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 outcomes for disadvantaged pupils last academic year.

EEF Research

Teaching: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.

Targeted Academic Support: Evidence consistently shows the positive impact targeted support can have, including those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.

Wider Strategies: Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

School overview

Detail	Data
School name	Byrchall High School
Number of pupils in school	1179
Proportion (%) of pupil premium eligible pupils	34.69% (409 students)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2029
Date this statement was published	20th October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	P Paul
Pupil premium lead	C Smith
Governor / Trustee lead	S Bullen

School profile

Year	Number of PP	% Of PP	Male	Female	SEND-E	SEND-K	PP+	SPP
Year 7	**67**	**25.57**	**135**	**127**	**12**	**63**	**2**	**0**
Year 8	**86**	**33.33**	**126**	**132**	**16**	**56**	**5**	**1**
Year 9	**87**	**36.25**	**126**	**114**	**12**	**38**	**4**	**1**
Year 10	**84**	**40.58**	**105**	**102**	**5**	**46**	**2**	**1**
Year 11	**85**	**40.09**	**112**	**100**	**12**	**30**	**4**	**2**
Total	**409**	**34.69**	**604**	**575**	**57**	**233**	**17**	**5**

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£438 900
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*	£438 900

Part A: Pupil premium strategy plan

Statement of intent

We at Byrchall High School believe all pupils should be provided with a quality first educational experience that enables them to meet their full potential regardless of social and economic circumstance.

Our objectives for disadvantaged pupils are outlined below:
1.To further raise the attendance of all pupils in receipt of pupil premium including SEN and LAC across all year groups in order to decrease the proportion of pupils who are PA in this category and ensure that attendance for these pupils is as close to 97% as possible.
2. To ensure that any gaps in learning from periods of absence are closed swiftly.
3. To raise the attainment and achievement of all pupils in receipt of pupil premium, including, CIN, SEN & LAC across all year groups so that gaps are close to national average across P8, A8 and the basics measure. Teacher CPD ensuring all pupils receive quality first teaching, with curriculum adaptation to support learners as appropriate.
4. To ensure that pupils who require additional social, emotional, and behavioural support receive the necessary interventions within a timely manner. Summer school and transition events supporting this.
5. To increase pupils' aspirations. These increased aspirations will ensure that all PP pupils, including SEN & LAC pupils follow an aspirational curriculum, experience a smooth transition from lower to upper school and secure a positive Post-16 destination.
6. Varied curriculum plus offer that develops cultural capital of pupils.

This strategy plan has been written with these objectives in mind and in line with best practice evidence from EEF and DfE.

Challenges

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

Challenge number	Detail of challenge
1	Attendance gap exists between DP and Non-DP pupils.
2	Gaps in learning due to absence.
3	Literacy levels, gap between chronological age and reading age.
4	Pupils not secondary ready on entry.
5	Low aspirations for some pupils leading to low engagement levels.

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
PP attendance to be in line with non-PP. 97% is school target for all students.	DP pupils' attendance to be in line with Non-DP. 2023-24: non-PP 89.24% PP 85.2% 2024-25: non-PP 91.02%, PP 86.5% 2025-26: non-PP 94.62%, PP 88.2%
Narrow gap between reading age and chronological reading age.	80% of pupils to have a reading age close to their chronological age so that reading is not a barrier to success.
Pupils on entry identified as not secondary level receive bespoke intervention to ensure swift catch-up with peers.	80% of pupils identified successfully close the gap within 1 academic year. Pupils who have not to continue to receive bespoke intervention.
Close the gaps in learning as a result of absence. Narrow the gap in progress and attainment between disadvantaged pupils and their peers Increase the number of pupils achieving grades 4/5 including Core and EBacc subjects.	Progress of DP pupils to be in line with Non-DP. - 2023-24 Non PP -0.13, PP -0.87, Gap -0.74* - 2024-25 Non PP -0.03, PP -0.77 Gap -0.77* - 2025-26 Non PP 0.07, PP -0.71 Gap -0.78* Attainment of DP pupils to be in line with Non-DP. - 2023-24 Non PP 4.84, PP 3.46, Gap 1.38 - 2024-25 Non PP 4.64, PP 3.39 Gap 1.25 - 2025-26 Non PP 4.61, PP 3.30 Gap 1.31
All DP to have high aspirations and secure outcomes to enable them to continue with the next steps in their education and/or employment.	Pupils follow an aspirational curriculum that offers depth and breadth. NEET figures for DP pupils to remain in line with national figures: 83%, School 86% (sustained) Attitude to learning levels in line with non-DP pupils. Reduction in behaviour logs over time for identified DP pupils.

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

Budgeted cost: £150 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of internal intervention team comprising of English, Maths and Science teachers.	EEF Guide to the Pupil Premium.	1-5
Continue to improve consistency in Teaching and Learning with a specific focus on swift improvements in English & Science. Increased numbers in grades 4 and 5 across all subjects with a particular focus on Core.	EEF Guide to the Pupil Premium EEF Guidance Report: Teacher Feedback to Improve Pupil Learning. EEF Toolkit: Homework EEF: Collaborative Learning Approaches EEF: Oral Language Interventions.	1-5
Effective use of departmental CPD to diagnose student need, plan and implement therapy to successfully close gaps in learning.	EEF Evidence Insights: Diagnostic Assessment	1-5
Purchase of LWC to reduce gap between reading age and chronological age whilst promoting a love of reading.	EEF Guidance Report: Improving Literacy in Schools. EEF Toolkit: Reading Comprehension Strategies	3, 4
Purchase of “sparx” in Maths to aid independence in students when completing homework / studying for examinations.	EEF Toolkit: Homework	1, 2, 3, 4 & 5.
Coordinator post focusing on middle and high prior attainment strategies, subsequent plan leading to improvements in strength and depth in the classroom resulting in high levels of attainment and progress for these pupils	EEF Toolkit: Individualised Instruction	1, 2, 3, 4 & 5.
Further development of targeted careers education programme that prioritises disadvantaged learners.	EEF: Careers education	1-5

Targeted academic support

Budgeted cost: *£160 000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention programme for identified students via in house English, Maths, Science, SEND & EBSA intervention team.	EEF Toolkit: Reading Comprehension Strategies EEF Toolkit: Small Group Tuition EEF Toolkit: Extending School Time EEF Guidance Reports: Use of Teaching Assistants. EEF Toolkit: Teaching Assistant Interventions.	1, 2, 3 & 4
Teaching and intervention provision in the learning base.	EEF Toolkit: Small Group Tuition EEF Guidance Reports: Use of Teaching Assistants. EEF Toolkit: Teaching Assistant Interventions.	1-5
Catch-up provision for pupils identified as not secondary ready in English and Maths.	EEF Toolkit: Individualised Instruction EEF Toolkit: Phonics	2, 3 & 4.

Wider strategies

Budgeted cost: £130 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased capacity within attendance team with addition of attendance officer.	EEF Guide to the Pupil Premium. EEF Toolkit: Parental Engagement. EEF Toolkit: Social and Emotional Learning.	1 & 5.
Transport subsidy supports attendance and access to school from most deprived catchment wards.	EEF Guide to the Pupil Premium	1

Further strengthening of pastoral systems so that barriers to learning are effectively identified and appropriate intervention in place to ensure good levels of attendance, behaviour and engagement.	EEF Guidance Report – Improving behaviour in schools. EEF Toolkit: Behaviour Interventions	1-5
Careers and curriculum+ plan in place leading to raised aspirations of pupils.	EEF Guide to the Pupil Premium	5.
Mentoring for identified pupils to identify barriers and work with pupils/families to overcome these.	EEF Toolkit: Mentoring	1-5

Total budgeted cost: **£440 000**

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

- *Pupil Premium attendance increased 1.8% from 2024/25 figures. 3 year improving trend. PP attendance close to average for last 2 years.*
- *SEND attendance increased by 1.9% from 2025 to 2026. 3 year improving trend.*
- *Top 10% FFT schools for most improved attendance.*
- *Non-Secondary Ready Students – 50% closed gap in numeracy, reading and spelling.*
- *Overall Attainment increased 0.65 from 2025.*
- *Grade 5+ in Maths increased 2.2% overall, 7+ increased 1.7%.*
- *Grade 4+ in English increased 2.9% overall, 7+ increased 3.2%.*
- *Science 4+ increased 0.9%.*
- *Positive SPI across a range of subjects including: Further Maths, French, Health & Social Care, Performing Arts: Music & Drama, Photography, IT, Sport, Biology, Chemistry, Physics, PE, Dance, Food Preparation & Nutrition and Engineering.*
- *SPI improvements across a wide range of subjects 25-26 including: Art-3D, Biology, Chemistry, Physics, CNAT Sport, CNAT IT, Performing Arts : Drama & Music, Food Preparation & Nutrition, Health & Social Care, Art, Dance, History, English, Maths and PE.*
- *PP learners achieved positive SPI in Health & Social Care, Performing Arts: Drama & Music, IT, CNAT Sport, Photography, Biology, Chemistry, Physics, Food Preparation & Nutrition and French.*
- *EBacc Av Attainment 8 increased 0.54 and Average Grade increased 0.58 to 4.05.*
- *NEET figures continue to favour with national figures: In Education, Employment or Training 2025: 100% LAC, 91% SEND, 89% PP.*

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider