

# Pupil premium strategy statement: St Hilda's C of E High School

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.

## School overview

Detail	Data
Number of pupils in school	870 (7-11) 1301 including sixth form
Proportion (%) of pupil premium eligible pupils	22% of yr7-11 cohort
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jo Code - Headteacher
Pupil premium lead	Carina Bird
Governor / Trustee lead	Jean Costello

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,000
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</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>	£245,000

# Part A: Pupil premium strategy plan

## Statement of intent

At St Hilda's CE High School, We support and value our individual students whilst also expecting highly of them: if we let them off, we let them down. We are committed to providing equal opportunities and fostering an inclusive learning environment for all pupils, underpinned by our strong Christian ethos and core values. With Jesus Christ as our Cornerstone, our school's culture embodies our six values: hope, dignity, community, wisdom, equality and diversity. Our Pupil Premium strategy is designed to address the unique needs of disadvantaged pupils and ensure that every child is supported to flourish academically, socially, and emotionally.

We believe:

1. The route out of poverty is education
2. Our most disadvantaged suffer most if quality teaching doesn't take first priority.
3. Intervening with achievement is one of the most powerful things you can do. If students are doing well, they'll aspire for more.
4. The effect of achievement on self-concept is more powerful than the effects of self-concept on achievement.

We want all our students to be 'thrivers' (as opposed to divers). Research shows that in the same way those with money find it easier to make money, so too is it easier for those who achieve to motivate themselves to achieve more. This is at the heart of our strategy, and reflects the EEF menu of approaches, which puts high quality T+L at the centre of PP provision.

We believe that by treating all pupils as individuals and with compassion, we can create a school community that strives to improve attendance, attainment, progress, aspirations, and wellbeing for all, including our most vulnerable learners.

### Attendance

To secure the highest possible attendance, our dedicated attendance team will work closely with Pupil Premium pupils and their families, monitoring patterns, identifying barriers, and implementing tailored support. We recognise that strong attendance is the foundation for success and will prioritise early intervention and collaborative solutions.

### Quality First Inclusive Teaching

At St Hilda's, we believe that Quality First Inclusive Teaching (QFIT) is the most powerful driver of improved attainment and progress. We are committed to providing staff with the best professional development opportunities and embedding evidence-based approaches in the classroom. Our focus is on

strategies proven to raise achievement for all pupils, with particular attention to those eligible for Pupil Premium funding.

## Raising Aspirations and Broadening Horizons

Research shows that aspirations and future destinations can be significant barriers for disadvantaged pupils. At St Hilda's, we aim to contextualise learning allowing our students to realise their dreams and ambitions. Through regular discussions about future goals and a robust Careers, Information, Advice, and Guidance (CIAG) programme, we will inspire pupils and signpost them to opportunities that match their talents and ambitions.

## Enrichment and Engagement

Our extensive extracurricular programme is designed to foster engagement, develop cultural capital, and nurture interests that can shape future careers. We aim to provide a wide range of free to access activities based on student voice to include all our students and allow them to follow their passions outside the traditional classroom experience. We will monitor participation among Pupil Premium pupils, identify barriers, and provide targeted support to maximise involvement. These experiences are vital for building confidence, resilience, and a sense of belonging.

## Our Commitment

By implementing this comprehensive Pupil Premium strategy, St Hilda's CE High School aims to create a supportive and inclusive environment that empowers all pupils to achieve their full potential. Guided by our values, we will ensure that disadvantage does not define destiny and that every pupil has the opportunity to flourish.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Please see part B for a reflection on our previous 3-year plan and a more detailed justification for our priorities.

Challenge number	Detail of challenge
1	<p><b>Ensuring Quality First Teaching for Every Disadvantaged Student</b></p> <p>We know Quality First Teaching (QFT) is the most effective way to close the attainment gap. Every lesson matters, and our commitment is to ensure that all disadvantaged students experience high-quality teaching in every classroom.</p> <p>To make this a reality, our school-wide CPD programme is embedded within the school day, ensuring that QFT remains a top priority for all staff.</p> <p>Last year, our focus was on understanding what students know and responding effectively. You can read more about this work here: <a href="https://sthildascurriculum.com/curriculum-support/how-were-developing-your-childs-experiences-in-the-classroom/">https://sthildascurriculum.com/curriculum-support/how-were-developing-your-childs-experiences-in-the-classroom/</a></p>

	<p>Looking ahead, we are shifting our attention to inclusive adaptations within a QFT-focused classroom. This year’s approach draws on the EEF’s guidance, with an emphasis on:</p> <ul style="list-style-type: none"> <li>• Explicit teaching</li> <li>• Scaffolding</li> <li>• Flexible grouping</li> <li>• Together, these strategies will help us create classrooms where every learner can thrive.</li> </ul>
2	<p><b>Closing the Achievement Gap</b></p> <p>Attainment data from 2023-24 for disadvantaged pupils shows an overall A8 score of 33.6 rising to 38.5 in 2024-25. This shows a reduction in overall A8 between our disadvantaged pupil and non-disadvantaged pupils from 15.8 to 13.3.</p> <p>In 2024-25, the A8 gap between disadvantaged and non-disadvantaged pupils in English remains 2.7 whilst in Maths it has narrowed from 3 to 2.6. The A8 gap for students studying the EBACC has also narrowed from 5.3 to 4.5 and in the Open Bucket from 4.6 to 3.5.</p> <p>Whilst disadvantaged students achieving grade 4+ at St Hilda’s in Science and Humanities attain on average above national comparisons for disadvantaged students there is still a gap between disadvantaged and non-disadvantaged students at St Hilda’s.</p> <p>Our priority is to address these attainment gaps with particular focus on students who face multiple barriers—particularly those who are both SEND and Disadvantaged as well as our female FSM students.</p> <p>Last year, the gap between Disadvantaged and Non-Disadvantaged students narrowed across a significant number of measures. However, the progress gap for students who are both Disadvantaged and SEND, compared to Non-Disadvantaged students, remains a key focus. Similarly, the gap between female FSM students and non-FSM females requires targeted action.</p> <p>Currently:</p> <ul style="list-style-type: none"> <li>• 23% of our SEND students are also Disadvantaged</li> <li>• 34.7% of students with an EHCP are Disadvantaged</li> <li>• 17.6% of students on SEND Support are Disadvantaged</li> </ul> <p>We know that the most effective provision for these students is Quality First Teaching (QFT). Our three-year strategy and funding plan prioritises this through our school-wide CPD programme (see above).</p> <p>We will continue to invest in our impactful KS4 intervention programme for Year 10 and 11 students who are not on track to achieve five standard passes including English and Maths, with priority given to SEND and PP students.</p> <p><b>Literacy remains central to our approach.</b></p> <p>Research shows disadvantaged students may hear 30 million fewer words than their peers before age four. In previous years, we invested PP funding into the Ruth Miskin phonics programme, which is now well-established and effective in reducing the number of red readers.</p> <p>Moving forward, we will use PP funding to sustain and develop our St Hilda’s Reads programme, launched in 2023. This initiative exposes students to texts rich in cultural capital, aiming to close this vocabulary gap; beneficial to all but most beneficial to our disadvantaged students. Books are read aloud by the teacher—the expert in the</p>

	<p>room—and annotated to support explicit vocabulary instruction. Find out more here: <a href="https://sthildascriculum.com/sthildasreads/">https://sthildascriculum.com/sthildasreads/</a></p> <p>Where additional funding is needed to sustain reading interventions (e.g., training staff), this will remain a priority.</p>
3	<p><b>Attendance</b></p> <p>Attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than non disadvantaged pupils.</p> <p>Academic Year 23-24. Non disadvantaged pupils attendance = 93.4% whilst disadvantaged pupils = 88.9%. This was a gap of 4.5%</p> <p>Academic Year 24-25. Non disadvantaged pupils attendance = 93.7% whilst Disadvantages pupils = 90.7% This was a gap of 3%</p> <p>22.9% of disadvantaged pupils have been ‘persistently absent’ in the academic year of 2024-2025 compared to 14.9% of their peers during that period. This is a gap of 8%. A gap of 15.2% we still acknowledge that absenteeism is negatively impacting disadvantaged pupils’ progress.</p> <p>Whilst in previous years, we have worked to improve Disadvantaged attendance at extra-curricular clubs to ensure our students were taking part in our wider-school community, so far this year we know 184/191 PP students have attended at least 3 extra-curricular sessions. We have therefore removed this from our key list of challenges, though we will continue to monitor this, believing that extra-curricular engagement is a stepping stone to our students thriving.</p>
4	<p><b>Parent engagement and ambitions</b></p> <p>Last year, 25% of our PP students stayed on at our sixth form. This year, we want to improve this number further focussing on raising aspirations for our students to continue in the excellent post-16 provision we have in St Hilda’s 6<sup>th</sup> form College with a VA score of 0.34. For many of our students, our sixth form offers a supportive environment in which they can continue their studies with familiar staff who have fostered relationships with them throughout the last 5 years of school. We strive to make sure that our disadvantaged students are prepared for their next steps and we aim to offer a range of suitable courses so they can do that with us here at St Hilda’s.</p> <p>This year we will work to ensure:</p> <ul style="list-style-type: none"> <li>• All Disadvantaged students access valuable work experience in year 10.</li> <li>• All students have access to high-quality careers resources</li> <li>• Increase parental involvement.</li> </ul> <p>Reaching all members of our community via digital communications is not always feasible. For our disadvantaged students, this is particularly impactful. It remains a challenge to actively engage the parents and carers of our disadvantaged students and utilise their support in encouraging our students’ aspirations and sense of belonging at school.</p>
5	<p><b>Wellbeing and Transition Support</b></p> <p>Our students have a range of barriers that can prevent them from thriving. For those students who are doubly or triply disadvantaged, this area of need can be significant. Our school is proud of our family ethos and our care for our students. We strive to make the building and community itself a much-needed stable part of our students’ lives. However, for those with more specific needs, we will continue to prioritise meeting these through the following:</p>

	<ul style="list-style-type: none"> <li>• YPAS Transition Support: small-group sessions to support emotional adjustment and resilience.</li> <li>• External Counselling</li> <li>• Wellbeing Lead Support</li> <li>• Self-Esteem Intervention</li> <li>• In-House Counselling</li> <li>• Anger Management Programme: in-house to support students in developing emotional regulation strategies and positive coping mechanisms.</li> </ul>
6	<p><b>EAL</b></p> <p>The number of our students with English as an Additional Language (and especially those new to country) is steadily increasing. A significant proportion of these learners face compounded challenges, including socio-economic disadvantages.</p> <p>We aim to sustain the implementation of robust, sustainable systems that:</p> <ul style="list-style-type: none"> <li>• Facilitate smooth entry into school through tailored induction processes.</li> <li>• Ensure equitable access to lessons by embedding inclusive teaching practices</li> <li>• Promote oral language development across diverse contexts to strengthen communication skills.</li> <li>• Leverage technology effectively to enhance learning and engagement for EAL students.</li> <li>• Engage parents as partners in the St Hilda’s community and strengthen school-family relationships.</li> </ul> <p>Our approach focuses on building intrinsic support structures that empower students and families to thrive academically, socially, and culturally.</p>

## Intended outcomes

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

Intended outcome	Success criteria
<p>To ensure that all pupils, including those who are disadvantaged have access to classrooms where Quality First Teaching and Learning is seen on a regular basis.</p> <p>Active ingredients from key CPD strategies can be seen in classrooms across the school.</p>	<p>Lesson drop-ins will show evidence of habitual practice across our teaching body of the Quality First Teaching and Learning Strategies we are working on in CPD.</p> <p>QA reviews of teaching practice will show improvements in the quality of teaching and learning in the classroom</p> <p>Student voice will provide qualitative data to show that Quality First Teaching strategies are being implemented by teachers in the classroom and will be able to articulate how it is supporting them with their learning.</p>
<p>Improved attainment and progress among disadvantaged pupils, particularly those with multiple barriers across the</p>	<p>Sustained high attainment and progress for all pupils with particular focus on:</p> <ul style="list-style-type: none"> <li>• Closing the disadvantage, non-disadvantaged A8 gap. A8 gap from 2024/25 = 13.3</li> </ul>

<p>curriculum at the end of KS4, particularly in English.</p>	<p>Closing the disadvantage, non-disadvantaged A8 gap in English. A8 gap from 2024/25 = 2.7</p> <ul style="list-style-type: none"> <li>• Increasing the improving attainment measures in all disciplines with a particular focus on those who have multiple barriers</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, narrowing the gap between disadvantaged and non-disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• Continuing to increase the overall percentage attendance of disadvantaged students remaining above the national measure</li> <li>• The attendance gap between disadvantaged pupils and their non-disadvantaged peers decreasing</li> <li>• A decrease in the percentage of all pupils who are persistently absent whilst closing the gap among disadvantaged pupils on their peers.</li> </ul>
<p>To continue to raise aspirations of all pupils, including those who are disadvantaged in uptake of appropriate KS5 courses at St Hilda's and further education placements.</p>	<p>To increase aspirations of all pupils through:</p> <ul style="list-style-type: none"> <li>• Increasing the numbers of pupils in Year 12 overall whilst increasing the number of Disadvantaged students from last year. In 2024-25 we retained 12//43 students.</li> <li>• Quantitative data from opportunities such as meet the professionals and other CEIAG experiences</li> <li>• Qualitative and quantitative data from 1:1 guidance meetings with staff and A. Stagg.</li> <li>• Quantitative data from mock interviews</li> <li>• Destination data at the end of Year 13.</li> </ul>
<p>Increased engagement with Disadvantaged parents at school events.</p>	<p>Aiming for high attendance from parents at:</p> <ul style="list-style-type: none"> <li>• Parents' Evenings.</li> <li>• Additional information evenings.</li> <li>• Added face-to-face and virtual events to the school calendar to engage parents of Disadvantaged students.</li> </ul>
<p>Improved levels of literacy and numeracy for disadvantaged pupils allowing them to fully integrate into our St Hilda's community and improve access to the curriculum.</p>	<p>All students will be tested using NGRT and NGMT from the GL Assessments.</p> <p>Students identified with barriers will receive a thorough programme of individualised or small group interventions to accelerate their progress in Reading and Maths.</p> <p>Re-testing of identified individuals will be completed regularly to monitor improvements.</p> <p>Success will be judged on gap to age related expectations.</p> <p>Students who are EAL or new to school will also be tested on entry and, if required, will access the interventions in place.</p>

## Activity in this academic year

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

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

Budgeted cost: £85,486.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued funding of our CPD Team to deliver tailored CPD in smaller staff groups</p> <p>CPD programme for all staff in addition to a fortnightly middle leadership development programme on a Tuesday after school.</p> <p>Subscription to Carousel training for more individualised staff CPD.</p> <p>A programme of coaching carried out internally for teaching staff in need of additional support.</p> <p>Extensive ITT and ECT training programme in line with ECF reforms to support newly qualified teachers teach high quality lessons. NPQs for staff in a variety of areas.</p>	<p>Effective Professional Development – Guidance Report - EEF</p> <p>Five a day: Supporting high-quality teaching</p> <p>CPD allows for more personalised and differentiated provision for our most disadvantaged pupils.</p> <p><a href="https://www.ambition.org.uk/blog/what-instructional-coaching/">https://www.ambition.org.uk/blog/what-instructional-coaching/</a></p> <p><a href="https://steplab.co/resources/beginners-guide-to-instructional-coaching/66d9d0ea0982810001156c8f">https://steplab.co/resources/beginners-guide-to-instructional-coaching/66d9d0ea0982810001156c8f</a></p>	<p>1,2</p>
<p>Retention of highly trained and qualified SEND-specialist staff - employed to support pupils individually in lessons and offer 1:1 or small group support and/or intervention including during form</p>	<p>EEF teaching &amp; learning toolkit indicates an average of 5 months additional progress can be gained with targeted deployment of support staff</p>	<p>1,2</p>

time, before and after school.		
Recruitment of Aspirations and Achievement Coordinator and Careers advisor.	<p>One of the issues we have identified through student voice amongst our disadvantaged pupils is the lack of knowledge about opportunities for them after finishing school and a lack of aspiration to pursue the opportunities they are aware of.</p> <ul style="list-style-type: none"> <li>• We have created an Aspirations and Achievement Coordinator role to support the Head of 6<sup>th</sup> Form leading on Careers across the school. We have also brought in external experts, Careers Connect to offer careers guidance and help us to raise aspiration running and ‘Dream Big’ programme for Y11.</li> <li>• Our Aspirations and Achievement Coordinator helps our more disadvantaged pupils to complete their FE applications in our ICT room in order to ensure they have appropriate and aspirational options.</li> </ul>	2,4
Accountability cycle involving progress monitoring for Y11s	<p>The EEF toolkit has researched the effect of meta-cognition and self-regulation, which is a key aspect of quality-first teaching, and has rated it as having the biggest impact of any intervention on disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• Targeted intervention and progress monitoring of Year 11s has enabled the pupils to self-regulate and grow as individual learners.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/metacognition-and-self-regulation</a></p>	2
Technological support Tablets for diagnostic assessment.	<p>School uses a number of online programmes for the day-to-day running of the school including setting homework. Where they don’t have access to devices, students are provided with these from school, so they can access homework, alerts, timetables and be able to complete work on platforms such as Sparx Maths and Caoursel Learning in Science. It also allows them to access platforms that they are guided to use for work and/or revision purposed.</p> <p>Tablets are available in school to aid teaching and learning and allow for easier completion of diagnostic tests to make sure we are regularly checking on student knowledge.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/research-agenda-themes-priority-areas/research-agenda-theme-edtech">https://educationendowmentfoundation.org.uk/projects-and-evaluation/research-agenda-themes-priority-areas/research-agenda-theme-edtech</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eeef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment">https://educationendowmentfoundation.org.uk/news/eeef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment</a></p>	1, 2, 4
Appointment of a GCSE English specialist for additional weekly feedback for our Disadvantaged students.	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding</p>	2, 4, 6

	<p>of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p><a href="http://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">http://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	
Purchase of books for our staff library relating to pedagogy and high-performance culture	<p>In order to maintain the quality of teaching and curriculum in relation to our principles, it is important to develop a staff culture of self-development.</p> <ul style="list-style-type: none"> <li>• In our fortnightly CPD meetings and directed time, we conduct whole-staff and small group training in pedagogical techniques that most aid disadvantaged pupils.</li> </ul>	1
Curriculum website	<p>Students (and parents) often contact school for access to resources. Also Disadvantaged students are disproportionately likely to be absent for a number of reasons.</p> <p>By having an up-to-date curriculum website that is signposted to parents and students and maintained regularly this means that students who miss work or who are struggling to understand or revise the work completed can revisit outside of the classroom to support their learning.</p>	2,4

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

Budgeted cost: £35,721.86

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of intervention leads. A comprehensive programme for subject led intervention takes place through the entirety of Y11	<p>“An effective Pupil Premium strategy allows schools to intervene early and prevent these attainment gaps from growing. It is one of the most powerful tools we have for supporting education equity.”</p> <p><a href="https://educationendowmentfoundation.org.uk/using-pupil-premium?">https://educationendowmentfoundation.org.uk/using-pupil-premium?</a></p>	2
National tests upon entry in year 7 GL Assessments – NGRT and NGMT. Re-testing for identified individuals.	<p>Evidence for the use of the New Group Reading Test (NGRT) and New Group Maths Test (NGMT) comes primarily from case studies, school reports, and education research bodies like the Education Endowment Foundation (EEF). These sources highlight their utility in providing standardized, objective data to inform teaching and learning. Every practice solution is supported by evidence of effectiveness specified by the Every Student</p>	1,2,6

Tracking of progress in relation to age related expectations and targeted interventions to help narrow the gap.	Succeeds Act (ESSA). Both NGRT and NGMT are widely used in UK schools as reliable, standardised assessment tools to provide objective data for tracking progress, identifying needs, and evaluating the effectiveness of interventions.	
Sustained development of our well-established literacy intervention programmes including St Hilda's Reads and our phonics programme.	<a href="#">Improving Literacy in Secondary Schools</a> <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	2
Assessment of EAL students using Bell Foundation recommendations Morning intervention and transition programme for EAL students.	<a href="https://www.bell-foundation.org.uk/our-work/with-schools/">https://www.bell-foundation.org.uk/our-work/with-schools/</a>	2, 6

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

Budgeted cost: £112,967.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of Attendance Officer - dedicated attendance team which completes first day response, prioritising Disadvantaged pupils, daily and weekly absence reports. Disadvantaged v non-Disadvantaged comparison, alongside city and national comparison. Pastoral support with rewards to enhance attendance	<a href="https://assets.publishing.service.gov.uk/media/67c96d7dd0fba2f1334cf2ed/The_link_between_attendance_and_attainment_in_an_assessment_year_-_March_2025.pdf">https://assets.publishing.service.gov.uk/media/67c96d7dd0fba2f1334cf2ed/The_link_between_attendance_and_attainment_in_an_assessment_year_-_March_2025.pdf</a>	3
Provision towards uniform, removing of a number of items of branded uniform, Provision of equipment, fully-funded trips and enriching	According to Child Poverty Action Group and Loughborough University's Centre for Research in Social Policy (CRSP), the minimum cost of education in the UK is now over £1,000 a year for a child at primary school. For a secondary school pupil, it costs a family	2, 4, 5

<p>experiences for Disadvantaged students.</p> <p>Designated member support staff to assist with provisions for Disadvantaged students. Students are provided with an equipment pack for school and any lost equipment is replaced.</p>	<p>a minimum of £2,300 a year (based on 2024 costings).</p> <p>With 4.5 million children living in poverty and an ongoing cost-of-living crisis, these costs put huge financial pressure on families who are already struggling to manage high energy bills and inflation.</p> <p><a href="https://www.gov.uk/government/publications/cost-of-school-uniforms/cost-of-school-uniforms">https://www.gov.uk/government/publications/cost-of-school-uniforms/cost-of-school-uniforms</a></p> <p><a href="https://www.actionforchildren.org.uk/blog/cost-of-back-to-school-shopping/">https://www.actionforchildren.org.uk/blog/cost-of-back-to-school-shopping/</a></p>	
<p>Improvement in parental engagement through over communication between teaching staff, pastoral staff and parents / carers, parents evenings and 1:1 meetings. Teaching staff and Progress leaders celebrate pupils progress through celebration assemblies each term and postcards home.</p>	<p>Last academic year from Feb – July 33% of parents/carers of Disadvantaged students did not attend Parents’ Evening (14/15 out of 43/44 respectively). So far, this academic year (Y7 meet the form tutor, Y9 Parents’ Evening) 14% of parents of Disadvantaged students did not attend.</p> <p>Readingrockets.org highlight's the benefit to teachers of regular communications as “teachers learn more about students’ needs and home environment, which is information they can apply toward better meeting those needs.”</p>	4
<p>Raising aspirations through a multifaceted approach of 1:1 careers advice with external advisors from Careers Connect and A. Stagg. This provides opportunities to:</p> <ul style="list-style-type: none"> <li>• Listen to and meet professionals</li> <li>• Visit places of higher learning</li> <li>• Attend subject related experiences including trips.</li> </ul> <p>All Disadvantaged students develop soft skills through participating in mock &amp; guidance interviews in Y9 and again at Y11.</p> <p>Year 9 and Year 11 pupils will take part in KS4 and sixth form open evening as well as experience life at both key stages through taster days. This will all be tracked though progress leader tracker and end destination data. Disadvantaged students also have the opportunity to take part in the Diversity Group</p>	<p>The Accessgroup.com evidence that offering career guidance can not only help pupils make more informed choices it can also inspire them to set &amp; achieve new goals. Good educational outcomes are often needed to meet aspirations. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p> <p><a href="https://www.thegirlsnetwork.org.uk/">https://www.thegirlsnetwork.org.uk/</a></p> <p><a href="https://anthonywalkerfoundation.com/">https://anthonywalkerfoundation.com/</a></p>	2,4

<p>working with the Anthony Walker Foundation and Girls network.</p>		
<p>Maintain and develop the current extensive extra-curricular programme that pupils can access outside of lesson time – reduce barriers to none engagement. Implementation of increased homework club hours with HLTA supervision. AAHT responsible for enrichment to co-ordinate regular student and parent voice to ensure we remove any barriers to participation. Disadvantaged students are fully-funded to enable them to participate fully in in all Rewards, Christmas &amp; end of year trips. Disadvantaged pupils are able to access fully-funded, fieldtrips, music lessons and take part in the shows with costumes and instruments provided to ensure full access to the arts on top of the continued inclusion of Drama above and beyond the requirements of the National Curriculum to enhance additional skills.</p> <p>All students in Y9 are support to take place in the Duke of Edinburgh Scheme</p>	<p>The ‘Unequal Playing Field’ Government report explains how children from a disadvantaged background are less likely to take part in extra-curricular activities and that it can also be dependent on the school they go to and area they live in. They therefore miss out on valuable experiences but also soft skills that employers are looking for.</p> <p><a href="https://www.bbc.co.uk/news/uk-wales-62053555">https://www.bbc.co.uk/news/uk-wales-62053555</a></p> <p><a href="https://www.cpre.org.uk/stories/children-and-young-people-in-the-countryside-making-a-connection/">https://www.cpre.org.uk/stories/children-and-young-people-in-the-countryside-making-a-connection/</a></p> <p><a href="https://www.dofe.org/do/benefits/">https://www.dofe.org/do/benefits/</a></p>	<p>4,5</p>
<p>Procedures in place to support all students well being, which will aid attendance, behaviour and progress. Pupils are supported in school through an on-site counsellors a YPAS worker, lego therapy as well as the pastoral team. Period products are distributed throughout school to reduce the stigma and encourage attendance at school.</p> <p>Recruitment of a non-teaching Wellbeing member of staff.</p> <p>Retention of a LAC/PLAC support co-ordinator: Miss Amanda Griffiths.</p> <p>Introduction of the Strengthening Minds Programme</p>	<p>In 2021 a research study found that school based counselling led to significant reductions in long term psychological distress &amp; those that were offered counselling significantly improved their self esteem &amp; were more likely to achieve their goals Familywelfare.co.uk</p> <p><a href="https://www.strengtheningminds.co.uk/">https://www.strengtheningminds.co.uk/</a></p>	<p>5</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

All Disadvantaged students are offered food in the morning at breakfast or at break.	Impact report from Magicbreakfast.com highlights that eating breakfast is a vital part of improving learning, school attendance, health and wellbeing for children and young people.	2, 3
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**Total budgeted cost: £246,176.24**

## Part B: Review of the previous academic year (and 3-year plan)

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

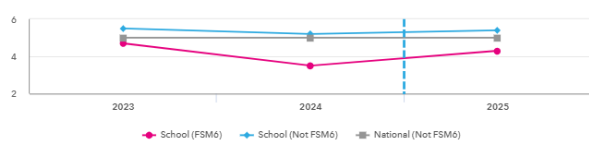
The data demonstrated that Overall Attainment 8 for disadvantaged students at St Hilda's increased by 4.9 to 38.5, this is 3.6 higher than the average for disadvantaged students nationally in 2025 but below the Overall Attainment 8 for non-disadvantaged pupils at our school which was 51.8.

For disadvantaged students at St Hilda's:

- The Overall Attainment 8 Grade increased by 4.9 to 38.5 above the national disadvantaged figure of 34.9.
- The estimated Average Total Progress 8 (estimated using SISRA) increased by 0.21.
- Students achieving 9-5 in English and Maths increased by 7.7%.
- Students achieving 9-5 in English improved by 5.5% to 44.2% above the national disadvantaged figure of 41.2%.
- Students achieving 9-5 in Maths improved by 17.8% to 37.2% above the national disadvantaged figure of 30.7%.
- Students achieving 9-4 in English and Maths increased by 8.7%.
- Students achieving 9-4 in English improved by 8.9% to 60.5% above the national disadvantaged figure of 56.2%.
- Students achieving 9-4 in Maths improved by 12.1% to 60.5% above the national disadvantaged figure of 49.5%.
- English A8 increased by 0.1 to 7.9 remaining 0.1 above the national disadvantaged figure of 7.8.

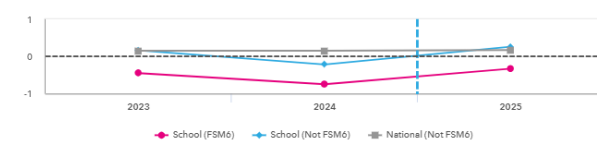
### KS4 attainment for disadvantaged pupils 2025

#### Attainment 8 (Overall) ▼



### KS4 progress for disadvantaged pupils 2025

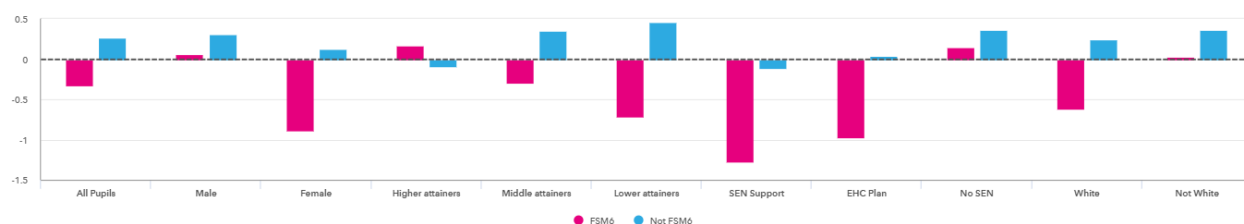
#### Progress 8 (Overall) ▼



Each pair of bars represent the scores of the FSM6 and non-FSM6 pupils for various pupil groups. The vertical distance between the pink and blue bar shows the attainment gap between FSM6 and non-FSM6 pupil groups.

### Progress gap

#### Progress 8 (Overall) ▼



### Attainment & progress

Pupils			Attainment			Progress			
			Attainment 8 (Overall) <span>▼</span>			Progress 8 (Overall) <span>▼</span>			
			FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	
Summary	All Pupils	32	138	4.3	5.4	-1.1	-0.33	0.26	-0.59
Gender	Male	19	101	4.2	5.3	-1.1	0.06	0.31	-0.25
	Female	13	37	4.4	5.6	-1.2	-0.89	0.12	-1.01
FFT Prior Attainment	Higher attainers	5	32	7.2	6.8	0.4	0.17	-0.09	0.26
	Middle attainers	16	83	4.6	5.4	-0.8	-0.3	0.35	-0.65
	Lower attainers	8	18	1.8	3.1	-1.3	-0.72	0.46	-1.18
SEN Group	SEN Support	6	25	2.6	4.3	-1.7	-1.27	-0.11	-1.16
	EHC Plan	7	8	2.9	3	-0.1	-0.97	0.04	-1.01
Ethnic Group	No SEN	19	105	5.4	5.9	-0.5	0.15	0.36	-0.21
	White	19	123	3.7	5.4	-1.7	-0.62	0.24	-0.86
	Not White	13	15	5.2	5.9	-0.7	0.01	0.36	-0.35

This year has seen a return to our 2022 results, which is a testament to the hard work of our students, curriculum leaders and all teaching staff. It demonstrates to both us and our students that our changed cohort does not need to mean a change in results.

We move on to 2025-2026 fully motivated to sustain and better these results, closing the gaps even further. Interestingly, our high attaining FSM students out-performed non-FSM this year. However, there remains a priority in our SEND/FSM students, who are double-disadvantaged. Our female FSM students have also significantly under-performed compared to non-FSM. These too remain a focus.

## Review of our 3-year plan.

### Successes:

- Technology: We purchased 8 sets of tablets to increase opportunities for in-class diagnostic assessment using programmes such as Carousel Learning, Forms and other quizzing platforms. All classrooms are now equipped with visualisers to broaden opportunities for modelling and live feedback in the classroom; particularly benefitting our disadvantaged students. EAL students are all equipped with personal tablets and staff have been trained on translation technologies.
- Our systems for identifying and supporting Disadvantaged students with low reading scores are now well-embedded. The number of students who are red/amber readers is decreasing due to the success of our intervention programmes. We now have a number of staff trained on Ruth Miskin phonics and a well-established form-time intervention system. As a result, we will move this year towards a focus on sustaining our St Hilda's Reads programme, which significantly works to reduce the vocabulary gap for our disadvantaged students.
- We have worked to move towards a focus on diagnostic assessment in lessons, reducing the number of summative assessment points to two: mid-year and end of year exams. This assessment system has been successfully implemented and sustained across the last two years. The systems around this: online revision support, access to resources, and our Steps to Success evenings, help to engage parent support with this; though there is scope to improve PP parents' attendance at these events.
- 2023-2024 saw us hold a LAC/PLAC event for carers, to try to establish a community hub amongst these members of our community. The event itself was very successful and well-attended, though it is been difficult to sustain this and it remains a challenge.
- Last year saw us establish a CPD team responsible for delivering QFT CPD during the school day. This is at significant costs: every member of staff is allocated a fortnight on their timetable to complete this, but the impact on our disadvantaged students' experiences in the classroom is invaluable. Last year saw a focus on checking for understanding across the school. As such, all staff now have a variety of attention-securing checking for understanding techniques in their toolkits, including: MWBs (which we purchased for all students), cold calling, diagnostic questions and the benefits of MCQs (with plausible distractors), developing a culture of error and responsive teaching strategies. We are building on this in the year ahead with a focus on QFT for our high numbers of SEND/PP students.
- Our student intervention programme at KS4 was very successful. Our KS4 intervention lead, funded by Disadvantaged funding, working alongside our Assistant Head for Curriculum, took the following actions for years 10 and 11:
  - Identification and intervention with students who are in the wrong set for 'tiered subjects'
  - Identification and intervention with students who are not targeted to achieve 5 standard passes including E&M.
- Organisational intervention sessions.
- How to revise sessions.
- Personalised support to access online learning resources.
- Provision of revision support materials.
- Personal study space after school.
- In addition, year 11 received:

- Personalised timetable of after school intervention.
- Personalised timetable of form time intervention.

This led directly to the improved results at KS4.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*