

# Pupil premium strategy statement – Blacon High School 2025 – 2026

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	659
Proportion (%) of pupil premium eligible pupils	324 (49%)
Academic year/years that our current pupil premium strategy plan covers	2025 – 2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rachel Hudson
Pupil premium lead	Rachel Thomas
Governor / Trustee lead	Judy Gilmour

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£358,275
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.</i>	£358,275

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision is clear; we want Blacon High School to be a safe and caring place at the heart of our community, where everyone is valued and supported to aspire, believe and achieve beyond their potential. This can be summarised by our school motto - **Aspire, Believe, Achieve**. It is our fundamental belief, that everyone can achieve well, and this lies at the heart of our educational philosophy, irrespective of background or starting point. We will also consider the challenges faced by pupils with multiple vulnerabilities and the activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Central to our ethos, are three key values; respect, relationships and resilience. Respect is a deeply held value which underpins everything we do, leading to high quality relationships that enable young people within our school community to develop the resilience and determination to achieve and excel.

We believe in the power of education to transform lives, and our aim is to prepare every young person for success both now and in the future. Quality First Teaching is at the heart of our approach and all at Blacon High School aim to inspire students to love and enjoy learning through a thinking curriculum, where they are encouraged to ask questions, to be inquisitive and creative through a range of high quality learning experiences, both within and beyond the classroom.

## Challenges

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

Challenge number	Detail of challenge															
1	<p><b>Securing outcomes that match or exceed national attainment measures</b> School targets remain in line with National targets for all students and PP. The table below indicates National targets.</p> <table border="1"><thead><tr><th>Indicator</th><th>All students</th><th>PP students</th></tr></thead><tbody><tr><td>Attainment 8</td><td>46</td><td>35% (PP Nat Ave)</td></tr><tr><td>Basics 9-5</td><td>45%</td><td>26% (PP Nat Ave)</td></tr><tr><td>Basics 9-4</td><td>65%</td><td>44% (PP Nat Ave)</td></tr><tr><td>Maths 9-5</td><td>51%</td><td>31% (PP Nat Ave)</td></tr></tbody></table>	Indicator	All students	PP students	Attainment 8	46	35% (PP Nat Ave)	Basics 9-5	45%	26% (PP Nat Ave)	Basics 9-4	65%	44% (PP Nat Ave)	Maths 9-5	51%	31% (PP Nat Ave)
Indicator	All students	PP students														
Attainment 8	46	35% (PP Nat Ave)														
Basics 9-5	45%	26% (PP Nat Ave)														
Basics 9-4	65%	44% (PP Nat Ave)														
Maths 9-5	51%	31% (PP Nat Ave)														

	<table border="1"> <tbody> <tr> <td>Maths 9-4</td> <td>70%</td> <td>50% (PP Nat Ave)</td> </tr> <tr> <td>English 9-5</td> <td>60%</td> <td>41% (PP Nat Ave)</td> </tr> <tr> <td>English 9-4</td> <td>74%</td> <td>56% (PP Nat Ave)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Indicator</th> <th>All students</th> <th>PP students</th> </tr> </thead> <tbody> <tr> <td>Attainment 8</td> <td>47</td> <td>45</td> </tr> <tr> <td>Basics 9-5</td> <td>50%</td> <td>45%</td> </tr> <tr> <td>Maths 9-5</td> <td>50%</td> <td>45%</td> </tr> <tr> <td>Maths 9-4</td> <td>70%</td> <td>65%</td> </tr> </tbody> </table> <p><small>(DfE – 1st February 2024) says ‘As primary tests and assessments were cancelled in academic years 2019/20 and 2020/21 due to COVID-19 disruption, there will be no KS2 prior attainment data available to use to calculate Progress 8 when the relevant cohorts reach the end of KS4 in academic years 2024/25 and 2025/26’. Schools will be judged in performance tables on exam attainment regardless of context.</small></p>	Maths 9-4	70%	50% (PP Nat Ave)	English 9-5	60%	41% (PP Nat Ave)	English 9-4	74%	56% (PP Nat Ave)	Indicator	All students	PP students	Attainment 8	47	45	Basics 9-5	50%	45%	Maths 9-5	50%	45%	Maths 9-4	70%	65%
Maths 9-4	70%	50% (PP Nat Ave)																							
English 9-5	60%	41% (PP Nat Ave)																							
English 9-4	74%	56% (PP Nat Ave)																							
Indicator	All students	PP students																							
Attainment 8	47	45																							
Basics 9-5	50%	45%																							
Maths 9-5	50%	45%																							
Maths 9-4	70%	65%																							
2	<p><b>Attendance</b></p> <p>School target is 92.5% for PP, to achieve national average as a school and be in line or above with other similar schools.</p>																								
3	<p><b>Home Learning</b></p> <p>The Education Endowment Foundation (EEF) research tells us that home learning has a positive impact on average (+ 5 months), particularly with pupils in our context who may not have a quiet space for home learning or have access to their own laptop. Home learning that is linked to classroom work tends to be more effective.</p> <p><b>Main barriers</b></p> <ul style="list-style-type: none"> <li>• Limited device/quiet-space access at home.</li> <li>• Weaker independent study routines and platform confidence.</li> <li>• Higher overlap with SEND-type barriers.</li> <li>• Misconceptions persist without rapid feedback/checking.</li> </ul>																								
4	<p><b>Emotional Resilience and Wellbeing</b></p> <p>Having a sense of resilience and positive wellbeing enables a person to approach other people and situations with confidence and optimism, which is especially important for young people given the enormous changes that occur with the transition into adolescence and adulthood. Resilience also enables students to cope with the challenges, obstacles and setbacks they are likely to experience on their learning journey, and to end their school journey with the capabilities and mind set for success. Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.</p>																								
5	<p><b>Literacy including Reading</b></p> <p>Our robust assessments, observations and discussion with Key Stage 3 pupils indicate that disadvantaged pupils in our school have lower reading comprehension than peers, their written work is less developed, and they lack confidence orally, which impacts their progress in all subjects. Reading and vocabulary are challenges for disadvantaged learners because they often have reduced exposure to language-rich environments, both at home and in their early educational experiences. Many have fewer opportunities to engage with books, structured talk, or high-quality reading materials, which limits the development of background knowledge and the breadth of vocabulary needed to access the curriculum. As vocabulary plays a crucial role in comprehension, these gaps widen over time, making it harder for disadvantaged students to fully understand texts, articulate their ideas confidently, and keep pace with their peers.</p>																								
6	<p><b>Parental/Carer engagement</b></p>																								

	Research tells us that parental/carer engagement has a positive impact on average of 4 months' additional progress. It is crucial for our school to engage with all parents to avoid widening attainment gaps. When parents/carers are involved in their child's education, children do better on a wide range of measures. These positive effects include improved behaviour, more confidence and greater self-esteem.
7	<p><b>Culture Capital</b></p> <p>Cultural capital is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. Building those cultural capital experiences are key because many lack opportunities to build social capital in their families and communities.</p>

## Intended outcomes

Intended outcome	Success criteria																																							
<p>Improved attainment among disadvantaged pupils across the curriculum at the end of Key Stage 4 – with a key focus on English and Maths so that pupil premium students achieve the national average and close the gap.</p> <p>School targets remain in line with national data and to close the gap between disadvantaged and non-disadvantaged.</p>	<table border="1"> <thead> <tr> <th>Indicator</th> <th>All students</th> <th>PP Students</th> </tr> </thead> <tbody> <tr> <td>Attainment 8</td> <td>46</td> <td>35% (PP Nat Ave)</td> </tr> <tr> <td>Basics 9-5</td> <td>45%</td> <td>26% (PP Nat Ave)</td> </tr> <tr> <td>Basics 9-4</td> <td>65%</td> <td>44% (PP Nat Ave)</td> </tr> <tr> <td>Maths 9-5</td> <td>51%</td> <td>31% (PP Nat Ave)</td> </tr> <tr> <td>Maths 9-4</td> <td>70%</td> <td>50% (PP Nat Ave)</td> </tr> <tr> <td>English 9-5</td> <td>60%</td> <td>41% (PP Nat Ave)</td> </tr> <tr> <td>English 9-4</td> <td>74%</td> <td>56% (PP Nat Ave)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Indicator</th> <th>All students</th> <th>PP students</th> </tr> </thead> <tbody> <tr> <td>Attainment 8</td> <td>47</td> <td>45</td> </tr> <tr> <td>Basics 9-5</td> <td>50%</td> <td>45%</td> </tr> <tr> <td>Maths 9-5</td> <td>50%</td> <td>45%</td> </tr> <tr> <td>Maths 9-4</td> <td>70%</td> <td>65%</td> </tr> </tbody> </table> <p><small>(DfE – 1st February 2024) says 'As primary tests and assessments were cancelled in academic years 2019/20 and 2020/21 due to COVID-19 disruption, there will be no KS2 prior attainment data available to use to calculate Progress 8 when the relevant cohorts reach the end of KS4 in academic years 2024/25 and 2025/26'. Schools will be judged in performance tables on exam attainment regardless of context.</small></p>	Indicator	All students	PP Students	Attainment 8	46	35% (PP Nat Ave)	Basics 9-5	45%	26% (PP Nat Ave)	Basics 9-4	65%	44% (PP Nat Ave)	Maths 9-5	51%	31% (PP Nat Ave)	Maths 9-4	70%	50% (PP Nat Ave)	English 9-5	60%	41% (PP Nat Ave)	English 9-4	74%	56% (PP Nat Ave)	Indicator	All students	PP students	Attainment 8	47	45	Basics 9-5	50%	45%	Maths 9-5	50%	45%	Maths 9-4	70%	65%
Indicator	All students	PP Students																																						
Attainment 8	46	35% (PP Nat Ave)																																						
Basics 9-5	45%	26% (PP Nat Ave)																																						
Basics 9-4	65%	44% (PP Nat Ave)																																						
Maths 9-5	51%	31% (PP Nat Ave)																																						
Maths 9-4	70%	50% (PP Nat Ave)																																						
English 9-5	60%	41% (PP Nat Ave)																																						
English 9-4	74%	56% (PP Nat Ave)																																						
Indicator	All students	PP students																																						
Attainment 8	47	45																																						
Basics 9-5	50%	45%																																						
Maths 9-5	50%	45%																																						
Maths 9-4	70%	65%																																						

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Meeting the school attendance target of 92.5% and to close the gap between PP students and other
Home Learning. To improve home learning engagement.	Improved Parent/Carer attendance at key events throughout the academic Year. Improved communication with Parents/Carers through the Edulink App, Information evenings, reward assemblies and regular positive calls home. Positive feedback from surveys held after key events
Improved reading ages across disadvantaged pupils at Key Stage 3 and Key Stage 4.	Reading comprehension tests will demonstrate an improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers will also recognise this improvement through engagement in lessons and book scrutiny.
Continued Culture Capital opportunities.	All students continue to be offered a variety of opportunities to support their knowledge to prepare them for their future success and be educated citizens. Culture Capital also runs through our whole curriculum and through our values and beliefs.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 23,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Teaching and Learning SLT.</p>	<p>A rota of Teaching and Learning CPD activities to support our ongoing drive for improvement. This is led by SLT.</p> <p><b>Challenges (barriers to learning for PP students)</b></p> <p>Analysis of student voice, family feedback, and teacher insights identifies that PP students are more likely to experience:</p> <ul style="list-style-type: none"> <li>• Digital and study-space barriers limiting access to home learning resources and deadlines.</li> <li>• Lower confidence with independent study and online platforms, particularly Google Classroom and revision tools.</li> <li>• Less consistent home learning routines, leading to gaps in retrieval and practice.</li> <li>• Higher likelihood of overlapping SEND-type barriers, requiring precise adaptive teaching and effective TA support.</li> <li>• Greater risk of misconceptions persisting between lessons without immediate feedback and checking for understanding.</li> </ul>	<p>1,2,3,4,5</p>
<p>CPD linked to most effective strategies from research to improve outcomes for disadvantaged.</p>	<p>CPD becomes a powerful tool in a Pupil Premium strategy: it improves baseline teaching quality in a sustainable, cost-effective way — reducing variability in teacher effectiveness and helping to close the disadvantage gap through consistently high-quality teaching for all pupils.</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £ 286,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
White Rose Maths	<p>We are continuing to use White Rose Maths as the foundation of our curriculum. It provides structured resources, assessments, and professional development materials which ensure a consistent approach across the department. This supports all pupils, including disadvantaged students, by giving them clear, sequenced learning and access to high-quality materials.</p>	1,3
Sparx Maths	<p>Sparx sets automatically personalised weekly homework for every student, pitched to their current level of understanding. It ensures:</p> <ul style="list-style-type: none"> <li>Compulsory weekly tasks that adapt to each learner, building fluency and confidence</li> <li>Intelligent practice that revisits key concepts until they are secure</li> <li>Worked examples and guided solutions so students can independently address misconceptions</li> <li>Automatic tracking of completion and accuracy, giving teachers detailed insight into engagement and areas of weakness</li> </ul> <p>This system is particularly beneficial for Pupil Premium students as it holds them accountable to weekly learning while providing the scaffolding needed for success.</p>	1,3
SEND and Student Services – The Inclusion Centre	<p>The Inclusion Centre (IC) provides a safe, nurturing, and structured environment designed to support students who are experiencing difficulties transitioning into main building classrooms or who are struggling with school attendance. The IC acts as a bridge to reintegration, ensuring that every student receives personalised, evidence-based support to help them</p>	1, 2, 4, 5

	<p>successfully re-engage with mainstream learning.</p> <p>The Centre is overseen by the Head of Faculty for Student Services, a new role established in September 2025, which ensures strategic leadership and consistency across all aspects of inclusion and student wellbeing. The Head of Student Services works closely with the Lead SENDCo to monitor the effectiveness of the IC, ensuring that provision is high-quality, impactful, and responsive to the needs of all learners.</p> <p>The IC is staffed by an Inclusion Manager and an Inclusion Teaching Assistant, who work collaboratively with students, families, and teaching staff to identify barriers to learning and implement tailored support plans. Within the IC, there is an Intervention Classroom led by a SEND Specialist Teacher, where a range of targeted academic and emotional interventions take place. These include literacy and numeracy support, emotional regulation strategies, and confidence-building activities, all designed to meet specific individual needs.</p> <p>A dedicated Quiet Room provides a calm, low-stimulation space to help students regulate and refocus during the school day, promoting emotional wellbeing and supporting the development of self-management strategies.</p> <p>Key Teaching Assistants deliver 1:1 and small group interventions focused on improving core skills in literacy and numeracy, as well as supporting social and emotional development. Students with complex needs receive carefully planned, holistic support to ensure their academic, social, and emotional needs</p>	
--	--	--

	<p>are met in an integrated and consistent way.</p> <p>All interventions within the IC are structured around six-week cycles, allowing for regular review, progress tracking, and the development of a clear pathway back into mainstream classes. This approach ensures that interventions remain purposeful, time-bound, and focused on achieving measurable outcomes.</p> <p>The Inclusion Centre is a whole-school resource — all year groups benefit from its targeted support, helping to ensure that every student has the opportunity to succeed, feel included, and thrive within the wider school community.</p>	
<p>Inclusion and SEND across the wider school</p>	<p>The Inclusion Team brings together a highly skilled and collaborative group of professionals dedicated to ensuring that all students can access the curriculum, achieve their potential, and make sustained progress, regardless of their starting points or individual needs.</p> <p>The Inclusion Centre is led by the Head of Student Services, who provides strategic oversight and ensures a cohesive approach across all areas of inclusion and wellbeing. Working alongside them are the SEND Team, the Lead SENDCo, and the Deputy SENDCo, who together coordinate targeted interventions, monitor provision, and drive inclusive practice across the school.</p> <p>The Deputy SENDCo has taken a leading role in developing and embedding adaptive teaching strategies across the whole school, contributing significantly to the refinement of learning and teaching approaches to ensure success for students of all year groups and abilities. This whole-school focus on</p>	<p>1, 2, 4, 5, 6</p>

	<p>adaptive teaching has strengthened classroom practice and reinforced the principle that inclusion is everyone's responsibility.</p> <p>The Lead SENDCo has completed a comprehensive audit of SEND provision across the school, working in partnership with an external School Improvement Partner. This thorough review has informed clear priorities for development, ensuring that the needs of students with SEND are fully met and that the quality of provision continues to improve in line with best practice.</p> <p>A SEND Specialist Teacher, supported by a team of experienced Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs), delivers high-quality, evidence-based interventions in literacy, numeracy, and social, emotional, and behavioural development. These professionals work closely with class teachers to embed inclusive and adaptive practices within everyday teaching.</p> <p>The Safeguarding Team plays a crucial role within this structure, ensuring that students' welfare, wellbeing, and safety underpin all aspects of inclusive practice.</p> <p>Together, this integrated and strategically aligned team ensures that inclusion is not a stand-alone provision, but a central principle woven through the school's ethos — promoting equity, access, and success for every learner.</p>	
SAM learning	<p><b>SAM Learning</b> is an online learning and revision platform designed to help students enhance their academic performance through a combination of self-paced study and teacher-assigned activities. Aimed at learners preparing for GCSEs, KS3, and other UK qualifications, SAM Learning offers an</p>	1, 3, 5

	<p>interactive and accessible way to reinforce classroom learning and track progress effectively.</p> <p><b>Key Features include;</b></p> <ul style="list-style-type: none"> <li>• Improves outcomes: Students are proven to get two GCSE grades better with 30 minutes a week.</li> <li>• Increases knowledge: A.I. automatically assigns activities and challenges for students every week.</li> <li>• Identifies gaps: Question-level analysis to quickly identify students' progress and knowledge gaps.</li> <li>• Unlock potential: Independently build knowledge and reinforce prior learning using activities of their choosing.</li> </ul>	
Capital Tuition	<p>Capital Tuition Group are working with the school to support interventions for English &amp; Maths. The focus is on achieving a grade 4 in English and/or Maths. The school has identified 32 students to work with CTG – 20 slots in Maths and 25 slots in English. Students will receive additional online, small group tuition once a week per subject. The programme will start on 01/12/25 and run until Easter and involves parents through webinars and weekly updates.</p>	1, 5, 6
Home Learning	<ul style="list-style-type: none"> <li>· Home Learning Hub (2025-26) staffed by a qualified teacher provides device access and guided completion.</li> <li>· Google Classroom for core tasks/resources; SAM Learning for retrieval/practice.</li> <li>· PP students prioritised and monitored. (2025-26)</li> </ul> <p>Next steps (2025-26)</p> <ul style="list-style-type: none"> <li>• Priority PP cohort with clear weekly Hub/SAM expectations.</li> <li>• Embed SAM Learning baseline across faculties.</li> <li>• Standardise quality monitoring for home learning</li> </ul>	1,3

	<p>The combined approach is strengthening PP access, engagement and learning quality in lessons and at home; early evidence shows narrowing gaps and improved readiness for assessment, with QA ensuring sustained implementation.</p>	
<p>LEXIA Reading programme</p>	<p>Lexia generates automatic, real-time progress reports which chart each student's reading development over time — including skills such as decoding, fluency, vocabulary and comprehension. Lexia PowerUp Literacy provides actionable data and measurable reading gains on skills critical for curriculum access and GCSE readiness.</p> <p>Independent evaluation by Education Endowment Foundation (EEF) showed that students using Lexia made on average one extra month's reading progress compared to peers — with free-school-meal (FSM) pupils making slightly larger gains.</p> <p>This data can therefore be used to track and demonstrate impact of literacy intervention for Pupil Premium pupils — showing clear, quantifiable improvements in reading ability over time.</p>	<p>1, 5</p>

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

Budgeted cost: £ 48,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Financial Support</u></b></p> <ul style="list-style-type: none"> <li>Support with school uniform costs</li> </ul>	<p>Financial Support allows to students to engage fully with all aspects of school life and not to experience any barriers</p>	<p>1, 2, 7</p>

<ul style="list-style-type: none"> <li>• Free daily breakfast provision</li> <li>• Funding for enrichment activities and extracurricular clubs</li> <li>• Subsidised educational visits and residential trips</li> <li>• Provision of ingredients for Food Technology lessons</li> <li>• Family support and hardship funding</li> <li>• Support for learning outside the classroom opportunities</li> <li>• Assistance with access to revision materials and equipment</li> <li>• Subsidised transport for school events and activities</li> </ul>	<p>to their learning due to financial situations.</p>	
<p>Student Services – Social, Emotional and Mental Health</p>	<p>The school is deeply committed to supporting the social, emotional, and mental health (SEMH) of all students, recognising that wellbeing underpins both academic success and personal development. A comprehensive, whole-school approach ensures that every learner has access to the right level of support at the right time.</p> <p>A full-time school counsellor, based within the Pastoral Team, provides ongoing therapeutic support for students who are experiencing emotional or mental health challenges. This provision is complemented by ELSA-trained staff across both the Inclusion Team and the Pastoral Mentors, who are also undertaking additional ELSA training during this</p>	<p>1, 2, 4, 6</p>

	<p>academic year to further enhance capacity for early intervention and emotional support.</p> <p>The Deputy Designated Safeguarding Lead (DDSL) has progressed to the final year of a counselling qualification, strengthening the school's internal expertise and ensuring an even greater level of professional insight into student wellbeing. The Designated Safeguarding Lead (DSL), who is also the Head of Student Services, is a qualified Senior Mental Health Lead and has developed a detailed Mental Health Provision Map. This map ensures that mental health services, both internal and external, are clearly signposted, accessible, and effectively promoted across the school and the wider community.</p> <p>The school offers a wide range of targeted and universal SEMH provisions, including:</p> <ul style="list-style-type: none"><li>• SEND and Student Services Information Evenings to promote understanding and engagement with support systems</li><li>• Platform for Life counselling and mentoring services</li><li>• School Nurse sessions for ongoing health and wellbeing advice</li><li>• Polaris support for students and families with additional needs</li><li>• Home visits to strengthen relationships and ensure continuity of care</li><li>• Inclusion Centre access for students requiring a safe and supportive environment</li><li>• Flexi-schooling approaches to promote reintegration and attendance</li><li>• SAM Learning Network, supporting staff development</li></ul>	
--	---	--

	<p>and collaborative approaches to wellbeing</p> <p>Together, these provisions form a cohesive and proactive SEMH support system that prioritises early identification, personalised intervention, and sustained wellbeing. The school's approach ensures that students feel safe, supported, and empowered to thrive—both within school and beyond.</p> <p>Additionally, there are Mental Health Days celebrated and support staff's ability to deliver key sessions in their lessons.</p>	
Peripatetic Music lessons	<p>Providing access to musical instrument tuition offers significant benefits for all pupils. These lessons are offered free of charge, ensuring that financial constraints do not hinder participation. Engaging in music education fosters enjoyment and self-confidence, while also contributing to broader educational outcomes. Extensive research highlights that sustained musical learning enhances cognitive development, supports academic achievement, and deepens cultural awareness—making it a powerful tool for closing attainment gaps and enriching the educational experience of all pupils.</p>	1, 2, 4, 7
Attendance	<p>The team has implemented a model that has been trialled successfully in partner schools.</p> <ol style="list-style-type: none"> <li>1. Aspire: Commitment to Excellent Attendance</li> <li>2. Analyse: Monitoring and Using Attendance Data</li> <li>3. Acknowledge: Understanding Barriers to Attendance</li> <li>4. Assist: Supporting Students and Families</li> <li>5. Act: Statutory Intervention</li> </ol>	1, 2, 4, 6
Rewards	<p>Rewards at Blacon High School are structured to be earned on a daily,</p>	1, 2, 3, 4, 6, 7

	weekly, and termly basis, celebrating excellence to reinforce and sustain a positive learning environment built on achievement.	
--	---	--

**Total budgeted cost: £358,275**

## Part B: Review of the previous academic year 24/25

### Outcomes for disadvantaged pupils

Main outcomes for disadvantaged pupils in the academic year 2024-25 – summer 2025.

Pupil Premium Measure	Target	National	Actual
Average attainment 8	45	45.9	28.04
Basics 9-5	45%	26%	13.6%
Maths 9-5	45%	49%	25.4%
Maths 9-4	70%	51%	37.3%

Specific English outcomes for disadvantaged pupils

English	Disadvantaged	Other	% Difference
9-5 Local Authority	33%	64%	-31%
9-5 Blacon High School	20.3%	28.4%	-8.1%
9-4 Local Authority	51%	80%	-29%
9-4 Blacon High School	35.6%	54.1%	-18.5%

Specific Maths outcomes for disadvantaged pupils

Maths	Disadvantaged	Other	% Difference
9-5 Local Authority	24%	58%	-34%
9-5 Blacon High School	25.4%	37.8%	-12.4%
9-4 Local Authority	46%	78%	-32%
9-4 Blacon High School	37.3%	52.7%	-15.4%

**Maths**

**Outcomes**

Pupil Premium students achieved an average grade of **3.45**, compared with **3.96** for non-Pupil Premium students, and recorded a lower Subject Progress Index overall.

- At class level, PP students kept pace or slightly outperformed peers in Ma1 and Ma9, and were close in Ma2 and Ma3.
- Gaps were most evident in Ma4, Ma5, Ma6 and Ma7, with the widest gap in Ma6.

### **MathsWatch (Home Learning)**

The decision was taken not to renew MathsWatch at the end of the academic year, with the department moving to Sparx Maths.

Sparx Maths is now our home learning and independent practice platform, and this will continue into 2025–26. Sparx sets automatically personalised weekly homework for every student, pitched to their current level of understanding. It ensures:

- Compulsory weekly tasks that adapt to each learner, building fluency and confidence
- Intelligent practice that revisits key concepts until they are secure
- Worked examples and guided solutions so students can independently address misconceptions
- Automatic tracking of completion and accuracy, giving teachers detailed insight into engagement and areas of weakness

This system is particularly beneficial for Pupil Premium students as it holds them accountable to weekly learning while providing the scaffolding needed for success.

### **White Rose Maths**

White Rose Maths continued to underpin curriculum delivery with resources, CPD, tools and advice. This ensured consistency in teaching approaches, supporting higher engagement and more secure learning for disadvantaged pupils.

### **1:1 Targeted Intervention**

One-to-one tuition was delivered during the first part of the year, giving pupils opportunities to consolidate classwork and address gaps in knowledge.

### **English**

Pupil Premium students achieved an average grade of **2.92**, compared with **3.77** for non-Pupil Premium students, and recorded a lower Subject Progress Index overall.

- **Pupil Premium**
  - Eng Language 9-5 to – 7% (5 students)
  - Eng Language 9-4 to – 15% (11 students)
  - Eng Literature 9-5 to – 7% (5 students)
  - Eng Literature 9-4 to – 11% (8 students)
- Reading comprehension tests demonstrate an improvement in reading amongst the most disadvantaged pupils. The English TA worked closely with English staff to provide bespoke **interventions** at KS3, closing the gap with reading for our most vulnerable (1:4 ratio). The English TA now offers a book club, reading practice and handwriting practice to help students overcome barriers with comprehension. The following was offered and is continued to be offered:
  - Explicit vocabulary teaching at KS3 and KS4

- Tutor time guided reading during Friday morning sessions
- In class guided reading – adapted from Freyer model
- Homework club – open to all up to Feb or taking a small group of students to complete small group work

Yr. 7 reading ages for 2024-2025 remained low as they had in the 23-24 academic year. English TA supported tracking of and implementation of identified strategies to improve reading. P6 sessions were offered by all English staff for Year 11 students.

**NGRT** remains the current method of checking student reading ages. These are done in class, with the class teacher and help inform THO re: interventions. The NGRT schedule for 25-26 has been reduced from three data catches to two, to increase accuracy.

- **C+ class** was absorbed into the cohort and these students did better than expected in English with an average grade of 2+.

### **Curriculum +/SEND/Multiple Vulnerabilities' Intervention Sessions**

Curriculum + had reduced in size to Year 10 only and with a small Year 7 class as part of an enhanced transition process for a vulnerable group. The impact was positive in that all students from both groups made a successful transition into mainstream classes. The interventions included specialist subject teachers supporting access to the curriculum in small groups and then supporting them in larger groups. Inclusion Officers were also used to support students settling into their new rooms and in addition, the mentoring sessions supported their transition. Outdoor Education supported these groups for the first part of the year and then this was gradually spaced out to then support full-time curriculum access which enabled students to build the resilience needed for accessing their curriculum in larger groups. All students have made this transition, and no permanent exclusions were issued.

All students have evidenced progress in key areas and have settled well into their new classes. All students are also able to access the Inclusion Centre when needed to continue their transition and to ensure they are successful at the end of Year 11.

The SEND Specialist Teacher has supported key interventions for KS3 students and one student, who was not attending at all, is now back in school and her attendance is steadily improving.

The Safeguarding Team supported both SEND and Inclusion to ensure all students were visited and monitored when not in school. Additionally, all teams met on a fortnightly basis, as an Inclusion Team to ensure all key students were being discussed and monitored closely. The outcomes of these meetings led to home visits, referrals to external agencies to support and targeted interventions to ensure all students with a variety of vulnerabilities were supported with their return to school and time in school once returned. Key students are now accessing the Internal Provision to support access to their learning, and this has had a positive impact on progress and attendance.

### **The Inclusion Centre, SEND/Inclusion Team**

The Inclusion Centre has been a key support for students struggling to return to school. The IC Managers coordinated two areas across the centre: KS3 and KS4 and supported with work sent down from teachers and provided other interventions to support students' emotional well-being.

The break-out rooms were used for various interventions including careers' talks and this space has enabled students to feel more secure with sessions that are being delivered to support

them. The SEND Specialist Teacher has her own classroom within the IC which supports the small group interventions she has been leading on, particularly for students who are reluctant to engage with these.

The Quiet Room developed in that it was moved from a small space to a larger space and The Virtual School awarded school with the Trauma Aware Award due to the growth of the space and how it is supporting with students' well-being, particularly those students with SEND. This has been a successful beginning to this project and will continue into 2025-2026.

### **Teaching and Learning**

#### **What we did (2024–25)**

- Introduced and embedded the CAEEP pedagogical model (Connect, Activate/Explore, Explain, Practice) to improve lesson sequencing, clarity and cognitive accessibility (2024-25).
- Planned CPD around six teaching and learning foci embedded within CAEEP, including hinge questioning, Socratic questioning, effective multiple-choice questions, and AI to support adaptive teaching and planning precision. (2024-25).
- Introduced a whole-school Live Feedback and Marking Policy (2025–26) to increase immediate, actionable feedback (green pen) and structured student response (purple pen DIRT).
- Delivered SEND-informed CPD: Assistant SENDCo session on effective adaptive teaching and SENDCo session on effective working with Teaching Assistants. (2024-25).
- Embedded routine use of TES provision maps and one-page profiles in lesson planning. (2024-25 and 2025-26).
- Established weekly Friday Faculty Leaders QA/implementation meetings led by the Assistant Headteacher for Teaching & Learning, with initial rounds focused on PP and SEND learning experiences. (2025-26).
- The Assistant SENDCo also attend the Faculty Leaders QA meeting and meets with the Assistant Headteacher with responsibility for Teaching and Learning providing additional expertise to the planning and implementation of strategies and strengthening the integration go inclusion through all areas of school.

Why this should help PP students

CAEEP and the six foci strengthen retrieval and connection to prior learning, accessible exploration and modelling, guided practice with timely correction, responsive teaching through diagnostic questioning, adaptive scaffolding and effective TA deployment, and immediate feedback cycles to prevent error-carry-forward.

Impact to date (evidence)

- QA indicates stronger consistency in CAEEP lesson structure, particularly retrieval and explicit instruction, improving clarity for PP learners.
- Increased purposeful use of hinge/MCQ/Socratic questioning enables earlier identification and correction of misconceptions for PP students.
- SEND-informed CPD has improved scaffolding and TA impact, reducing barriers for PP students with overlapping SEND needs.
- Early Book Audit evidence shows growing use of live marking and student DIRT responses.
- Friday QA meetings tighten implementation and follow-through across faculties, keeping PP/SEND equity central.

### **Evaluation of attendance for 24 25**

The Attendance Team continues to use a variety of strategies to support the attendance of all students including PP.

Overall attendance for 24/25 was 85.4%.

PP attendance for 24 - 25 was 78.3%.

Non PP was 89.3%.

A wide variety of interventions have been used to improve the attendance including:

- Home visits
- Alternative provision and part time
- Mentoring of PP students with Pastoral mentors
- Focus on PP, persistently absent and severely absent students
- SAM Learning
- Further publicity around school notice boards
- Pastoral focus on all students' attendance
- Legal interventions
- Assemblies
- Targeted support meetings with the Local authority
- 100% attendance focus for all students

### **Culture Capital / LoTC data 2024 / 2025**

No of LoTC experiences	<u>Year 7</u> <u>PP = 67</u> <u>students</u>	<u>Year 8</u> <u>PP= 69</u> <u>students</u>	<u>Year 9</u> <u>PP = 76</u> <u>students</u>	<u>Year 10</u> <u>PP = 82</u> <u>students</u>	<u>Year 11</u> <u>PP- 68</u> <u>students</u>
At least 1	62	69	75	82	63
At least 2	20	46	75	77	61
At least 3	1	46	72	77	59
At least 4	0	25	68	76	59

### **Evaluation of financial support for 24 25**

During the previous academic year, targeted financial support enabled disadvantaged students to **fully engage in all aspects of school life**. Assistance with **uniform, free breakfasts, and the provision of cooking ingredients** helped to remove financial barriers that might otherwise have limited participation and attendance. These measures promoted inclusion, improved readiness to learn, and ensured that pupils were able to access the full curriculum without disadvantage.

Funding towards **enrichment activities, subsidised school visits, and family support** provided valuable opportunities to develop cultural capital, strengthen home–school relationships, and enhance pupils' confidence and wellbeing. As a result, students were better able to take part in learning beyond the classroom, broadening their experiences and aspirations. Overall, this support contributed to improved engagement and participation among

disadvantaged learners, reinforcing the school's commitment to equality of access and opportunity.

### Peripatetic music lessons

During the 2024–2025 academic year, over **70 pupils** accessed **peripatetic music lessons**. Lessons were delivered across a wide range of instruments, including **trumpet, trombone, clarinet, saxophone, flute, piano, guitar, and vocals**. A significant number of pupils have continued to work towards **graded music examinations**, reflecting their sustained engagement and progress in instrumental performance. The peripatetic programme made a notable contribution to the school's **outstanding Key Stage 4 outcomes**, which remained **above national averages**. Community support has continued to enhance the provision, with **donations of musical instruments** increasing the accessibility of lessons for all pupils. This has strengthened our capacity to offer a diverse and inclusive range of instrumental opportunities through the peripatetic provision.

The peripatetic programme has also played an important role in **supporting pupils' progression to Key Stage 5 destinations**, particularly those pursuing further study in Music/Musical Theatre and related subjects. Pupils have also showcased their talents through a variety of **community performances and school events** throughout the year, helping to build confidence, teamwork, and a sense of belonging.

### Rewards

#### Daily Recognition

##### **Achievement Points**

At **Blacon High School**, daily recognition is celebrated through the use of **Achievement Points**, which are awarded by staff to acknowledge excellence both within and beyond the classroom. These points are shared with parents, along with an explanation of what the award was for and why it was given. Achievement Points may be awarded for:

- Subject Recognition
- Being a Positive Role Model
- Tutor Recognition
- Following the School CORE Values
- Following the School CORE Principles
- Progress Leader Recognition
- Pastoral Mentor Recognition
- SLT Recognition
- Headteacher Commendation
- Attendance Recognition

#### Weekly Recognition

##### **Privileges and Reward Trips**

Linked to Achievement Points, tutor groups with the highest totals each week receive special recognition, announced during the weekly assemblies. Rewards have included privileges such

as early lunch, hot chocolates, breakfast baps, and non-uniform days. Students have also enjoyed external reward trips, including visits to the cinema and local restaurants.

### **Termly Recognition**

#### **Reward Assemblies and linked Reward Trips**

Every term student's successes, both inside and outside of the classroom, are celebrated via a rewards assembly, where parents and carers are invited into school to celebrate various students achievement. Reward trips have included visits Awards include;

- Highest SSA Grade Certificate - Students with the highest SSA grades are given the chance to play "What's in the Box" to win a substantial prize. Previous prizes include; iPad, AirPods, Speaker, TV, Projector and Dre Beats.
- Progress Leader Certificate - Each year group's Progress Leader rewards a student for their contributions to their year group, school and student community.
- Core Values Certificate - Students who have demonstrated one of the CORE values— Relationships, Respect, or Resilience—are recognised with an award.
- Subject Certificate – Students who have made positive contributions in lessons through attainment or commitment are recognised with an award.
- Tutor Certificate - Students who make positive contributions to their tutor group and act as ambassadors for the school are recognised with an award.
- 100% Attendance Certificate - Students who achieve 100% attendance each term are awarded a 100% Attendance Certificate during their year group's Reward Assembly.

**For reward assemblies and reward visits, what % were PP last year?**

#### **Achievement Badges**

**KS3 students** are awarded an **Achievement Badge** by their **Progress Leader** in recognition of excellence within their year group and the wider school community.

#### **Attendance Badges**

**KS3 students** are awarded **Attendance Badges** for maintaining **100% attendance** each term. Students who achieve full attendance throughout the year have the opportunity to earn a set of three badges — **Bronze, Silver, and Gold** — in recognition of their outstanding commitment.

#### **Review of External Support**

School commissioned an external review of SEND and an audit was completed by KSD Consultancy, led by an NLE in SEND and Alternative Provision.

The audit reviewed leadership, provision, curriculum access, staff deployment, statutory compliance, and preparation for Ofsted. Recommendations were developed collaboratively with the schools' SEND leaders, designed to embed inclusive practices and improve outcomes for pupils with SEND, especially those with EHCPs and complex needs. This is in line with recommendations made by the recent OFSTED monitoring visit and priorities of the 2025-2027 school improvement plan. The extended report provided a detailed analysis of the findings from the SEND Inclusion 2-day Audit conducted at Blacon High School. It included a breakdown of recommendations by area of need, highlighting strategic

priorities, and provided a roadmap for action aligned to the national SEND Framework. This work has informed the strategic planning of SEND and deployment of resources for the new academic year.