Updated 7th October 2026
Currently in Year 3 of 3

Pupil premium strategy statement – Penistone Grammar 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	1932 (Y7-Y13) 1638 (Y7-Y11)
Proportion (%) of pupil premium eligible pupils	Overall – 19% Y7 – 62 (19%) Y8 – 58 (17%) Y9 – 56 (18%) Y10 – 62 (19%) Y11 – 68 (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)**	2024 -25 to 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Paul Crook, Head Teacher
Pupil premium lead	Graham Teasdale, Assistant Principal
Governor / Trustee lead	Heather Haigh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£300,750
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£300,750

Updated 7th October 2026
Currently in Year 3 of 3

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their socio-economic background or the challenges they face, make good progress and achieve high attainment across the curriculum. No one intervention provides a complete solution to the complex educational issues in any school and therefore, we believe a multi-faceted approach offers the best opportunity for our students to improve. Our ultimate objective is to bring to life the belief that there is no limit to a student achieving. We will empower our disadvantaged students to succeed in school by having high expectations of all students, supporting them in having high aspirations.

The Education Endowment Fund states that the "Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried-and-tested continuing professional development and effective feedback methods."
Quality first teaching is at the heart of our approach, following a learning led, not label led model to ensure all students can strive to achieve the best of their ability. We will focus on areas in which disadvantaged students need support as this is proven to have the greatest impact on closing the disadvantage attainment gap.

In order for our students to succeed we need to know our pupils and show them that we care. Providing teaching and associate staff with detailed information about student's socio-economic background alongside teaching strategies will support future outcomes. We will consider the challenges faced by vulnerable pupils, those in care and who have a social worker. The activity outlined in this statement is intended to support their needs.
Through an on-site provision, The Bridge, disadvantaged students have a greater level of support beyond teaching and associate staff in which personalised support is available for academic and SEMH.

The Ofsted report entitled *'The pupil premium: what Ofsted looks at'*, states that *'successful schools do not treat pupils eligible for the pupil premium as one homogeneous group'.* Each of our pupil premium students faces varying degrees of academic and pastoral challenge.
Our aim is to understand these potential barriers to learning and to enable students from disadvantaged backgrounds to achieve as well as all students, by benefitting from:

- A broad and rich curriculum that develops personal and social skills, confidence in learning and cultural capital.
- Continued approach of all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all.
- Individualised pastoral support following a 'team around the child' approach with high levels of parental engagement
- Early interventions to close the gap in achievement and address barriers to learning and progress.

- Access to funding for those suffering hardship to meet costs for access to enrichment opportunities.

Challenges

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

Challenge number	Detail of challenge	Greater detail
1	Historically at PGS, pupil premium students with low and mid-on entry starting points have tended to make less progress than their non-pupil premium peers at KS4.	In the 22/23 exam series our disadvantaged LoE have a P8 score of 0, -0.12 below NA and -0.24 below their MoE and HoE counterparts. Students sitting exams in 2025 and 2026 have no KS2 SATS scores.
2	Assessments, observations and discussions with KS3 pupils indicates that disadvantaged students have lower levels of reading comprehension which impacts on progress.	49% of our year 7 cohort (Sept 2023) had a reading age below their chronological age. 2024 – 40% of PP students in Y7 had a reading age below chronological age 2025 – 23% of PP students in Y7 had a reading age below age 2026 – 43% of PP students in Y7 had a reading age below chronological age.
3	Through observations and discussions with students and families we have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professional) and low self-esteem. This is linked to catching up lost learning and exams. Children with SEMH needs often have difficulties in managing their emotions or their behaviour which can be a barrier to learning. Teacher referrals for support remain high.	59 pupils, (28 of whom are disadvantaged) required additional support during the 23/24 academic year. 40+ pupils required additional support in 24/25. 40+ pupils required additional support in 25/26 including KS4 Maths tuition.
4	We need to recruit and retain the very best staff as this is key to consistent quality first teaching for all.	A lack of consistency can lead to unsettled students who before to be taught by familiar faces.

5	Our attendance data over the last 2 year indicates that attendance among disadvantaged pupils has been 5.5% lower than for non-disadvantaged pupils.	23/24 - 45.1% of disadvantaged students were persistently absent (<90%) compared to their non-pp counterparts at 27.7% (<17.4%) 24/25 – 38.8% of disadvantaged students were persistently absent (<90%) compared to their non-pp counterparts at 12.8% (<26%) 25/26 – 39.9% of disadvantaged students were persistently absent (<90%) compared to their non-pp counterparts at 16.3% (<23.6%) which is an increase on the previous year. However, the PA gap has closed by over 2%.
6	The behaviour of a minority of pupil premium students is a focus for pastoral and school staff. Data shows that PP students are more likely than non-PP students to have multiple occasions in SE.	Poor behaviour can lead to disengagement and ultimately less successful outcomes. Suspensions at PGS are used as a last resort.
7	Increasing opportunities and broadening pupil experiences continues to remain a priority for our pupil premium students.	
8	Close monitoring. A. The number of disadvantaged students accessing off site provisions. Constant review of impact. B. The number of disadvantaged students working in our on-site provision (The Bridge) and ensure they are making progress academically and pastorally.	In 23/24, 3 disadvantaged students accessed an offsite provision. In 23/24 we had 28 disadvantaged students use our on-site provision. In 24/25 2 disadvantaged students accessed an offsite provision. In 24/25 we had 15 disadvantaged students use our on-site provision In 25/26 5 disadvantaged students accessed an offsite provision. In 25/26 we had 40+ disadvantaged students use our on-site provision

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on English.	By the end of our current plan in 2026/27, KS4 outcomes demonstrate that disadvantaged pupils achieve: - An average progress 8 score of at least 0.15

	- At least 66% passing GCSE English at grade 5 or above (in line with non-PP for 23/24 outcomes) In the 22/23 academic year, the progress 8 was 0.21. In the 23/24 academic year, the progress 8 was -0.4. In the 24/25 academic year, our attainment 8 was 4.31 (no P8 due to no KS2 scores) In the 25/26 academic year, our attainment 8 was 4.01 (no P8 due to no KS2 scores) Use of the following to support outcomes; - Closing the Gap strategies/QA/Focus Five (Departmental/SLT) - CPD in the form of TDP - CDS (departmental CPD)
Improved reading comprehension among disadvantaged pupils across KS3.	Students identified for reading comprehension support will receive more robust wave of intervention including Fresh Start, Lexonik Advanced, Lexia and Sparx Reader led by the schools Literacy Lead. This will be identified through yearly online reading assessment and teacher identification. Student reading ages for disadvantaged students will be in line with their non-disadvantaged counterparts.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained attendance by 2026/27 demonstrated by: - The overall unauthorised absence rate for all pupils being no more than 8%, and the attendance gap between disadvantaged and their non-disadvantaged peers being reduced to 4% - The percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 10% lower than their peers.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2026/27 demonstrated by: - Qualitative data from student voice, student and parent surveys and teacher observations. - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To improve and reduce behaviour and student disengagement	A sustained reduction in disadvantaged students attending Restore (previously known as Supporting Expectations) with a reduction of BiL and HL lines, resulting in reduced number attending further behaviour sanctions. Suspensions for disadvantaged and non-disadvantaged is a last resort and are re-integrated well post suspension so that they have the tools to prevent their behaviour escalating again. Teaching and associate staff will be trained in a relationship-based approach to support the development of a calm learning environment.

Develop opportunities in and out of school to support pupils' cultural capital experiences.	Greater opportunities and pupil uptake by providing opportunities in and out of school to develop disadvantaged students' cultural capital through: - Guest speakers - Trips - Professional Development curriculum
A clear line of communication between academic and pastoral teams to support our pupil premium cohort who have significant challenges often linked to having SEND need (SEMH)	- Fortnightly year team inclusion meetings act as a platform to put student concerns forward with a focus on behaviour, attendance, HL and safeguarding with leaders from these areas attending. Actions are identified to led by leaders. Opportunity to discuss behaviour hotspots which is then disseminated to middle leaders and ITT/ECT mentors to ensure bespoke BfL support is put in place. - Fortnightly year team inclusion meetings reviewing progress of all students with a greater focus on disadvantaged student behaviour and progress. - Essential student updates are shared weekly during staff briefing. - Half termly digital communication for departmental Pupil Premium champions outlining key information to support student progress. - ISP (previously known as Pupil Passports) for key disadvantaged students alongside SEN students, updated mid-year providing socio-economic information, student details and T&L support. - RAP meetings to review student progress after data entries. KS3 pastoral team review student progress focusing on disadvantaged students with KS4 meeting with core leaders focusing on all students.
Continuation of hardship funding so that students who need the basics (such as uniform/equipment/laptops for home study), get it in a timely manner.	- A pencil case, and equipment is given to all Year 7 students are the start of the academic year. This includes a scientific calculator, reading book, water bottle, music folder and PE kit bag. Equipment is made available from The Bridge for all disadvantaged students across all year groups. - Laptops are made available for any student who may need them due to inability to complete online homework due to lack of IT equipment at home. - Mentors check students' equipment and if a concern is raised about missing equipment, it will be followed up by the The Bridge team. - Uniform and PE kit will be provided on a temporary or permanent basis. - Food parcels/vouchers are available to families who ask or are identified as needing support.

To fill any gaps in learning from absence.	Providing additional opportunities for disadvantaged students led by a specialist teacher or via support from The Bridge. - KS3 English (HLTA) - KS3 Maths (HLTA) - KS4 Maths (Maths trained teacher) - KS4 English (English trained teacher) - Option subject mentoring (Y12 students)

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: £0

Activity	Evidence that supports this approach	**Challenge number(s) addressed**
Quality First Teaching	Developing metacognitive and self-regulation skills in all our pupils. This will involve ongoing teacher training to support students to become independent learners. EEF; Metacognition and self-regulation	1, 6
Recruitment with a focus on Quality First Teaching & CPD - Subject specialists teaching groups	Basing lots of our approach around The EEF Guide to The Pupil Premium, we have focused in on key areas. The Education Endowment Foundation clearly states the importance of an effective teacher is in front of every class. To support this the specialism in the subject area is critical and will ensure secure knowledge of both content and exam criteria to support our students. Staff are also provided with a bespoke CPD programme; Teacher Development Programme focused on developing their teaching pedagogy EEF; Quality First Teaching	1, 8
Support with additional recruitment in core subjects.	Additional teaching capacity in core subjects to allow for smaller teaching groups to improve GCSE outcomes.	1, 4, 5, 6, 8

	This will allow for teaching staff to be timetabled in on the on-site provision to deliver bespoke 1-1 support. EEF; reducing class sizes	
Redeployment of seating software and ISPs	The EEF states individualised instruction can be an effective approach to increasing pupil attainment. Teachers and associate staff are able to provide better support when given student information that can be used in and out of the classroom. EEF; Individualised instruction	1, 2, 3, 5, 6, 7

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

Budgeted cost: £188,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve literacy in all subject areas in line with the recommendations in the EEF. We will fund professional development and software packages.	Encouraging students to read for pleasure is shown to have beneficial impact on life chances and education outcomes. Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Key staff will be trained to support Lexonik Advanced, Fresh Start and Lexia. EEF; Reading Comprehension	1, 2, 4
Developing Pupil Premium Champions – led by 2nd in department (CPD). We will fund additional teacher release time to allow to support PP students and prepare departmental CPD.	When considering the published findings of the Education Endowment Foundation, the area addressing targeted academic support is critical. Through clear focus on our Pupil Premium students driven by our second in department there will opportunity to consider what targeted support is required. The best CPD comes within, with 2nds delivering CPD during SCDS meetings to support teachers when teaching disadvantaged pupils.	1, 3, 5

Developing Head of Years to support Pupil premium students. We will fund additional teacher release time to allow to support PP students.	When considering the published findings of the Education Endowment Foundation, the area addressing targeted academic support is critical. Through clear focus on our Pupil Premium students driven by our Heads of Year there will a professional who has an overview of the whole student across all subject areas and school life.	3, 5, 6, 7 & 8
Group tuition for KS4 Maths and English. We will fund tutoring for PP students working below a standard pass.	When considering the published findings of the Education Endowment Foundation, the area addressing small group tuition. Through interaction between The Bridge, core subject teachers and Year Leaders there will be a focus on closing the gaps in learning including those as a result of poor attendance. EEF – Small group tuition	1, 3, 5
Support disadvantaged students with bespoke 1-1 tutoring led by specialist teachers. Use national tutoring providers to support KS3, KS4 students, focusing on LAC, PLAC and EAL pupils.	Within the EEF, schools are asked to consider wider strategies. Student knowledge retention is vital for students during examinations. Providing further opportunities on a 1 to 1 basis through tutoring will support student progress and outcomes. PGS will offer an internal tutoring programme led by specialist teachers for key groups of students to help close the attainment gap. PGS will also work with external providers to support were school cannot. EEF; 1-1 Tuition	1, 2
Employment of 2 HLTAs to deliver bespoke 1-1 support for disadvantaged students in KS3. Staff to lead the on-site provision, The Bridge to support students and parents. This will provide SEMH support alongside resources to support students in school (learning resources,	When considering the published findings of the Education Endowment Foundation, the area addressing targeted academic support is critical. Through interactions between the HLTA, Seconds in Department and Year Leaders there will be a focus on gaps in learning, including those generated as a result of poor attendance, and support given to close these. EEF - 1-1 support EEF; Teaching Assistant interventions	1, 2, 3 & 8

uniform, PE kit and well being products)		
Fund alternative provision opportunities	Ensuring students have every opportunity in school is vital, but we also consider whether opportunities in other educational establishments may suit our students on occasions. Working with a local provider we review what pathway a student wants to follow once they progress from Penistone Grammar School and support the students in Aiming High. We support students accessing courses that Penistone do not offer, for example FarmSace, so that they can progress on to full-time training and then employment. This is supported by research conducted by the EEF around wider strategies.	1, 3, 5, 6

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

Budgeted cost: £57,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a relational behaviour therapy intervention for specific pupils who require support regulating their behaviour and emotions. This will include training for staff.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties. Youth Endowment Fund Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions	5, 6
Deployment of Y12 subject mentors to provide mentoring to our more vulnerable students.	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop	3, 5, 6

	resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. EEF; Mentoring	
Provide a bespoke transition offer of support from KS2 – KS3 and KS3 into KS4.	Working with students and their parents/carers as part of the transition process so that they are all aware of the support which is a more personal approach, leading to parents being more willing to reach out and request support than in previous years thus enabling students to transition successfully.	3, 5
Embedding good practice set out in the DFE's guidance on working together to improve attendance.	EEF and DFE both address the most successful strategies being based around high quality teaching and learning. To ensure this can be effective our Pupil Premium students have to have high levels of attendance in order to access this teaching. Our tracking still shows this to be an area for improvement in terms of attendance. DFE Guidance on working together to improve attendance	5
Implement Arts participation through extra-curricular and cultural trips	The Arts as well as being valuable, arts participation can have a positive impact on education outcomes when interventions are linked to academic targets. EEF; Arts Participation	3, 5, 6
Contingency fund for acute issues	Based on our experiences we have identified a small amount of funding aside to respond quickly to needs not yet identified.	3, 5, 6

Total budgeted cost: £300,750

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 25/26 PP Strategy

The current Pupil Premium Strategy is in the third year of implementation and continues to focus on improving outcomes for Pupil Premium pupils through targeted academic support, literacy interventions, attendance improvement, behaviour support, pastoral provision and cultural capital opportunities. While some outcome measures remain below our aspirational targets, the evidence suggests that several elements of the strategy are having a positive impact, particularly in behaviour, literacy, cultural capital and targeted academic support. Attendance remains the most significant barrier to improving outcomes for Pupil Premium pupils and continues to have a direct impact on attainment.

Attainment

Pupil Premium pupils achieved an average Attainment 8 score of 4.01 in the 2026 examination series, representing a decline of 0.3 compared with the previous year. However, there were positive indicators throughout the year, with Attainment 8 measures improving between Autumn and Spring assessments and the proportion of disadvantaged students achieving a grade 5 or above in English increasing from 28.8% to 56.6% across internal assessment points.
Our attainment is still significantly higher than the PP national average in 2025 of 3.49, showing our approach is supporting our pupil premium students.

The 5 standard pass gap also reduced by 8.1%, and there was a 4% increase in students achieving grades 4-9 in Mathematics. Academic interventions, including support from two dedicated HLTAs and specialist maths tutoring, enabled targeted pupils to receive personalised support linked directly to identified gaps in learning.

Final Outcomes 2026 Exam Series - UPDATED 1.11.26 (New DfE data)

	PP A8 Average	PGS PP A8 Average	Difference
National	35.6	40.1	+4.5 (nearly ½ of a grade better in each subject)
LA	33.8	40.1	+6.3 (nearly 2/3rds of a grade better in each subject)

Core Subject Comparison

	7+			5+			4+		
Subject	All	LA	PGS	All	LA	PGS	All	LA	PGS
English & Maths	6.1%	5.3%	7.7% (+2.4%)	27.6%	27.6%	34.6% (+7%)	44.9%	44.4%	55.8% (+11.4%)
Maths		TBC	9.6%	32.8%	32.1%	40.4% (+8.3%)	57.5%	49.2%	63.5 (+14.3%)
English		TBC	15.4%	42.5%	40.4%	46.2% (+5.8%)	50.5%	55.5%	63.5 (+8%)

% compared to LA data.

5 GCSE+ including English and Maths

National (all)	LA	PGS
39.7%	**38.3%**	**53.8% (+15.5%)**

Grade Awards for 2026 exam series (GCSEs):
A total of 387 grades were awarded to the Pupil Premium students. Below are the % of grades per grade.

Number of final grades	4+	5+	6+	7+
Percentage	58% (227 grades 4+)	37.5% (145 grades 5+)	19% (75 grades 6+)	9.5% (37 grades 7+)

Grade Awards for 2026 exam series (Vocational):
A total of 34 grades were awarded to the Pupil Premium students. Below are the % of grades per grade.

Number of final grades	L2P (4)	L2M (5/5.5)	L2D (7)
Percentage	70.5% (24 grades L2P+)	53% (18 grades L2M+)	26.5% (9 grades L2D+)

Strengths

- Improved attainment data during the academic year demonstrated the positive impact of targeted intervention.
- 5 Standard pass gap reduced between PP and non-PP by 11.2%.
- 28% of PP students achieved an average Attainment 8 (A8) grade of 5+.
- 54% of PP students achieved an average A8 grade of 4+.
- 77% of PP students achieved an average A8 grade of 3+.
- English 9-7 outcomes were maintained, closing the gap with non-PP students by 11.7%.
- English and Mathematics 9-7 outcomes fell by 1%; however, the gap with non-PP students narrowed by 3.4%.
- Mathematics 9-4 outcomes increased by 4%.
- Robust systems established through RAP meetings, PP Champions (2nd in depts) and targeted Catch the Gap strategies.

Areas for Development

- Final outcomes did not reach intended targets. (Aiming for 0.2 P8 in the 2027 exam series)
- Significant reduction in higher grades, particularly in Mathematics (7-9).
- Prediction accuracy across some subjects requires improvement.

- Continued variability between departments in disadvantaged pupil performance.

Next Steps

- Appoint and deploy a dedicated English tutor supporting KS4 working below expectation.
- Utilise tutors to support higher end grades
- Further strengthen collaboration between intervention staff and curriculum leaders.
- Refine assessment and prediction processes.
- Increase departmental accountability for disadvantaged pupil outcomes.
- Greater focus on question level analysis to understand question types, PP students struggle with.

Impact

The impact of the school's disadvantaged strategy is **secure and improving**, although outcomes remain variable across some curriculum areas. While overall **Attainment 8 outcomes declined slightly to 4.01** in 2026, leaders have maintained attainment at a level significantly above national outcomes for disadvantaged pupils. This demonstrates that, despite a more challenging cohort profile, disadvantaged pupils continue to achieve better than their peers nationally.

Leaders have established a coherent and increasingly effective framework for identifying and addressing underachievement. Firstly, department leaders have completed departmental PP strategies to support focus their intentions. Whole school, regular RAP meetings, departmental Pupil Premium Champions and targeted "Closing the Gaps" interventions have strengthened accountability and ensured that disadvantaged pupils remain a strategic priority. Consequently, assessment information throughout the year showed a positive trajectory, with attainment improving between assessment points and evidence suggesting that intervention strategies were beginning to accelerate progress for many pupils.
The most significant impact last year has been seen in English. The proportion of disadvantaged pupils attaining a Grade 5 or above increased substantially across the year, whilst outcomes at the higher grades in English remained stable. As a result, the attainment gap between disadvantaged and non-disadvantaged pupils narrowed considerably. This indicates that literacy-focused intervention and targeted curriculum support are having a positive effect on pupils' achievement.

There is also evidence that the strategy has successfully reduced attainment gaps more broadly. The gap in standard passes between disadvantaged and non-disadvantaged pupils reduced by 11.2%, while outcomes in Mathematics improved at Grade 4 and above. Furthermore, 54% of disadvantaged pupils achieved an average Attainment 8 grade of 4+, and 77% achieved an average grade of 3+, demonstrating that the majority secured outcomes that support progression into further education, employment or training.

Targeted academic support has been a **notable strength**. The deployment of dedicated HLTAs, specialist mathematics tutoring and bespoke intervention programmes across school allowed disadvantaged pupils to receive support that was increasingly tailored to their individual barriers to learning. Leaders have ensured that interventions are informed by assessment information and focused on identified gaps in knowledge, helping pupils to make stronger progress over time. However, leaders recognise that the impact of provision is not yet consistently strong enough across all subjects, for example non-core subjects.

Final outcomes fell short of the school's aspirational targets, and there was a decline in the proportion of disadvantaged pupils achieving the highest grades, particularly in Mathematics compared to previous academic years. Assessment and prediction processes were not consistently accurate in all departments, limiting leaders' ability to identify and respond to emerging concerns at the earliest opportunity. Variability in disadvantaged pupil performance between subjects also indicates that effective practice is not yet embedded consistently across the curriculum.

Leaders have accurately identified these priorities for further development. Planned actions, including the appointment of a dedicated English tutor, greater departmental accountability, enhanced collaboration between intervention staff and curriculum leaders, and more rigorous question-level analysis, are appropriately focused on improving both the precision and impact of support. These actions are well aligned to the school's ambition to further reduce attainment gaps and improve outcomes for disadvantaged pupils.

Overall effectiveness: The school's disadvantaged strategy is having a **positive and measurable impact**, particularly in narrowing attainment gaps and improving outcomes in English and Mathematics. Leadership systems are well established and increasingly effective. While outcomes remain above national averages for disadvantaged pupils and gaps are reducing, inconsistency between subjects and weaker performance at the highest grades prevent the impact from being stronger. Leaders demonstrate a clear understanding of these barriers and have credible plans in place to secure further improvement.

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
Bee Workshops	Andys Man Club
Communication Development	Talk for Communication
University experience	Access to Sheffield
Support to access and succeed at university	The Brilliant Club
Theatre in Education	Performance in Education LoudMouth
Local community project	NextGenLeaders

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

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Further information (optional)

Literacy

The literacy strategy was successfully embedded through targeted interventions including Fresh Start, Lexonik, Lexia and paired reading programmes. Students were identified through NGRT assessments and teacher referrals, ensuring support was directed towards those with the greatest need. The strategy remained responsive throughout the year, with regular reviews determining whether students required continued intervention led by Maddie Smith as Literacy Lead.

SAS Progress 25/26

Year 7	SAS		SAS
October Full Cohort	108.9	June Full Cohort	108.7
October PP Cohort*	102.7	June PP Cohort*	101.1
October Difference	-6.2	June Difference	-7.6
October Literacy Students (11)	90	June Literacy Students	92.8

Year 8	SAS		SAS
End of Y7 Full Cohort	109.9	End of Y8 Full Cohort	108.6
End of Y7 PP Cohort*	101.3	End of Y8 PP Cohort*	100.4
End of Y7 Difference	-8.6	End of Y8 Difference	-8.2
End of Y7 Literacy Students (26)	89.3	End of Y8 Literacy Students	93.8

Year 9	SAS		SAS
End of Y8 Full Cohort	106.2	End of Y9 Full Cohort	108.0
End of Y8 PP Cohort*	98.1	End of Y9 PP Cohort*	98.9
End of Y8 Difference	-8.1	End of Y9 Difference	-9.1
End of Y8 Literacy Students (27)	88.2	End of Y9 Literacy Students	90.5

**A SAS score above 100 is considered average*

Full-cohort and PP outcomes remained broadly stable, indicating that pupils maintained their relative position against national age-related norms. The most notable

pattern is the improvement among literacy students, particularly in Years 8, where average SAS increased by 4.5 points respectively.

Strengths

- Consistent implementation of literacy interventions across KS3.
- Strong identification processes through NGRT assessments.
- Reading support delivered through multiple intervention pathways.
- Development of disciplinary literacy across the curriculum.

Areas for Development

- Greater focus needed on literacy support within KS4.
- Continued focus required on examination vocabulary and subject-specific command words.

Next Steps

- Increase use of Lexia and literacy intervention at KS4.
- Develop explicit teaching of examination terminology linked to tier 3 vocabulary.

Attendance

Attendance remains the greatest challenge for Pupil Premium pupils. While attendance improved slightly during the year, the gap between disadvantaged and non-Pupil Premium pupils remained stubbornly high. PP attendance increased from 86.7% to 87.2% during the year but finished at 86.5%, compared to 93.4% for non-disadvantaged students. Persistent absence among Pupil Premium pupils remained particularly high at 39.9%, compared to 16.3% for non-Pupil Premium pupils.

Despite these challenges, the school's attendance performance ranked third out of eleven schools within the local authority by the end of the year, and over half of Pupil Premium pupils achieved attendance above 92%.

Attendance Vs Outcomes

25.26 Attendance %	Average Attainment Grade
98%+	5.7
95%+	4.9
92%+	4.6
90%+	4.6
Between 80-90%	3.7
Below 80%	2.86

Strengths

- Attendance remains strong in comparison to local schools.
- Regular attendance meetings and parental engagement processes are embedded.
- 52% of disadvantaged students achieved attendance above 92%.
- Students with an average attendance above 90% above on average attainment grade of 4.6.
- Strong collaboration between attendance, pastoral and PP teams.

Areas for Development

- Attendance gap remains at approximately 7%.
- Persistent absence among Pupil Premium pupils remains significantly above target.
- High overlap between PP and SEND continues to impact attendance outcomes.

Next Steps

- Increase Head of Year ownership of attendance.
- Strengthen attendance messaging through assemblies and pastoral systems.
- Increase attendance discussion within inclusion meetings.
- Continue targeted family support and parental engagement work.

Behaviour

Behaviour outcomes improved considerably throughout the year. VDE incidents reduced from 1,453 in Autumn to 1,070 by Spring, while suspensions reduced from 24 to 5. The introduction of the Behaviour Modification Coach, a new Head of Behaviour and the development of a relational approach contributed significantly to these improvements.

Strengths

- Significant reduction in suspensions.
- Improved behaviour culture through relational practice.
- Better identification and tracking of pupils through Power BI reporting.
- Increased staff awareness of behaviour trends and targeted support strategies.

Areas for Development

- Continue reducing low-level disruption incidents.
- Strengthen support for identified groups of Pupil Premium pupils, particularly attendance-related behaviour concerns.

Next Steps

- Fully implement the revised Relational Behaviour Policy.
- Continue staff training and coaching.
- Use behaviour intelligence to target support proactively led by Year Team leaders.

Cultural Capital

This area demonstrated strong impact throughout the year. Pupil Premium pupils accessed a broad range of opportunities, including cadets, Duke of Edinburgh Award, curriculum trips, inspirational speakers, Talk the Talk workshops, The Brilliant Club, One Punch and resilience-based activities. Participation rates were high, and pupil engagement was strong across all events.

Strengths

- High participation rates among Pupil Premium pupils.
- Positive pupil feedback regarding confidence, communication and aspiration.
- Strong engagement with The Brilliant Club, with many pupils achieving high outcomes.
- Removal of financial barriers enabled wider participation.

Areas for Development

- Continue to increase participation among identified pupils who do not currently engage.
- Develop progression routes into wider enrichment programmes.

Next Steps
- Expand access to Sheffield-based aspiration programmes.
- Continue Talk the Talk and Brilliant Club partnerships.

Pastoral Support

Pastoral systems continued to strengthen throughout the year through inclusion meetings, year team reviews, RAP meetings, pupil passports and regular communication with departmental PP Champions. A more joined-up approach between pastoral, SEND and curriculum teams improved identification and support for vulnerable pupils.

Strengths
- Strong communication systems across school teams.
- Effective use of pupil passports and intervention planning.
- Improved use of data to identify emerging concerns.
- Increased accessibility to internal and external support services.

Areas for Development
- Greater consistency in pastoral practice across year groups.
- Further refinement of intervention pathways before statutory referrals.

Next Steps
- Introduce a revised pastoral flowchart to allow for greater consistency across Year Teams.
- Develop an intervention booklet with enhanced pupil voice.
- Further standardise pastoral systems across school, including use of external agencies working in school.

Financial Support

Financial barriers were successfully reduced through the provision of equipment, calculators, reading books, PE kit bags, laptops, uniform support, food vouchers and hardship funding. The school maintained a proactive approach, ensuring support was available at the point of need.

Strengths
- Immediate access to essential learning resources.
- Reduced barriers associated with uniform, technology and equipment.
- Strong partnerships with community organisations supporting families.

Areas for Development
- Continue to strengthen community partnerships.
- Evaluate long-term impact of hardship funding on attendance and engagement.

Next Steps
- Expand local community partnerships.

- Continue responsive support for families experiencing financial hardship.

Overall Evaluation

The strategy continues to have a positive impact across many of its intended outcomes. Significant strengths are evident in behaviour, enrichment, literacy provision and pastoral support. Targeted academic interventions have shown promise, particularly where support has been closely aligned to identified learning gaps. However, attendance remains the principal barrier affecting Pupil Premium pupils and continues to limit the impact of wider interventions on attainment outcomes. Consequently, **attendance**, **alongside English attainment** and **the accuracy of pupil progress tracking**, will remain priority areas for development in 2026-27. While the attainment gap has not yet closed, evidence suggests that the systems, processes and targeted support mechanisms established through the strategy provide a strong foundation for future improvement.