

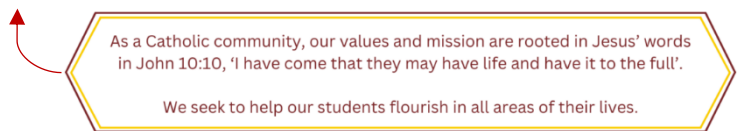


Pupil Premium Strategy Statement

Author/Adapted from	Victoria Tiffany and Daniel Mangan based on 'Developing and delivering an effective strategy' section of the DfE's guidance on using the pupil premium . Using the DfE template	
Version	V2	
Date approved	December 2025	
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Document History		
Version	Date	Notes
V1	December 2024	Based on DfE Guidance
V2	December 2025	Statutory updates

Our Mission Statement

Our aim is to inspire excellence by encouraging every individual to be the person that God calls us to be.



The Catholic Christian community at Cardinal Heenan endeavours to help students to know and build a relationship with Jesus Christ and to live the Catholic faith through prayer, sacraments and service. We are committed to making learning challenging and enjoyable for all so that we will secure the best outcomes and remain lifelong learners who are committed to seeking truth.

We strive to help all to learn and grow, treating one another with respect and generosity, whilst supporting parents as the first and most important educators of our children. **Our aim is to inspire excellence by encouraging every individual to be the person that God calls us to be**, in preparation for this life and the life to come.

Pupil premium strategy statement – Cardinal Heenan Catholic 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	916
Proportion (%) of pupil premium eligible pupils	20.72
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	24-25 25-26 26-27
Date this statement was published	10 th December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	D Kelly Headteacher
Pupil premium lead	V Tiffany Assistant Headteacher
Governor / Trustee lead	S Vickers Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,310
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£
Total budget for this academic year	£206,310

Part A: Pupil premium strategy plan

Statement of intent

The aim of Pupil Premium funding is to improve the educational outcomes of disadvantaged pupils and reduce the attainment gap between disadvantaged pupils and their peers. At Cardinal Heenan, this aim aligns closely with our mission to *"inspire excellence by encouraging every individual to be the person God calls us to be."* We are committed to ensuring that socio-economic disadvantage does not limit pupils' academic achievement, personal development, aspirations or life chances. We use Pupil Premium funding to remove barriers to learning, promote strong attendance and engagement, provide equitable access to enrichment opportunities, and ensure that disadvantaged pupils achieve outcomes that enable them to thrive and succeed.

Cardinal Heenan serves a socially diverse community. Whilst approximately 20% of pupils are eligible for Pupil Premium funding, wider indicators suggest that socio-economic disadvantage extends beyond those formally identified through Pupil Premium eligibility.

Analysis of Income Deprivation Affecting Children Index (IDACI) data shows that almost 42% of pupils live within the 30% most deprived neighbourhoods nationally. Nearly one-third of pupils live within the 20% most deprived neighbourhoods in England. This indicates that the level of socio-economic challenge experienced by many pupils and families is greater than Pupil Premium eligibility figures alone might suggest.

At the same time, the school serves pupils from a broad range of backgrounds, including those from some of the least deprived communities nationally. This creates a socially diverse intake with a wide range of experiences, opportunities and barriers to learning.

Leaders recognise that disadvantage is multifaceted and cannot be fully captured by a single measure. Whilst Pupil Premium funding is targeted towards pupils who meet national eligibility criteria, the school also seeks to understand and respond to wider barriers that may affect achievement, attendance, aspiration, wellbeing and access to enrichment.

Many elements of our strategy are therefore deliberately designed as whole-class or whole-school approaches. These approaches are rooted in evidence showing that high-quality teaching, targeted academic support and wider strategies have the greatest impact on improving outcomes for disadvantaged pupils whilst benefiting all learners. Consequently, our strategy combines targeted support for identified Pupil Premium pupils with wider improvements that disproportionately benefit those facing social and economic disadvantage.

We recognise the vital importance of knowledge in enabling pupils to make sense of the world around them. Disadvantaged pupils are often less likely to have equitable access to the background knowledge, cultural capital and enrichment experiences that support academic success. Therefore, our curriculum is deliberately ambitious and knowledge-rich. We ensure that all pupils are explicitly taught the foundational knowledge they need to understand the heart of each subject, creating an interconnected web of understanding through which they can interpret, analyse and evaluate the world around them. Through this approach, we seek to ensure that all pupils, irrespective of background, are equipped to participate fully in social, political and moral life, and to make a positive contribution to society.

Our ultimate objectives are to:

- Remove barriers to learning created by individual circumstances and background.
- Narrow attainment gaps between disadvantaged pupils and their peers, both within school and nationally.
- Ensure all pupils receive high-quality information, advice and guidance regarding their next steps, including further education, training and employment.
- Enable pupils to develop resilience and maintain positive social and emotional wellbeing.
- Provide access to a wide range of opportunities that develop pupils' knowledge, understanding and experience of the wider world.

Challenges

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

Challenge number	Detail of challenge			
1	Learning skills are not embedded and less progress is made from starting points (in 2025 there was not an overall negative gap between outcomes nevertheless this should remain as it is a recognised challenge over time). Prior attainment of PP vs non-PP poses additional attainment challenge and there is often a link with routines for learning in the classroom and at home are not always embedded in our disadvantaged students.			
	Prior attainment for Y7-10 (no Yr 11 due to COVID-19)			
		LPA	MPA	HPA
	PP	24%	56%	20%
	Non-PP	10%	49%	41%

2	Attendance and Punctuality. Disadvantaged students' attendance is not as high as non-disadvantaged students' and they are more regularly late to school. There are higher levels of sporadic attendance in our disadvantaged student cohort. 2024/25 whole-school vs FSM6 from IDSR 94.4% (national 91.6%) vs 89.9% FSM6 (national 86.8%)
3	SEND Incidence. More of our disadvantaged cohort have SEND needs (15% 2024 data) than our whole school cohort (11.6% 2024 data) and some of these students have significant barriers to learning as a result of their needs. In 2025 this number has less of a difference (15% for PP and 14% for non-PP) nevertheless this challenge remains and support is needed to manage and limit the impact of these barriers.
4	Cultural capital and wider experiences. Many of our disadvantaged students have not been exposed to some of the culturally rich experiences outside of school that augment learning in school.
5	Reading. Disadvantaged students arrive at school with a scaled reading score average of 103.8 compared to their non-disadvantaged peers of 107.2. As the curriculum deepens, many disadvantaged students, especially if they are also EAL, have vocabulary gaps which causes barriers to attaining in line with their aspirational target. The NGRT data similarly suggests a gap of -0.9 years for the average reading age.
6	Mental ill health and anxiety. Many of our disadvantaged students face challenges outside of school which impacts on their ability to attend and remain focussed throughout the school day.
7	Destinations. Some of our disadvantaged students are unaware of the careers and other progression opportunities available to them as they have a lack of experience of roles/routes within their own sphere.
8	Parental Engagement. There are many instances, in the disadvantaged cohort, where circumstances in the household or poor familial experiences of education, lead to a lack of engagement in school events and with school, generally.

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
Students will have developed good routines for learning culminating in making the same progress from starting points as non-disadvantaged peers.	Students in receipt of PP funding make better progress than all peers nationally. With PP progress in line with non-PP
PP students will attend, punctually, in line with their non-disadvantaged peers.	PP students will have a better attendance rate than the national all students rate.

	PP attendance in line with non-PP attendance.
PP students with SEND will attain good outcomes that enable them to progress to appropriate destinations.	Individual's barriers to learning are identified and bespoke support is in place. SEND PP students are supported to choose and secure appropriate destinations.
PP students will be equipped with the cultural knowledge that they require in order to be successful in their subjects and the wider curriculum.	Curriculum Reviews will quality assure the design and delivery of curricula rich in cultural knowledge and experiences. Whole school supra-curricula activities are designed to broaden knowledge and experience in a wide variety of areas. Participation data from Chaplaincy Team will demonstrate that PP students enjoy full engagement in liturgies and the catholic life of the school. Participation monitoring will show that disadvantaged students are involved in wider curriculum activities in line with non-PP peers.
There will be a culture of valuing reading which will enable disadvantaged students to access more of the curriculum.	Students will be able to read at an age appropriate level and reading will not constitute a barrier to accessing the curriculum.
Students' wellbeing will be supported so that they are well informed, safe, resilient and able to engage in school life fully.	Students experiencing mental ill health will have support from pastoral structures both in and out of school (where necessary) so that they can attend school and participate fully in lessons, tutorials, assemblies, services and other activities. Time spent in the Pupil Learning Centre will be time limited and focussed on building resilience.
PP students will be fully informed about the range of opportunities available to them Post-16 and how to access and succeed in these.	Full Gatsby Benchmark 100% of PP students attend a meeting with the careers officer in year 11. Careers activity will start from Year 7, with students engaging in a variety of activities to ensure that they are aware of a wide variety of post 16/careers options. Students will develop an awareness of how their subjects can lead to different specialist careers via Careers Weeks. NEET figures for PP are in line with, or lower than, national average and in line with our whole school cohort.

	All PP students complete their PDP (Personal Development Passport), ensuring activities completed in all key areas
The parents of disadvantaged students will be engaged in their child's school experience.	Attendance at Consultation Evenings, Exams Preparation Eve, transition events is in line with non-disadvantaged cohort.

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: £24,757.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence based strategies to support Quality First Teaching in order to 'Diminish the Difference', specifically, developing our teachers' understanding for how students learn based on research from cognitive science, particular focus will be based upon making books a useful learning resource. This will involve ongoing CPD – bespoke and whole school sessions, collaborative CPD, sharing good practice, carousel sessions, regular updating and maintenance of the CPD platform and QA programme. It also incorporates teaching staff selecting 'focus students' (who are predominantly PP/SEND), linked to teachers' Performance Management who they will focus more intensively on with the aim of increasing independence, meta-cognition and self-regulation skills.	'Supporting the Attainment of Disadvantaged Pupils' (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. 'The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.' (EEF T&L Toolkit July 2021)	1, 3, 5

Continued homework and revision focus across the school to build routines for independent study. Reinforced via study skills lessons, Y10 Preparing for Next Steps and Y11 Exams evenings (both with parents), Y11 revision day.	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools (EEF 2021).	1, 3, 5, 8
The T&L quality assurance programme helps to facilitate professional conversations around the teaching and learning strategies being used to support PP students. ECTs are provided with a comprehensive programme of professional development and weekly mentor meetings. New staff induction incorporates sessions on supporting disadvantaged students.	'Supporting the Attainment of Disadvantaged Pupils' (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1
Additional time is given to Reading for Pleasure in weekly form time slots. KS3 read their reading books (from the school library) and KS4 read articles carefully chosen to broaden their knowledge of current and cultural affairs. Y9 & Y10 complete additional reading and vocabulary work in Study Skills lessons. KS3 have one library lesson and 2 reading lessons per week. During reading lessons, students are exposed to 10 high quality texts throughout their time in KS3.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. (EEF T&L Toolkit July 2021)	5

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

Budgeted cost: £68,082.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Heads of Year take a holistic view when working with PP students and monitor academic progress, homework, attendance, punctuality,	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1, 2, 5, 8

extra-curricular participation and behaviour and contact home to discuss.	Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF T&L Toolkit July 2021)	
Designated SLT member strategy change to support and challenge from all SLT with every strategy looked at with a 'PP Lens'. In particular this puts further emphasis on the T+L team to monitor PP progress and attainment, liaise with T&L team regarding staff CPD. SLT Pastoral work with Associate Assistant Head Pastoral to oversee work of Assistant Head of Year and ensure that the correct students are targeted for holistic interventions that promote engagement and progress.	More successful schools...linked teaching and learning interventions to classroom work, monitored attainment and intervened quickly to address learning needs. (DFE 2015)	1-8
Reading interventions for Y7&8 to include Reading Buddies, phonics tuition and Rapid Readers.	'Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress'(EEF T&L Toolkit July 2021)	5
Data driven, individualised approach to intervention, based upon test assessment data, teacher predictions and behaviour for learning grades. Classcharts is used to inform teachers how best to support the academic progress of the students in their classes and teachers complete specific action planning for all year groups.	Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key stage assessments. (DFE 2015)	1, 3, 5, 6
Homework Intervention for PP students provided after school with trained staff who can support learning.	Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). (EEF 2021)	1, 8
Subject Specific Intervention – Maths/English/Science/RE	More successful schools...linked teaching and learning interventions to classroom	1, 3

	work, monitored attainment and intervened quickly to address learning needs. (DFE 2015)	
SEND Interventions during tutor time focussing on dyslexia strategies, organisation, revision skills, reading social skills.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	3, 5
TA Support for PP students with identified, specific SEND needs.	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. (EEF 2021)	1, 3, 5

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

Budgeted cost: £113,470.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club, expanded to an offer for all in a larger space (dining hall)	Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons. (IFS 2016)	2, 6
Additional Careers interviews/events which prioritise PP students, including SLT progression interviews for year 11s.	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. (Gatsby Benchmark 3)	4, 7
Boys Will Be Brilliant – mentoring programme wherein Y10 boys work with Y7 boys to engender positive routines and habits.	'studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour' (EEF T&L Toolkit July 2021)	2, 4, 7, 8
Heads of Year and Assistant Heads of Year will support students to address issues that are forming barriers to learning (Social and Emotional Learning).	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF 2021)	6, 8
Parents/carers of PP students are contacted to make priority bookings for	Parental engagement has a positive impact on average of 4 months' additional progress. (EEF 2021)	8

Consultation Evenings and other school events.		
Retention of 2 days per week of Catholic Care support with a specialist counsellor.	Children and young people who are living in poverty are more likely to suffer from mental health problems, as illustrated by the UK Millennium Cohort Study of 11-year-olds (Iris Elliott et al, 2016).	2, 6
Transition Activities for post 16 progression: taster day at Notre Dame 6 th Form College, university/employer visits assemblies from a variety of providers, Careers Fair, National Careers Week and Green Careers week activities annually. (detailed in Careers Programme),	Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves (EEF 2021)	4, 7
Investment in extra-curricular activities including music equipment and tuition, cooking, theatre trips and sport.	Research has demonstrated “a positive effect of extra-curricular experience on both education and career outcomes”. Sutton Trust 2014	2, 4, 6
Preparing for Excellence Programme for Y11 students to help ensure that students are aware of the variety of options available to them and how they can make progress to reach their aspirations.	Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils. (EEF)	4,7
Investment in bespoke support from local Cluster to support attendance, wellbeing, families, risk-taking behaviours.	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF 2021)	6, 8
Bespoke transport arrangements to support at key points throughout the year.	‘A lack of affordable and accessible public transport is having a serious effect on low-income households’ (Transport, Accessibility and Social Exclusion, Campaign for Better Transport)	2

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

When looking at impact on disadvantaged progress it is useful to see the data over time rather than just one year.

In 2024 results there was a 0.22 rise in Progress 8 and we closed the gap between our PP and all by 0.1. Compared to all students nationally, our PP students achieved almost a third (+0.26) of a grade higher, on average, across their subjects than all students nationally. Also, for reference, the national average progress figure for PP in 2024 was -0.57 in comparison to +0.16 non-PP.

Another positive was the capacity our disadvantaged students have to progress onto the next phase of education, as 75% attain English and maths at grades 4-9. PP attendance was above national benchmarks and was an improvement on the previous year.

Measure	CHCHS Disadvantaged Students 2024	CHCHS all Students 2024	National all students 2024	CHCHS Disadvantaged Students 2023	CHCHS all Students 2023	National all Students 2023
Progress 8	0.26	0.66	-0.03	0.06	0.56	-0.03
Attainment 8	47	59	45.9	45.6	55.2	46.2
Grade 5-9 (Eng & Maths)	42.9%	68.7%	45.9%	41%	65%	45%
Grade 4-9 (Eng & Maths)	75%	87%	67.6%	74%	87%	67%

In 2025 Progress figures are incomparable to previous years due to the lack of KS2 assessments from COVID19. Nevertheless, there are progress measures that can be used. Fischer Family Trust (FFT) a UK non-profit organization that processes pupil data to provide schools with performance benchmarks and analyses, enabling schools to set ambitious targets and compare school to a significant number of schools giving us a near national comparison. The figures produced by FFT have a strength in their validity if used to compare cohort to cohort (or key groups) within a school e.g. compare how pupil premium have performed in our school in comparison to non-pupil premium in our school.

In an incredible achievement, and a culmination of years of “diminishing the difference” being a whole school priority on the development plan, we have achieved a progress figure that is higher for students identified as Pupil Premium (+0.47) than students who

are not (+0.43). When analysing the subject gap English managed to achieve a progress gap of +0.47 between non-PP (0.43) and PP (0.9) which is an incredible achievement. There was still a negative gap in Maths and Ebacc, albeit a smaller gap than the previous year.

Attainment over time:

All pupils - Overall A8

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2025	175	58.0	46.1	Above (sig+)	No sig change	-
2024	179	59.1	45.9	Above (sig+)	Sig increase	-
2023	182	55.2	46.3	Above (sig+)	Not available	-

Disadvantaged pupils - Overall A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	25	53.4	34.9	Above (sig+)	50.4	3.0	Positive gap	-
2024	28	47.0	34.6	Above (sig+)	50.0	-3.1	No meaningful change	-
2023	34	45.6	35.0	Above (sig+)	50.3	-4.7	Not available	-

Disadvantaged pupils - English and maths grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	25	76.0%	43.8%	Above (sig+)	73.1%	2.9	Positive gap	-
2024	28	75.0%	43.4%	Above (sig+)	72.8%	2.2	Positive gap	-
2023	34	73.5%	43.4%	Above (sig+)	72.8%	0.7	Positive gap	-

Disadvantaged pupils - English and maths grade 5 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	25	56.0%	25.8%	Above (sig+)	53.1%	2.9	Positive gap	-
2024	28	42.9%	25.8%	Above (sig+)	53.1%	-10.3	No meaningful change	-
2023	34	41.2%	25.2%	Above (sig+)	52.4%	-11.3	Not available	-

The table below summarises school performance of the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all

attainment measures in this report for all years for which data is available. It provides a full summary of the bandings and statistical significance for each measure to surface consistent and compelling outcomes but also fluctuations across the years.

	2023	2024	2025
Overall A8	Above (sig+)	Above (sig+)	Above (sig+)
English and maths grade 4 plus	Above (sig+)	Above (sig+)	Above (sig+)
English and maths grade 5 plus	Above (sig+)	Above (sig+)	Above (sig+)
English A8	Above (sig+)	Above (sig+)	Above (sig+)
English grade 4 plus	Above (sig+)	Above (sig+)	Above (sig+)
English grade 5 plus	Above (sig+)	Above (sig+)	Above (sig+)
Maths A8	Above (sig+)	Above (sig+)	Above (sig+)
Maths grade 4 plus	Above (sig+)	Above (sig+)	Above (sig+)
Maths grade 5 plus	Above (non-sig)	Above (non-sig)	Above (sig+)
Science grade 4 plus	Above (sig+)	Above (non-sig)	Above (sig+)
Science grade 5 plus	Above (sig+)	Above (sig+)	Above (sig+)
Languages grade 4 plus	Above (sig+)	Close to av. (non-sig)	Above (non-sig)
Languages grade 5 plus	Above (non-sig)	Above (non-sig)	Above (sig+)
Humanities grade 4 plus	Above (sig+)	Above (non-sig)	Above (sig+)
Humanities grade 5 plus	Above (sig+)	Above (non-sig)	Above (sig+)
EBacc A8	Above (sig+)	Above (sig+)	Above (sig+)
Open A8	Above (sig+)	Above (sig+)	Above (sig+)

Cardinal Heenan has made significant progress in improving outcomes for disadvantaged pupils in recent years. Outcomes data indicates that the strategies implemented have been successful in supporting disadvantaged pupils to achieve highly and in reducing attainment gaps. As a result, disadvantaged pupils at Cardinal Heenan consistently perform strongly when compared with disadvantaged pupils nationally and the school remains among the highest-performing schools in Leeds for disadvantaged outcomes.

We believe that this success stems from an unwavering commitment to our mission to *"inspire excellence by encouraging every individual to be the person God calls us to be."* Our focus on high-quality teaching, an ambitious curriculum, strong pastoral support, attendance, enrichment and personal development has enabled many disadvantaged pupils to flourish both academically and personally. The positive outcomes achieved suggest that the core principles underpinning our strategy remain the right ones.

However, leaders recognise that disadvantage remains a significant national challenge and that no two cohorts are identical. The barriers faced by disadvantaged pupils continue to evolve and can vary considerably between year groups, individual pupils and families. Consequently, whilst we remain committed to the principles that have

contributed to success, we are equally committed to continually reviewing and refining our approach in response to emerging needs.

We do not expect improvements to be linear, nor do we assume that outcomes will improve in every measure, every year. Variations between cohorts, changing patterns of need and wider societal factors mean that fluctuations are inevitable. Instead, our focus is on maintaining a relentless commitment to improvement through robust evaluation and evidence-informed decision making.

Following each results cycle, leaders undertake detailed analysis of external outcomes alongside internal assessment, attendance, behaviour and pastoral information. This enables us to identify strengths, diagnose emerging priorities and make timely adjustments to provision. Where evidence suggests a strategy is having a positive impact, we will continue to invest in and refine it. Where outcomes suggest that change is required, we will respond quickly and decisively.

In doing so, we seek to build on the success achieved to date whilst ensuring that our strategy remains responsive to the needs of current and future cohorts. Our ambition remains unchanged: to ensure that disadvantage does not determine outcomes and that every pupil is supported to achieve their full potential.

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
NGRT	GL Assessments