

Pupil premium strategy statement – Ellesmere Park High School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	821
Proportion (%) of pupil premium eligible pupils	280 (34.1%)
Academic year/years that our current pupil premium strategy plan covers	2025-2026; 2026-2027; 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Iain Ross (Principal)
Pupil premium lead	Sinéad Hosty (Vice Principal)
Governor / Trustee lead	Nicole Holt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250457
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£250457

Part A: Pupil premium strategy plan

Statement of intent

At Ellesmere Park High School, our intention is that all pupils, regardless of their background or any additional challenges that they may face, make good progress and achieve high attainment across the curriculum. To this end, we are committed to supporting pupils who are in receipt of the Pupil Premium (PP), to achieve at least as well as their peers; this will diminish differences against national indicators and eliminate within school variation with pupils who are not in receipt of the PP grant. We will also consider the challenges faced by vulnerable pupils such as those who have a social worker or are young carers, to fully support their needs regardless of whether they are in receipt of PP grant funding or not.

Much is spoken about the gap between disadvantaged pupils and non-disadvantaged pupils. Research and historical national data show that the gap is not getting any smaller. We believe that by delivering Quality First Teaching and ensuring all pupils have excellent wrap-around pastoral care, we will be able to break this trend.

At Ellesmere Park we believe in inclusivity; it is one of our school values. All pupils no matter what their background is deserve the right to the very best education and wider opportunities and they should be able to compete in a global field. We are driven to give pupils the opportunity to have experiences beyond school and gain that cultural capital that will support them later in life.

The funding we receive is used to remove barriers to learning and enhance the life experiences of all our young people. This will include supporting disadvantaged pupils both inside and outside of the classroom, pastorally and with their emotional and family wellbeing. We also undertake a strategic review of the curriculum access of our disadvantaged pupils to understand and develop the daily experience of school life. This is to ensure that the plan is sustainable and will have long-term impact to ensure that as the gap narrows it then be eliminated, ensuring that all pupils regardless of background have access to the same life chances and opportunities.

High quality teaching and an ambitious curriculum is at the heart of this approach. Teachers will utilise subject knowledge and engage with bespoke CPD to develop subject specific high-quality pedagogy delivered to all pupils, especially disadvantaged, SEND and vulnerable pupils. Ambitious quality first teaching coupled with strong attendance is proven to have the greatest impact on closing the disadvantaged attainment and progress gap and continues to be the driving focus for improving the learning experience and outcomes for our pupils. Ensuring that disadvantaged pupils experience a nurturing, caring and supportive ethos as part of our ambitious curriculum and implementation is paramount in our everyday actions. We know that hierarchically, children develop when physiological safety, belonging and self-esteem needs are met. These are our aims for all pupils but the challenges and barriers for disadvantaged pupils can be greater. We are committed to ensuring PP pupils experience the same opportunities to develop their whole self, in the confidence that they are supported to access and move onto their chosen pathways after they leave our school.

In the classroom, we are committed to ensuring that pupils from disadvantaged backgrounds are supported to accelerate their progress and make the most of learning opportunities. This includes ensuring that teachers develop a clear understanding of their individual barriers to learning/ progress within their subject. Once identified, this leads to bespoke support with questioning, assessment for learning and feedback that helps them to address misconceptions and deepen knowledge and understanding.

Challenges

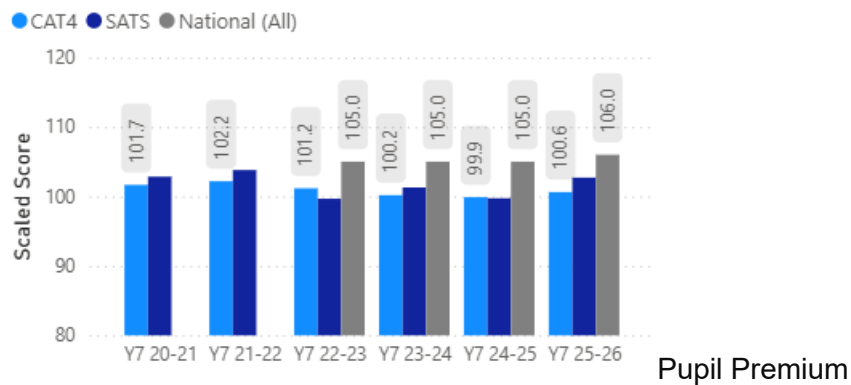
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Quality First Teaching (QFT)</p> <p>High-quality teaching is the single most effective lever for improving outcomes for disadvantaged pupils, including those eligible for the Pupil Premium. Research consistently shows that strong classroom practice has a greater impact on closing attainment gaps than any other intervention. When teachers deliver lessons that are well-planned, engaging, and underpinned by secure subject knowledge, pupils are more likely to make accelerated progress.</p> <p>For disadvantaged learners, who may face additional barriers outside of school, quality first teaching ensures they receive the same ambitious curriculum and high expectations as their peers.</p> <p>Effective pedagogy—such as precise questioning, responsive feedback, and scaffolding—helps address misconceptions quickly and deepens understanding. Furthermore, high-quality teaching reduces reliance on costly interventions by embedding support within everyday classroom practice.</p> <p>By prioritising professional development and equipping staff with strategies to meet diverse needs, schools can create a culture where all pupils, regardless of background, thrive academically and develop the confidence to succeed.</p>

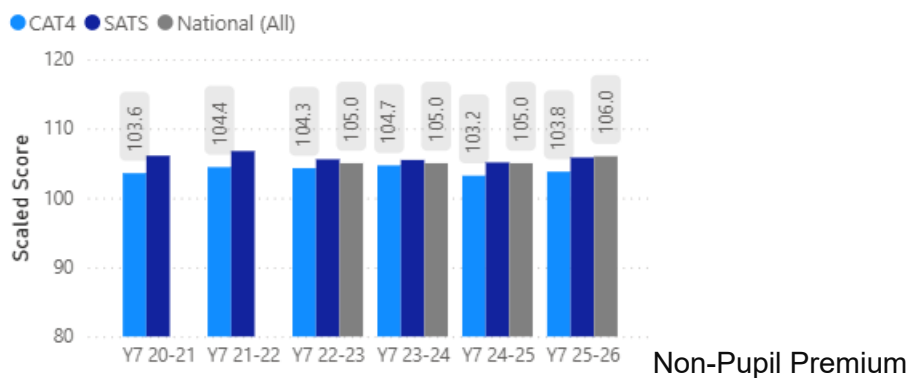
2

Reading and Comprehension

KS2 Reading Scaled Score Average



KS2 Reading Scaled Score Average



Number of tests							
Current Year Group	23-24 T1	23-24 T2	23-24 T3	24-25 T1	24-25 T2	24-25 T3	25-26 T1
7							174
8				146	54		46
9	166		166	65	52		37
10	77	44	33	152	51	87	
11	52	41	47	4	7		
Grand Total	295	85	246	367	164	87	257

Average of RA Months							
Current Year Group	23-24 T1	23-24 T2	23-24 T3	24-25 T1	24-25 T2	24-25 T3	25-26 T1
7							141.7
8				127.3	125.1		119.1
9	146.8		157.1	124.4	137.0		132.3
10	159.3	134.6	161.3	159.7	138.0	184.2	
11	176.7	173.8	153.9	153.8	127.6		
Grand Total	155.3	153.5	157.0	140.5	133.0	184.2	136.3

A low reading age can have a significant and wide-ranging impact on academic achievement because reading is a foundational skill that underpins learning across the curriculum.

All subjects require pupils to read and comprehend increasingly complex texts as they progress through school. A low reading age means pupils struggle to access instructions, exam questions, and subject-specific vocabulary, which limits engagement and understanding.

	<p>Reading is the primary way students acquire new knowledge. If decoding and comprehension are weak, pupils spend more cognitive effort on understanding words rather than grasping concepts, slowing learning in all subjects.</p> <p>Poor reading skills often correlate with limited vocabulary and weaker sentence structures, which affects writing quality and oral expression. This can lower attainment in subjects that require extended responses, such as English, history, and science.</p> <p>Pupils with low reading ability often experience frustration and disengagement, which can lead to lower self-esteem and avoidance of reading tasks. This creates a cycle of underachievement.</p> <p>Standardised tests and exams are heavily text-based. Pupils with low reading ages may misinterpret questions or fail to complete papers, resulting in lower scores even if they understand the content.</p> <p>Research shows that reading proficiency strongly predicts GCSE outcomes and future educational success. Pupils with low reading ages are at higher risk of leaving school without key qualifications, limiting their ultimate life chances after they leave Ellesmere Park High School.</p> <p>Since 2020/2021 our disadvantaged pupils have arrived with a reading and comprehension score below expected standard. This compares to NPP by a more significant gap from the national expected standard. This impacts the progress of the pupils in all subjects.</p> <p>In addition, many of our pupils don't read at home and don't have access to books which further limits pupils through their lack of access to the advantages that are derived from reading.</p>
3	<p>Careers Education, Information and Guidance (CEIAG)</p> <p>High-quality Careers Education, Information, Advice and Guidance (CEIAG) play a crucial role in improving outcomes for disadvantaged pupils. Effective CEIAG ensures that pupils understand the full range of post-16 and post-18 pathways, including academic, vocational, and apprenticeship routes, and helps them make informed decisions about their future.</p> <p>For disadvantaged pupils, who may have limited access to professional networks or family experience of higher education and skilled employment, CEIAG provides essential exposure to opportunities they might not otherwise encounter. It raises aspirations, builds confidence, and equips pupils with the knowledge and skills needed to navigate complex career landscapes. High-quality CEIAG also supports engagement and motivation in school by linking learning to future goals, which research shows can improve attendance and attainment. Without targeted CEIAG, disadvantaged pupils are at greater risk of leaving education without clear progression routes, perpetuating cycles of low achievement and limited life chances. By embedding CEIAG into the curriculum and providing personalised guidance, schools can help close the gap and ensure all pupils have equal access to ambitious futures.</p>

<p>4</p>	<p>Parental engagement</p> <p>Parental engagement is one of the most effective levers for improving outcomes for disadvantaged pupils. Research from the Education Endowment Foundation (EEF) shows that parental engagement strategies can lead to an average of four months' additional progress over a year compared to pupils without such support. Studies also indicate that children of parents who actively engage with their education can see attainment improvements of 10–15% on standardised assessments, regardless of socioeconomic background. Furthermore, Oxford University research highlights that parental engagement can increase a child's attainment by up to 15% irrespective of family income or social status.</p> <p>For Pupil Premium pupils, whose families may face additional barriers, these statistics underline the critical role of parental engagement in closing attainment gaps and improving life chances. For many disadvantaged pupils, there are more barriers to parental engagement than for other pupils as it can be harder for some families to physically visit school for several reasons. This has been worsened through lockdowns and enforced partial school closure. We will develop our existing strategies to help overcome these barriers.</p>																																																																																										
<p>5</p>	<p>Attendance</p> <table border="1" data-bbox="320 952 1406 1267"> <thead> <tr> <th>Year</th> <th>21/22</th> <th>22/23</th> <th>23/24</th> <th>24/25</th> <th>25/26(YTD)</th> </tr> </thead> <tbody> <tr> <td>NOR (5th Sep)</td> <td>786</td> <td>798</td> <td>813</td> <td>808</td> <td>821</td> </tr> <tr> <td>NOR - PP (5th Sep)</td> <td>232</td> <td>224</td> <td>226</td> <td>241</td> <td>275</td> </tr> <tr> <td>NOR - FSM (5th Sep)</td> <td>179</td> <td>197</td> <td>210</td> <td>230</td> <td>263</td> </tr> <tr> <td>NOR - NPP (5th Sep)</td> <td>554</td> <td>574</td> <td>587</td> <td>567</td> <td>546</td> </tr> <tr> <td>NPP Attendance (FY)</td> <td>93.0%</td> <td>92.8%</td> <td>92.8%</td> <td>92.4%</td> <td>95.0%</td> </tr> <tr> <td>PP Attendance (FY)</td> <td>85.9%</td> <td>87.8%</td> <td>87.1%</td> <td>88.4%</td> <td>89.9%</td> </tr> <tr> <td>Gap between NPP and PP</td> <td>-7.0%</td> <td>-5.0%</td> <td>-5.7%</td> <td>-4.0%</td> <td>-5.1%</td> </tr> </tbody> </table> <table border="1" data-bbox="320 1272 1406 1554"> <thead> <tr> <th>Year</th> <th>21/22</th> <th>22/23</th> <th>23/24</th> <th>24/25</th> <th>25/26 (YTD)</th> </tr> </thead> <tbody> <tr> <td>FSM Attendance</td> <td>84.4%</td> <td>87.7%</td> <td>86.7%</td> <td>88.1%</td> <td>89.7%</td> </tr> <tr> <td>PP Attendance</td> <td>85.9%</td> <td>87.8%</td> <td>87.1%</td> <td>88.4%</td> <td>89.9%</td> </tr> <tr> <td>Gap between FSM and PP</td> <td>-1.5%</td> <td>-0.1%</td> <td>-0.4%</td> <td>-0.3%</td> <td>-0.2%</td> </tr> <tr> <td>Total no of PA</td> <td>208</td> <td>236</td> <td>241</td> <td>219</td> <td>159</td> </tr> <tr> <td>PA FSM</td> <td>50.8%</td> <td>43.7%</td> <td>47.3%</td> <td>39.6%</td> <td>30.8%</td> </tr> <tr> <td>PA PP</td> <td>46.8%</td> <td>42.2%</td> <td>45.4%</td> <td>38.2%</td> <td>30.1%</td> </tr> </tbody> </table> <p>Low attendance has a profound negative impact on the academic achievement of all pupils. When pupils are absent, they miss essential teaching and learning opportunities, which leads to gaps in knowledge and understanding that are difficult to recover. Persistent absence compounds this issue, as pupils fall behind in sequential learning, particularly in subjects like mathematics and English where concepts build cumulatively.</p> <p>Lower attendance also reduces access to interventions, enrichment activities, and pastoral support that are crucial for disadvantaged pupils. Furthermore, frequent absence can affect pupils' sense of belonging and engagement with school, increasing the risk of disengagement and behavioural issues. Research consistently shows a strong correlation between attendance and attainment: pupils with poor attendance are significantly less likely to achieve expected standards at GCSE. For</p>	Year	21/22	22/23	23/24	24/25	25/26(YTD)	NOR (5th Sep)	786	798	813	808	821	NOR - PP (5th Sep)	232	224	226	241	275	NOR - FSM (5th Sep)	179	197	210	230	263	NOR - NPP (5th Sep)	554	574	587	567	546	NPP Attendance (FY)	93.0%	92.8%	92.8%	92.4%	95.0%	PP Attendance (FY)	85.9%	87.8%	87.1%	88.4%	89.9%	Gap between NPP and PP	-7.0%	-5.0%	-5.7%	-4.0%	-5.1%	Year	21/22	22/23	23/24	24/25	25/26 (YTD)	FSM Attendance	84.4%	87.7%	86.7%	88.1%	89.7%	PP Attendance	85.9%	87.8%	87.1%	88.4%	89.9%	Gap between FSM and PP	-1.5%	-0.1%	-0.4%	-0.3%	-0.2%	Total no of PA	208	236	241	219	159	PA FSM	50.8%	43.7%	47.3%	39.6%	30.8%	PA PP	46.8%	42.2%	45.4%	38.2%	30.1%
Year	21/22	22/23	23/24	24/25	25/26(YTD)																																																																																						
NOR (5th Sep)	786	798	813	808	821																																																																																						
NOR - PP (5th Sep)	232	224	226	241	275																																																																																						
NOR - FSM (5th Sep)	179	197	210	230	263																																																																																						
NOR - NPP (5th Sep)	554	574	587	567	546																																																																																						
NPP Attendance (FY)	93.0%	92.8%	92.8%	92.4%	95.0%																																																																																						
PP Attendance (FY)	85.9%	87.8%	87.1%	88.4%	89.9%																																																																																						
Gap between NPP and PP	-7.0%	-5.0%	-5.7%	-4.0%	-5.1%																																																																																						
Year	21/22	22/23	23/24	24/25	25/26 (YTD)																																																																																						
FSM Attendance	84.4%	87.7%	86.7%	88.1%	89.7%																																																																																						
PP Attendance	85.9%	87.8%	87.1%	88.4%	89.9%																																																																																						
Gap between FSM and PP	-1.5%	-0.1%	-0.4%	-0.3%	-0.2%																																																																																						
Total no of PA	208	236	241	219	159																																																																																						
PA FSM	50.8%	43.7%	47.3%	39.6%	30.8%																																																																																						
PA PP	46.8%	42.2%	45.4%	38.2%	30.1%																																																																																						

	<p>Pupil Premium pupils, who may already face additional barriers, low attendance amplifies these challenges and widens the attainment gap compared to their peers.</p> <p>Data for the last five academic years has shown that attendance for disadvantaged pupils was lower than for non-disadvantaged pupils. In 2024/25, 39.6% of our disadvantaged pupils were persistently absent. Non-attendance of school has a big impact on the progress of disadvantaged pupils.</p> <p>Increase PP and FSM pupil attendance to above national average over the academic year 25/26 and reduce instances of PA for PP and FSM pupils.</p>																																																																	
6	<p>Suspensions (Internal and external)</p> <table border="1" data-bbox="320 591 1390 920"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="2">21/22</th> <th colspan="2">22/23</th> <th colspan="2">23/24</th> <th colspan="2">24/25</th> <th colspan="2">25/26 (YTD)</th> </tr> <tr> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Total Suspensions</td> <td>125</td> <td>15.9%</td> <td>127</td> <td>15.9%</td> <td>258</td> <td>31.7%</td> <td>162</td> <td>20.0%</td> <td>29</td> <td>3.5%</td> </tr> <tr> <td>PP Suspensions</td> <td>84</td> <td>36.2%</td> <td>75</td> <td>33.5%</td> <td>144</td> <td>63.7%</td> <td>93</td> <td>38.6%</td> <td>19</td> <td>6.9%</td> </tr> <tr> <td>FSM Suspensions</td> <td>72</td> <td>40.2%</td> <td>69</td> <td>35.0%</td> <td>141</td> <td>67.1%</td> <td>89</td> <td>38.7%</td> <td>19</td> <td>7.2%</td> </tr> <tr> <td>NPP Suspensions</td> <td>41</td> <td>7.4%</td> <td>52</td> <td>9.1%</td> <td>114</td> <td>19.4%</td> <td>69</td> <td>12.2%</td> <td>10</td> <td>1.8%</td> </tr> </tbody> </table> <p>Suspensions have a significant negative impact on pupil achievement, particularly for disadvantaged pupils. Each suspension results in lost learning time, creating gaps in knowledge that are difficult to close. These absences disrupt continuity in learning, especially in subjects where concepts build sequentially, such as mathematics and English. Frequent suspensions can also lead to disengagement from school, lower motivation, and a diminished sense of belonging, which further affects academic progress.</p> <p>For Pupil Premium pupils, who may already face additional barriers, suspensions compound existing challenges and widen the attainment gap compared to their peers. Research shows that pupils with higher rates of exclusion are less likely to achieve expected standards at GCSE and are at greater risk of becoming persistently absent, which further limits access to interventions and enrichment opportunities. Reducing suspensions is therefore critical to improving outcomes and ensuring equity in education.</p> <p>Data for the last five academic years has shown that suspensions for disadvantaged pupils was higher than for non-disadvantaged pupils. In 2024/25, 38.6% of our suspensions were for disadvantaged pupils. Suspensions equate to absence and contribute to the associated issues with non-attendance at school.</p> <p>We must decrease the PP and FSM pupil suspension to above national average over the academic year 25/26 and reduce instances of PA for PP and FSM pupils.</p>	Year	21/22		22/23		23/24		24/25		25/26 (YTD)		#	%	#	%	#	%	#	%	#	%	Total Suspensions	125	15.9%	127	15.9%	258	31.7%	162	20.0%	29	3.5%	PP Suspensions	84	36.2%	75	33.5%	144	63.7%	93	38.6%	19	6.9%	FSM Suspensions	72	40.2%	69	35.0%	141	67.1%	89	38.7%	19	7.2%	NPP Suspensions	41	7.4%	52	9.1%	114	19.4%	69	12.2%	10	1.8%
Year	21/22		22/23		23/24		24/25		25/26 (YTD)																																																									
	#	%	#	%	#	%	#	%	#	%																																																								
Total Suspensions	125	15.9%	127	15.9%	258	31.7%	162	20.0%	29	3.5%																																																								
PP Suspensions	84	36.2%	75	33.5%	144	63.7%	93	38.6%	19	6.9%																																																								
FSM Suspensions	72	40.2%	69	35.0%	141	67.1%	89	38.7%	19	7.2%																																																								
NPP Suspensions	41	7.4%	52	9.1%	114	19.4%	69	12.2%	10	1.8%																																																								

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
Increase the consistency of Quality First teaching within EPHS	<ul style="list-style-type: none"> • Learning walks will show high-quality teacher explanation including modelling and scaffolding and students being taught and using strategies for review, recall and retrieval. • Pupils will demonstrate greater levels of independence in their learning, with more successful completion of homework and recall of knowledge.
Increase average Reading Age of disadvantaged pupils in line with NPP	<ul style="list-style-type: none"> • Learning walks show use of disciplinary vocabulary and opportunities for reading built within curriculum areas. • Participation in ReadingWise increases. • NGRT data shows improvement in reading ages for all pupils but especially PP.
Increase progress and attainment of disadvantaged pupils	<ul style="list-style-type: none"> • Increase attainment of 4+ and 5+ to 83% and 55% respectively and reduce the PP gap to within national average.
Reduce attendance gap of disadvantages pupils	<ul style="list-style-type: none"> • Reduce the attendance gap from 4% to 0.
Increase aspirations and engagement with enrichment of disadvantaged pupils	<ul style="list-style-type: none"> • Increase the enrichment offer and ensure that participation is at least representative, if not over whole school figure of 34%. • Deliver outstanding Personal Development and have a comprehensive CEIAG offer which instils aspiration
Improve engagement with parents of disadvantaged pupils	<ul style="list-style-type: none"> • Administer parental voice. • Create opportunities for additional parental engagement. • Parental surveys indicate improved relationships from PP parents.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £178,557

Activity	Evidence that supports this approach	Challenge number(s) addressed
Form Time Reading Programme	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say</p> <p>University of Sussex 'Faster Read' https://www.sussex.ac.uk/research/centres/centre-for-international-education/projects/fasterread</p> <p>Improving reading is one of the most effective strategies for closing the attainment gap. It empowers pupils to access learning independently and succeed across all areas.</p>	2
<p>Recruitment and retention of staff. Providing cover time for colleagues to undertake professional development. Supporting staff wellbeing and reducing workload.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786856/DFE_Teacher_Retention_Strategy_Report.pdf</p> <p>https://www.gov.uk/government/collections/reducing-school-workload</p> <p>Ensuring that there is a healthy school climate will ensure that teachers are able to deliver Quality First Teaching more effectively. Consistency in staffing structures is beneficial to pupils as opposed to a high turnover of staff who do not understand and know the context thoroughly.</p>	1, 2, 3, 5
<p>Develop a bespoke CPD programme that ensures highly effective quality first teaching across the school.</p>	<p>Dylan Wiliam 2010 Outcomes are directly related to quality of teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3, 5

	<p>https://educationendowmentfoundation.org.uk/using-pupil-premium</p> <p>Didau 2019 Closing the gap through QFT Doug Lemov “Teach Like Champion” 2.0</p> <p>High-quality teaching improves attainment most effectively for socio-economically disadvantaged students, therefore, providing high quality training to ensure that staff are able to deliver high quality lessons will benefit PP pupils.</p>	
<p>Ensure that disadvantaged pupils have access to a broad and ambitious curriculum that also supports cocurricular and cultural capital enrichment.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p> <p>Baars, Shaw, Menzies et al 2018 “School Cultures and practices: supporting the attainment of disadvantaged pupils”</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skillsenrichment shows that arts participation for children from disadvantaged backgrounds, can directly improve pupils’ attainment by 3 Months</p> <p>Cultural capital helps close the attainment gap for disadvantaged pupils because it gives them the knowledge, experiences, and confidence often assumed in the curriculum and assessments. For example, English Language extracts which reference places such as ‘Patagonia’ or ‘Yachting’ as a hobby. Many subjects rely on prior knowledge of religion, philosophy, economics, history, literature, art and current affairs. Pupils with richer cultural capital can make connections, understand context, and engage more deeply with learning and therefore, ensuring that our curriculum is broad, balanced and ambitious will ensure that our PP pupils are not at a disadvantage because they are not holidaying in South America or frequenting their local yacht club.</p>	<p>1,3, 5</p>

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

Budgeted cost: £33836

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tutoring in English and maths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
Additional English for identified cohort at KS3	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2
Sparx Maths role	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1
Revision Resources	https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines	1, 4

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

Budgeted cost: £ 38064

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4
Farm Residential	https://static1.squarespace.com/static/5a53a29b90bade2a1ba1d0c1/t/5c953a14c83025ebfd19266e/1553283616380/Taking%2Bthe%2BClassroom%2Bto%2Bthe%2BForest.pdf	3

Total budgeted cost: £ 250,457

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

There has been a significant increase in the attainment of pupils in our school community to 69% 4+ for English and maths and 35% 5+ for English and maths. However, when we have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 4 performance data and our own internal measurements, the gap has remained stubborn and significant. For 2024/25, the projected (due to no KS2 data) internal Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.93. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 32.58.

We have compared our results to national figures to help gauge the performance of our disadvantaged pupils and to results achieved by our non-disadvantaged pupils. For Progress 8, the national average score for disadvantaged pupils was -0.57 (2023/2024) (last available due to lack of KS2 outcome data) and for non-disadvantaged pupils it was 0.16. Our P8 figure of -0.92 is considerably lower than the national PP average of -0.57. The national Attainment 8 score for disadvantaged pupils in 2024/2025 figures was 34.9 and for non-disadvantaged pupils it was 45.9. Our A8 figure of 32.58 for PP is well below the national average for disadvantaged pupils. The Key stage 4 data shows that our PP pupils are achieving significantly below the national average for progress and attainment.

The majority of our disadvantaged Y11 students attained, and have kept places in education, work or training on leaving in July 2025 and were extremely well supported by our aspirations for them. We have four students who are still 'NEET' after leaving Year 11. Work is ongoing to monitor and support these pupils and numerous offers of support have been made to the families since July 2025.

Pleasingly, our school attendance figures, remain stable and above both the national and the Salford local average at 93.3% last year. However, attendance among disadvantaged pupils was 4 points lower than their non-disadvantaged peers in school in 2024/2025. Nationally, NPP pupils nationally had an attendance of 93.4% in 2024/2025 compared with PP attendance of 86.4% whereas within Ellesmere PP was 88.8% which is higher than the national average but still too high of a gap between NPP. Raising the attendance of our disadvantaged pupils continues to be a focus of our plan.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations. However, we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Externally provided programmes

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

Programme	Provider
Sparx Maths	Sparx
Seneca Learning	Seneca
ReadingWise	ReadingWise

GL Assessments	GL Assessments
Century Tech	Century Tech
ClassCharts	Tes
Arbor	Arbor
A* Attendance System	A* Attendance System
Great Teacher Toolkit	Evidence Backed Education
Attend	School Synergy Limited