainment at KS2 and KS4 had lower levels of absence over the key stage compared to those with lower attainment.</p> <p>See also principles of good practice set out in DfE’s Improving School Attendance advice</p>	1,2,5
<i>Improvement in parental engagement through over communication between teaching staff, pastoral staff and parents / carers, coffee mornings/ afternoon, parents evenings and 1:1 meetings. Teaching staff and Progress leaders celebrate pupils progress through celebration assemblies each term and postcards home. Pupil premium lead to conduct PP coffee mornings and 1:1s to address barriers and ways to overcome them.</i>	<p>Last academic year from March – July 50% (35 out of 70) of those parents / carers who did not respond to parents evening bookings were PP. So far, this academic year (yr 11parents evening, Yr 9 options evening and Yr 7 meet the form tutor) of the 65 parents /carers that have not attended 25 (39%) have been PP. Coffee mornings are new to this academic year however only 20% of parents /carers who have attended coffee mornings have been PP.</p> <p>Readingrockets.org highlight's the benefit to teachers of regular communications as “teachers learn more about students’ needs and home environment, which is information they can apply toward better meeting those needs.”</p>	All
<i>Raising aspirations through a multi-faceted approach of 1:1 careers advice from H.R, MS and A. Stagg, opportunities to listen to meet and listen to professionals, careers fair in school, visit places of higher learning, attend subject related trips, undertake ACE / core on careers. Pupils will also develop soft skills through participating</i>	<p>The Accessgroup.com evidence that offering career guidance can not only help pupils make more informed choices it can also inspire them to set & achieve new goals.</p> <p>Good educational outcomes are often needed to meet aspirations. Raising aspirations is therefore often believed to incentivise improved attainment</p>	All

<p><i>in mock & guidance interviews. Year 11 pupils will take part in sixth form open evening as well as experience life in the sixth form. This will all be tracked through progress leader tracker and end destination data. PP pupils will also have the opportunity to take part in the Brilliant club and Girls network organised by the HAP co-ordinator</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	
<p><i>Development of an extensive extra curricular programme that pupils can access at lunchtime or afterschool – reduce barriers to none engagement. Implementation of increased homework club hours with HLTA supervision. PP co-ordinator conduct pupil/parent voice. Pupils have the opportunity to participate in Christmas & end of year trips. Disadvantaged pupils are able to access half price music lessons to enhance additional skills.</i></p>	<p>The ‘Unequal Playing Field’ Government report explains how children from a disadvantaged background are less likely to take part in extra curricular activities and that it can also be dependent on the school they go to and area they live in. They therefore miss out on valuable experiences but also soft skills that employers are looking for.</p>	<p>3,5</p>
<p><i>Procedures in place to support all students well being, which will aid attendance, behaviour and progress. Pupils are supported in school through two counsellors a YPAS worker, lego therapy as well as the pastoral team. Mobile pupil transition programme ensure there is communication with the pupils and home each term. There is an extensive ACE and core programme as well as managerial supervision every fortnight. Laptops can be provided for pupils to support progress. Period products are distributed throughout school to reduce the stigma and encourage attendance at school. The ‘Holiday Helper’ magazine has been developed to support families over the holidays with information that can help reduce costs</i></p>	<p>In 2021 a research study found that school based counselling led to significant reductions in long term psychological distress & those that were offered counselling significantly improved their self esteem & were more likely to achieve their goals Familywelfare.co.uk</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £347650

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)
- EBacc entry data for secondary schools
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and Wellbeing

2024-2025 Data – Year 11

Category	No. of pupils	A8 (National 46.00)
Whole Yr	179	57.34
Whole yr mobile	18	42.78
Whole yr non mobile	161	58.96
EBACC entry	55 (30.71%)	

2024-2025 Year 11 PP data

(The colours in the tables are in comparison to the previous academic year)

“Leaders’ ambition for disadvantaged pupils has no limits. Every effort is made to ensure that these pupils benefit from all the school has to offer. Staff provide carefully tailored support to enable disadvantaged pupils to achieve exceedingly well” OFSED report 2025

“Congratulations to you and your team on the excellent outcomes the disadvantaged pupils at Archbishop Blanch CofE High School achieved at the end of the 2024/25 academic year. Your school’s performance places it among the very best nationally, and this is a significant achievement.” Bridget Phillipson – Secretary of State for education”

Disadvantaged pupils continued to achieve A8 scores above the national average at ABS (46.0). Whilst the A8 gap did widen from the previous year we are still below 13.35 which was recorded in the 2022-2023 academic year. Overall mobile pupils A8 declined, with PP mobile pupils performing significantly lower than non PP mobile students. A reflection on Mobile pupils entry programme along with their attendance needs to be considered when putting interventions in place for these students this academic year. 55 pupils

Category	No. of pupils	A8	Gap
PP	44	49.95	9.84
Non PP	135	59.79	
PP mobile	7	33.50	19.37
Non PP mobile	37	53.07	
PP EAL	13	54.73	-0.67
Non PP EAL	31	47.95	
PP SEN E	1	25.00	
PP SEN K	6	33.33	19.99
PP Non SJEN	37	53.32	
EBACC entry PP	12 (27%)		
EBACC entry non PP	43 (31%)		4%

from ABS were entered for the EBACC qualification (30.7% of the cohort) which is a decrease from the previous academic year.

	National average	ABS Yr 7-11 whole cohort	PP pupils	Non PP pupils	Gap
Attendance	FSM6= 87.4% Non= 93.9%	94.8%	92.1% FSM6 = 92.8%	96.% Non FSM6 = 96.4%	3.9% 3.6%
Persistent Absentees	FSM6= 33% Non = 13.4%	10.9%	FSM=19.9%	Non FSM6= 9.4%	10.5%

At the end of the 2024-2025 academic year our attendance figures meant we were 3rd in the city therefore achieving our goal of remaining in the top 3. As a school we cannot become complacent with these statistics and continue to push for first place with the employment of an additional attendance officer as well as attendance being a continual focus for Progress Leaders and Form tutors. We have also implemented new technology to support with attendance. Using the AI feature on Arbor, the system is able to listen to voicemails left explaining absences and note the reason for absence and complete the mark. This allows morning attendance to be carried out quicker and therefore attendance staff can focus on working with pupils and parents. Whilst there is a gap between our PP/ FSM attendance and non PP /FSM attendance our pupils are still above national figures – FSM6 by 5.4%

KS3 assessments were implemented in the 2023-2024 academic year. This continued last year with enhanced analysis of the results with SISRA to enable the data to be utilised more effectively in supporting children with areas they need to improve in.

The Power of 10 initiative was new last year. Out of the 14 subject areas undertaken in year 11, 7 subjects average point score increased from the November mock for the PP pupils highlighted, 1 remained the same and 6 decreased. This highlights that whilst on the whole it was a successful strategy, there are improvements that could be made and will be implemented in the 2025-2026 academic year to ensure a higher rate of success. Progress Leaders for years 7-9 used the initiative differently as they looked at attendance, behaviour and progress and so will continue that. The average summative assessment percentage did increase however for those pupils in the power of 10 cohort in years 7 and 8. 75% of the groups increased their overall scores.

236 pupils were referred to YPAS and other agencies last academic year. Of those 43% were pupil premium pupil students. This is an increase of PP referrals from last academic year. When comparing PP and non PP 39% of the whole cohort accessed a therapy compared with 24% of non PP students. This highlights the ever growing need for well being interventions within school in the form of 2 school counsellors, Lego therapy, ADHD Foundation and YPAS. In addition to these agencies, we also implement ELSA, REACT and Talkabout with the SEN department and utilised our school safety officer. Of the 68 pupils who were referred to the school counsellor 43% were PP pupils. Within the PP / Non PP school cohort 11% of PP pupils accessed the school counsellor whilst there was 6% of the non PP cohort. This again is an increase from the last academic year.

In addition to wellbeing support, 20 pupils undertook our Female Network project 55% were pupils from a disadvantaged background. These pupils were able to work with mentors to support their aspirations beyond the classroom. ABS also worked with Aspire to provide opportunities to visit universities and experience

residential. 14 Year 9 pupils were also given the opportunity to take part in the Brilliant Club. 64% of those were from disadvantaged backgrounds.

A strong CEIAG programme supported all of the above opportunities with all pupils receiving careers information and advice in ACE / Core as well as visiting our annual careers fair and having the opportunity to “meet the professionals” from various different career paths. Pupils also took part in mock interviews with professionals from a wide variety of job sectors, 1:1 careers interview with A. Stagg and guidance interviews with members of the SLT teams. 80% of Year 13s who had previously been PP pupils went onto further education with 20% going into employment. Of these 33% went to a Russell group University –an increase on last year.

At the end of 2024-2025, 30% of pupil premium pupils moved through to ABS sixth form from Year 11. Whilst this is a decrease from last academic year and has produced a gap between non PP, 100% of the year 11 disadvantaged pupils have stayed in higher education. The sixth form team are aware of this change and are working to advertise and promote the sixth form to encourage PP uptake.

The extra curricular programme continued to run with over 35 clubs each half term. All age groups were able to access a range of different opportunities. This year more clubs were available at a lunch time in order to help overcome some of the barriers of having to stay after school. 43% of pupil premium students took part in at least 1 extra curricular activity throughout the year which has increased from 35% . In comparison 57% on non PP pupils took part so whilst there is a gap it has decreased from the previous year. Whilst PP funding subsidised trips across different subjects and the end of term trips only 48% of PP pupils attended the Christmas reward trip and 43% in the summer. This was a decrease on the previous year and has initiated us as a school looking at alternative ways for pupils to gain cultural capital experiences at a lower cost. For example, this academic year a touring company is coming in to school to perform for three year groups to reduce the cost. In addition to extra curricular activities a homework club after school is now funded through PP. This allows pupils a space to stay after school and utilise school facilities and work with an HLTA. On average each term 80 pupils have accessed this and the pupil who uses this most frequently is a PP student. To support pupils further this academic year we have provided a homework club at lunch that again is a paid duty and staffed.

Parents and carers had the opportunity to meet with staff throughout the year at parents evenings, coffee mornings and afternoon teas (A new initiative for 2023-2024). 24% of the PP cohorts parents / carers did not attend parents evening compared with 10% of non PP. This is a gap of 14% and has increased slightly from last years 12%. Moving forward this data will be made available to Progress Leaders so that they can personally invite those parents / carers that did not attend in order to build relationships and their involvement within the school community. 11% of the pupil premiums parents/ carers took the opportunity to attend at least 1 additional coffee morning/ afternoon tea compared with 29% of non PP parents/carers. This highlights there is a gap and PP parents are engaging less frequently with school. This data will again be shared with the relevant staff in order to increase this figure for higher parental engagement for both cohorts.

In addition to the attendance, wellbeing, progress and aspiration support, pupil premium funding was also used to provide breakfast for pupils before school as well as providing uniform for those pupils who required it. Pupils also accessed some subject specific support in terms of ingredients for food tech being provided and calculators for maths and science. Funding was also utilised to support the purchasing of set texts in English for PP students plus revision materials in a range of subjects.

A new initiative that was introduced in the academic year of 2022-2023 was to pay half of the cost for private music lessons. In 2024-2025 numbers continued to increase that are participating in the scheme, however more could be done to encourage uptake and this will a priority for this academic year

Pupils with EAL were provided with support from EMTAS. This helped pupils develop their English language skills which benefits them in classroom dialogue and understanding texts / content within lessons. Out of the 12 pupils that saw the EMTAS worker regularly 75% of those were pupil premium. Moving forward we will look to increase the numbers accessing EMTAS support as our EAL numbers increase, provide Flash Academy to

enhance their EMTAS support, as well provide a more robust exit strategy from the initiative providing more quantitative data.

Last academic year there were 32 pupils (yr 7-9) in the red reader programme and 17 in the Amber reader programme. Of the red readers 72% were PP, whilst 59% were in the amber cohort. Both of these figures have increased from the previous year. Of the 13 who completed the intervention 38% were PP which is an increase from the previous year. This academic year will see these pupils receiving further support to enhance their reading through additional programmes – Freshstart and Reading Plus.

Towards the end of the 2023-2024 academic year, work began to look at the demographics of our school in more detail as well the impact of costs parents and carers have to incur and the impact this has on a on a child at ABS. This research provided the basis for CPD training for the whole staff on the first day back in September 2024 and will underpin and be referred back to throughout the year. Within this we have recognised that we have a significant number of pupils with multiple disadvantage and so are developing a robust system to ensure that the right pupils are receiving all the support they need both academically and pastorally. In addition to this work the PP co-ordinator has also led CPD sessions for the ITT trainees and is working with the SENCO on double disadvantage.

FSM families were provided with food vouchers during the holidays. The ‘Holiday Helper’ was developed for parents / carers to highlight places families could access support in the local community for food as well as free/ subsidised activities and restaurants which might reduce costs during the holiday periods. This has been well received, and some parents / carers have contacted school with information to add to future copies. This will continue to run for each holiday period throughout this academic year.

Priorities for 2025-2026 Academic Year based on 2024-2025 evaluation

- Red/amber readers – embedding the new reading strategy within school and allowing pupils to access Fresh start and reading Plus
- Developing timetable Rockstars inline with the SEN dept
- Staff to utilise GoalSeek to improve attendance through goal setting targets
- Disadvantaged pupils to access careers guidance first.
- Priority marking of PP and mobile pupils first.
- Increasing disadvantaged pupils at extra curricular through engaging with pupils, parents and carers on the variety of activities offered
- More detailed quantitative data produced from EMTAS support to highlight the impact on the pupils undertaking the programme. Also utilising FlashAcademy to support an improvement with identified EAL cohort
- More personalised communication with pupil premium parent and carers
- Power of 10 initiative to be embedded in departments with a wider net of disadvantage not just PP.
- Trial a scholars programme in years 7-9. This is to stretch and challenge High achieving pupils including PP through a range of activities – Debatemate, brilliant club, Latin, history and sport
- Focus on QFIT – quality first inclusive teaching

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
-----------	----------

Brilliant Club	AIMS Skills
Staying Safe in Schools	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.