

# Pupil premium strategy statement – Bloxwich Academy (Secondary)

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	954 (Y7 - Y11)
Proportion (%) of pupil premium eligible pupils	66.7% Year 7 – 70.39% Year 8 – 61.54% Year 9 – 71.28% Year 10 – 68.75% Year 11 – 61.93%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2025 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	<b>December 2025</b> December 2026 December 2027
Statement authorised by	Mr J Till
Pupil premium lead	L Reid
Governor / Trustee lead	L Draycott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£691,225
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£691,225</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our strategic approach to the use of additional funding at Bloxwich Academy is informed by the EEF Guide to Pupil Premium, updated in September 2024.

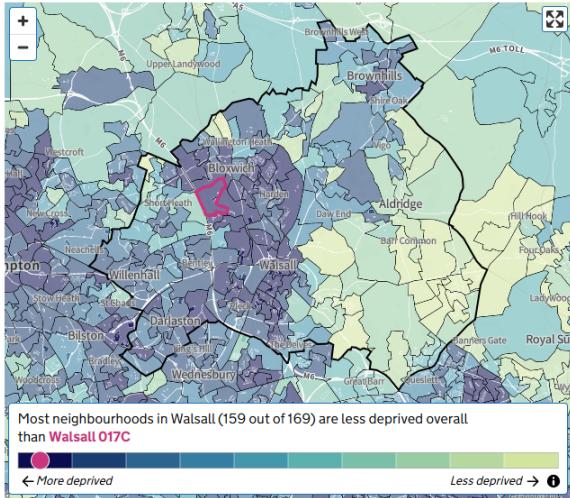
Our intention is that all pupils who attend Bloxwich Academy have equality of opportunity to become successful, resilient and confident individuals. Our curriculum will develop the key knowledge, skills and enriching experiences to enable them to thrive in their chosen career path and make informed contributions to modern society, regardless of the challenges they may face or their socioeconomic background.

Our objective is to deliver curriculum-focused, high-quality teaching that caters to the unique needs of each pupil. Our aim is to narrow the gap seen in academic outcomes between disadvantaged pupils and their peers nationally by the end of Key Stage 4 and we will strive to address this discrepancy within our internal assessments in all other year groups.

The obstacles faced by our pupils who are disadvantaged (although we recognise that these are not 'one size fits all') include lower outcomes at the end of key stage 4, weaker reading and language skills, increased issues with attendance and persistent absence from school, more prevalent problems with Social, Emotional and Mental Health, and more frequent difficulties relating to behaviour and conduct.

The key principle of our approach is to ensure that no pupil is disadvantaged by lack of equitable access to high quality learning experiences, both within and outside of the classroom. This is underpinned by robust interrogation of data to ensure that we intervene at the earliest point with both individuals and groups of pupils, and to ensure that all school staff have a shared responsibility to have the highest expectations of what all pupils can achieve and provide the necessary support for them to realise this, without exception.

## School Context



Bloxwich Academy is located in the Birchills Leamore area of Walsall.

Deprivation is deeply entrenched in Walsall and had worsened during the recession. Situated in a Lower Super Output Area ranked 1,379 out of 33,755 LSOAs in England where 1 is the most deprived LSOA, the school is in one of the 4% most deprived neighbourhoods in the country. (Index of Multiple Deprivation 2025)

The Walsall local authority district contains 169 neighbourhoods. Only 6% of neighbourhoods in this area are more deprived than Birchills Leamore.

Birchills Leamore is most deprived in relation to employment. Only 2% of neighbourhoods in England are more deprived, and Birchills Leamore has a higher rate of income deprivation affecting children (IDACI) than most neighbourhoods in England.

Walsall is one of the most socially deprived areas of the West Midlands ranking 3rd in the Indices for Multiple Deprivation and the Income Deprivation Affecting for Older People measure.

Walsall is the 17th poorest Local Authority area nationally and 14th poorest Local Authority affecting children; high number of worklessness households and lower than average GCSE or higher attainment.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attainment.</b> The attainment of disadvantaged pupils in 2024 was significantly below that of their peers. Attainment 8 was 33.24 overall, compared to 28.91 for pupils who were disadvantaged. This deficit was apparent in all key measures and an increase when compared to the previous year. In 2025, disadvantaged pupils continued to attain on average below their peers (see Part B)
2	<b>Reading.</b> In 2024, there was a deficit between the average Standard Age Score of disadvantaged pupils both with their peers in school and the expected standard of 100. In year 7, the average SAS was 96.4 (6 below their peers), in year 8 this was 95.8 (7.3 below their peers), in year 9 this was 98.5 (6 below their peers and in year 10, 98.1 (4.6 below their peers). Whilst the SAS score for disadvantaged improved on average in 2025, gaps in literacy and reading remain (see Part B).
3	<b>Attendance.</b> The deficit between the attendance of disadvantaged pupils and their peers was 8.5% in 2024 (2.5% in the previous year) and 3.4% compared to their peers nationally. The percentage of disadvantaged pupils who were persistently absent in 2024 was 8% greater than their peers and 7% greater than their peers nationally. In 2025, disadvantaged pupils attended less than their peers, although there were improvements on average (see Part B).
4	<b>Behaviour.</b> Our data indicates that our pupils who are disadvantaged are more likely to become involved in incidents of behaviour that result in suspension or permanent exclusion. In 2024, disadvantaged pupils accounted for 83% of incidents resulting in suspension. 75% of pupils permanently excluded were disadvantaged. Although behaviour incidents reduced substantially in 2025, our disadvantaged pupils were still disproportionately represented (see Part B).
5	<b>Social, Emotional and Mental Health.</b> Records show that our disadvantaged pupils are more prevalent to SEMH problems compared to that of their peers. 79.4% of pupils accessing Pupil Support Services are disadvantaged, 88% of pupils who are accessing support from the Local Authority are disadvantaged. In 2025, positive impact was evidence for some targeted intervention support linked to emotional wellbeing but there is still some disparity between programmes offered (see Part B).

6	<p><b>Destinations.</b> Alongside generally lower aspirations for future destinations and lower outcomes for disadvantaged pupils compared to that of their peers, in 2024, 23% of the cohort secured places on level 3 post 16 courses (compared to 51% of their peers), 74% secured places on level 2 courses. In 2025, not all disadvantaged pupils secured a place post-16, although every pupil had access to independent careers advice and a comprehensive CEIAG programme (see Part B).</p>
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The attainment of disadvantaged pupils is comparable to that of their peers, both within school and nationally, in all subjects with a particular focus on those subjects included within the English Baccalaureate suite.	The attainment gap between those pupils who are disadvantaged and their peers, both within school and nationally, is substantially narrowed.
Reading improves at an accelerated rate to close age-related expectation gaps for disadvantaged pupils to be comparable with their peers both in school and nationally. Vocabulary sophistication and reading comprehension are improved for those pupils who are disadvantaged.	Both term on term, and year on year, standard age score data evidences a rapid reduction in the reading deficit for disadvantaged pupils when compared to their peers and the expected standard. Quality assurance activities and feedback from teacher's evidence widening vocabulary and improved comprehension skills in the work of disadvantaged pupils.
The overall attendance of disadvantaged pupils improves to be comparable both with their peers and all pupils nationally. The percentage of disadvantaged pupils who are persistently absent is reduced to be comparable with that of their peers, both in school and nationally.	The attendance of disadvantaged pupils is in line with the national average, and the gap with their peers is reduced. The percentage of disadvantaged pupils who are persistently absent is in line with the national average, and the gap with their peers reduced.
Incidents of poor behaviour involving disadvantaged pupils that result in a suspension is significantly reduced. The number of disadvantaged pupils who are permanently excluded is significantly reduced.	Behaviour data demonstrates a downward trend in the number of behaviour incidents for all pupils, especially those who are disadvantaged, that result in suspension. The number of disadvantaged pupils who are permanently excluded is reduced to below the national average. Teachers, pupils, and parents perceive a significant improvement in attitudes toward learning, behaviour, and conduct for all pupils.
Appropriate and targeted intervention for disadvantaged pupils requiring support for Social, Emotional and Mental Health	Qualitative data from pupil voice, pupil and parent surveys and teacher

<p>contributes to positive impact on their emotional wellbeing, attendance, behaviour and academic success.</p>	<p>observation evidences improved levels of emotional wellbeing for all pupils, including those who are disadvantaged. Qualitative data from pupil voice, pupil and parent surveys and teacher observation reflect positive responses regarding the internal support received by all pupils, including those from disadvantaged backgrounds. All pupils, including those who are disadvantaged, who require support for Social, Emotional, and Mental Health issues attend school more consistently.</p>
<p>All disadvantage pupils are well prepared and supported to progress in the next phase of their employment, education or training through a comprehensive careers programme that meets the Gatsby benchmarks. Alongside targeted support from a qualified careers advisor, encounters with workplaces and employers pupils understand the local and national employment requirements to progress to the next stage.</p>	<p>Destinations data evidence that all disadvantage pupils secure a place Post 16 to progress to the next phase of their education, employment or training. All disadvantaged pupils in year 7 to 11 have a clear careers aspiration and are fully supported in their knowledge and understanding of how to progress to the next phase.</p>

## 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: £100,208.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A member of the schools Senior Leadership Team at the school is assigned to, and responsible for, each of the intended outcomes.</p>	<p><a href="#">School cultures and practices: supporting the attainment of disadvantaged pupils. A qualitative comparison of London and non-London schools.</a></p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Embed the long-term programme of high quality CPD to improve</p>	<p>The importance of high quality teaching is supported by a study by the <a href="#">Sutton Trust</a></p>	<p>1, 2, 4, 6</p>

<p>the quality of teaching of the curriculum. There is a clear focus on embedding pedagogy and practice to develop recall, metacognition and self-regulation, modelling &amp; feedback.</p>	<p><a href="#">(2011)</a>, which found that good teachers can make a large difference to pupils' results overall, and are especially important for pupils from disadvantaged backgrounds.</p> <p>The EEF toolkit clearly identifies that developing in pupils through high quality teaching, the developing the processes involved in knowing, understanding, and learning, and learning to learn as very high impact based on extended evidence.</p> <p><a href="#">Effective Professional Development - Promote, deliver, and design high-quality learning opportunities.</a></p> <p><a href="#">Metacognition and self-regulation - Very high impact for very low cost based on extensive evidence</a></p> <p><a href="#">EEF blog: Supporting self-knowledge through modelling</a></p> <p><a href="#">Feedback - Very high impact for very low cost based on extensive evidence</a></p>	
<p>Improving reading and developing literacy in all areas through focussed CPD to facilitate the explicit teaching of vocabulary and developing oracy from year two of this plan.</p> <p>By year three, there will be a disciplinary approach to teaching literacy across the</p>	<p><a href="#">Developing reading comprehension strategies and oral language interventions</a> are clearly identified in the EEF toolkit as having very high impact based on extended evidence.</p> <p>Additionally, in line with the recommendations from the <a href="#">EEF Improving Literacy in Secondary Schools</a> recommendations, providing targeted vocabulary instruction in</p>	<p>1, 2, 4, 6</p>

curriculum developing rapidly.	every subject and enabling opportunities for structured talk have high impact.	
To build further capacity to enable the further development of high-quality teaching, including the teaching of literacy, through enabling collaborative planning opportunities for all teachers.	Hattie (2016) is clear that <a href="#"><u>Collective Teacher Efficacy</u></a> has the greatest impact in influencing pupil outcomes and achievement (effect size 1.57) and it is clear that helping existing teachers to become better through exploiting opportunities to share evidence, experiences and try new approaches has impact.	1, 2, 4, 6
Recruit and retain high quality teachers, incorporating improved staffing ratios in Maths, Humanities and Modern Foreign Languages.	<a href="#"><u>Review of evidence on teacher quality, recruitment and retention - Literature review on teacher quality in disadvantaged schools.</u></a>  <a href="#"><u>Three takeaways from the evidence on improving teacher recruitment and retention.</u></a>	1, 2, 3, 4, 5, 6

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

Budgeted cost: £64,807.14

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Allocation
Strengthen and expand targeted academic intervention strategies to provide specialist support through individual or small group intervention sessions for pupils at the highest risk of falling	<a href="#"><u>Small group tuition and one to one tuition</u></a> are identified by the EFF as having moderate and high impact respectively, as interventions to provide targeted support for specific pupils who are identified as having low prior attainment. Evidence suggests that in some cases one to one tuition has led to greater improvement, while in	1, 2, 4, 6	<b>Staffing</b> L Reid – 15% P Moore – 50%

behind.	others tuition in groups of two or three has been equally or even more effective.		
Enhance targeted reading interventions for pupils whose reading age is below their chronological age by implementing programs such as Lexonik, Fresh Start, Accelerated Reader.	<p><a href="#"><u>Reading comprehension strategies - Very high impact for very low cost based on extensive evidence.</u></a></p> <p><a href="#"><u>Small group reading intervention shown to boost pupil progress - Small group reading intervention shown to boost pupil progress</u></a></p> <p><a href="#"><u>Attendance and reading key barriers to disadvantaged pupils' progress say three in four schools</u></a></p>	1, 2, 6	<p><b>Staffing</b> A Potts – 10%</p> <p><b>Resources</b> Lexonic licence - 65% Fresh Start costs – 65% AR Licence – 65%</p>
Further expand the Read Aloud Program by embedding teacher-led reading into form time sessions to develop engagement and model effective reading strategies.	<p><a href="#"><u>EEF Blog: Reading aloud with your class – what does the research say?</u></a></p> <p><a href="#"><u>Reading comprehension strategies - Very high impact for very low cost based on extensive evidence</u></a></p> <p><a href="#"><u>Attendance and reading key barriers to disadvantaged pupils' progress say three in four schools</u></a></p>	1, 2, 6	<p><b>Staffing</b> S Hibbs – 5%</p>
Recruitment of Academic graduated coaches in English and Maths to deliver individual targeted tuition in year 2.	<p><a href="#"><u>One to one tuition - High impact for moderate cost based on moderate evidence</u></a></p> <p><a href="#"><u>Making a difference with effective tutoring</u></a></p>	1, 6	<p><b>Staffing</b> Forecast 50% of salary times 2</p>

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

Budgeted cost: £526,209.23

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Allocation
<p>Strengthen and expand within the school, the positive culture of behaviour and attitudes by expanding and further enhancing Pupil Support Services, which include the School Social Worker, Mental Health Support Worker, and Emotional Wellbeing Intervention Lead, to better support all pupils. Develop further a Triage provision to support pupil regulation, a Nurture group and Forrest school.</p>	<p><a href="#"><u>Behaviour interventions - Moderate impact for low cost based on limited evidence</u></a></p> <p><a href="#"><u>Improving Behaviour in Schools - Make informed decisions about behaviour strategies.</u></a></p> <p><a href="#"><u>Social and emotional learning - Moderate impact for very low cost based on very limited evidence</u></a></p>	4, 5	<b>Staffing</b> L Reid – 15% A Rossington – 50% A Hodgkiss – 50% B Bradley – 20% B Ward – 50% C Sissions – 50% L Taylor – 25% J Vaughan – 50% L Brazier – 50%
<p>Enhance internal interventions provided by the longer-term Success Centre provision, Hubs and short stay internal provision to support pupils. These serve as dedicated resources for pupils facing temporary challenges in accessing the curriculum and regulating their emotions, where pupils can complete classwork, engage in support programmes addressing social, emotional, and behavioural difficulties,</p>	<p><a href="#"><u>Behaviour interventions - Moderate impact for low cost based on limited evidence</u></a></p> <p><a href="#"><u>Improving Behaviour in Schools - Make informed decisions about behaviour strategies.</u></a></p> <p><a href="#"><u>Case studies of behaviour management practices in schools rated Outstanding</u></a></p> <p><a href="#"><u>Small group tuition and one to one tuition</u></a></p>	3, 4, 5	<b>Staffing</b> A Harvey – 50% K Weston – 50% K Bray – 50% K Evans – 25% L Taylor – 25%  <b>Resources</b> Class Charts – 65% Provision Map – 65% CPoms – 65%

in a calm and focused setting.			
<p>Further develop and strengthen the systematic approach to addressing inconsistent school attendance and persistent absence through implementing targeted strategies, aligned with the 'support first' approach alongside engagement with external partners, such as Reflexions. Ensure pupils with irregular school attendance have access to key personnel, both within school and externally through the Local Authority offer, to support with removing barriers.</p> <p>Additional appointment of Pastoral Attendance Lead to intervene directly with pupils and families.</p>	<p><a href="#"><u>Evidence brief on improving attendance and support for disadvantaged pupils</u></a></p> <p><a href="#"><u>Attendance interventions rapid evidence assessment - Rapid evidence assessment on attendance interventions for school-aged pupils</u></a></p> <p><a href="#"><u>Attendance and reading key barriers to disadvantaged pupils' progress say three in four schools</u></a></p> <p><a href="#"><u>Working together to improve school attendance</u></a></p> <p><a href="#"><u>Behaviour interventions - Moderate impact for low cost based on limited evidence</u></a></p> <p><a href="#"><u>Children and young people - Help and advice for children, young people and their families</u></a></p>	3	<p><b>Staffing</b></p> <p>A Inglis – 30%</p> <p>L Skermer – 50%</p> <p>B Bradley – 40%</p> <p>C Evans – 25%</p>
<p>Fully develop and embed the CEIAG strategy in all years that adheres to all Gatsby Benchmarks and enables regular encounters with employers and employees; bespoke and targeted provision is enacted specifically for those disadvantaged pupils who require additional support.</p>	<p>A <a href="#"><u>four-year evaluation by the University of Derby</u></a> published in 2021 found the Gatsby benchmarks had a positive impact on students' career readiness and GCSE attainment.</p> <p><a href="#"><u>The Gatsby benchmarks and social mobility: impacts to date</u></a></p> <p><a href="#"><u>Aspiration interventions - Unclear impact for very low cost based on insufficient evidence</u></a></p>	1, 6	<p><b>Staffing</b></p> <p>M Wilkes – 30%</p>
<p>Continue to expand and strengthen the schools' wider opportunities and</p>	<p><a href="#"><u>Arts participation - Moderate impact for very low cost based on moderate evidence</u></a></p>	3, 4, 5	<p><b>Staffing</b></p> <p>A Booth – 10%</p>

<p>pupil offer, including CCF, Duke of Edinburgh, educational visits and extra-curricular programmes.</p>	<p><a href="#"><u>Physical activity - Low impact for very low cost based on moderate evidence</u></a></p> <p><a href="#"><u>Duke of Edinburgh</u></a></p> <p><a href="#"><u>Combined Cadet Force</u></a></p>		<p>E Stubley – 5%</p>
<p>Easter School for Year 11: targeted intervention and support leading up to the Summer examination series.</p>	<p><a href="#"><u>Small group tuition - Moderate impact for low cost based on moderate evidence</u></a></p> <p><a href="#"><u>One to one tuition - High impact for moderate cost based on moderate evidence</u></a></p>	<p>1, 6</p>	<p><b>Staffing</b> £1000</p> <p><b>Resources</b> Sisra Analytics – 65%</p>
<p>Provide the opportunity for pupils without passports or prior experience of international travel to visit another country through the Turing Scheme.</p>	<p><a href="#"><u>The Turing Scheme</u></a></p> <p><a href="#"><u>Research to understand successful approaches to supporting the most academically able disadvantaged pupils</u></a></p>	<p>3, 4, 5</p>	<p><b>Staffing</b> £15,000</p>
<p>Contingency. Resources support for uniform, transport and access to extra-curricular opportunities.</p>		<p>1, 2, 3, 4, 5, 6</p>	<p><b>Resource</b> £30,000</p>

**Total budgeted cost: £691,225**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Objective 1 - The attainment of disadvantaged pupils is comparable to that of their peers, both within school and nationally, in all subjects with a particular focus on those subjects included within the English Baccalaureate suite.**

Pupil attainment 8 slightly declined from 2023/24, however there was significant rise of 9.4% increase in disadvantaged pupils achieving grade 9-5 in English and Maths 2024.25. The percentage of pupils achieving 5 strong passes, including English and Maths has more than doubled for disadvantaged pupils.

The number of disadvantaged pupils achieving an EBacc at a strong pass more than doubled in 2024.25 compared to 2023.24.

Disadvantage in the academy still do not achieve in line with national averages and additional focus will be given to continue closing this gap.

**Objective 2: Reading improves at an accelerated rate to close age-related expectation gaps for disadvantaged pupils to be comparable with their peers both in school and nationally. Vocabulary sophistication and reading comprehension are improved for those pupils who are disadvantaged.**

Currently 3 out of 5 year groups have demonstrated positive measures to close the gap towards age related expectation comparative to the previous academic year.

Although beaten by their non-PP counterpart's, year 8's PP cohort have made considerable accelerated progress and achieved above the 100 SAS score benchmark. Furthermore, year 9 are now holding their progress at a consistent rate.

Whole school CPD has been delivered and aligned with teaching principles. Monitoring of CPD has been benchmarked in Autumn term, along with form time monitoring, and additional 6 TA's have completed training on the Ruth Miskin 'Fresh start' programme.

**Objective 3: The overall attendance of disadvantaged pupils improves to be comparable both with their peers and all pupils nationally. The percentage of disadvantaged pupils who are persistently absent is reduced to be comparable with that of their peers, both in school and nationally.**

Overall attendance for disadvantaged pupils in 2023.24 was 82%, year of 2024.25 disadvantaged attendance increased to 83.9% seeing a percentage increase of 1.9%. Overall attendance was 85.3%.

PP persistent absence was 48.6% in 2023.24, PP persistent absence was 44.2% in 2024.25 compared to 44% for all pupils.

In the first of the Autumn term 2025.26 percentage of Pupil Premium pupils was 85.4% compared 87.1% for all pupils, PA was 38.8% compared to 33.1% for all pupils.

Mentoring pilot scheme continued, however was placed in the control group with no immediate intervention and support from the DfE.

**Objective 4 - Incidents of poor behaviour involving disadvantaged pupils that result in a suspension is significantly reduced. The number of disadvantaged pupils who are permanently excluded is significantly reduced**

Although incidents resulting in suspension in school have reduced since January, disadvantaged pupils are still represented disproportionately accounting for 88% of all suspensions. There have been no permanent exclusions to date.

New provision of short term stay Hub intervention support in 2025, provided for pupils facing challenges and barriers with their behaviour and emotional regulation demonstrated significant impact for disadvantaged pupils.

PP	Pos	Neg	Ratio	Att	No FTE	Days FTE
Before	10.93	10.86	46.48	58.71	1.14	2.07
During	20.85	8.23	67.85	84.46	0.15	0.15
% change	90%	-24%	46%	44%	-86%	-92%

All teaching staff have been trained in Emotional Coaching and TIAAS.

**Objective 5 - The number of disadvantaged pupils requiring support for Social, Emotional and Mental Health problems reduce because of early intervention and effective support, thus improving their emotional wellbeing.**

In 2024 to 2025, 391 pupils were referred to Pupil Services of which 77.3% were disadvantaged. From September 2025, of the 136 pupils who received an intervention as a result of a pupil services referral, 79.4% of these were disadvantaged, with earlier strategic identification taking place through the graduated response system.

Although there is some disparity of impact at this early stage between provisions offered, selected interventions centred around emotional wellbeing support have demonstrated positive impact. 1:1 support provided with the Mental Health support

worker in 2024.25 demonstrated an average increase of +10.01% attendance across disadvantaged pupils on caseload, Managing Emotions Programme average increase of +7.2% and Choices & Consequences +18.4%.

Disadvantaged pupils accessing support on caseload with the School Counsellor demonstrated 91.7% significant or sustained improvement on their baseline score for mental wellbeing.

Furthermore, Key Leaders overseeing Pupil Services and Safeguarding linked to emotional support interventions have been trained as certified Trauma Informed practitioners.

**Objective 6 - Increase the number of disadvantaged pupils applying for, securing and sustaining level 3 courses post-16.**

All disadvantaged pupils had access to a comprehensive career's programme that included post 16-provider assemblies, NSCL Festival, Apprenticeship week, LMI information, College application support days. All pupils had at least one careers meeting with a L7 trained careers advisor. Bespoke results day support was provided by post 16 providers.

Pupils in other year groups have benefitted from access to careers meetings, cross phase careers fair, alongside apprenticeship week and LMI focus events. Careers aspects are fully incorporated into the PSHE programme in all years, which is also mapped into midterm plans in curriculum subjects.

Of the 2024/25 Y11 cohort, 7 pupils were confirmed NEET. 5 of these pupils were disadvantaged.

**Additional resources funding has been allocated to support pupils, including:**

- £18,330 – Uniform support
- £13,264 – Travel support
- £13,114 – Educational visits (Including Turing)
- £3,753 – revision resources
- £2,986 – stationary support
- £2,397 – rewards and incentives
- £2,200 – literacy support (staff training)

## Externally provided programmes

Programme	Provider
Fresh Start	Fresh Start in Education
Class Charts	TES

Seneca Learning	Seneca
MathsWatch	MathsWatch
Provision Map	TES
Lexonik / Lexonik Advanced / Lexonik Leap	Lexonik
Accelerated Reader	Renaissance Learning
CPOMS	CPOMS Systems
Sisra Analytics / Observe	Juniper Education