

Pupil premium strategy statement

Responsibility	Jenna Butler
Date of last review	December 2025
Date of next review	December 2026
Approval by:	Richard Charles (Perschore High School Governor)
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Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Persnore High School
Number of pupils in school	1056
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2024-Sept 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Andrew Nockton (Head of School)
Senior Leader with responsibility for Pupil Premium	Jenna Butler
Governor / Trustee lead	Richard Charles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£211,000

Pupil premium strategy plan

Statement of intent

Over the three academic years (2024–2027), our aim is to close the gap for students from disadvantaged backgrounds through the EEF’s three-tiered approach: high-quality teaching (Tier 1), targeted academic support (Tier 2), and wider strategies focused on personal development (Tier 3).

Our intention is that all students, irrespective of their background or the challenges they face, have access to a broad and ambitious curriculum ensuring that good progress is made in line with their non-disadvantaged peers. We aim to remove potential barriers related to attendance, behaviour, academic learning, and personal development. We are committed to promoting the wellbeing of each child through cultural experiences beyond the classroom. We aspire for all students, including those who are disadvantaged, to feel valued as members of the school community and to become confident learners. The school culture is supported through quality first teaching, quality Continuing Professional Development (CPDL), Persnore Values, WISER framework and our SENDi (Special Educational Needs Disabilities and Inclusion) provisions and interventions.

We understand that for a student to reach their full potential, they need to have consistently high attendance. We will ensure that the systems we have in place to reduce persistent absence are robust and make best use of all the resources and personnel to which we have access.

We will ensure that disadvantaged students have priority access to trips, outside speakers and agencies with the aim of broadening their exposure to opportunities and experiences and develop their cultural capital. This will include access to high quality careers guidance.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our intended outcomes also include sustaining and improving attainment for non-disadvantaged pupils, alongside progress for their disadvantaged peers.

We will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point of need when identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve. This will include ensuring that teachers at Persnore High know their Pupil Premium students, and thoughtful seating arrangements are in place.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and the Attainment 8 gap between pupil premium and non-pupil premium students
2	Reading: Disadvantaged students' reading ages are below that of their non-disadvantaged peers. Disadvantaged students' ability to read independently, for information and comprehension is limited and not in line with their peers. These gaps affect confidence and hinder progress. This requires additional support to promote better outcomes in writing, as well as reading.
3	Attendance: our attendance data shows that absence rates for PP students are above that of non-PP students. Overall attendance for 2024-2025 for PP students was 86.3% vs non-PP attendance at 92.5%. This is a complex challenge following both post-pandemic school refusers and persistent absentees, and therefore needs strategic tracking, dedicated staff, a culture of belonging and a graduated response.
4	Suspensions: suspensions remain high for PP students, highlighting the need for proactive behaviour support, inclusive practices, and early intervention strategies.
5	Personal development and wellbeing: we recognise that post-pandemic some of our more disadvantaged students have lower aspirations and feel less connected with the school community. We want to promote a sense of belonging through wider enrichment opportunities and cultural experiences to help motivate them to thrive and achieve academically.

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
To improve attainment and progress at the end of KS4 for our disadvantaged pupils.	<ul style="list-style-type: none"> - Reduction of the attainment 8 gap between disadvantaged and non-disadvantaged students. - QA will evidence that PP students are not disadvantaged in the classroom. - Attitude to learning for PP students will be in line with their non-PP peers.
All students are in education, training or employment on graduation from Year 11.	<ul style="list-style-type: none"> - Reduce the number of NEET (young people not in education, employment or training), with the aim of 0%.

<p>SPA system used to ensure response to need is graduated and impact is rigorously monitored.</p>	<ul style="list-style-type: none"> - Band A and B PP students are prioritised for interventions from SEND and inclusion team. - Student welfare profiles introduced for Band A and B students to support teachers in understanding their needs in the classroom. - Disadvantaged students engaging with timely and appropriate interventions - Disadvantaged students with SEN identified and support in place - Disadvantaged students demonstrate improved AtL and attainment in-line with non-PP peers.
<p>To improve reading ages of disadvantaged students through a whole school literacy strategy and clear tutor time reading focus.</p>	<ul style="list-style-type: none"> - The standardised reading ages of disadvantaged students improve in line with their peers. - Quality Assurance shows disadvantaged students, including Band A and Band B, accessing reading as an integral part of their learning. - Quality Assurance shows disadvantaged students actively participating in school reading routines. - Increased % of PP students achieving Grade 4 or above in GCSE English.
<p>To improve attendance in school for all students, particularly our disadvantaged students.</p>	<ul style="list-style-type: none"> - Improved attendance of PP students. - Reduction of gap between the attendance of PP and Non-PP students. - Whole school PP persistent absence to be lower than national figure for PP.
<p>Reduction in suspension for disadvantaged students.</p>	<ul style="list-style-type: none"> - PAS interventions support students to understand their behaviours and provide strategies to avoid escalation. - Fewer incidents of recidivism for PP students. - PP students' suspensions to be in line or lower than national averages
<p>Improved programme for personal development and engagement of PP students in-line with non-PP peers.</p>	<ul style="list-style-type: none"> - WISER framework to identify students in need of support - PP students accessing at least one enrichment opportunity/educational visit. - Increased cultural capital for PP student. - Qualitative data received from parent and student voice to be overall positive

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 (for example, CPD, recruitment and retention)

Budgeted cost: £120000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in developing whole school reading and writing strategies which are embedded throughout the curriculum.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 2
Reading is a key feature of Tutor time programme to widen exposure, develop vocabulary and strengthen cultural capital.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 2, 5
<p>High Quality Teaching, with a focus on evidence-based strategies.</p> <ol style="list-style-type: none"> 1. Use of PP data to inform effective seating in seating plan. 2. Disproportionately directed, targeted questioning of PP students, with a strong focus on developing oracy of students. 3. Adaptive teaching strategies, with use of SEND/PP data to support planning and delivery of lessons. 4. Use of Knowledge Hierarchies and development of effective class feedback in lessons, with a PP focus on feedback and individualised feedback to develop cognition and metacognition. 	Oral language interventions EEF Collaborative learning approaches EEF Metacognition and selfregulation EEF Feedback EEF Individualised instruction EEF Focus Five – a high impact, low-cost response to disadvantage – Teaching The Focus Five – how we are addressing... Greenshaw Research School	1, 2

<p>Staff CPD</p> <ul style="list-style-type: none"> • Carousels of CPD through twilight sessions morning development briefings delivered by SENDCO and specialist staff on Adaptive Teaching. • CPD from JBU on attendance and role of the tutor, disproportionately targeting PP. • Trauma Informed School training from FL (Safeguarding Lead). • CPD for staff on ACEs and understanding more about PP students and the barriers they face compared to non-PP. 	<p>Behaviour interventions EEF</p> <p>Teaching Assistant Interventions EEF</p> <p>Metacognition and selfregulation EEF</p> <p>Feedback EEF</p> <p>EEF-Effective-ProfessionalDevelopment-GuidanceReport.pdf</p>	<p>1, 2, 3, 4, 5</p>
<p>Recruitment and Retention of staff to ensure high quality teaching across the school.</p>	<p>Teaching Assistant Interventions EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>Strategic use of specialist TAs to maximise impact and improve support for disadvantaged students.</p>	<p>Teaching Assistant Interventions EEF</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £36000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in Reading tests to identify students of concern and to inform future strategy.</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Additional literacy intervention groups for reading with specialist teaching assistants. With a focus on targeting PP students.</p> <p>Additional Maths Interventions at KS4 with specialist TA.</p>	<p>Reading Programmes for Secondary Students Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>P21, Tables 1 & 2</p> <p>Reading comprehension strategies EEF</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>

	One to one tuition EEF (educationendowmentfoundation.org.uk)	
Purchase of appropriate online resources. Maths Sparx, Educake, Seneca Learning.	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk) #3	1, 2
Purchase of art packs and technology materials such as ingredients, including for baking club etc, Provision of revision guides for all subjects where available.	Arts participation EEF (educationendowmentfoundation.org.uk) Key findings 1 & 2 Using pupil premium EEF (educationendowmentfoundation.org.uk)	1,3
Reading sessions as part of Tutor Programme with focus on key words and vocab.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Key findings #1 Collaborative learning approaches EEF	1,2
Prioritise SEND PP students, when directing TA support. PP student priority when pre-teaching texts in Year 9 (such as Romeo and Juliet)	Reading comprehension strategies EEF Teaching Assistant Interventions EEF	1,2,

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Attendance is to be monitored by Attendance Lead and interventions to be assigned during fortnightly house attendance meetings. Graduated response used to address attendance concerns.</p>	<p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Attendance interventions rapid evidence assessment EEF</p>	<p>1,2. 3</p>
<p>Investment in EBSA training to support disadvantaged students with barriers to attendance,</p>	<p>Attendance-and-Persistent-Absence-ESC-Submission.pdf</p> <p>Attendance interventions rapid evidence assessment EEF</p>	
<p>Culture of Moments matter across the whole school.</p> <p>Attendance to be addressed by tutors with active communication between school and home.</p> <p>100% attendance letters to reward attendance</p> <p>SLT member (JBU) Overseeing attendance and role of the tutor in supporting attendance.</p>	<p>Attendance interventions rapid evidence assessment EEF</p> <p>Attendance-and-Persistent-Absence-ESC-Submission.pdf</p>	<p>1,2,3</p>
<p>Investment in a range of small group interventions, including SEMH/ELSA, EBSA, TIS, resilience)</p>	<p>Attendance interventions rapid evidence assessment EEF</p>	<p>1,2,3</p>

<p>Careers and destinations support</p> <ul style="list-style-type: none"> - Careers interviews and guidance with DBG, where PP students are prioritised. - DBG will start working with PP students in Year 10, in the Summer term as a priority. - Involvement in Year 11 Futures programme. - Access to vocational courses at local colleges and through Change programme. - Use of outside speakers and agencies to broaden exposure to opportunities and experiences. - Attendance at the Worcester skills show, prioritising PP students. - Sixth Former for a day, inviting students to take part to encourage students into A Level courses. Those who are not involved, given access to apprenticeship and other careers advice /information. 	<p>SYM873648_CareersEducation-Infographic (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 5</p>
<p>Curriculum trips funded as well as trips that will increase a student’s cultural capital. For example, visits to theatres, concerts and museums, field trips and visits to sites of historical importance. Funding of curriculum related music tuition.</p>	<p>Arts participation EEF (educationendowmentfoundation.org.uk) RS Network Understanding the ocean of disadvantage (4. Social and Cultural Disadvantage).</p>	<p>1, 2, 5</p>

<p>Recruitment and retention of specific staff for student wellbeing.</p> <ul style="list-style-type: none"> • Social and emotional support for students facilitated by Lead Thrive Practitioner and directed through SPA. • Encouragement of self-reflection of behaviours and restorative conversations as part of graduated behaviour response (RtL reflection, PAS intervention, reintegration meetings). • Use of non-tutor staff as Mentors to provide one to one or small group support and guidance for some tutees who need it. 	<p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5</p>
<p>Access to enrichment activities in options subjects, such as humanities to increase uptake at GCSE leading to higher % English Baccalaureate entry.</p>	<p>Foreign language learning and its impact on wider academic outcomes - A rapid evidence assessment.pdf (d2tic4wvo1iusb.cloudfront.net) P179</p>	<p>1, 5</p>
<p>Whole school approach to ensure high expectations and consistency across all aspects of school life.</p> <p>Ensuring the behaviour system is consistent and focussed towards developing students' positive relationships with teachers and encouraging engagement from parents through parental contact, and use of restorative conversations and reintegration meetings.</p>	<p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) #5 & 6</p> <p>Behaviour interventions EEF</p>	<p>1,2,3,4,5</p>
<p>Time available at Aspire to assist with behaviour management where appropriate.</p> <p>Use of other alternative provision where appropriate.</p>	<p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) #5 & 6</p> <p>Behaviour interventions EEF</p>	

<p>Tutor Programme to include:</p> <ul style="list-style-type: none"> - WISER activities to support character development. - Tutor literacy activities to support reading build confidence. 	<p>Metacognition and self-regulation ↓ EEF</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2,5</p>
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Total budgeted cost: £211,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

GCSE results for the 2024–2025 cohort showed a dip in the Attainment 8 value for our pupil premium students (31.47) and an increased A8 gap compared to their non-PP peers (-15.26). This highlights the continued need to place disadvantaged students at the heart of every decision we make. We are committed to developing strategies to address these gaps.

The SENDCO and Deputy SENDCO worked proactively with staff across the school to ensure teachers were up to date with strategies for disadvantaged students with SEND, and the SEND@Persnore Dashboard ensures that all SEND information is accessible for class teachers to use and support their SEND (and SEND PP) students. The introduction and use of Class Profiles has also meant that suggested strategies are highlighted by area of need and Pupil Profiles continue to support our students with an Education, Health and Care Plan (EHCP).

In each of the years 7,8 and 9 there was a smaller teaching group which allowed for more targeted teacher intervention and support. Following timetable restructuring and new evidence on the EEF teaching and learning toolkit, we have moved to the use of mixed groups, so that we can use multifactorial approach which considers behaviour, SEND needs, targeted TA support and the dynamics of each group of students. Some teaching groups had two teachers, to provide extra targeted support, in some subjects.

Additional English lessons have been timetabled for the last four years. These lessons are used for a range of targeted activities aimed at developing students' literacy skills, improving their wider knowledge of literary heritage and raising their confidence and self-esteem around reading. For example, pre-teaching the GCSE Literature texts to Y9 students so that they are already familiar with writers and texts before they are studied in lessons.

We have created a fiction library that is both fully stocked and staffed by a specialist librarian. All KS3 students continue to have dedicated lesson time in the library once a fortnight. All students were, and are still expected to have a reading book as part of their daily equipment and this is monitored by Form Tutors. English Literature homework for all KS3 students is to read for a minimum of 30 minutes a week. This is monitored and rewarded by English teachers.

In 2023-2024, our Librarian was trained to deliver two reading recovery programmes: Read, Write Inc.'s Fresh Start Phonics and Rapid Reading. These are aimed at students with different needs (word recognition/comprehension and fluency), so that this year, Y7 students could be assessed to identify a target group of pupils. These recovery programmes will then be delivered in January 2025.

Our paired reading programme was reviewed at the end of the year and a new approach was agreed for this academic year, following staff and student feedback.

Our Pupil Premium students in Year 11 were given priority access to careers interviews, including follow up appointment to check the progression of post-16 applications. Those who missed appointments due to absence were given follow up appointments. Year 11 Careers Fayre took place, with a first refusal granted to PP students and Free entry. Travel for PP students was subsidised by PP funding. Year 10 and Year 9 Skills Show took place, for all students, which was free entry and travel for PP students subsidised by PP funding.

Externally provided programmes (non-DfE programmes funded by pupil premium, used in the previous academic year)

Programme	Provider
GCSEPod (student subscription)	Soundbite Learning
Educake	Educake
Seneca (sync subscription)	Seneca Learning Ltd.
Maths Sparx	Sparx Learning
Exampro	Doublestruck Ltd