

Pupil premium strategy statement 2025 - 2026

This statement details our school's use of pupil premium funding to help improve the outcomes and experiences of our eligible pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Blythe Bridge High School & Sixth Form
Number of pupils in school	1049
Proportion (%) of pupil premium eligible pupils	14%
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	December 2026
Statement authorised by	Rachael Johnson
Pupil premium lead	Emily Avons
Governor / Trustee lead	Chris Rogers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£155,000
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

The strategies we have implemented are all drawn from current educational research, such as the EEF, and their impact is carefully tracked and monitored within school using our **Blythe Bridge High School & Sixth Form Gold Standard**. Governors continue to monitor funded activities ensuring that they are targeted specifically at eligible students and evaluate the outcomes. We use a multi-strand approach to our support.

1. Our culture & ethos;

Our staff take responsibility for the learning and progress of all students and have high expectations of all. Due to the relatively small numbers of students in receipt of the pupil premium, mentors within pastoral support, work with individuals and families to raise aspirations and develop a flexible, tailored approach to support. We will ensure secure and well supported transitions, including future destinations.

2. Continually strive to develop teaching and learning;

The funding will be used to close the gap between the achievement of our students and their peers both nationally and within the school through the continual development of 'Quality First Teaching'. We will ensure teachers are aware of the needs of all students, particularly those who are eligible and/or have a SEN need. We will provide both scaffolding and support, and stretch and challenge, for individuals and ensure CPD is evidence informed and improves practice.

3. Improve the effectiveness of interventions and deploy skilled staff;

We frequently evaluate, through rigorous data tracking, the effectiveness of the interventions we offer. We train our support staff and teachers to deliver the highest quality interventions that reap the greatest benefits for our children in terms of maximising their progress. The Pupil Premium will be used to remove barriers to learning and provide additional educational support to improve the progress and to raise the standard of achievement for students in this category.

4. Increase the opportunities for enriching and inspiring experiences

We will ensure that the additional funding reaches the students who need it most and that it makes a significant impact on their education. We will endeavour to broaden experiences and widen opportunities for students by ensuring they have access to and are fully engaged in all aspects of school life and beyond.

5. Equal access and removal of material barriers

The school will recognise that eligible students are diverse, that many are more able and also come into 'LAC' and 'SEND' categories, and that all have many other unique characteristics. We will identify and remove barriers, including any literacy at KS3 and low levels of attendance. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for the Pupil Premium and others.

Challenges

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

Challenge number	Detail of challenge
1	Prior attainment: Eligible students' prior attainment, particularly in English. The literacy gap between eligible and non-eligible seems to be sustained throughout their time in school. Research suggests that low literacy levels will have a negative impact not only on performance in English, but across the curriculum.
2	Attendance: Whilst the attendance of eligible students continues to improve, eligible students remain more likely to be persistently absent than other students. Our observations and assessments of these students indicate that attendance is having a detrimental impact on progress and attainment.
3	Enrichment: Students not having sufficient access to additional clubs, resources and experiences, reducing their participation in wider school life
4	Social and Emotional: Learning and progress which is hindered by behaviour incidences, passive compliance, emotional well-being issues and/or mental health. Our observations and national research suggest many lower attaining eligible students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers within a classroom setting. However, this is also replicated within social interactions and unstructured time where we have noticed a correlation between poor self-regulation of behaviour leading to a higher number of behaviour points and fixed-term suspensions. Some safeguarding referrals have mental health issues at their core. Eligible students are more than twice as likely to experience mental health issues as their peers. We also recognise that many mental health issues go unrecorded. Wellbeing issues impact significantly on attendance and attainment.
5	Aspirational: Lack of family engagement reducing impact of school strategies and leading to low aspirations resulting in lack of motivation and resilience to achieve in line with potential
6	Homework: Our students from disadvantaged backgrounds often find it harder to complete their homework, due to less consistent home environments or a lack of engagement or ambition in school from their family. As the children grow older, the importance of them keeping up with their homework becomes even greater, as they can fall behind their peers, leading to homework becoming a non-preferred task.

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
Narrow the gap between the progress of eligible and non-eligible students and improve attainment 8 for eligible students.	<ul style="list-style-type: none"> • Gap between eligible and non-eligible pupils is reduced • Eligible students achieve at least in line with national
Eligible students in Years 7 and 8 to achieve an SAS score of 100 or more	<ul style="list-style-type: none"> • Reading tests demonstrate an improved reading age among eligible pupils and a smaller disparity between the scores of eligible pupils and their non-eligible peers. • Teachers should also have recognised this improvement through progress in lessons across the curriculum.
%4+ English / maths %5+ English / maths Improve performance for eligible students so that it is in line with national average for all students.	<ul style="list-style-type: none"> • Gap between eligible and non-eligible pupils is reduced further. • Eligible students achieve at least in line with national. • Evident increase in knowledge of key skills in literacy / numeracy shown through low stakes in-class assessments, TOE activities, formal regular assessments and public examinations. • Student voice shows increased confidence and enjoyment
Improved metacognitive and self-regulatory skills, both academic and social and emotional, among eligible students across all subjects and within unstructured time.	<ul style="list-style-type: none"> • Teacher and student voice and classroom observations suggest eligible students are more able to monitor and regulate their own learning. • Homework completion rates across the curriculum in line with non-eligible students • Less eligible students on behaviour for learning report
Eligible students' attendance meets the school's attendance target of 94%.	<ul style="list-style-type: none"> • The attendance of eligible students meets the school target of 94%. • Clear strategies in place for students with low attendance.
Eligible students are not disproportionately suspended from school.	<ul style="list-style-type: none"> • Suspension data is equal to or lower than that of non-eligible pupils and lower than national.
Eligible students are fully engaged in school life	<ul style="list-style-type: none"> • Eligible representation in extra-curricular activities and student leadership opportunities in line with non-eligible students.
Eligible parents' attendance at school events in line with non-eligible	<ul style="list-style-type: none"> • The attendance of eligible parents at parents evening and other school events is in line with non-eligible parents • Eligible parents' engagement with parent surveys is in line with non-eligible parents.
To close the gap in homework completion between eligible and non-eligible students	<ul style="list-style-type: none"> • Improved homework quality and completion rates. • Homework detention numbers will be low for eligible students.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
a.) To prioritise high quality CPD, built on the drivers identified in the EEF guide to Effective Professional Development, with a focus on the following 2025/2026 <ul style="list-style-type: none"> • Formative assessment: develop teachers' ability to identify gaps in knowledge for all students, particularly eligible students. • Adaptive teaching: to develop teachers' ability to close gaps for all students, particularly eligible students adaptive teaching and approaches the feedback. • Feedback: to develop teachers; use of a range of feedback approaches to improve outcomes for all students, particularly eligible students. 	<p>Embedding formative assessment project (EEF July 2018) found that students in schools where formative assessment was embedded made +2 months progress at GCSE</p> <p>EEF.org/projects-and-evaluation</p> <p>Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</p> <p>Early Career Framework</p> <p>EEF Teacher toolkit identifies feedback as having an impact of +5 months progress in secondary schools</p> <p>EEF Teacher Toolkit</p>	1,6
b.) To prioritise improving whole school literacy to reduce the gap in literacy skills for eligible students compared to their non-eligible peers. E.g the continued implementation of explicit vocabulary instruction and academic texts	Improving Literacy in Secondary Schools EEF	1,6
c.) Continue to develop high quality whole school approach to feedback that accelerates the progress of all learners, including those eligible for PP funding.	<p>Teacher Feedback to Improve Pupil Learning EEF</p> <p>Feedback in particular is shown, from a strong evidence base, to have high impact on the progress of students.</p>	1,6

<p>d.) Carry out regular QA of curriculum through student voice, learning walks, lesson observations and book looks. All to include a specific focus on the provision, experience and outcomes of eligible students compared to their non-eligible peers.</p>		
<p>e.) Investment in our professional development offer for both teaching and non-teaching staff including development opportunities for 2025-26 with a focus on improving outcomes for eligible and SEND students.</p>	<p>Evidence suggests that students make more progress in productive learning environments where they are challenged and supported.</p> <p><u>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.</u></p>	1
<p>f.) Continued development of classroom support plans (CSPs) and whole class profiles to ensure directed support for eligible and/or SEND students.</p>	<p>Eligible pupils with SEND have the greatest need for excellent teaching.</p> <p><u>EEF - ‘Menu of approaches’: evidence brief</u></p>	1&4
<p>g.) Ensure access to culturally enriching experiences for eligible students both inside and outside the classroom.</p> <p>h.) Eco garden lead to continue to offer eligible students an alternative curriculum experience which will take place outside in our school garden. Activities will complement their current learning and support the students in developing a wider range of skills.</p>	<p>EEF - Enriching education has intrinsic benefits and all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education</p>	3
<p>i.) Ensure the effective use of homework club for Key Stages 3 and 4 to aid with closing the gaps and provide support and resources.</p> <p>j.) Continue to develop the ‘Book of Knowledge’ for Year 7 & 8 students to improve routines around home learning and to improve long term retention of key knowledge.</p> <p>k.) Develop and implement a literacy based homework for Year 9.</p>	<p><u>EEF – homework, mentoring, social and emotional learning</u></p> <p>The effect of homework has been rated as having an impact of +5 months by the EEF toolkit.</p>	1,3 & 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
a.) Continue to provide bespoke academic intervention programme for eligible students in KS3 to improve their reading skills. Assess, intervene and track regularly using GL assessments.	<p>The EEF Teaching & Learning toolkit suggests small group tuition can lead to 4 months additional progress. The research used by the EEF suggests literacy interventions (+4 months progress) are more effective than those targeting numeracy skills (+3 months)</p> <p>The EEF Guide to the Pupil Premium Education Endowment Foundation</p>	1
<p>b.) Targeted Year 11 examination preparation. Including small group intervention from Specialist TA in English.</p> <p>c.) Revision guides subsidies and distribution of bespoke knowledge organisers/ tutor time quizzes.</p> <p>d.) Provide technical support for eligible students in art and technology lessons.</p>	<p>Tutoring is one of the most effective tools for helping pupils close gaps in their learning.</p> <p>The EEF Teacher Toolkit - Small group tutoring</p> <p>One of the challenges faced by eligible students is homework completion. Where revision/homework requires a revision guide this can be difficult as they may not have the correct guide. Therefore, subsidising the cost has proven effective in increasing access to the necessary educational resources. The subsidising of revision guides supports our strategies relating to meta-cognition and self-regulation because our teachers instruct and teach pupils how to use them effectively, which in turn helps them become more independent and lead their own learning.</p>	1,6
e.) Targeted TA support for eligible students across English, mathematics & science.	EEF- Toolkit – TA support can improve progress by +4 months	1&4
f.) Deploy a pastoral teaching assistant within the MFL curriculum to focus on supporting our eligible students with specific SEMH needs and other barriers to learning.	<p>EEF – improve the quality of provision by effectively deploying school's resources</p> <p>EEF – Oral language interventions</p>	1&4

g.) 1:1 pupil progress meetings between Year 11 students and SLT.	EEF – One to one tuition strategies	1&4
h.) Reading intervention specifically for students in KS3 who are identified as having poor comprehension skills. Intervention such as peer-to-peer support and EPATT interventions	EEF – Reading comprehension strategies	1
i.) Ensure that the number of eligible students who are NEET is minimized through careers interviews, careers themed events and work experience placements. j.) Ensure all eligible students have a aspirations interview with the Head of Sixth Form to discuss next steps.	The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.	1&5
k.) Ensure access and engagement in online education platforms (Sparx Maths, bedrock)	The effect of homework has been rated as having an impact of +5 months by the EEF toolkit. Online platforms are an accessible way for our students to access resources easily at home With Sparx Maths, we can track homework completion and adapt it according to weaker areas.	6

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

Activity	Evidence that supports this approach	Challenge number (s)
a.) Broaden the offer of extracurricular activities. Funding allocated to subsidise eligible students in attending extracurricular trips and taking part in enrichment activities. b.) Inspires project – Student Welfare Officer to lead bespoke curriculum offer for Year 7 students with sessions based upon key skills, careers, attitudes and behaviour.	An Unequal Playing Field report.pdf (publishing.service.gov.uk) This report suggests alongside, research in other national contexts, that there is strong evidence of a link between extracurricular activities and educational outcomes as well as other positive outcomes, such as soft (especially social) skills	3

<ul style="list-style-type: none"> c.) Continue to offer the 'Blythe Bridge Graduates' programme to raise aspirations of eligible students in Year 9. d.) Engage eligible students in a range of student leadership opportunities to develop communication, collaboration and leadership skills. e.) To offer eligible students in Years 7 & 8 the opportunity to do extra swimming to become more proficient. f.) To offer eligible students additional extra-curricular opportunities in music and dance. g.) To offer eligible students the opportunity to become Dance Leaders to develop their confidence and communication skills. h.) Facilitate the hire of the cooking room for the 'Open House' cookery course. i.) Support eligible students to participate in the Duke of Edinburgh enrichment programme to improve their confidence, resilience and leadership skills. 	<p>Providing a wide range of extracurricular opportunities and student leadership opportunities further supports the culture of belonging.</p> <p>"Promoting positive relationships and active engagement for all pupils" is recognised as a strategy to support school attendance in the EEF Supporting School Attendance Guide 2024</p> <p>EEF Supporting school attendance</p>	
<ul style="list-style-type: none"> a.) Spring term – MHST workshops for all Year 11 students prior to mock examinations. Identify students for further small group work. b.) Spring term – Year 7 mental health & anxiety workshops led by external MHST as part of RSHE. c.) Develop the student leadership role of Wellbeing Champions to support younger students with their mental health. 	<p>Gov Doc: Effectiveness of school mental health and wellbeing promotion</p>	
<ul style="list-style-type: none"> d.) Attendance officer and SDHT monitoring attendance of eligible students and implementing interventions based on weekly data e.) Student Welfare Officer and PP Strategic lead ensure that students' wellbeing is such that BASE issues do not hinder progress, such as intervening at an earlier stage than with non-eligible pupils with attendance issues, or with behaviour concerns as monitored through the school behaviour system. 	<p>Evidence from the EEF that sustained mentoring can improve progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>EEF – improve the quality of provision by effectively deploying school's resources</p> <p>Attendance officer has user defined group of eligible students for first day</p>	2&4

<p>f.) To prioritise eligible students' attendance and punctuality and intervene at an earlier stage to improve overall attendance and reduce PA rates.</p> <p>g.) Develop a database of key information about eligible students to support the building of positive relationships amongst all staff</p>	<p>intervention, calling parents of eligible students to encourage better attendance. Data-driven strategies have been used to target families where a tendency towards non-attendance is casual, and a graduated approach of attendance monitoring is followed. This has resulted in improved attendance percentage, as well as reported improved connection between the school and families</p> <p>The EEF guidelines for improving student behaviour states “Every pupil should have a supportive relationship with a member of school staff”</p> <p>Improving behaviour in schools</p>	
<p>h.) Develop targeted transition activities to improve relationships with parents and ensure smooth transition from primary to secondary school for eligible students.</p> <p>i.) Eligible students in Year 7 and 8 to lead transition activities for students in KS2 to provide further opportunities to develop key leadership skills.</p>	<p>EEF – Parental engagement</p>	4&5
<p>j.) Develop additional opportunities for eligible parents to attend school such as coffee mornings, celebration events, student leadership galas.</p> <p>k.) Continue to provide PLUS to offer parents financial support with the cost of school uniform</p> <p>l.) Continue to offer HEADSTART programme to support eligible parents with the additional cost of moving from primary to secondary school and provide additional support</p>	<p>EEF – Parental engagement</p> <p>“School communications with parents are likely to be more effective if they are personalised, linked to learning, and framed positively (for example, celebrating success).</p>	
<p>m.) Continue to embed and monitor whole school reading at form time policy to foster a love of reading for pleasure.</p> <ul style="list-style-type: none"> • Each student has the same copy of the book they are reading so that they can have deliberate practice in the 	<p>EEF – Reading comprehension strategies</p>	1

techniques required to become a successful reader. <ul style="list-style-type: none"> • Twice per week, they independently read 		
n.) Develop opportunities to gather eligible student & parent voice about school experience, curriculum, extra-curricular opportunities, etc. Share and action findings		4&5
o.) Continue to provide a free and inclusive breakfast club before school for eligible students to complete homework and eat breakfast.	EEF – “There is evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. <u>EEF Magic breakfast project</u>	1,4&5