

# Pupil premium strategy statement – Glossopdale School and Sixth Form

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  | 1164                          |
| Proportion (%) of pupil premium eligible pupils   | 346/1164 = 29.73%.            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023-24<br>2024-25<br>2025-26 |
| Date this statement was published   | October 2025                  |
| Date on which it will be reviewed   | September 2026                |
| Statement authorised by   | Kate Smith                    |
| Pupil premium lead  | Amy Bowden                    |
| Governor / Trustee lead   | Emma Kane                     |

## Funding overview

| Detail  | Amount          |
|---|-----------------|
| Pupil premium funding allocation this academic year   | £365,500        |
| Recovery premium funding allocation this academic year  | £0              |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) | £0              |
| <b>Total budget for this academic year</b>  | <b>£365,500</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

### Our Commitment to Equity and Excellence

At Glossopdale, we are unwavering in our commitment to ensuring that every student—regardless of background, starting point, or personal circumstance—has the opportunity to thrive. We welcome students from a wide range of backgrounds and are proud of our strong track record in supporting all learners to achieve their full potential.

We recognise that disadvantaged students may face additional barriers to success, both academically and beyond the classroom. Through the strategic use of Pupil Premium funding, we aim to remove those barriers and ensure that the progress, attainment, and wider experiences of our disadvantaged students are equally strong as those of their peers.

While academic achievement is central to improving life chances, we also believe in the importance of providing a rich, inclusive, and ambitious curriculum - both in and beyond the classroom. We are committed to ensuring that all students, including those who are disadvantaged, have access to the full breadth of opportunities that shape confident, capable and well-rounded young people.

### Our Strategic Principles

#### 1. Excellence in Teaching: The Heart of Our Strategy

At Glossopdale School and Sixth Form, we believe that high-quality teaching is the most powerful tool in ensuring success for all students, particularly those from disadvantaged backgrounds. Our approach is underpinned by a commitment to inclusive excellence, ensuring that every lesson, from curriculum design to delivery, is adaptive and responsive to the needs of our learners. Through continuous professional development and regular monitoring of teaching quality, we empower our staff to create a learning environment where all students, regardless of background, can thrive and succeed.

#### 2. Equity Through Targeted Support

Pupil Premium funding is directed toward students identified as disadvantaged, with a focus on their individual needs and circumstances. Our goal is to level the playing field by providing tailored support that addresses academic, social and emotional challenges. This ensures that each student has the necessary resources and interventions to excel, reflecting our core value of inclusion.

#### 3. Personalised Provision: Responding to Individual Needs

We believe in providing personalised provision that is continually adapted to meet the evolving needs of each student. All interventions and support are evidence-based and regularly reviewed to ensure they have the maximum impact. The use of One-Page Profiles (OPPs) enables staff to have a clear and comprehensive understanding of each student's academic and pastoral needs, allowing us to offer bespoke support. We focus on making sure that all students, especially those with additional needs, feel a strong sense of belonging and are supported to achieve their full potential.

## **4. Effective Use of Resources**

We prioritise the effective use of resources to ensure that Pupil Premium funding has the greatest impact. By focusing on students who need it most, we ensure that our provision is targeted, impactful, and sustainable. This is reflected in our whole-school provision map, which outlines both universal provisions for all students and targeted provisions for our most vulnerable learners. Our school culture fosters a strong sense of care, ensuring that all students are given the opportunities they need to succeed.

### **Our Three-Tiered Approach**

In line with the Education Endowment Foundation (EEF) guidance, our Pupil Premium strategy is structured around three key pillars to ensure every disadvantaged student is supported effectively and can achieve their full potential.

#### **1. Quality First Teaching**

We believe that the foundation of success for disadvantaged students is high-quality teaching that is both adaptive and responsive to their individual needs. Our focus is on continuous improvement of teaching practice, with a strong emphasis on curriculum design, assessment and the development of literacy. This includes:

- **Curriculum Design & Assessment:**  
We ensure that the curriculum is ambitious, broad and accessible to all learners, while also being flexible enough to meet the needs of disadvantaged students. Through formative and summative assessments, we regularly monitor student progress and use this data to inform planning, identify gaps, and address misconceptions promptly.
- **Embedding Consistent Routines & High Expectations:**  
Every classroom upholds the same high standards of behaviour and expectations for academic performance, creating an environment where all students can thrive. Consistent routines help students feel secure and empowered to focus on their learning.
- **Literacy Across the Curriculum:**  
To address the literacy challenges faced by many disadvantaged students, we focus on developing vocabulary, reading and writing skills across all subjects. This approach ensures that literacy is not only supported in English lessons but is embedded throughout the curriculum to help students access content in every area of learning.
- **Instructional Coaching & Professional Development:**  
We invest in continuous professional development for staff, including instructional coaching and subject-specific CPD. This helps teachers refine their practice, build their expertise, and stay informed about evidence-based strategies that benefit disadvantaged learners.

#### **2. Targeted Academic Support**

Recognising that some students may need additional support to catch up or reach their potential, we provide targeted academic interventions that are tailored to individual needs. This includes:

- **Small-Group & 1:1 Tuition:**

Our Higher-Level Teaching Assistants (HLTAs) deliver focused, small-group and one-on-one tuition in core subjects, particularly English and Maths, to provide targeted support for students who require additional help. These interventions are designed to address specific learning gaps and boost confidence.

- **Literacy Programmes:**

In addition to subject-specific support, we implement literacy programmes aimed at developing reading skills, comprehension, and writing ability, helping students overcome barriers related to language and literacy.

- **In-Class Support & Adapted Teaching Strategies:**

We ensure that all teachers are equipped to support disadvantaged students within the classroom. By adapting teaching methods and providing in-class support, we enable students to access the curriculum more effectively and reduce the achievement gap.

- **Graduated Response:**

Our graduated response ensures that students receive support at the right level, tailored to their needs. We use the whole school provision map to track interventions and adapt strategies according to individual progress, ensuring that additional support is proactive, targeted and effective.

### **3. Wider Strategies to Remove Non-Academic Barriers**

At Glossopdale, we recognise that academic success is influenced by a range of non-academic factors. To support disadvantaged students holistically, we address the broader challenges that may hinder their engagement and progress. This includes:

- **Attendance & Punctuality Support:**

We place a high priority on improving attendance and punctuality for all students, particularly those from disadvantaged backgrounds. Staff, students, and families work collaboratively to monitor attendance and early interventions are in place for students at risk of poor attendance. We use our provision map to identify those in need of support and deploy targeted interventions.

- **Behaviour & Wellbeing Interventions:**

We provide targeted behavioural and wellbeing support for students who face emotional, social or behavioural challenges. This ensures that students feel supported and can engage fully with their learning. We also have trained staff to support students with specific needs, including those who struggle with mental health or behavioural issues.

- **Access to Enrichment, Trips & Extracurricular Activities:**

We ensure that all students, including those eligible for Free School Meals, have access to enrichment activities such as school trips, extracurricular clubs, and cultural experiences. This helps to broaden their learning and social experiences, ensuring they don't miss out on opportunities that build confidence and personal growth.

- **Provision of Equipment & Uniform Support:**

We provide support for students who may face financial barriers to accessing school essentials. This includes the provision of equipment, uniforms, and additional learning resources, ensuring that every student has what they need to engage fully in their studies.

- **Free Breakfast Programme:**

To support students from disadvantaged backgrounds, we offer a free breakfast programme for all students. This helps ensure that students start the school day ready to learn, both physically and mentally, with a nutritious meal to support their wellbeing.

- **Parental Engagement:**

Engaging with parents and carers is vital in supporting the success of disadvantaged students. We actively encourage parental involvement through regular communication, parental events and parent-teacher/year team meetings. This partnership ensures that families are informed, supported and involved in their child's learning journey.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p><b><u>Outcomes</u></b></p> <p>The progress of disadvantaged remains lower than their non-disadvantaged peers. Evidence from 2025 shows that, as a group, disadvantaged students continue to perform below their non-disadvantaged counterparts across both KS2 and KS4 assessments. At KS2, the gap is most pronounced in Maths, with disadvantaged students scoring 4.2 points lower on average. At KS4, while the Progress 8 score for Pupil Premium students improved to -0.54, it remains below zero and significantly behind the national and school averages for non-disadvantaged students.</p> <p>Although the Progress 8 gap has narrowed from -0.81 in 2024, disadvantaged students still face considerable challenges in closing the attainment gap. This performance is above the national average for disadvantaged students but it remains significantly behind their non-disadvantaged peers both locally and nationally.</p> <p>Attainment gaps also persist, with disadvantaged students seeing a widening gap in key areas such as Basics 5+ and EBacc 5+, where their performance has declined in 2025. Despite improvements in progress, attainment continues to lag, reflecting the ongoing challenge of ensuring equitable outcomes for Pupil Premium students.</p> |

## **Attendance**

Attendance of disadvantaged students continues to be a significant barrier to their progress. In the 2024-25 academic year, attendance for disadvantaged students at Glossopdale was 82.5%, compared to 93.4% for their non-disadvantaged peers. This figure is below the national average of 86.5%, highlighting a persistent gap between disadvantaged and non-disadvantaged students both locally and nationally.

While there has been some improvement in attendance since last year, the gap remains substantial. Persistent absence is also a major concern, with 46% of disadvantaged students at Glossopdale classified as persistently absent, compared to just 17.8% of their non-disadvantaged peers. This is significantly higher than the national persistent absence rate for disadvantaged students, which stands at 34.7%.

The impact of low attendance on progress is clear. Students with 90%+ attendance achieved an average Progress 8 score of +0.67, while those with below 90% attendance had a negative Progress 8 score of -0.69. For disadvantaged students, the gap is even more pronounced: those with 90%+ attendance achieved a Progress 8 score of +0.30, while the overall Pupil Premium group had a Progress 8 score of -0.80 in 2024.

This data underscores the critical role that attendance plays in the academic success of disadvantaged students. Improving attendance and reducing persistent absence are essential to closing the achievement gap and ensuring that all students at Glossopdale can reach their full potential.

## **Behaviour and Attitudes to Learning**

Disadvantaged students continue to be disproportionately affected by suspensions, which disrupt learning and can exacerbate existing gaps in progress and attainment. While we maintain high standards of behaviour at Glossopdale and create classroom environments that foster effective learning for all students, the suspension rates for disadvantaged students remain a significant concern.

### **Key Data (2024–25):**

- **Suspension Rates:**

- 21% of disadvantaged students at Glossopdale received a suspension, compared to 8% of non-disadvantaged students.
- The national average suspension rate for disadvantaged students is 19%, which means the rate at Glossopdale is above the national average.

- **Suspension Rate per Student:**

- The overall suspension rate in 24/25 was 41% and 81% for disadvantaged students. 19.7% of disadvantaged students were suspended compared to 15.3% non-disadvantaged students.
- This data highlights a clear disparity in behaviour outcomes, with disadvantaged students more than twice as likely to be suspended compared to their non-disadvantaged peers. The high suspension rate for



|            |       |       |       |       |
|------------|-------|-------|-------|-------|
| <b>Y7</b>  | 130.2 | 153.3 | 150.7 | 171.5 |
| <b>Y8</b>  | 149.9 | 171.7 | 155.3 | 177.7 |
| <b>Y9</b>  | 148.5 | 173.8 | 164.4 | 181.9 |
| <b>Y10</b> | 174.4 | 181.8 | 189.1 | 190.5 |
| <b>Y11</b> | 179.4 | 182.3 |       |       |

This shows a positive trend in reading age growth for disadvantaged students, though a gap remains in most year groups.

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### **Personal Development**

Disadvantaged students at Glossopdale face barriers to personal development outside the classroom, limiting their opportunities to engage in activities that build life skills and character. Experiences such as extracurricular activities, sports, cultural trips, and leadership roles often require financial resources or parental support that may be less accessible to these students.

The aim is to increase the percentage of students attending rewards trips and attending extra-curricular activities to at least 30% PP. Of the students attending rewards trips and attending extra-curricular activities at Glossopdale, 25% were disadvantaged students in 24/25.

The expense of school uniform can be a significant barrier for disadvantaged families. Without appropriate uniform, students may feel a sense of disconnection or exclusion from their peers, which can negatively impact their confidence and sense of belonging in school.

Access to a nutritious breakfast is another critical area where disadvantaged students may face barriers. The Glossopdale Free Breakfast Programme aims to address this but some students still face difficulties getting to school early enough or might not have consistent access to this provision at home. This can affect their energy, focus and overall engagement in school activities throughout the day.

Many disadvantaged students face challenges completing homework due to a lack of quiet space, parental support, or access to technology or resources. This can lead to gaps in independent learning and reduce their chances of achieving academic success, while also

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|  | affecting their sense of self-efficacy and academic confidence. |
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## 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  |
|---|---|
| <p>To improve the outcomes of PP students across the curriculum at the end of KS4.</p>              | <ul style="list-style-type: none"> <li>● P8 for disadvantaged students matches or exceeds P8 for non-disadvantaged students nationally</li> <li>● A8 for disadvantaged students matches or exceeds A8 for non-disadvantaged students nationally</li> <li>● Average number of THRIVE points for disadvantaged students matches or exceeds the average number for non-disadvantaged students</li> <li>● Average number of FTS, C4, and C3 for disadvantaged students is comparable to or lower than that of their non-disadvantaged peers, demonstrating a reduction in disciplinary incidents and supporting a more positive behaviour profile for these students.</li> <li>● Learning walk reports show culture and learning routines embedded across the curriculum</li> <li>● Work scrutiny reports show no, or positive difference in disadvantaged student's work when compared with their ND peers.</li> <li>● Average number of negative homework points for disadvantaged students is equal to or lower than that of their non-disadvantaged peers, reflecting improvements in homework engagement and responsibility</li> </ul> |
| <p>Reading and literacy is a strength for all students, especially those who are disadvantaged.</p> | <ul style="list-style-type: none"> <li>● The overarching aim is that the reading ages of all students matches their actual age. By the end of 2026/27 the target is to have less than 10% of students with a reading age of more than a year behind their actual ages, including disadvantaged students</li> <li>● Reading age of disadvantaged students matches or exceeds their chronological age</li> <li>● Curriculum planning explicitly identifies tier 2 and tier 3 vocabulary to be taught</li> <li>● Learning walk reports show deliberate vocabulary instruction and reading/writing strategies embedded across the curriculum</li> <li>● Work scrutiny shows extended writing and literacy marking/response embedded across the curriculum</li> <li>● QofE reviews demonstrate support for literacy in all subjects</li> <li>● All students have access to a wide range of literature and are exposed to different literature that they might be interested in to read for pleasure. There is an increase in reading for pleasure amongst students</li> </ul>  |

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| <p>To improve the attendance of all students, with a particular focus on disadvantaged students and to ensure that these improvements are maintained over time.</p> | <ul style="list-style-type: none"> <li>● Attendance for disadvantaged students meets or exceeds national averages for non-disadvantaged students, demonstrating a strong commitment to regular school attendance</li> <li>● Persistent absence for disadvantaged students is at or below the national level for non-disadvantaged students, reflecting a steady improvement in overall attendance rates.</li> <li>● The average number of late arrivals for disadvantaged students matches or is below the national average for their peers, indicating strong punctuality and commitment to starting the school day on time.</li> <li>● The average number of truancy incidents for disadvantaged students is equal to or lower than that of non-disadvantaged students, highlighting positive trends in engagement and attendance.</li> <li>● Gaps in learning are proactively identified, and effective interventions are implemented by teachers, ensuring that every student receives the support needed to stay on track and make progress (e.g., through messy marking, interim assessments, and planning day work).</li> </ul>  |
| <p>To ensure that behaviour isn't a barrier to learning for any student, especially those from a disadvantaged background.</p>                                      | <ul style="list-style-type: none"> <li>● The proportion of disadvantaged students receiving suspensions is in line with overall school figures, reflecting a commitment to reducing behaviour incidents and promoting positive conduct across the school</li> <li>● The number of C3 and C4 incidents for disadvantaged students is at or below the national average, demonstrating a reduction in disruptive behaviours and improved self-regulation</li> <li>● Disadvantaged students receive targeted behavioural interventions, ensuring that support is tailored to individual needs and contributes to sustained positive behaviour outcomes</li> <li>● The average number of positive behaviour points for disadvantaged students matches or exceeds that of their peers, highlighting a growing culture of achievement and engagement</li> <li>● Disadvantaged students benefit from clear expectations, positive reinforcement, and regular monitoring of behaviour, ensuring consistent progress in maintaining a positive learning environment</li> <li>● Effective parental engagement and communication are in place to support behaviour management, ensuring a consistent approach between school and home in addressing behavioural needs</li> <li>● Teachers use data to proactively identify and support students with behavioural challenges, providing timely interventions and maintaining a focus on student development</li> </ul> |

To provide a wide range of opportunities for all students, especially for those who are disadvantaged, outside the classroom and for students to take part in those opportunities. The participation of disadvantaged students is to be as high as the proportion of non-disadvantaged taking part, if not higher.

- All students to receive the chance to go on trips and partial or all funding is provided to help disadvantaged students go on trips each year. The proportion of disadvantaged students taking part in extra-curricular activities continues to be over 20%
- All students, but especially disadvantaged students, will be given the chance to take part in activities and trips they otherwise wouldn't have access to

## 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

Budgeted cost: £103,952.56

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><b>Quality First Teaching</b></p> <p>Disadvantaged learners in all year groups are identified and shared with staff to inform general teaching practice and QFT strategies established to enable us to meet individual learning needs. CPD and INSET time is used to regularly remind and train staff on these strategies and the importance of giving our disadvantaged students the best teaching and learning experiences possible. For example, students may sit at the front near the teacher or at the end of rows so staff can check in more easily. Students may be targeted for extra praise or direct questioning, have more equipment readily available or be given support early in tasks.</p> | <p>Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.</p> <p><a href="#">EEF Guide to the Pupil Premium</a></p> <p><a href="#">EEF Individualised Instruction research</a></p> <p>Our T&amp;L draws on the EEF review of evidence in <a href="#">Cognitive Science in the classroom</a>. At Glossopdale we are embedding many of the cognitive science-based strategies into our curriculum, for example spaced learning, interleaving, retrieval practice, managing cognitive load, working with schemas, multimedia learning including dual coding. These approaches are also endorsed by the <a href="#">Great Teaching Toolkit Evidence Review</a>.</p> <p>Our T&amp;L framework has developed through the mindset of teaching all students, not some (<a href="#">Tom Sherrington</a>) and is structured with six themes: securing attention, checking prior learning, questioning, practice &amp; rehearsal, formative assessment, scaffolds.</p> | <p>1</p>                      |

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| <p><b>Staff CPD</b></p> <p>We deliver a structured programme of staff CPD throughout the academic year, designed to sustain and enhance the quality of first teaching. This includes compulsory whole-school sessions focused on strengthening core teaching practices and maintaining consistency across classrooms. In addition, subject-specific CPD allows faculties to refine pedagogy and embed whole-school routines within their curriculum areas. We also have weekly deliberate practice sessions to embed consistent teaching routines, refine classroom strategies, and ensure staff are continuously developing their practice in line with whole-school priorities. Staff are also actively encouraged to engage in external CPD opportunities, supporting professional growth and bringing fresh perspectives into the classroom.</p> | <p><a href="#">EEF Report on Effective CPD</a></p> <p>Lesson monitoring and drop ins show a strong impact from the CPD and staff listen and take on board the training they receive.</p> <p>As the <a href="#">EEF Effective Professional Development guidance</a> recommends focusing on the mechanisms, our instructional coaching (in the Paul Bambrick-Santoyo approach) has been built into the weekly cycle at Glossopdale, supported by the online platform StepLab. All staff are coached, and these relationships build, motivate, develop &amp; embed the professional learning (recommendation 2).</p> | <p>1, 3, 4</p> |
| <p><b>Support for developing teachers and Early Career Teachers</b></p> <p>There is a robust programme of development and mentoring run by the teaching and learning lead. Year 1 ECTs have a mentor meeting each week and Year 2 ECTs have a mentor meeting every fortnight. Year 1 ECTs have a 10% timetable reduction and Year 2 have a 5% reduction in timetable. This time is provided for them to be able to complete the ECT programme (online learning). Mentors are provided with time on their timetable to complete this role.</p>  | <p><a href="#">EEF Guide to the Pupil Premium</a></p> <p>As per the EEF guide, quality first teaching has the biggest impact on progress of all students, especially disadvantaged students. As a school, we therefore place a large emphasis on training and retaining high quality ECTs. We have retained ECTs who were appointed on a permanent contract. Staff have commented through staff voice on the effectiveness of training and leaders at different levels have commented on the effectiveness and readiness of trainees/ECTs for continuing their teaching careers.</p>                              | <p>1, 3, 4</p> |

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| <p><b>High Quality Curriculum Planning and Assessment</b></p> <p>Schemes of learning and learning journeys are well developed and embedded across the curriculum. They are regularly reviewed to ensure that the content is relevant and engaging. The material taught is broad and balanced but also provides depth and challenge in students' learning. Assessments are well planned. They are designed to be consistent and accurate, identifying and testing essential knowledge and skills. Marking and feedback is used for tracking and monitoring of gaps in knowledge or skills. The school has consistently invested in developing the curriculum thoroughly over time.</p> | <p><a href="#">EEF - Effectiveness of Feedback</a></p> <p><a href="#">EEF – Mastery Learning</a></p> <p><a href="#">EEF – Metacognition and Self-Regulation</a></p> | <p>1</p>    |
| <p><b>Homework</b></p> <p>Homework has been a high priority for the school and now is in a good place. The school has developed methods for sharing homework with pupils and parents effectively. Follow up from staff is strong and sanctions are in place for students who don't complete homework. There is also a range of support on offer, such as after school clubs, to help students who may be struggling. Staff take the time to explicitly explain and model how to complete homework during lesson time. We also use the Personal Development curriculum to highlight the importance of homework.</p>  | <p><a href="#">EEF - Homework</a></p> <p>As per the EEF, homework can have a 5-month additional impact on a student's learning.</p>                                 | <p>1, 4</p> |

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| <p><b>Literacy Across the Curriculum</b></p> <p>Students who are significantly behind with their reading ages go into intervention groups (see next section). Reading is an integral part of weekly form time activities. The Literacy Lead oversees literacy interventions and tracks and monitors the progress of students.</p> <p>There are key literacy routines that are embedded across the school: deliberate vocabulary instruction, guided reading and literacy marking.</p> | <p><a href="#">EEF – Oral Language Interventions</a></p> <p><a href="#">EEF - Phonics</a></p> <p><a href="#">EEF – Reading Comprehension Activities</a></p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p><a href="#">EEF – Peer tutoring</a></p> <p>Literacy is key to learning across all subjects in secondary school” <a href="#">EEF KS4 Literacy guidance</a>. To ensure good literacy for all students, <a href="#">disciplinary literacy</a> is being built into curriculum plans for every subject (recommendation 1) and explicit vocabulary instruction (DVI) is part of tutorials and lessons (recommendation 2).</p> <p>Complex academic text reading (recommendation 3), strategies for breaking down writing tasks (recommendation 4) and combining writing with reading in all subjects (recommendation 5) are the next steps in literacy CPD and curriculum development.</p> | <p>1, 2, 3, 4, 5</p> |
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £121,511.90

| Activity  | Evidence that supports this approach  | Challenge number addressed |
|---|---|----------------------------|
| <p><b>Literacy Intervention</b></p> <p>All students complete NGRT tests to determine reading ages. Reading interventions are then in place to support those with the lowest reading ages and to help them gain fluency and comprehension in their reading. Programmes include small group tuition, fluency, phonics and peer reading.</p> | <p><a href="#">EEF – Oral Language Interventions</a></p> <p><a href="#">EEF - Phonics</a></p> <p><a href="#">EEF – Reading Comprehension Activities</a></p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p><a href="#">EEF – Peer tutoring</a></p> <p>The evidence from our programmes show that they are effective and reading ages improve through the interventions. We will continue to do these and look to enhance strategies for students once they graduate from the intervention.</p>                                       | <p>1, 2, 3, 4, 5</p>       |
| <p><b>English, Maths and Science Intervention</b></p> <p>Targeted interventions continue to be deployed to build foundational knowledge, address misconceptions, and strengthen core skills in Reading, GPVS, and Maths.</p>  | <p><a href="#">EEF Guide to the Pupil Premium</a></p> <p><b>Interventions include:</b></p> <ul style="list-style-type: none"> <li>• KS3 and KS4 Literacy Intervention to improve reading comprehension and vocabulary.</li> <li>• After-school revision sessions for English, Maths and Science to reinforce key concepts and exam preparation.</li> <li>• KS4 English, Maths and Science intervention during tutor time to support core learning.</li> <li>• Maths after-school intervention to address specific skills and misconceptions.</li> </ul> | <p>1</p>                   |

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|  | <p><b>How:</b></p> <ul style="list-style-type: none"> <li>• Personalised support based on diagnostic assessments to address specific needs.</li> <li>• Small-group or one-to-one sessions to ensure focused attention.</li> <li>• Regular progress monitoring through formative assessments.</li> <li>• Flexible scheduling with sessions during tutor time and after school.</li> </ul> <p>The evidence from our programmes shows that they are an effective way of closing the attainment gap by providing additional support where it's needed most.</p> <p>They strengthen core skills to ensure students are prepared for future academic challenges.</p> <p>They address misconceptions early to prevent gaps in understanding from widening.</p> <p>They maximise outcomes by improving academic performance and boosting confidence.</p> |                      |
| <p><b>Mentoring</b></p> <p>Mentoring KS4 PP pupils throughout the academic year after a progress meeting with the students and parents/carers.</p> | <p><a href="#">EEF - Mentoring</a></p> <p>Mentoring is shown to have an impact over time and can add 2 months progress to students' progress. Evidence from in school is that mentoring helps to engage students who might be finding it hard to guide themselves through their studies.</p>   | <p>1, 2, 3, 4, 5</p> |
| <p><b>1:1 and Small Group Tuition</b></p>  | <p>Targeted small group activities in areas of need to complement our high quality teaching for both SEND and non-SEND students is organised on a needs basis and staffed appropriately to ensure success ( <a href="#">EEF SEND in mainstream schools guidance</a> recommendation 4).</p> <p>In addition, the THRIVE centre provides tailored approaches to meet the needs of individuals where behaviour has been a barrier to good progress (recommendation 5 of <a href="#">EEF Improving behaviour in schools guidance</a>).</p>  | <p>1, 2, 3, 4, 5</p> |
| <p><b>Academic Tracking and Intervention</b></p> <p>Assessments are used to track progress for students from Y7 to Y11.</p>                        | <p><a href="#">EEF Guide to the Pupil Premium</a></p> <p><b>Regular RAG Meetings:</b><br/>We hold regular RAG meetings for both core and non-core subjects to closely monitor progress data,</p>   | <p>1</p>             |

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| <p>Progress is closely monitored to ensure that support is responsive and adapted to individual student needs. For example, we have three planning days each year where staff focus on analysing progress data, identifying gaps in learning for disadvantaged students and adapting curriculum plans and lesson delivery to ensure targeted, high-impact interventions are embedded across subjects.</p> | <p>identify gaps in learning, and ensure that interventions are tailored to disadvantaged students. These meetings allow staff to discuss strategies and adjust teaching plans in real-time to address specific needs.</p> <p><b>Three Planning Days:</b><br/>Each year, we have three dedicated planning days where staff analyse progress data in detail, identifying gaps in learning for disadvantaged students. During these days, curriculum plans and lesson delivery are adapted to ensure that targeted, high-impact interventions are embedded across all subjects, specifically addressing the needs of students from disadvantaged backgrounds.</p> <p><b>Associate Assistant Headteacher for KS4:</b><br/>The Associate Assistant Headteacher for KS4 plays a key role in monitoring attainment and progress throughout Key Stage 4. Responsibilities include:</p> <ul style="list-style-type: none"> <li>• Analysing data to identify students who require additional support and intervention.</li> <li>• Identifying underperforming disadvantaged students within each year group and ensuring appropriate interventions are in place.</li> <li>• Leading RAG meetings for each year group to agree on specific interventions for underperforming students.</li> <li>• Overseeing the intervention programme, ensuring its effectiveness and monitoring its impact.</li> <li>• Responding to parental concerns regarding student progress and liaising with staff to ensure support is in place.</li> <li>• Ensuring students are well-prepared for the next stage of their education or employment, including supporting transitions between key stages.</li> </ul> |  |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £140,035.54

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><b>Attendance</b></p> <p>We have a wide range of interventions related to improving attendance including:</p> <ul style="list-style-type: none"> <li>• Assistant Headteacher oversees attendance</li> <li>• Early, tiered approach with robust data and monitoring</li> <li>• Regular attendance meetings with Deputy Head (DH), Heads of Year (HOY), and pastoral staff</li> <li>• We have dedicated attendance year managers for each of the five year groups.</li> <li>• Frequent whole-school attendance updates</li> <li>• Phone calls home, letters, parental meetings, home visits, and legal framework</li> <li>• Rewards for good attendance at critical points of the year</li> <li>• Online packages to help students catch up on missed learning</li> <li>• Targeted incentives and removal of structural barriers (transport, uniform, food)</li> <li>• Multi-agency working and wraparound services</li> <li>• Whole-school culture promoting belonging, curriculum engagement, and positive behaviour</li> <li>• Regular monitoring of punctuality, with early interventions for late arrivals</li> <li>• Clear systems to</li> </ul> | <p>Persistent absence is much higher for disadvantaged pupils (including many Pupil Premium pupils) and is a major driver of the attainment gap. <a href="#">N8 Research Partnership+1</a></p> <p>The Education Endowment Foundation (EEF)'s rapid evidence assessment and guidance are the best single-entry resources summarising what the research shows about attendance interventions. They highlight multi-component, early, and relationship-based approaches as most promising. <a href="#">EEF+1</a></p> <p>Recent UK research (NFER, N8 Centre, EPI, Nuffield events) emphasises that one-size-fits-all incentives or sanctions alone are insufficient; tailored family support, mental-health/SEND identification and multi-agency working produce better outcomes for disadvantaged pupils. <a href="#">NFER+2N8 Research Partnership+2</a></p> | <p>2</p>                      |

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| <p>support students with poor punctuality, including consequences and positive reinforcements</p> <ul style="list-style-type: none"> <li>• Punctuality rewards and recognition, promoting a culture of starting the school day on time</li> </ul> <p>PP-specific strategy:</p> <ol style="list-style-type: none"> <li>1. Pull daily attendance dashboards and flag Pupil Premium pupils with 90–95% and &lt;90% attendance.</li> <li>2. Assign a named staff lead for each flagged pupil and log contact attempts.</li> <li>3. Start first-day contact policy (text + call from known staff).</li> <li>4. Audit barriers (transport, food, caring duties, SEND, mental health) and offer targeted support (travel passes, breakfast club, referrals).</li> <li>5. Avoid retrospective “perfect attendance” prizes; prefer immediate, incremental recognition.</li> <li>6. Use Pupil Premium funding for pastoral/attendance officer time and because disadvantaged pupils appear disproportionately in persistent absence data. <a href="#">EEF+1</a></li> </ol> |  |          |
| <p><b>Behaviour</b></p> <p>We use a wide range of methods to ensure high standards of behaviour and support.</p> <ul style="list-style-type: none"> <li>• Inclusion support and refocus</li> <li>• Inclusion meetings to agree on appropriate interventions for all vulnerable students</li> <li>• Staff training on consistency of behaviour policy and its implementation</li> </ul>   | <p><a href="#">EEF - Improving Behaviour</a></p> <p><a href="#">EEF – Behaviour Interventions</a></p> <p><a href="#">EEF - Mentoring</a></p> <p>Behaviour is generally good at Glossopdale due to the consistency of the application of the behaviour policy. The EEF report states: ‘A flexible but consistent approach’ will be necessary for some students to meet expectations. The consistency of our staff plus the flexibility we offer through initiatives like refocus provides this environment for all learners to have a stable learning platform.</p> | <p>3</p> |

|   |   |               |
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| <ul style="list-style-type: none"> <li>• Mentoring programme for those most at need.</li> <li>• Rewards through departments</li> <li>• Targeted strategies to reduce suspensions, focusing on early intervention and restorative practices to address underlying causes of behavioural issues</li> <li>• Restorative practices and conflict resolution to reduce the need for exclusions and encourage students to take responsibility for their actions</li> </ul> | <p>We have ten year managers, with two assigned to each year group: one dedicated to attendance and one focused on behaviour and inclusion.</p> <p>We have appointed an Inclusion Manager who coordinates interventions for our students.</p> <p>We have one HLTA in Maths and one in English.</p>  |               |
| <p><b>Wellbeing and Mental Health</b></p> <p>The school provides a variety of support for students through Year Manager support, the Inclusion Team and Family Support.</p> <ul style="list-style-type: none"> <li>• An inhouse counselling service</li> <li>• Access and referrals to CAHMS where necessary</li> <li>• Mentoring</li> <li>• Pastoral support through pastoral staff and HOYs</li> <li>• Our Personal Development curriculum</li> </ul>             | <p>Staff who have in depth knowledge of the context of each student is a proactive element of securing good conditions for learning (EEF Improving behaviour in schools guidance, <a href="#">recommendation 1</a>). To this end the school invests in non-teaching members of staff who, alongside teachers, provide the supportive pastoral relationships, both developing and sharing depth knowledge of each pupil in order to secure the good behaviour that is “central to a good education“. (DFE)</p> <p>Students (and their families) who require more intensive support gain it through our FSW as recommendation 4 of <a href="#">Working with parents to support children’s Learning guidance</a>).</p> | 1, 2, 3, 5    |
| <p><b>Parental Engagement</b></p> <p>The school regularly updates parents with academic and pastoral information.</p> <p>Newsletters (general and year group specific).</p> <p>Reports go to parents on a regular basis regarding progress, attendance and behaviour.</p> <p>Parents’ evenings and information evenings continue to be well attended. These evenings support parents on how they can help their children through school.</p>                        | <p><a href="#">EEF – Parental Engagement</a></p>  | 1, 2, 3, 4, 5 |

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| <p>Before parents' evenings, we identify underperforming PP students. Parents that cannot attend on the evening are contacted by the Year Teams with feedback from teachers.</p> <p>More meetings or calls are used if a student isn't reaching their potential, whether that is due to academic or pastoral concerns.</p>  |   |             |
| <p><b>Careers</b></p> <p>Our CEIAG strategy for Pupil Premium students is built on a sequenced 7–11 curriculum, guaranteed access to high-quality encounters and prioritised personalised guidance. The national evidence is clear: disadvantaged students benefit the most from strong, structured, and targeted careers education. Our future developments – targeted PP workshops, whole-school adoption of Unifrog, and strengthened parent/carer engagement – directly reflect the DfE, Ofsted, Gatsby, OECD and CEC research based on what works to close the aspiration and destination gap.</p> | <p><a href="#">EEF – Careers Education</a></p> <ul style="list-style-type: none"> <li>• DfE – Destinations Data and NEET Statistics <a href="https://www.gov.uk/government/collections/statistics-destinations">https://www.gov.uk/government/collections/statistics-destinations</a></li> <li>• Impetus – Youth Jobs Gap Reports <a href="https://www.impetus.org.uk/youth-jobs-gap">https://www.impetus.org.uk/youth-jobs-gap</a></li> <li>• Ofsted – Research Review: Personal Development (2021) <a href="https://www.gov.uk/government/publication/s/research-review-series-personal-development">https://www.gov.uk/government/publication/s/research-review-series-personal-development</a></li> <li>• The Sutton Trust – Life Lessons Report <a href="https://www.suttontrust.com/our-research/life-lessons/">https://www.suttontrust.com/our-research/life-lessons/</a></li> <li>• Hooley (2023) – The Evidence Base for Career Guidance <a href="https://derbyopenresearch.uk/id/eprint/474/">https://derbyopenresearch.uk/id/eprint/474/</a></li> <li>• Watts (2010) – Career Education and Guidance: An International Perspective <a href="https://journals.sagepub.com/doi/10.1177/003172171009200119">https://journals.sagepub.com/doi/10.1177/003172171009200119</a></li> <li>• CEC – <i>Effective Careers Interventions for Disadvantaged Young People</i> <a href="https://www.careersandenterprise.co.uk/evidence-and-reports/effective-careers-interventions-for-disadvantaged-young-people-evidence-review/">https://www.careersandenterprise.co.uk/evidence-and-reports/effective-careers-interventions-for-disadvantaged-young-people-evidence-review/</a></li> <li>• CEC – <i>Destinations Data: Impact of Gatsby Benchmark Achievement</i> <a href="https://www.careersandenterprise.co.uk/media/zt0bgoa0/1488_destinations_report_v4.pdf">https://www.careersandenterprise.co.uk/media/zt0bgoa0/1488_destinations_report_v4.pdf</a></li> <li>• DfE/Ofsted – <i>Navigating Post-16 Careers Guidance: Supporting Learners from Lower Socioeconomic Backgrounds</i> (2025) <a href="https://www.gov.uk/government/publication/s/navigating-post-16-careers-guidance-">https://www.gov.uk/government/publication/s/navigating-post-16-careers-guidance-</a></li> </ul> | <p>1, 5</p> |

[supporting-learners-from-lower-socioeconomic-backgrounds](#)

- OECD – *Challenging Social Inequality through Career Guidance* (2024)  
[https://www.oecd.org/content/dam/oecd/en/publications/reports/2024/02/challenging-social-inequality-through-career-guidance\\_be87ce97/619667e2-en.pdf](https://www.oecd.org/content/dam/oecd/en/publications/reports/2024/02/challenging-social-inequality-through-career-guidance_be87ce97/619667e2-en.pdf)
- Education Policy Institute – Post-16 Education and Disadvantage  
<https://epi.org.uk/publications-and-research/post-16-education-and-disadvantage/>

Social Mobility Commission – State of the Nation Reports

<https://www.gov.uk/government/collections/state-of-the-nation-reports>

Our CEIAG provision is deliberately designed so that disadvantaged learners receive consistent, high-quality, progressive support from Years 7–11, rather than relying on informal networks or ad-hoc experiences.

**Core Offer:**

**A. A sequenced 7–11 Careers Curriculum (PD + Tutor Time)**

- Weekly PD lessons mapped to Gatsby Benchmarks and the CDI framework.
- Fully embedded careers learning: aspirations, skills, equality of opportunity, options, employability, work experience preparation, post-16 pathways.

**B. Priority access to personalised guidance**

- PP students flagged for early or extra careers interviews.
- Additional support at key transition points (Y9 Options, Post-16 decision-making, WEX planning).

**C. Meaningful encounters with employers and providers**

- Guaranteed access to Futures Week, employer talks, assemblies, workshops, mock interviews, and provider encounters.
- Participation monitored via Compass+ to ensure PP students are well represented.

**D. Cultural and social capital through enrichment**

- Access to events, workshops and external opportunities that expand horizons beyond the immediate community.
- Barriers (cost, transport, confidence) addressed proactively.

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|  | <p><b>E. Tracking and monitoring</b></p> <ul style="list-style-type: none"> <li>• Compass+, Future Skills Questionnaires, and destination data disaggregated for PP students.</li> <li>• Identification of PP learners at risk of narrow choices or low aspiration, triggering targeted interventions.</li> </ul>   |            |
| <p><b>Extracurricular Activities</b></p> <p>Through funding for visits, discretionary fund for high-cost trips, music lessons and transition events</p>  | <p>The DfE report of 2018 cites that removal of financial barriers is one of four key principles in the leadership and infrastructure of addressing social disadvantage. We use some funding to secure student places in arts participation and physical activity.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>   | 5          |
| <p><b>Breakfast Clubs and Meal Provision</b> by providing breakfast</p>  | <p>The <u>DfE report</u> of 2018 cites that removal of financial barriers is one of 4 key principles in the leadership and infrastructure of addressing social disadvantage. Providing free breakfast helps alleviate financial pressure and can have a positive impact on learning.</p>  | 1, 2, 3, 5 |
| <p><b>Transition</b></p> <p>Our Pupil Premium Transition Strategy at Glossopdale is rooted in a structured, sequenced approach that spans from Year 6 to Year 7 and beyond. The strategy guarantees Pupil Premium students targeted support, tailored guidance and seamless transition experiences to ensure a smooth academic start. National research consistently shows that disadvantaged students benefit the most from well-planned and personalised transition processes. We have pre-transition workshops, dedicated mentoring support and strengthened collaborate with feeder schools.</p> | <p>This directly aligns with the latest evidence from DfE, Ofsted, Gatsby, and the Education Endowment Foundation (EEF), all of which highlight the importance of early intervention and continuous support in reducing barriers and closing the attainment gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges">https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-school-transitions-reflecting-on-culture-curriculum-and-connections">https://educationendowmentfoundation.org.uk/news/eef-blog-school-transitions-reflecting-on-culture-curriculum-and-connections</a></p> <p>We have appointed a lead for Careers Education, Information, Advice &amp; Guidance.</p> | 1, 2, 3, 5 |

**Total budgeted cost: £365,500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

| Intended outcome                                    | Success criteria   |                     |                     |                     |                     |         |                  |                  |                  |      |                  |                  |                  |       |                 |                 |                  |
|---|--|---------------------|---------------------|---------------------|---------------------|---------|------------------|------------------|------------------|------|------------------|------------------|------------------|-------|-----------------|-----------------|------------------|
| <p>Improve P8 and A8 for disadvantaged students</p> | <p>Outcome: partially met.</p> <p><b>KS2 SATs</b></p> <p>In 2025, the attainment gap between disadvantaged and non-disadvantaged students on entry to Year 7 remains evident across all core areas: Reading, Grammar, Punctuation and Spelling (GPVS), and Maths. While the gap persists in all subjects, it continues to be most pronounced in Maths, consistent with the trend observed in 2023 and 2024.</p> <p><b>Average KS2 SATs Scores Comparison</b></p> <table border="1" data-bbox="475 929 1412 1137"> <thead> <tr> <th>Subject</th> <th>2023 (PP vs Non-PP)</th> <th>2024 (PP vs Non-PP)</th> <th>2025 (PP vs Non-PP)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>103.18 vs 103.18</td> <td>100.58 vs 105.76</td> <td>103.23 vs 105.96</td> </tr> <tr> <td>GPVS</td> <td>100.61 vs 105.19</td> <td>100.61 vs 105.19</td> <td>101.41 vs 105.05</td> </tr> <tr> <td>Maths</td> <td>98.28 vs 104.53</td> <td>96.74 vs 103.77</td> <td>100.04 vs 104.24</td> </tr> </tbody> </table> <p>The Maths gap, while slightly narrowed in 2025 compared to 2024, remains significant (4.2 points). The Reading gap has widened again after being non-existent in 2023. GPVS also shows a consistent gap of around 3.5–4.5 points.</p> <p>In 2025, progress for both disadvantaged and non-disadvantaged students shows a three-year positive trend, with both groups performing above the 2024 national average for Progress 8. However, disadvantaged students still have a negative P8 score, and while the progress gap has narrowed significantly, attainment gaps remain large or have widened.</p> <p><b>Progress and Attainment Trends</b></p> <p><b>Progress 8:</b> Gap narrowed (↓ from 0.81 to 0.54); both groups show 3-year improvement.</p> <p><b>Attainment 8:</b> Gap widened (↑ from 9.5 to 11.9); D attainment declined.</p> <p><b>Basics 4+:</b> No change; large 27% gap remains.</p> <p><b>Basics 5+:</b> Gap widened (↑ from 17% to 25%); D performance dropped.</p> <p><b>EBacc 5+:</b> Gap widened (↑ from 2% to 8%); D performance declined.</p> | Subject             | 2023 (PP vs Non-PP) | 2024 (PP vs Non-PP) | 2025 (PP vs Non-PP) | Reading | 103.18 vs 103.18 | 100.58 vs 105.76 | 103.23 vs 105.96 | GPVS | 100.61 vs 105.19 | 100.61 vs 105.19 | 101.41 vs 105.05 | Maths | 98.28 vs 104.53 | 96.74 vs 103.77 | 100.04 vs 104.24 |
| Subject   | 2023 (PP vs Non-PP)  | 2024 (PP vs Non-PP) | 2025 (PP vs Non-PP) |                     |                     |         |                  |                  |                  |      |                  |                  |                  |       |                 |                 |                  |
| Reading   | 103.18 vs 103.18   | 100.58 vs 105.76    | 103.23 vs 105.96    |                     |                     |         |                  |                  |                  |      |                  |                  |                  |       |                 |                 |                  |
| GPVS  | 100.61 vs 105.19   | 100.61 vs 105.19    | 101.41 vs 105.05    |                     |                     |         |                  |                  |                  |      |                  |                  |                  |       |                 |                 |                  |
| Maths   | 98.28 vs 104.53  | 96.74 vs 103.77     | 100.04 vs 104.24    |                     |                     |         |                  |                  |                  |      |                  |                  |                  |       |                 |                 |                  |

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|   | <ul style="list-style-type: none"> <li>Progress is improving but disadvantaged students still perform below zero on P8.</li> </ul> <p>Attainment gaps are persistent or widening, particularly in A8, Basics 5+, and EBacc 5+.</p>  |
| <p>Increase the number of rewards disadvantaged students earn</p> | <p>Outcome: partially met. Over the academic year 24/25, on average, disadvantaged students were awarded 195 THRIVE points and non-disadvantaged students 246 THRIVE points.</p>  |
| <p>Improve disadvantaged students' attendance</p>                 | <p>Outcome: not met and a target for this year. Low attendance continues to be a significant barrier to progress for disadvantaged students. Although there has been improvement since last year, attendance for disadvantaged students at Glossopdale remains well below national averages and that of their peers.</p> <p><b>Key Data (2024–25)</b></p> <ul style="list-style-type: none"> <li>Attendance <ul style="list-style-type: none"> <li>Disadvantaged students: 82.5%</li> <li>Non-disadvantaged students: 93.4%</li> <li>National average: 86.5%</li> </ul> </li> <li>Persistent Absence <ul style="list-style-type: none"> <li>Disadvantaged students at GS: 46%</li> <li>Non-disadvantaged students at GS: 17.8%</li> <li>National PA for disadvantaged students: 34.7%</li> </ul> </li> </ul> <p><b>Impact on Progress</b></p> <ul style="list-style-type: none"> <li>Students with 90%+ attendance achieved an average Progress 8 score of +0.67</li> <li>Students with below 90% attendance had a Progress 8 score of -0.69</li> <li>For disadvantaged students, those with 90%+ attendance achieved +0.30 P8, compared to -0.80 for all disadvantaged students in 2024</li> </ul> <p>Punctuality for disadvantaged students remains a significant concern. In the 2024–25 academic year, the percentage of lateness for disadvantaged students was 5.5%, compared to 2.2% for non-disadvantaged students, a significant gap of 3.3%. Improving punctuality will remain a key priority alongside attendance.</p> |
| <p>Decrease FTSs for disadvantaged students</p>                   | <p>Outcome: not met and a target for this year. Disadvantaged students continue to be disproportionately affected by suspensions, which can disrupt learning and compound existing gaps in progress and attainment.</p> <p><b>Key Data (2024–25)</b></p> <ul style="list-style-type: none"> <li>FTS at Glossopdale <ul style="list-style-type: none"> <li>21% of disadvantaged students received a suspension</li> <li>8% of non-disadvantaged students received a suspension</li> <li>National average suspension rate: 19%</li> </ul> </li> <li>Suspension Rate per Student <ul style="list-style-type: none"> <li>Disadvantaged: 102%</li> <li>Non-disadvantaged: 29%</li> <li>Glossopdale overall: 52%</li> </ul> </li> </ul>   |

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|  | This data highlights a significant disparity in behaviour outcomes, with disadvantaged students more than twice as likely to be suspended compared to their peers. The suspension rate per disadvantaged student exceeds 100%, indicating repeat suspensions for some individuals.  |
| Improve participation in extra-curricular and rewards trips for disadvantaged students           | Outcome: partially met. Of the students attending rewards trips and attending extra-curricular activities at Glossopdale, 25% were disadvantaged students in 24/25.   |
| Develop curriculum plans to more precisely and effectively support disadvantaged students' needs | Outcome: Met. Quality of Education reviews indicate that subject teachers are more skilled in using evidence-informed strategies and Curriculum Reviews indicate that teachers identify, plans and deliver precise Wave 1 interventions to support the progress of disadvantaged students. Teachers analyse class data, using class analysis forms, regularly throughout the year and specifically on planning days. The class analysis forms show the identified wave 1 interventions. Teachers focus on re-teaching strategies such as modelling and use of the visualiser are used more confidently. Whole school learning routines: Do Now, non-verbal signals and questioning have been developed and are used effectively in most subjects. |

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| Improve the Alternative Provision curriculum to support the academic needs of the most vulnerable disadvantaged learners                       | We are developing an alternative provision curriculum that will include a key focus on Maths, English, Literacy Skills, Mental Health and Wellbeing and Life Skills. We have recruited an Inclusion Co-Ordination Manager who will oversee the interventions offered both internally and externally. Students who are identified as needing additional support, will have a bespoke timetable that will ensure school are meeting their individual needs. We are continually reviewing our provisions in school to ensure they are meaningful and purposeful and that we provide a specific and targeted range of support of support. |
| Improve the social and emotional resilience of disadvantaged students, developing more robust and effective meta-cognition and self-regulation | EBSA, mental health and first aid training training for pastoral staff, THRIVE staff and Year Managers. Referrals to COMPASS Team focusing on vulnerable/disadvantaged students with need for SEMH support. Student Mentor Team have disadvantaged focus to provide aspirational and supportive adult role-models by 1:1 work over extended time period. Case studies show impact on individuals but not on all students.   |

## 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  |
|-------------------------|---|
| MathsPad                | <a href="https://www.mathspad.co.uk/">https://www.mathspad.co.uk/</a>   |
| NGRT Reading Assessment | <a href="https://www.gl-assessment.co.uk/assessments/new-group-reading-test/">https://www.gl-assessment.co.uk/assessments/new-group-reading-test/</a> |
| Fresh Start             | <a href="https://www.ruthmiskin.com/programmes/fresh-start/">https://www.ruthmiskin.com/programmes/fresh-start/</a>                                   |

