

Pupil premium strategy statement – Brigshaw High 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	1327
Proportion (%) of pupil premium eligible pupils	21%
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)	2025-2028 (onwards until 2028)
Date this statement was published	December 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Duncan Roberts
Pupil premium lead	Danielle Kinder
Governor / Trustee lead	Emma Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£330,868
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>	£330,868

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, are provided with a cradle to career education that allows them to enjoy lives of choice and opportunity. By the age of 18, we want every child to have the option of university or a high quality alternative. We will achieve this by;

- **Building Strong Relationships** in and beyond our schools, growing capacity and reducing stress for families so that all children can succeed
- **Growing our people** through high impact professional development, coaching and organisational culture that makes our trust a great place to work and learn
- Delivering a **Cradle to Career Curriculum** that is coherent, knowledge-rich and builds cultural capital from nursery, through to A level

The focus of our pupil premium strategy is to support all our disadvantaged students to achieve that goal, regardless of their starting point, special educational needs, disability or socio-economic status.

High-quality wave one teaching with a focus upon areas in which disadvantaged students require the most support is at the heart of our approach. Through regular deliberate practice and reciprocal coaching we will ensure consistent routines and high expectations across every classroom. This strategy is proven to have the greatest impact on closing the disadvantage attainment gap. Implicit in the intended outcomes detailed below, is the intention that other students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for continued education recovery following Covid, notably in its targeted support through intervention for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will;

- ensure disadvantaged students are challenged in the work that they are set
- act early to intervene at the point need is identified

We have adopted a holistic approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and persistent absence.</p> <p>The attendance of disadvantaged students is lower than that of other students. The gap in attendance between FSM and non FSM students in 2024/25 was 9.87% and a high proportion of our persistently and severely absent students are Pupil Premium eligible. Our assessments and observations indicate that this higher level of absenteeism is negatively impacting both their progress and their sense of belonging to the school community.</p>
2	<p>Progress</p> <p>Disadvantaged students, especially males, have historically made less progress over Key Stage 3 and 4 than other students. In general, our disadvantaged students have lower starting points in Year 7 meaning less progress throughout school has resulted in lower outcomes for these pupils compared to their peers and national averages. The Year 7 SATs scores indicate that 28% of our Year 7 Pupil Premium cohort are LPA, 60% are MPA and only 9% are HPA. In comparison, our non Pupil Premium Year 7 cohort consists of 14% LPA, 52% MPA and 25% HPA. This highlights the need for our Pupil Premium students to make accelerated progress throughout school to match the outcomes of other students. In 2025, 35% of Pupil Premium students achieved 4+ in English and Maths, and 20% achieved the 5+ measure which was a significant difference to other students in the year group. These are key outcomes to providing students with the currency to access lives of choice and opportunity and therefore this continues to be a challenge we address.</p>
3	<p>Metacognition and self-regulation</p> <p>Internal behaviour and attitude to learning data highlights that some of our disadvantaged students do not demonstrate the school's values and expectations as consistently as other students. This is evident though a disproportionate amount of subject referrals and suspensions being from the disadvantaged cohort. In the 2024/25 academic year, 59.3% of suspensions and 36% of subject referrals were for disadvantaged students.</p> <p>Our observations continue to show that our disadvantaged students, especially our lower prior attaining students, lack a range of metacognitive strategies to use when resilience is required to access new learning.</p> <p>There is also an increased need for support with social and emotional issues, for example, self esteem and anxiety. These challenges often impact students' engagement with learning which can result in an increased number of negative behaviour incidents and/or poor attendance.</p>
4	<p>Community engagement with education</p> <p>A key focus is to develop positive parental engagement to ensure that key stakeholders are aligned in our goal to improve the life chances of disadvantaged students. Historically, some of our families had negative experiences with education which can manifest in a lack of support for school.</p>

5	<p>Literacy</p> <p>Our reading age assessments, internal data and observations indicate that a disproportionate number of disadvantaged students in Key Stage 3 have lower literacy levels than other students. This affects their ability to fully access the curriculum and make good progress. Our most recent reading age assessment shows that a disproportionate amount of our disadvantaged students have a reading age 6 months or lower than their chronological reading age. The figures are stark; 31.3% in Year 7, 57.2% in Year 8, 44.5% in Year 9, 29.6% in Year 10 and 39.7% in Year 11.</p>
6	<p>Social isolation, sense of belonging and ambition</p> <p>Our student voice, internal data and observations suggest that our disadvantaged students are more likely to lack a sense of belonging to the school community. This in turn results in a lower engagement with enrichment activities, attendance on school trips and contributions to the wider school life. It is vital that students engage in the extra curricular opportunities available to them to improve their cultural capital.</p>

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan Summer 2028, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> Disadvantaged students in all year groups have attendance in line with the national average for non disadvantaged students within their year group. The proportion of disadvantaged students who are persistently absent is lower than the national average for non disadvantaged students.
<p>To improve attainment and progress among disadvantaged students across the curriculum to promote aspirational destinations.</p>	<ul style="list-style-type: none"> Progress 8 and attainment scores of disadvantaged students to be above national average of non disadvantaged students Overall value added of +0.5 for Post 16 outcomes The proportion of disadvantaged students accessing higher education or degree apprenticeships beyond Post 16 to increase. The proportion of disadvantaged students accessing Level 3 qualifications beyond Year 11 to increase. 0% NEET disadvantaged students
<p>To improve behaviour for learning within school for disadvantaged students to minimise any lost learning and ensure “every second counts” in all lessons.</p>	<p>The number of disadvantaged students included in the following to be proportionate to their representation in school:</p> <ul style="list-style-type: none"> Suspensions

	<ul style="list-style-type: none"> ● Reflection room sanctions ● Subject referrals ● Top 100 reward sessions <p>An overall reduction in the number of suspensions, subject referrals and reflection room sessions.</p> <p>Positive responses to student well-being surveys.</p>
<p>To improve parental support and engagement with school with an academic focus.</p>	<ul style="list-style-type: none"> ● Parents of disadvantaged students attend parents evenings with the same percentage as other students. ● Parents of disadvantaged students attend any additional school events with the same percentage as other students. ● Parent voice for all students demonstrates a positive view of school
<p>To improve the reading ability, vocabulary and oracy skills of our disadvantaged students</p>	<ul style="list-style-type: none"> ● The gap in literacy levels between disadvantaged and non disadvantaged students is diminished. ● Evaluations show improved oracy by all students including disadvantaged students.
<p>To improve the engagement of disadvantaged students with enrichment activities.</p>	<ul style="list-style-type: none"> ● All students, including disadvantaged, to attend at least one weekly enrichment activity during the year ● All disadvantaged students attend at least one trip or experience throughout the school year.

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: £165434

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary development to close the gaps in academic progress and cultural enrichment	Improving Literacy in Secondary School Guidance Report. EEF "By attending to the literary demands of their subjects, teachers increase their pupils' chance of success in their subjects." https://bit.ly/3oHISjW	2, 5
Reading intervention programmes to enable all students access the full breadth and depth of the curriculum.	The EEF Teaching and Learning Toolkit states reading comprehension strategies could increase progress by six months. https://bit.ly/3nXF7YA	2, 5
High quality teaching and learning ensures effective closing of the gaps and ensures good progress	The EEF Teaching and Learning Toolkit states individualised instruction could increase progress by four months. https://bit.ly/32bfl57	2, 3, 4, 5
Pedagogy is effectively delivered to ensure the practice phase of the lesson develops student's resilience and independence.	The EEF Teaching and Learning Toolkit states developing students' meta-cognition and self-regulation approaches could increase progress by seven months. https://bit.ly/2Z1aiZc	2, 3, 4, 5
The principles of cognitive science are effectively delivered to ensure students know and remember more.	Cognitive Science Approaches in the Classroom: A Review of the Evidence. EEF <i>"It is, for example, becoming increasingly clear that using spaced or distributed practice, where knowledge is rehearsed for short periods over a longer period of time, is more effective than so called massed practice."</i> https://bit.ly/3kSgkTD	2, 3, 4, 5
Assessment for learning is effectively delivered to rapidly respond to students gaps in	Teacher Feedback to Improve Pupil Learning Guidance Report. EEF The EEF Teaching and Learning Toolkit states improving the feedback students receive could increase progress by six months.	2, 3, 4

knowledge and misconceptions.	https://bit.ly/3xbklaY	
Highly effective teaching of maths ensures students strengthen their basic numeracy and make accelerated progress in this subject.	Ofsted: Mathematics: made to measure https://bit.ly/3xux4Wp Ofsted Research Review: mathematics https://bit.ly/3HWMUxT NCETM: Teaching for Mastery https://www.ncetm.org.uk/teaching-formastery/	2, 3
Appropriate professional development is in place that supports the delivery of consistently good teaching and student progress. CPD calendar includes protected time for: <ul style="list-style-type: none"> - Weekly Deliberate Practice - Instructional coaching cycles 	Effective Professional Development Guidance Report. EEF <i>'High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom.'</i> https://bit.ly/3HCL2tN We devote time to instructional coaching of the teaching of all staff to ensure that everyone is supported and challenged to continuously improve the outcomes of all pupils. We know that instructional coaching and deliberate practice supports teachers in making effective and persistent change and this, therefore, forms the basis of our CPD provision for teachers.	2, 3, 4, 5
Subject Pedagogy time built into the CPD calendar to support the development of subject expertise. This time may be used for <ul style="list-style-type: none"> ● Training delivered by subject organisations ● Exam board training 	Effective Professional Development Guidance Report. EEF <i>'High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom.'</i> https://bit.ly/3HCL2tN	2, 3, 4, 5
A homework policy is in place that supports disadvantaged students to successfully complete their home learning and receive feedback.	EEF research states effective Parental engagement with Home learning can add +4 months progress to students EEF research states Homework can add +5 months progress to students	2, 3, 5,
Continuous cycle of staff enrolled onto appropriate NPQ courses to support career development.	https://www.teachfirst.org.uk/npgs	2
Online platforms ensure disadvantaged students benefit from tailored and interactive learning resources	EEF research states Homework can add +5 months progress to students EEF research states Mastery Learning can add +5 months progress to students	2, 4, 5

<p>which can be accessed from home.</p> <p>These include:</p> <ul style="list-style-type: none"> - Sparx Maths - Sparx Reader - Quizlet - Educake - Google Classroom <p><i>Computer access available within school.</i></p>	<p>EEF research states Individualised Instruction can add +4 months progress to students</p>	
<p>All teachers have access to National College subscriptions to support their professional development.</p>	<p>https://nationalcollege.com/pages/about-us?_gl=1*1cu798p*_up*MQ..*_gs*MQ..&gclid=EAlaQobChMIhMOJnd34kAMVL5RQBh1Dgig4EAAAYASAAEgJtFfD_BwE&gbraid=0AAAAAC_Z3F9TZER3c1v0qPH2-8kKHuRpx</p>	2
<p>Brigshaw Blue Print for effective Teaching & Learning, ensuring consistent routines for all students.</p>	<p>The Blueprint is a research based guide to effective teaching.</p> <p>https://docs.google.com/document/d/1JiaS_2Oth_2YDh9L1pyETLGJbV6F7hoA/edit?usp=sharing&oid=109853866565475791910&rtpof=true&sd=true</p>	2,3,5

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

Budgeted cost: £82717

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Year 11 catch up and revision sessions to support students in Year 11 prepare for their assessments. These are timetabled for form time, period 6 and during half term breaks.</p>	<p>The EEF Teaching and Learning Toolkit states extending the school day for targeted after school revision could increase progress by three months.</p> <p>https://bit.ly/3xKeOIN</p> <p>EEF research states Small group tuition can add +4 months progress to students</p>	2,5
<p>Teaching Assistants support our disadvantaged SEN students through in class support.</p>	<p>The EEF Teaching and Learning Toolkit states Teaching Assistants could increase progress by four months.</p> <p>EEF: Making best use of Teaching Assistants</p> <p>https://bit.ly/3lj5TZB</p> <p>EEF: Maximising the impact of Teaching Assistants</p>	2,3,5

	https://bit.ly/3l51WSi	
Small group mathematics catch up sessions, targeted at disadvantaged students.	<p>EEF research states effective Small Group Tuition can add +4 months progress to students</p> <p>EEF research states Teaching Assistant Intervention can add +4 months progress to students</p> <p>EEF research states Collaborative Learning Approaches can add +5 months progress to students</p>	2,5
A range of literacy intervention sessions support disadvantaged students who are reading below their chronological age.	<p>EEF research states effective Reading Comprehension Strategies can add +6 months progress to students</p> <p>EEF research states Oral Language Intervention can add +6 months progress to students</p>	2,5
<p>On-site provision to support students who struggle to engage with the curriculum due to emotional or behavioural needs:</p> <ul style="list-style-type: none"> ● Flexible Learning Hub ● Learning Support Unit ● 'Think For The Future' team- supporting the vulnerable PP students with SEMH concerns ● Empower 	<p>EEF research states Behaviour Intervention can add +4 months progress to students</p> <p>EEF research states Mentoring can add +2 months progress to students</p> <p>EEF research states Social and Emotional Learning can add +4 months progress to students</p>	2,3,4,5,6
On-site Empower provision has bespoke curriculum to include reading hours.	Empower provision comprises mainly disadvantaged students who are below their chronological reading age therefore extra English hours have been added to their timetable to address their lower literacy levels.	2,5
Mentoring of disadvantaged students in Year 11. Students receive a bespoke support plan from the Director of Behaviour.	<p>EEF research states Mentoring can add +2 months progress to students</p> <p>EEF research states Parental Engagement can add +4 months progress to students</p>	2,3,6

Disadvantaged students are provided with the necessary resources to succeed including; revision guides, hard copies of key texts and digital licences are also secured when needed.	Lack of equipment / study support for Y11 identified as barriers to success EEF research states Homework can add +5 months progress to students EEF research states Mastery Learning can add +5 months progress to students	2
Year 7 transition group created to offer bespoke support for students' needs in a smaller group setting.	Small group in Year 7 for students with higher levels of academic and/or emotional needs in which disadvantaged pupils are over-represented. Helping students transition into Key Stage 3 is key to ensuring they create a sense of belonging to the school and make good progress. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	2,3,5
Sixth Form Mentoring provides one-to-one support with reading and numeracy during form time.	The mentoring scheme supports disadvantaged students to increase their confidence in numeracy and reading. It contributes to a sense of belonging at school whilst also providing Sixth Form students with leadership development.	2,5,6

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

Budgeted cost: £82717

Activity	Evidence that supports this approach	Challenge number(s) addressed
Character development is an integral part of the wider school curriculum.	The EEF Teaching and Learning Toolkit states group behaviour interventions could increase progress by four months . https://bit.ly/3nYFPVf	2,3,
Implement the new attendance policy with all stakeholders. We will fund an attendance team that consists of five dedicated members of staff who focus upon improving	EEF Rapid Evidence Assessment on Attendance Interventions for School Aged Pupils. https://bit.ly/32w7e8Q DfE's Improving School Attendance	1

the attendance and punctuality of students.	https://bit.ly/3D1YCTS	
We will provide a specialist, alternative curriculum to support students who have difficulties accessing the school main curriculum.	Alternative provision: The findings from Ofsted's three-year survey of schools' use of off-site alternative provision. https://bit.ly/3xxNSeZ	2,3,5
Head of Years are assigned to each year group to support disadvantaged students who have social, emotional or behavioural needs. Directors of Year are assigned to each year group to monitor and support disadvantaged students to make more than expected progress.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: https://bit.ly/3nYFPVf EEF research states Behaviour Intervention can add +4 months progress to students EEF research states Social and Emotional Learning can add +4 months progress to students	1,2,3
Appointment of a Designated Safeguarding Officer to provide counselling for disadvantaged students who require additional support.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: https://bit.ly/3nYFPVf EEF research states Social and Emotional Learning can add +4 months progress to students	1,3,
Exceptional standards of behaviour are commonplace due to the consistent application of BBFL.	The EEF Teaching and Learning Toolkit states group social and emotional learning could increase progress by four months. https://bit.ly/31agI9i	2,3,
Students receive an outstanding career education enabling them to transition smoothly into further learning and work.	EEF; What is the impact of careers education on improving young people's outcomes? https://bit.ly/313OGfw	6
Contingency fund for acute issues.	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5,6
Provide 'Think for The Future' intervention sessions disadvantaged students SEMH needs	EEF research states Behaviour Intervention can add +4 months progress to students EEF research states Social and Emotional Learning can add +4 months progress to students	3
Increase parental engagement through: ● Increase in positive communication home	EEF research states Parental Engagement can add +4 months progress to students	4

<ul style="list-style-type: none"> Strengthening our work with the PTA Strengthen our links with our Primaries so that we can develop relationships with disadvantaged families earlier. 	<p>EEF research states Mentoring can add +2 months progress to students</p> <p>EEF research states Social and Emotional Learning can add +4 months progress to students</p>	
Increase the proportion of disadvantaged students participating in enrichment activities.	<p>EEF research states Social and Emotional Learning can add +4 months progress to students</p> <p>EEF research states Physical Activity can add +1 months progress to students</p>	6
Strengthen our transition work with our primaries including the 'Festival of Transition' to ensure disadvantaged students are Brigshaw ready in September.	<p>EEF research states Social and Emotional Learning can add +4 months progress to students</p> <p>EEF research states Summer Schools can add +3 months progress to students</p>	1,2,3,4,6
Home School Commitment Evenings providing opportunities for all families to seek support and guidance on how to work in partnership with school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parental%	4,6
On-site Empower provision has bespoke curriculum to include mentoring hours.	Mentoring hours focus on social, emotional and wellbeing. Our Empower provision comprises mainly disadvantaged students who struggle with self regulation.	2,3
Emotionally based school avoidance tutor group available for disadvantaged students.	EEF research states Social and Emotional Learning can add +4 months progress to students	1,3,6
All staff trained on 'Brigshaw Belonging Plans' for students with lower than 95% attendance.	Evidence to show strong correlation between good attendance and progress within school.	1,4,6
Staff completing Thrive training focused on emotional wellbeing, our courses empower you to improve behaviour, boost attendance, and create a positive learning environment.	https://www.thriveapproach.com/training	1,2,3,6
Appointment of 'Director of Belonging' role to support with the running of the enrichment offering.	A member of staff appointed to raise the profile of enrichment within school and help foster a sense of belonging amongst our disadvantaged students.	6

Implementation of 'The Golden Hour' focusing on improving attendance.	Protected time is timetabled in the day for pastoral staff to make phone calls and complete home visits for absent students. This is driven by the Senior Leader for Attendance who prioritises disadvantaged students in the first instance.	1
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Part B: Review of the previous academic year

Progress towards our Intended Outcomes for 2024/2025

Intended outcome	Success criteria	2024-25 Review																															
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<ul style="list-style-type: none"> Disadvantaged students in all year groups have attendance in line with the national average for all students. The overall absence rate for all students being no more than 5%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 2%. The percentage of all students who are persistently absent being below 12% and the figure among disadvantaged students being no more than 2% lower than their peers. 	<table border="1" data-bbox="983 383 1393 869"> <thead> <tr> <th></th> <th>FSM6 BHS</th> <th>non FSM6 National</th> <th>Differen ce</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>90.4%</td> <td>95.2%</td> <td>-4.8%</td> </tr> <tr> <td>Y8</td> <td>77%</td> <td>93.8%</td> <td>-16.8%</td> </tr> <tr> <td>Y9</td> <td>74.0%</td> <td>92.9%</td> <td>-18.9%</td> </tr> <tr> <td>Y10</td> <td>79.1%</td> <td>92.5%</td> <td>-13.4%</td> </tr> <tr> <td>Y11</td> <td>76.6%</td> <td>91.7%</td> <td>-15.1%</td> </tr> <tr> <td>All Y7-Y11</td> <td>80.0%</td> <td>93.3%</td> <td>-13.3%</td> </tr> </tbody> </table> <p>Year 13: PP 90.85 % vs Non PP 87%</p> <p>Year 12: PP 88.04% vs Non PP 93.46%</p> <p><i>There is no national data for Post 16 attendance.</i></p> <p>Whole school attendance was 89.7% compared to 91.3% national attendance.</p> <p>Attendance of disadvantaged pupils (FSM) was 80.7% compared to 92.47% for non-FSM (11.77% gap). The gap has remained fairly consistent from the previous academic year.</p> <p>25.4% of all students were categorised as persistently absent.</p> <p>Of these students, 35.9% were disadvantaged.</p>					FSM6 BHS	non FSM6 National	Differen ce	Y7	90.4%	95.2%	-4.8%	Y8	77%	93.8%	-16.8%	Y9	74.0%	92.9%	-18.9%	Y10	79.1%	92.5%	-13.4%	Y11	76.6%	91.7%	-15.1%	All Y7-Y11	80.0%	93.3%	-13.3%
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<p>To Improve attainment and progress among disadvantaged students across the curriculum to promote aspirational destinations.</p>	<ul style="list-style-type: none"> Progress 8: +0.14 (to reach P8 of non-disadvantaged) Grade 4+ in English and Maths: 66% (to reach % of cohort at BHS who gained this measure in 2023). Grade 5+ in English and Maths: 43% (to reach % of cohort at BHS who gained this measure in 2023) Disadvantaged students consistently make greater progress than non-disadvantaged students nationally. 	<p>No Progress 8 measure for this academic year.</p> <p>4+ En/Ma Match:</p> <table border="1"> <thead> <tr> <th></th> <th>PP BHS</th> <th>National Other</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>'23</td> <td>34.9%</td> <td>73%</td> <td>-38.1%</td> </tr> <tr> <td>'24</td> <td>44.7%</td> <td>72.8%</td> <td>-28.1%↓</td> </tr> <tr> <td>'25</td> <td>35.0%</td> <td>74.7%</td> <td>-39.7%↑</td> </tr> </tbody> </table> <p>5+ En/Ma Match:</p> <table border="1"> <thead> <tr> <th></th> <th>PP BHS</th> <th>National Other</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>'23</td> <td>18.6%</td> <td>52%</td> <td>-33.4%</td> </tr> <tr> <td>'24</td> <td>31.6%</td> <td>53.1%</td> <td>-21.5%↓</td> </tr> <tr> <td>'25</td> <td>20.0%</td> <td>52.8%</td> <td>-32.8%↑</td> </tr> </tbody> </table> <p>Attainment 8</p> <table border="1"> <thead> <tr> <th></th> <th>PP BHS</th> <th>National Other</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>'23</td> <td>30.90</td> <td>49.56</td> <td>-18.66</td> </tr> <tr> <td>'24</td> <td>35.40</td> <td>50.0</td> <td>-14.6↓</td> </tr> <tr> <td>'25</td> <td>30.92</td> <td></td> <td></td> </tr> </tbody> </table> <p><i>Outcomes are lower than the previous year but still remain higher than 2023. This cohort of disadvantaged students had lower prior attainment, with many in our FLG provision.</i></p> <p>No progress measures in 2024/25.</p>		PP BHS	National Other	Difference	'23	34.9%	73%	-38.1%	'24	44.7%	72.8%	-28.1%↓	'25	35.0%	74.7%	-39.7%↑		PP BHS	National Other	Difference	'23	18.6%	52%	-33.4%	'24	31.6%	53.1%	-21.5%↓	'25	20.0%	52.8%	-32.8%↑		PP BHS	National Other	Difference	'23	30.90	49.56	-18.66	'24	35.40	50.0	-14.6↓	'25	30.92		
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'24	31.6%	53.1%	-21.5%↓																																															
'25	20.0%	52.8%	-32.8%↑																																															
	PP BHS	National Other	Difference																																															
'23	30.90	49.56	-18.66																																															
'24	35.40	50.0	-14.6↓																																															
'25	30.92																																																	
<p>To improve behaviour for learning within school for disadvantaged students to minimise any lost learning and ensure “every second counts” in all lessons.</p>	<ul style="list-style-type: none"> FTE of disadvantaged students to reduce 	<p>Suspensions</p> <p>2023-2024: 59.4% (561) of suspensions were for students that are disadvantaged.</p> <p>2024-2025: 59.3% (403) of suspensions were for students that are disadvantaged.</p>																																																

	<ul style="list-style-type: none"> • Reflection Room referrals of disadvantaged students to reduce • Subject Removal Referrals of disadvantaged students to reduce • The proportion of disadvantaged students in the last Top 100 reward session is proportionate to their proportion in school. • All positive responses to student well-being surveys <p><i>Due to a new behaviour system in school it is difficult to set quantitative targets around behaviour and attitudes.</i></p>	<p>The proportion has remained similar but there has been a 28.2% reduction in overall suspensions for disadvantaged students from the previous year.</p> <p>Reflection Room</p> <p>2023-24: 4290 sessions in the Reflection Room</p> <p>2024-25: 3714 sessions in the Reflection Room.</p> <p>13.4% reduction in reflection room sanctions.</p> <p>Subject Referrals</p> <p>2023-24: 2059 (31%) of subject referrals were disadvantaged students.</p> <p>2024-25: 2343 (36%) of subject referrals were disadvantaged students.</p> <p>13.8% increase in subject referrals for disadvantaged students.</p> <p><u>Top 100</u></p> <p>2023-24: 13.6% of students in Top 100 on average every HT were disadvantaged.</p> <p>2024-25: 21.4% of students in Top 100 on average every HT were disadvantaged.</p> <p>Student Voice is anonymous.</p>
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<p>To improve engagement with learning (within and outside of the classroom).</p>	<ul style="list-style-type: none"> The vast majority of disadvantaged students have positive Attitude to Learning scores at each data capture A large proportion of disadvantaged students are involved in enrichment activities in school. Disadvantaged students to be represented on the Student Leadership Group and other student bodies. 	<table border="1" data-bbox="995 241 1380 725"> <thead> <tr> <th colspan="4">Mean ATL (24/25 Summer)</th> </tr> <tr> <th>Year</th> <th>All</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>3.0</td> <td>3.0</td> <td>3.0</td> </tr> <tr> <td>8</td> <td>3.0</td> <td>2.9</td> <td>3.1</td> </tr> <tr> <td>9</td> <td>3.0</td> <td>2.8</td> <td>3.1</td> </tr> <tr> <td>10</td> <td>3.1</td> <td>2.8</td> <td>3.1</td> </tr> <tr> <td>11</td> <td>2.9</td> <td>2.6</td> <td>3.0</td> </tr> </tbody> </table> <p>3 = 'Good' 2 = 'Improvement needed'</p> <p>30% of pupil premium students attended enrichment clubs throughout the year.</p> <p>64% of PP students in Year 7-10 attended the 'Brigshaw Big Day Out' which was a key trip in the year for belonging.</p> <p>Jamie's Farm trip was successful - dedicated trip for a key cohort of disadvantaged students.</p> <p>Disadvantaged students are fairly represented in student leadership groups.</p>	Mean ATL (24/25 Summer)				Year	All	PP	Non PP	7	3.0	3.0	3.0	8	3.0	2.9	3.1	9	3.0	2.8	3.1	10	3.1	2.8	3.1	11	2.9	2.6	3.0
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10	3.1	2.8	3.1																											
11	2.9	2.6	3.0																											
<p>To improve parental support and engagement with school with an academic focus.</p>	<ul style="list-style-type: none"> Parents of disadvantaged students attend parents & open evenings with a similar % to other students. In stakeholder feedback parents of disadvantaged students are happy with academic communication from school. In stakeholder feedback parents of disadvantaged students state that they know how to support their child's education. 	<p>61% of PP Parents/Carers attended Parents/Carers Evening</p> <p>83% of Non- PP Parents/Carers attended Parents/Carers Evening</p> <p>Parent voice is anonymous.</p>																												

<p>To improve the reading ability, vocabulary and oracy skills of our disadvantaged students</p>	<ul style="list-style-type: none"> Literacy levels improve for disadvantaged students as evidenced by improved reading ages. The borrowing of library books by disadvantaged students increases. Evaluations show improved oracy by all students including disadvantaged students. 	<p>Students who are more than 6 months below their chronological reading ages at the end of 24/25:</p> <table border="1" data-bbox="997 309 1406 613"> <thead> <tr> <th>Year</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>57.2%</td> <td>51.5%</td> </tr> <tr> <td>8</td> <td>44.5%</td> <td>35.1%</td> </tr> <tr> <td>9</td> <td>29.6%</td> <td>39%</td> </tr> <tr> <td>10</td> <td>39.7%</td> <td>26%</td> </tr> </tbody> </table> <p>There is no data to compare this to due to changes in our reading age processes but this remains an area of focus for our school.</p> <p>77 students received Lexonic Advance intervention. On average, these students' reading age improved by 34.5 months. Of these 77 students, 12 students (16%) were disadvantaged. On average, disadvantaged students' reading age improved by 35 months. 39 students received Lexonic Leap intervention. 30 students completed all 6 stages of Lexonic Leap and 9 students completed Stages 1-3.</p> <p>Due to Sparx Reader subscription, students now access the majority of reading texts digitally.. This data measure is no longer appropriate.</p> <p>Year 11 English Spoken Results 2024/25: Pass: 20% of grades were PP Merit: 13.8% of grades were PP Distinction: 0% of grades were PP (<i>however there were only 2 students in the year group who achieved the top grade</i>).</p>	Year	PP	Non PP	7	57.2%	51.5%	8	44.5%	35.1%	9	29.6%	39%	10	39.7%	26%
Year	PP	Non PP															
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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
Educake	Educake Ltd
GCSE Pod	The Access Group
Sparx Maths and Reading	Sparx Learning
Language Nut	6sense
Accelerated Reader	Renaissance Learning
Lexonic Leap	Lexonic
Lexonic Advance	Lexonic

Service pupil premium funding (optional)

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**

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.