

# Pupil premium strategy statement – Kirkby 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	1041
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026
Date this statement was published	12/12/2025
Date on which it will be reviewed	Termly
Statement authorised by	Mrs A Dobson (Headteacher)
Pupil premium lead	Mr T Greenhalgh
Governor / Trustee lead	Mrs M Bond (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£685603.63
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£685603.63

# Part A: Pupil premium strategy plan

## Statement of intent

At Kirkby High School, we recognise the importance of improving the aspirations and outcomes for the students in our care. The Pupil Premium is vital in developing strategies that build aspiration, increase social mobility and allow all of our students to maximise their potential. Through a bespoke CIAEG offer, as well as a programme of extra-curricular visits, we intend to develop the cultural capital of our students to unlock their aspirations.

At Kirkby High School, we make evidence-based decisions and reflect on the impact of these decisions. This is vital for us to review the actions frequently and decide whether to keep, adjust or replace them. Using this, we have placed a focus on quality first teaching as a key driver in addressing the disadvantage performance gap. Through reflecting on our school development priorities, we have identified that an increased focus on modelling and effective assessment will ensure that our students know exactly what they need to do to achieve the best academic outcomes.

At Kirkby High School, we believe that literacy is the key that unlocks the door to learning. Many of the students in our community enter our school with reading ages below their chronological age, therefore, we are prioritising improving the reading ages, and love of reading for the students in our community. The relationship between literacy and outcomes is well documented and we intend to develop a word rich community that has many opportunities to encounter both fiction and non-fiction texts.

As part of our review of our values, we have highlighted the significance of 'excellent attendance' and will use our strategy to identify barriers to attendance, promote excellent attendance and celebrate those students with the resilience to attend every day and maximise their potential.

Finally, our Pupil Premium strategy is not a standalone document. It forms an integral part of our whole school self-evaluation and whole school development planning.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance issues</p> <p>Attendance of disadvantaged students is lower than that of non-disadvantaged students. The gap between pupils who were eligible for pupil premium and non-pupil premium for 2024-2025 was 9.5%</p>
2	<p>Low literacy</p> <p>A disproportionate number of students eligible for Pupil Premium are below their chronological age when compared to NPP students in the year group. The pandemic has seen the disadvantage gap widen further (EEF, 2022).</p>
3	<p>Low mathematical literacy</p> <p>Our assessments, observations and discussions with students and families suggest that the education of many of our disadvantaged students continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other students. These findings are supported by national studies. This has resulted in knowledge gaps resulting in disadvantaged students falling further behind age-related expectations, especially in maths. Historically middle and high ability pupil premium students underperform when compared to their non pupil premium peers.</p>
4	<p>Learner self esteem</p> <p>Our observations and collation of PASS data on student self-perceptions suggest that many lower attaining disadvantaged students lack academic self-esteem and feel that they struggle to access the curriculum. This is reflected in outcomes for this group across the curriculum.</p>
5	<p>Aspirations</p> <p>Often, our disadvantaged students have lower aspirations than non-disadvantaged students. Broadening school experiences and increasing cultural capital is still a priority at Kirkby High School to impact on wellbeing and academic subjects. Disadvantaged students are twice as likely not to be in education, employment or training and are at a higher risk of poverty as adults. (DfE, 2015).</p>

## Intended outcomes

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

Intended outcome	Success criteria
1) Improve literacy skills of students who are disadvantaged.	<ul style="list-style-type: none"> <li>• Reading gap reduced between Pupil Premium and Non-Pupil Premium disadvantaged students</li> <li>• Reading age tests show that Pupil Premium students in Year 7 will</li> </ul>

	<p>reduce the gap between their reading age and their chronological age</p> <ul style="list-style-type: none"> <li>• Reading age tests show that Pupil Premium students in Year 8 will reduce the gap between their reading age and their chronological age</li> <li>• Reading age tests show that Pupil Premium students in Year 9 will reduce the gap between their reading age and their chronological age</li> <li>• Reduced disparity in the percentage of Pupil Premium and non-Pupil Premium students meeting age related reading expectations</li> <li>• Student books and departmental reviews show students know more and remember more – Equally high expectations evident for Pupil Premium students when compared to non-Pupil Premium students</li> <li>• Targeted intervention for those furthest below their reading age shows accelerated rates of progress in reading age and spelling fluency (An increase of more than one year over the course of an academic year for targeted students)</li> </ul>
2) Improve numeracy skills of students who are disadvantaged.	<ul style="list-style-type: none"> <li>• Numeracy gap reduced between Pupil Premium and Non-Pupil Premium disadvantaged students</li> <li>• NMT show numeracy gap has reduced between Pupil Premium and Non-Pupil Premium students</li> <li>• GCSE Maths performance show outcome gap has reduced between Pupil Premium and Non-Pupil Premium students</li> <li>• Targeted intervention for those furthest below their numerical age shows accelerated rates of progress in numeracy age (An increase of more than one year over the course of an academic year for targeted students)</li> </ul>
3) Improve outcomes of disadvantaged students to close the disadvantaged gap especially those who are high and middle ability through quality first teaching.	<ul style="list-style-type: none"> <li>• GCSE Outcomes- A8 gap between Pupil Premium and non-Pupil Premium students to show continued reduction.</li> </ul>

	<ul style="list-style-type: none"> <li>• A8 of Pupil Premium students to be at least 38 by Summer 2026</li> <li>• Gap reduced between high ability Pupil Premium students and high ability non-Pupil Premium students. A8 of high ability Pupil Premium to be at least 50, middle at least 34.</li> <li>• Book Reviews – High Expectations of learning in line with non-Pupil Premium at all ability levels</li> <li>• Results review meetings -Heads of department held to account for Pupil Premium students.</li> </ul>
4) Raise aspirations of disadvantaged students, CLA and parents to promote engagement, eagerness to learn and increase opportunities to develop student “cultural capital” with experiences relevant to their development stage, community, and social expectations.	<ul style="list-style-type: none"> <li>• CLA to meet their targets- monitor students individually and not as a single group.</li> <li>• SEND students to make progress at least in line with other students.</li> <li>• Destination figures – Target 100% of students in education and employment in January 2027 for 2025-26 cohort</li> <li>• Continue to meet Gatsby Benchmarks</li> <li>• Attendance of Pupil Premium students to extra-curricular activities increases during 2025-2026</li> <li>• Increased attendance of Parents/Carers at Progress and Aspiration Evenings to promote student engagement in learning</li> <li>• All Pupil Premium students have opportunity to attend aspirational visits</li> <li>• All GCSE students have opportunity to engage with work experience to develop resilience and aspiration for future careers</li> </ul>
5) Raise attendance of disadvantaged students including those who are CLA, EAL and SEND	<ul style="list-style-type: none"> <li>• Reduce Pupil Premium /non-Pupil Premium attendance gap to below 5%</li> <li>• Attendance of Pupil Premium students closer to national average.</li> <li>• Strong attendance of EAL students continues</li> </ul>

## 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: £367976.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the role of Pupil Premium coordinator, also overseeing literacy, numeracy, and cultural capital	High quality leadership and management is essential to the implementation and continual evaluation of the PP strategy	2,3,4,5
Further develop quality first teaching and learning by providing quality CPD	"Curriculum planning and its formative assessment should be structured around mastery of the building blocks, not retrofitted to the test structure and requirements" Christodoulou	2,3,4,5
Improve disciplinary literacy across all subjects by: <ul style="list-style-type: none"> <li>• Embedding reciprocal reading to support students in reading complex academic and fiction texts</li> <li>• Continuing to embed the explicit teaching of targeted vocabulary across the curriculum</li> <li>• Ensuring that each department has a departmental literacy strategy to</li> </ul>	EEF report on Improving Literacy in Secondary Schools identifies these as two of the seven recommendations in the report. "To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge" EEF literacy report	2

support the wider development of literacy for students		
Renew annual licence of SISRA Observe/National College subscriptions and provide CPD on their effective use to improve teaching and learning	National College subscription links to SISRA so staff can have targeted intervention to maximise progress. More successful schools emphasise high quality teaching first. They invest in staff training, monitor performance and share good practice (NFER 2016)  More successful schools emphasise high quality teaching first. They invest in staff training, monitor performance	4
Prepare Key Stage 4 students for external examinations through, purchase of revision guides for English, Maths and Science for Year 11.	Students feel prepared and supported though exam season and are aware of all relevant changes to exams. Greater number of students in education and employment once leaving KHS 'Disadvantaged pupils are twice as likely not to be in education, employment or training and are at a higher risk of poverty as adults'. (DfE, 2015).  SOI model of learning underpins Rosenshine's Principles and Generative learning, this allows students to know more, remember more and do more with it.	2,3
Embed love of reading through form time reading programme and linking reading to rewards	We believe that developing a love of reading is essential in increasing our students' vocabulary and their ability to access the curriculum. Through carefully chosen form reading books, of a suitable level of challenge students can develop their love of reading.	2
Develop numeracy fluency through form time numeracy programme	Weekly form time sessions focused on practicing core mathematical principals give students the opportunity to build on their learning in Maths lessons and deepen their understanding through practice.	3
Deepen curriculum knowledge, develop student aspiration, cultural capital through increased access to	Wide ranging out-of-classroom activities, including school trips, are cited as examples of outstanding teaching. Students are able to appreciate their studies from a	4,5

academic visits and visits to further education providers	<p>different, and usually more active, perspective. (OFSTED subject reports 2011)</p> <p>At Kirkby High School we believe in offering our students wide ranging opportunities to develop their cultural capital and aspirations through local, national, and international trips and visits.</p>	
<p>Continue to develop and grow the CIAEG programme including by ensuring Careers Fayre, Work Experience and local Apprenticeship event are well attended by employers/further education providers to maximise impact</p> <p>Target one-to-one meetings for Y9-11 students ensuring disadvantaged students have the support they need.</p> <p>Embed careers education in curriculum in all subjects to improve aspirations for students</p>	<p>Essential life skills (or ‘character’) are important in determining life chances and can be measured in a robust and comparable way. (EEF) Students are 80% less likely to fall NEET if they have at least one employer interaction a year.</p> <p>EEF report ‘What is the impact of careers education on improving young people’s outcomes?’ suggests that when “mentoring, work experience, information advice and guidance” are of the highest quality 67% of providers reported that the impact on future earnings was considerable.</p> <p>“Careers education works best when it is personalised and targeted to individuals’ needs from an early age. This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people’s transitions into education, training and employment.” EEF report ‘What is the impact of careers education on improving young people’s outcomes?’</p>	<p>5</p> <p>Go in top section?</p>

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

Budgeted cost: £51383.26



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assess reading ages of students. Use these to inform planning for teacher. (November 2023)</p> <p>Ensure that reading ages are on Arbor to support staff with planning for the needs of all students</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: (EEF)</p>	2
<p>Provide high quality, targeted intervention through the inclusion faculty for those who fall behind the expected standard in terms of numeracy, literacy, and speech and language including Power of Reading and bespoke phonics intervention</p> <p>Provision of x2 HLTA positions to deliver this intervention</p>	<p>Reading comprehension strategies are high impact on average (+6 months). EEF toolkit</p> <p>Our inclusion faculty provides students with the opportunities to develop their academic confidence whilst supporting students through powerful interventions which see clear improvements in numeracy and literacy.</p>	2,3,4
<p>Provide high quality in school and after school intervention and mentoring to accelerate progress of disadvantaged students</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of the year' EEF teacher toolkit</p> <p>Our use of the inclusion faculty for targeted academic interventions to support our SEN and disadvantaged students</p>	4,5
<p>Ensure community police officer provides assemblies with relevant services (bonfire night/mischief night/ topical needs)</p> <p>Ensure student and community engagement officer runs initiatives for students who are at</p>	<p>For a proportion of our disadvantaged students there is a need to build resilience, aspiration, and self confidence through targeted interventions. These interventions support students in academic engagement, character development and displaying positive behaviours.</p>	1,4,5

<p>risk of being involved in anti-social behaviour and therefore at risk of being disengaged in the Kirkby High School life. These will include:</p> <ul style="list-style-type: none"> <li>• Cells</li> <li>• Bully Busters</li> <li>• MYA: Think!</li> <li>• LFC</li> </ul>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £261835.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop transition induction programme to ensure students have successful induction to build self esteem and promote attendance	<p>Ofsted 'The Wasted Years' (2015). A survey to get an accurate picture of whether Key Stage 3 is providing pupils with sufficient breadth and challenge, and helping them to make the best possible start to their secondary education. 'The importance of a good start to a pupil's secondary school education cannot be overemphasised. Leaders of successful schools set the right culture for learning that is embraced by their pupils from the outset. They ensure that pupils are well aware of their school's high expectations for behaviour and conduct, and they have a clear understanding of pupils' achievements in primary school and build on them from day one. These leaders ensure that their schools embed the learning habits that will stand their pupils in good stead for their future academic studies'.</p> <p>Although the EEF Tool kit suggest that this has low impact in terms of academic progress, we felt this was</p>	1,4

	necessary to help a smooth transition when new Year 7 students have had less opportunities to visit their secondary school	
Ensure Personal Development curriculum includes CIEAG programme development, RSE curriculum implementation and a review of SMSC, British Value, Citizenship, Collective Worship and Cultural Capital	<p>Ofsted Review of Sexual Abuse in Schools June 21 Recommends ‘a carefully sequenced RSHE curriculum, based on the Department for Education’s (DfE’s) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of ‘nudes’.</p> <p>‘Schools should promote the fundamental British values of democracy, the rule of law’.</p> <p>Individual liberty, and mutual respect and tolerance of those with different faiths and beliefs</p> <p>This can help schools to demonstrate how they are meeting the requirements of Section 78 of the Education Act 2002, in their provision of SMSC.</p>	4
Promote, track, and reward engagement with extra- curricular activities including after school and lunch times	Extra-curricular activities breed confidence and opportunities for curriculum progress outside of the classroom, and the resilience and aspiration to maximise potential	1,4
<p>Promote excellent attendance through work with families.</p> <p>Subsidise bus fares for students to ensure Pupil premium students can attend school</p>	DfE September 21 Improving school attendance: Support for schools and local authorities states that leaders should ‘Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build	1

<p>Lead half-termly attendance competitions to improve attendance</p> <p>Continue to report on attendance as 'percentage absence' rather than 'percentage attendance' to improve student and parental understanding of attendance expectations and impact of lost learning</p>	<p>and maintain systems and performance'</p> <p>DfE Working together to improve school attendance (2022):</p> <p>"Recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school. Responsibilities should include offering a clear vision for attendance improvement, evaluating and monitoring expectations and processes, oversight of data analysis, and communicating messages to pupils and parents."</p> <p>Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of Pupil Premium funding.</p>	
<p>Continue to increase parental engagement by:</p> <p>Maintaining social media presence</p> <p>Refining parent voice</p> <p>Continuing to increase engagement with Arbor</p> <p>Organising off site meetings to develop positive relationships with all stakeholders and use this to support students</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps (EEF Techer Toolkit)</p> <p>Kirkby High School is a community that goes beyond students and staff. Our parents and carers are part of our community and play a crucial role in students maximising their potential</p>	1,4
<p>Continue to embed and grow rewards strategy</p>	<p>Our rewards programme supports our students in feeling valued and academically successful and is used to effectively promote consistent attendance</p>	1,4

Support the mental and emotional well being of students through access to onsite counselling service	<p>“Significant non-academic challenges - such as attendance, behaviour, and social and emotional learning - can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy.” EEF Guide to the pupil Premium, 2024</p>	4
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**Total budgeted cost: £681195**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	Impact												
Improve literacy and numeracy skills of students who are disadvantaged.	<p>Year 7 disadvantaged students saw 1.4 SAS (Scaled score) increase compared to 1.3 SAS increase of non disadvantaged students between September 2024 and June 2025</p> <p>Year 8 disadvantaged students saw 5.5 SAS (Scaled score) increase compared to 4.5 SAS increase of non disadvantaged students between June 2024 and June 2025</p> <p>Disciplinary literacy strategy has continued to see an increased focus on student understanding of identified tier three vocabulary across departments.</p> <p>Strand reviews and book reviews showed that students knew more and understood more and reduced variation between Pupil Premium and non-Pupil Premium students.</p> <p>Targeted intervention for literacy and numeracy based on initial assessments and NGRT data showed accelerated rates of progress in reading age and numeracy age.</p> <p>Pathway A Literacy interventions (bespoke phonics and early reading curriculum, lasting approximately 6 weeks)</p> <table><tr><th>Year group</th><th>%PP</th><th>Average impact (Reading Age)</th></tr><tr><td>Year 7</td><td>85%</td><td>+1.16 years</td></tr><tr><td>Year 8</td><td>83%</td><td>+0.68 years</td></tr><tr><td>Year 9</td><td>63%</td><td>+1.2 years</td></tr></table>	Year group	%PP	Average impact (Reading Age)	Year 7	85%	+1.16 years	Year 8	83%	+0.68 years	Year 9	63%	+1.2 years
Year group	%PP	Average impact (Reading Age)											
Year 7	85%	+1.16 years											
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Year 9	63%	+1.2 years											

	<p>Pathway B Literacy interventions (Accelerated Reader, lasting approximately 6 weeks)</p> <table><tr><th>Year group</th><th>Number of students</th><th>%PP</th><th>Average impact (Reading Age)</th></tr><tr><td>Year 7</td><td>6</td><td>66%</td><td>+0.52</td></tr><tr><td>Year 8</td><td>17</td><td>95%</td><td>+0.7</td></tr><tr><td>Year 9</td><td>8</td><td>100%</td><td>+0.76</td></tr></table> <p>At Key Stage 3 we measure progress by knowledge learned. In Maths, Key Stage 3 assessments show that disadvantaged students know more and remember more and with our Year 8 and Year 9 disadvantaged students making the most progress in Maths</p>	Year group	Number of students	%PP	Average impact (Reading Age)	Year 7	6	66%	+0.52	Year 8	17	95%	+0.7	Year 9	8	100%	+0.76																																									
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Improve outcomes of disadvantaged students to close the disadvantaged gap especially those who are high and middle ability through quality first teaching.	<table><tr><th>(APS)</th><th></th><th>18/19</th><th>21/22</th><th>22/23</th><th>23/24</th><th>24/25</th></tr><tr><td rowspan="4">Disadvantaged</td><td>All</td><td>30.88</td><td>31.43</td><td>30.05</td><td>22.74</td><td>26.9</td></tr><tr><td>Upper</td><td>45</td><td>45.29</td><td>45.77</td><td>47.03</td><td>44.5</td></tr><tr><td>Middle</td><td>31.21</td><td>25.82</td><td>31.28</td><td>21.19</td><td>29.5</td></tr><tr><td>Lower</td><td>16.28</td><td>22.36</td><td>20.98</td><td>14.02</td><td>22.2</td></tr><tr><td rowspan="4">Other</td><td>All</td><td>38.02</td><td>40.74</td><td>36.99</td><td>37.83</td><td>38.7</td></tr><tr><td>Upper</td><td>53.24</td><td>49.1</td><td>53</td><td>53.69</td><td>53.2</td></tr><tr><td>Middle</td><td>33.76</td><td>33.43</td><td>36.52</td><td>38.04</td><td>35.1</td></tr><tr><td>Lower</td><td>20.31</td><td>23.3</td><td>24.13</td><td>15.39</td><td>28.7</td></tr></table> <p>A8 gap has decreased from -14.4 in 2024 GCSE series to -11.7 in 2025 GCSE series. This is due to greater improvements in outcomes for disadvantaged students than non disadvantaged students in Summer 2025 GCSE results, most notably for middle ability disadvantaged students Disadvantaged boys saw a significant increase in APS score from 19.7 in 2024 GCSE series to 27.4 in 2025 GCSE series</p> <p>Significant increase in outcomes for LAC students with gap between LAC and nLAC students reducing from -10.0 APS in 2024 GCSE series to +18.7 APS in 2025 GCSE series</p>	(APS)		18/19	21/22	22/23	23/24	24/25	Disadvantaged	All	30.88	31.43	30.05	22.74	26.9	Upper	45	45.29	45.77	47.03	44.5	Middle	31.21	25.82	31.28	21.19	29.5	Lower	16.28	22.36	20.98	14.02	22.2	Other	All	38.02	40.74	36.99	37.83	38.7	Upper	53.24	49.1	53	53.69	53.2	Middle	33.76	33.43	36.52	38.04	35.1	Lower	20.31	23.3	24.13	15.39	28.7
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	<p>Students were supported through:</p> <ul style="list-style-type: none"><li>• Whole school focus on teaching using Rosenshine’s Principles</li><li>• Targeted academic support – using small group teaching to provide ‘Saturday sessions’ in Maths, English and Science as well as targeted off site revision sessions</li><li>• Use of rewards to encourage students to develop a ‘winning streak’ of revision attendance</li><li>• Purchasing revision guides for the core subjects Maths, English and Science</li><li>• An assembly to support students on how to revise</li><li>• Provision of an overview of exam content to parents and carers and delivery of sessions in school to advise them on how they can support effective revision at home</li><li>• Provision of a staffed after school revision room, so students have access to a computer and a quiet space to revise</li><li>• Language of Exams initiative in which teachers were reminded to include key exam details in lessons (command words, question tariffs, length of time to spend on questions) and students were rewarded for their engagement in the exam focus and developing their exam confidence</li><li>• Targeted 1-1 mentoring by SLT for targeted underachieving Year 11 students setting weekly goals and celebrating successes.</li><li>• Work of Careers Advisor to promote engagement and aspirations of those students at risk of becoming NEET</li></ul>										
Raise aspirations of disadvantaged students, CLA and parents to promote engagement, eagerness to learn and increase opportunities to develop student “cultural capital” with	<p>Outcomes for SEN and disadvantaged students have increased since 2024</p> <table><tr><td>(APS)</td><td>2019</td><td>2023</td><td>2024</td><td>2025</td></tr><tr><td>SEN K</td><td>14.25</td><td>25.46</td><td>18.22</td><td>23.6</td></tr></table>	(APS)	2019	2023	2024	2025	SEN K	14.25	25.46	18.22	23.6
(APS)	2019	2023	2024	2025							
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experiences relevant to their development stage, community, and social expectations.	<table><tr><td>EHCP</td><td>15.67</td><td>27.72</td><td>23.61</td><td>23</td></tr></table>					EHCP	15.67	27.72	23.61	23	
	EHCP	15.67	27.72	23.61	23						
	Outcomes for CLA have increased since 2024										
	<table><tr><td>(APS)</td><td>2024</td><td>2025</td></tr><tr><td>CLA</td><td>28.8</td><td>50.3</td></tr></table>					(APS)	2024	2025	CLA	28.8	50.3
	(APS)	2024	2025								
CLA	28.8	50.3									
<p>CLA students were offered emotional support and were provided with a team around the child. This included an identified trusted adult, a year group mentor and mental health worker. We ensured that CLA students were offered the same opportunities as all students and were encouraged to participate in wider opportunities that the school had to offer.</p>											
<p>Regular reviews took place of students on Alternative Provision to improve their behaviour choices, including visits to the provisions and parental meetings and conversations. There have also been reviews of the curriculum provision for students on AP to ensure they are supporting in maximising their potential. When appropriate, a clear reintegration process took place with students returning to mainstream and a package of support was put in place, such as daily mentoring with the year team and where appropriate, use of external agencies to further support.</p>											

<p>There was a clear induction process for students who spent a period of time in the care centre, which is for students at risk of permanent exclusion. Students had access to a wide range of subjects and external agency support, along with regular mentoring from HLTA staff</p>				
<p>A dedicated room was established to support students with SEMH and Communication and Interaction needs. An Advanced Level Teaching Assistant ensured that this room was staffed all day</p>				

	<p>and available to any students who required bespoke intervention.</p> <p>The LFC Foundation continued this year, supporting students with a wide range of areas, such as improving resilience, self-esteem and confidence.</p> <p>All students in Year 10 visited two colleges for taster days to raise aspirations</p> <p>Our Careers Advisor mentored students and supported with applications to post 16 destinations to support students in developing their aspirations</p> <p>Options choices were supported by all Year 9 students receiving intervention session from Careers Connect as well as being offered a meeting with their parents/carers and a senior leader to discuss their options choices and ensure they made the best choice to support their aspirations</p> <p>Increased opportunities for educational trips and visits to build cultural capital with 78% of pupil premium students attending a trip or visit in the 2024/25 academic year compared to 71% of pupil premium students in the 2023/24 academic year</p> <p>Reviewed and developed CIAEG programme to embed in Progress and Aspiration Evenings, PD curriculum, whole school curriculum and provide more visits and interactions with further education providers. Careers Advisor has worked with all groups of students with a focus given to those most at risk of becoming NEET to ensure that they have a clear understanding of their path to success and future careers</p> <p>Strategies implemented to increase parental engagement at Progress and Aspiration Evenings through increased communication, targeted encouragement, use of rewards and engagement of further education providers led to an 8% increased engagement of disadvantaged students' parents in 2024/25 academic year compared to the 2023.24 academic year</p>
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Raise attendance of disadvantaged students including those who are CLA, EAL and SEND	<p>Attendance of disadvantaged students has decreased by 1.1% in 2024/25 academic year</p> <p>Attendance of CLA has increased by 1.8% in 24/25 in 2024/25 academic year</p> <p>Attendance of EAL students has increased by 7.4% in 2024/25 academic year</p> <p>EAL attendance has increased by 7.4% compared to 23/24</p> <p>Actions included:</p> <ul style="list-style-type: none"> <li>• Use of personalised attendance targets through use of 3 stage approach</li> <li>• Close monitoring of CLA student attendance by Kirkby High School</li> <li>• Attendance as an agenda item at all care planning meetings, reviews and PEPs. If concerns arose regarding attendance, actions were implemented within the PEP and all stakeholders took responsibility for improving attendance of the CLA students</li> <li>• Weekly attendance analysis and review at SLT meetings</li> <li>• Whole school attendance reports and an analysis of historic data and trends were used to plan personalised interventions</li> <li>• Home visits and the attendance bus used to build relationships with families and encourage attendance of targeted CLA and other Pupil premium students</li> <li>• Excellent attendance promoted across the school, including through regular, whole school rewards and weekly form time sessions</li> <li>• Continued targeted use of attendance mentors to build relationships with families and minibus pick ups in the community for targeted students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Form time recording of percentage absence to focus students on importance of attendance</li> <li>• Use of bridge room to target and support extreme PA students in engaging with school and attending site</li> <li>• Engagement with Barnardo's Watch Tower project for targeted cohorts of persistently absent students</li> <li>• Attendance competitions, such as zero heroes, weekly attendance focused competitions and targeted rewards on weeks where attendance has been historically poor</li> <li>•</li> </ul>
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## 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

## Service pupil premium funding (optional)

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

## 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 funding.*