



Pupil premium strategy statement – Cardinal Heenan Catholic High School

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	1338
Proportion (%) of pupil premium eligible pupils	36.32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 – 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Karen Smyth
Pupil premium lead	Caroline Kewley
Governor / Trustee lead	Tracey Gossage

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£430,325.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
Total budget for this academic year <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>	£10,106,989.00

Part A: Pupil premium strategy plan

Statement of intent (2025/26, Final Year of 3-Year Strategy)

In the Gospels, Jesus identifies with the least in society. In Matthew 25:40 He teaches, “*Whatever you did for one of the least of these brothers and sisters of mine, you did for me.*” At Cardinal Heenan Catholic High School, this shapes our mission to uplift the least, the last and the lost. It guides our work with disadvantaged pupils and ensures their life chances remain central to our decisions.

Our intention is that every pupil, regardless of background or need, receives a high-quality education that enables them to belong, thrive and achieve, securing strong progress, deep knowledge and personal growth. The Pupil Premium strategy removes barriers, widens opportunity and ensures equitable access to an ambitious curriculum. This includes supporting high prior attainers as well as pupils facing multiple or complex vulnerabilities, particularly those who are both disadvantaged and have SEND. This strategy complements, but does not replace, the separate statutory arrangements and funding for Looked-After and Previously Looked-After Children (PP+).

Cardinal Heenan is an oversubscribed Catholic school in West Derby, Liverpool. We are the largest all boys comprehensive school in Liverpool and in the Archdiocese, with a mixed Sixth Form. Although situated in a relatively affluent area, we serve parishes and primary schools located within some of the most deprived socioeconomic wards, including Dovecot, Kensington and Old Swan. Currently, 30% of our students live in IDACI Band 1 addresses, and 63% live within Bands 1 to 3. Our IDACI profile shows that many pupils, particularly those who are disadvantaged, come from communities affected by long term deprivation, low literacy levels and limited opportunities. This strengthens our commitment to providing excellent teaching, robust pastoral support and a curriculum that enables all pupils to thrive.

We are valued in the local community for our vision, values and sense of community where pupils feel they belong. We are committed to excellence through a culture of respect and resilience. *Respect, Believe and Achieve* underpins our drive for continuous improvement for all pupils.

The Pupil Premium strategy aligns with whole-school improvement priorities, including curriculum and teaching, curriculum design, SEND, pastoral care, safeguarding, behaviour and attendance. High-quality teaching is the most effective way to improve outcomes for disadvantaged pupils, enabling them to achieve highly, so strong classroom practice sits at the heart of our approach. A well-sequenced curriculum, consistent routines, adaptive teaching, effective modelling, diagnostic assessment and a sustained focus on literacy underpin our work. We also recognise that strong foundational skills are essential for long-term success. Literacy and numeracy underpin access to the wider curriculum and future opportunities, so we prioritise early and sustained development in these areas. As a Flagship School for Reading in Liverpool, we drive high standards in reading to secure academic success. Our strategy includes targeted interventions to strengthen reading comprehension, writing and mathematical fluency, alongside vocabulary enrichment and oracy development. By securing these core skills, we enable disadvantaged pupils to engage confidently with an ambitious curriculum, build resilience and achieve highly across all subjects.

Our approach is based on accurate identification of need rather than assumption. It emphasises early intervention, ambitious expectations and collective responsibility. To ensure disadvantaged pupils succeed, we will:

- provide an ambitious, well-sequenced curriculum that all pupils can access
- challenge disadvantaged pupils to meet high expectations
- use responsive teaching and assessment to close gaps
- intervene early when additional need emerges
- improve attendance and engagement
- strengthen character, confidence, language and cultural capital so pupils can thrive academically, socially and emotionally
- promote a culture where all staff take responsibility for disadvantaged pupils

Through this strategy, we reaffirm our commitment to ensuring that disadvantaged pupils, including those with the most complex needs, belong, thrive and achieve, receiving the education, care and opportunity required to flourish now and in the future. This strategy ensures disadvantaged pupils experience high-quality teaching, reduced barriers to attendance and engagement, and targeted academic and pastoral support so that outcomes improve securely and sustainably by 2026.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and Persistent Absence</p> <p>Attendance for disadvantaged pupils is consistently lower than for other pupils, and a significantly higher proportion meet the threshold for persistent absence each year. Internal monitoring and attendance analysis show that this reduced attendance limits curriculum access and has a negative impact on pupil outcomes. Many disadvantaged pupils also face emotional based barriers, anxiety and instability at home, which contribute to inconsistent school attendance.</p>
2	<p>Lower Starting Points, gaps in foundational skills and Reduced Resilience in Learning</p> <p>Baseline assessments and prior attainment data over recent years indicate that pupils facing multiple disadvantage (pupil premium and SEND) typically enter the school with lower starting points than their peers. Classroom observations and diagnostic assessments show that these pupils often struggle with independent learning, have gaps in foundational knowledge and skills (Literacy, handwriting, numeracy, oracy), sustained challenge and retention of knowledge, which contributes to weaker outcomes by the end of Key Stage 4.</p>
3	<p>Weaker Reading Skills and Language Development</p> <p>Reading assessments on entry to Year 7 consistently show that a higher proportion of disadvantaged pupils have reading ages below chronological age compared to their peers. NGRT, phonics diagnostics and teacher assessment indicate lower fluency, comprehension and vocabulary, which limits access to the wider curriculum and contributes to widening gaps over time.</p>
4	<p>Lower Aspirations and Limited Career Awareness</p> <p>Pupil voice, pastoral data and tutor feedback indicate that disadvantaged pupils typically have lower aspirations and reduced awareness of post-16 pathways compared to other pupils. This affects engagement, motivation and Key Stage 4 subject choices.</p>
5	<p>Safeguarding, Mental Health and Emotional Barriers</p> <p>Internal safeguarding records and pastoral assessments show that disadvantaged pupils are disproportionately affected by the school's main safeguarding concerns, including emotional based school avoidance, exposure to domestic violence and mental health difficulties. These issues contribute to reduced attendance, lower engagement in learning and weaker academic progress.</p>

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
<p>Improved outcomes among disadvantaged and multiple disadvantaged pupils across the curriculum at the end of KS4.</p>	<ul style="list-style-type: none"> • KS4 performance measures in 2025/26 demonstrate a reduction in the attainment and progress gaps between disadvantaged and multiple disadvantage pupils (those with SEND) and their peers. • Published outcomes show disadvantaged pupils' Attainment 8 and English and maths outcomes are at least in line with, or improving relative to national disadvantaged. • Internal assessment data (DCPro) shows disadvantaged pupils are making more consistent progress across subjects. • Disadvantaged pupils show improved engagement in lessons, evidenced through: <ul style="list-style-type: none"> ○ improved attitudes to learning (ClassCharts/observation) ○ increased homework completion at KS3 (Sparx Maths, English and Science) ○ stronger participation in assessments and response to feedback • Case studies demonstrate improvements in wellbeing, engagement and learning for targeted pupils.
<p>Improved outcomes for disadvantaged High Prior Attaining (HPA) pupils so that their progress and attainment reflect their strong starting points.</p>	<ul style="list-style-type: none"> • Outcomes for HPA disadvantaged pupils at Grades 7–9 show improvement relative to national disadvantaged trends at higher grades. • Data shows an increased proportion of HPA disadvantaged pupils achieving Grades 7–9 across English, maths and science. • Tracking (DCPro) indicates that HPA disadvantaged pupils sustain positive progress across subjects from KS3 to KS4. • Evidence from assessments demonstrates stronger completion of high-challenge tasks and improved accuracy and depth in extended responses. • Greater participation of HPA disadvantaged pupils in stretch opportunities such as Lesson 6, enrichment and academic mentoring. • Case studies highlight improved confidence, academic self-belief and readiness for high-level study among targeted pupils.
<p>Improved reading skills among disadvantaged and multiple disadvantaged pupils across KS3.</p>	<ul style="list-style-type: none"> • Reading assessments (NGRT, phonics diagnostics) show measurable improvement in reading fluency and comprehension for disadvantaged pupils. • The disparity between disadvantaged pupils and their peers reduces by the end of KS3. • Teachers recognise improved reading confidence and access to texts through lesson engagement and work sampling.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged and multiple disadvantaged pupils.</p>	<ul style="list-style-type: none"> • By 2025/26, whole-school attendance rises and the gap between disadvantaged pupils and their peers decreases. • Published attendance data shows disadvantaged pupils' attendance is in line with or above national disadvantaged averages. • Persistent absence for disadvantaged pupils reduces year on year and moves below national disadvantaged levels. • Unauthorised absence rates fall for all groups, with notable improvement for pupils facing multiple disadvantage.

Raised career aspirations of disadvantaged pupils.	<ul style="list-style-type: none"> • NEET figures for disadvantaged pupils reduce over time. • Increased numbers of disadvantaged pupils enrol in Sixth Form or secure high-quality post-16 destinations. • CEIAG records and pupil voice indicate improved understanding of pathways and greater confidence in planning for the future. • Increased disadvantaged participation in applications for competitive academic and vocational routes.
Improved early intervention and support for pupils living with domestic violence and/or mental health issues	<ul style="list-style-type: none"> • Attendance, behaviour and safeguarding data show improved engagement and reduced escalation for identified pupils. • Published behaviour data shows disadvantaged pupils are less likely to receive repeat suspensions than similar pupils nationally. • Increased and timely referrals to internal/external support services (e.g. counselling, Early Help, CAMHS), with positive impact evidenced. • Safeguarding logs indicate reduction in repeat concerns or severity over time. • Greater uptake and completion of wellbeing interventions (e.g. ELSA, mentoring), with improved outcomes reported.

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: £244348

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a common approach to teaching and learning (CLF and FIRST CLASS)	The Common Lesson Format (CLF) provides a consistent, evidence-informed structure based on Rosenshine's Principles and Cognitive Load Theory, using explicit modelling, guided practice, retrieval and frequent checks for understanding. Vocabulary pre-teaching, scaffolding and predictable routines reduce barriers for disadvantaged and SEND pupils, in line with EEF literacy guidance. The FIRST CLASS strategy ensures disadvantaged pupils are prioritised through targeted questioning, feedback and monitoring, enabling them to keep up with the curriculum.	2, 3
Professional development to embed the CLF and FIRST-CLASS strategy	Professional development strengthens staff expertise in explicit instruction, adaptive teaching, scaffolding, vocabulary, retrieval and effective questioning, drawing on EEF and Rosenshine evidence. Improved assessment and feedback support early identification of misconceptions and responsive teaching. Collaborative planning and moderation ensure coherent curriculum sequencing and consistent standards, benefiting disadvantaged pupils through clearer instruction and routine practice.	2, 3, 5
Restructure of Curriculum and Teaching Leadership	The restructured Curriculum and Teaching Team (AHT Curriculum and Teaching, AHT English, AAHT Reading, Maths and Science Leaders) provides increased capacity to improve curriculum quality and teaching con-	1, 2, 3

	sistency. Leaders are trained in adaptive teaching and oversee implementation of the CLF and FIRST CLASS strategy, disciplinary literacy and assessment accuracy. Timetabled collaboration ensures shared resources, coherent sequencing and consistent expectations, supporting disadvantaged pupils through clearer modelling and more responsive teaching.	
Primary-trained AAHT leading Year 7–8 nurture provision	The primary-trained AAHT leads highly scaffolded provision for pupils with the lowest starting points, including disadvantaged and SEND pupils. Expertise in early literacy and numeracy ensures structured, diagnostic-led teaching aligned with EEF guidance. Consistent routines, explicit modelling and guided practice build confidence and secure foundations for wider curriculum access, with impact monitored through assessment and engagement data.	2, 3, 5

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

Budgeted cost: £176,206

Activity	Evidence that supports this approach	Challenge number(s) addressed
Programme of support for pupils facing multiple disadvantage (Multiple Disadvantaged Coordinators)	Pupils facing multiple disadvantage (Pupil Premium, SEND and/or safeguarding needs) experience the greatest barriers to attendance, engagement and attainment. Research highlights the importance of early, personalised and sustained intervention for this group. Multiple Disadvantaged Coordinators provide proactive, needs-led support from Year 7, tailoring academic, pastoral and wellbeing interventions including attendance, behaviour regulation, literacy and numeracy gaps, enrichment and aspiration-raising. This approach aligns with EEF guidance on targeted academic support and early intervention, reducing barriers to learning and improving engagement.	1, 2, 3, 4
Targeted support for High Prior Attaining (HPA) disadvantaged pupils	Some HPA disadvantaged pupils do not consistently convert strong starting points into high grades and benefit from additional stretch and monitoring. EEF evidence emphasises high expectations and focused academic support for high attainers. Identified pupils receive subject-specific stretch, mentoring, study strategies and closer progress tracking from Year 7, alongside enrichment opportunities and family engagement, supporting sustained high attainment.	1, 2, 3, 4
Fresh Start - systematic synthetic phonics intervention	Fresh Start provides structured phonics teaching for pupils with significantly low reading ages, particularly disadvantaged pupils and those with SEND. EEF evidence on Systematic Synthetic Phonics shows an average impact of +5 months' progress, with strongest impact for disadvantaged pupils when programmes are well sequenced and delivered by trained staff. This intervention secures decoding and fluency, enabling access to the wider curriculum.	1, 2, 3
Numeracy Intervention	Targeted small-group numeracy intervention addresses gaps in foundational number knowledge that limit curriculum access. Teaching focuses on fluency, reasoning, explicit modelling and guided practice,	2, 3

	informed by diagnostic assessment. EEF evidence on Small Group Tuition (+4 months) and Improving Mathematics in KS2/3 supports this structured, responsive approach, particularly for disadvantaged pupils.	
Literacy intervention (comprehension, vocabulary and writing – including handwriting)	Targeted literacy intervention supports pupils with weak reading comprehension, vocabulary and academic writing. EEF Improving Literacy in Secondary Schools highlights the impact of explicit vocabulary instruction and taught reading strategies. Modelling, guided practice and scaffolded writing, aligned with classroom teaching, enable pupils to transfer skills and improve access across subjects.	2, 3
SAFE support (Safeguarding, Attendance, Family and Emotional Support)	Disadvantaged pupils are disproportionately affected by safeguarding concerns linked to poor attendance and engagement. SAFE support provides coordinated, relational intervention including attendance mentoring, family engagement and multi-agency working. EEF evidence on Parental Engagement (+4 months) and Social and Emotional Learning supports early, structured support to improve attendance, behaviour and readiness to learn.	1, 5
ELSA Support (Emotional Literacy Support Assistants)	ELSA provides structured emotional literacy intervention for pupils with anxiety, trauma or regulation difficulties. EEF Social and Emotional Learning evidence (+4 months) shows that explicitly teaching emotional regulation and coping strategies improves engagement and behaviour, particularly for disadvantaged pupils, supporting sustained access to learning.	1, 5
Targeted Year 11 tutoring	Targeted tutoring provides personalised academic support for disadvantaged pupils with gaps in knowledge. EEF evidence on One-to-One and Small Group Tuition (+4 to +6 months) identifies tutoring as one of the most effective approaches when aligned to curriculum content and informed by diagnostic assessment. Tutoring consolidates learning, addresses misconceptions and builds confidence ahead of examinations.	1

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

Budgeted cost: £339,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer (targeted support for persistent absence and vulnerable disadvantaged pupils)	Dedicated attendance support addresses the disproportionate levels of persistent absence among disadvantaged pupils through early intervention, home visits, targeted monitoring and multi-agency working. This aligns with DfE attendance guidance and EEF evidence that removing non-academic barriers and improving attendance is essential for improving attainment, particularly for disadvantaged pupils.	1, 5
Inclusion Officer (targeted pastoral and behavioural support)	The Inclusion Officer provides structured early intervention for pupils with emotional, behavioural or social needs through regulation coaching, restorative work, parent engagement and external agency coordination. EEF Social and Emotional Learning (SEL)	1, 3, 5

	evidence (+4 months) shows that structured pastoral support improves engagement, behaviour and readiness to learn, particularly for disadvantaged pupils.	
"I Am" Project	This six-week programme develops self-regulation, confidence and wellbeing through martial arts, mindfulness and mindset coaching. EEF SEL evidence (+4 months) highlights that explicit teaching of emotional literacy and self-regulation improves behaviour, focus and engagement, supporting improved learning readiness.	1, 3, 4, 5
Targeted School Bus Provision	Providing transport removes logistical and emotional barriers to attendance for pupils at risk of persistent absence. Predictable routines reduce anxiety and improve punctuality. EEF attendance guidance identifies practical support as a key factor in improving access to learning for disadvantaged pupils	1, 3
Rewards System	A consistent rewards system reinforces effort, attendance and positive learning behaviours. EEF behaviour interventions (+4 months) show the greatest impact when rewards are effort-based and consistently applied, supporting motivation, confidence and belonging for disadvantaged pupils.	3, 5
Subsidised trips and cultural capital opportunities	Removing financial barriers ensures disadvantaged pupils can access enrichment that builds confidence, aspiration and curriculum understanding. EEF Arts Participation (+3 months) and Learning Away research show enrichment improves engagement and relationships, with the strongest benefits for disadvantaged pupils.	1, 2, 3, 4, 5
Uniform (including school coat and shoes)	Providing uniform reduces financial stress, improves attendance and strengthens a sense of belonging. EEF guidance on removing non-academic barriers highlights the importance of practical support in improving engagement for disadvantaged pupils.	3, 5
Equipment Provision (mini whiteboards, calculators, pencil cases and essential study resources)	Providing essential learning equipment (e.g. calculators, stationery, mini whiteboards) removes practical barriers that disproportionately affect disadvantaged pupils. EEF guidance emphasises that ensuring access to learning tools improves engagement, confidence and participation in classroom routines.	1, 2, 3
Careers support and Industry Days	Employer encounters raise aspirations, improve motivation and reduce NEET risk. Gatsby Benchmarks and Education & Employers research show structured encounters have the strongest impact for disadvantaged pupils with limited social capital.	1, 4
Saturday revision (space in school to revise independently and support with revision strategies)	Saturday sessions provide a quiet, structured environment and support with revision strategies. EEF Metacognition evidence (+7 months) highlights the impact of explicit support with planning and monitoring learning, particularly for disadvantaged pupils who face home-study barriers.	1
Revision Evenings for parents and pupils	Revision evenings teach evidence-based strategies such as retrieval and spacing. EEF Metacognition identifies these as high-impact approaches, while EEF Parental Engagement highlights the importance of accessible support to avoid widening attainment gaps.	1

Revision Packs	Revision packs remove material barriers by providing resources that support effective revision at home. EEF Guide to the Pupil Premium identifies resource provision as essential for addressing non-academic barriers to learning.	1
Summer School (Y6-7)	Summer school supports transition by building confidence, routines and relationships. EEF summer school evidence shows improved readiness to learn and early academic confidence, particularly for disadvantaged pupils.	1, 3, 5
ClassCharts Homework Tracking / Sparx Homework Clubs	Adaptive homework platforms and supervised homework clubs provide structured, supported practice. EEF Homework (Secondary) (+5 months) and small-group support evidence show strong impact when tasks are scaffolded and completed with guidance.	1, 2

Total budgeted cost: £759,843

Part B: Review of the 2023–2026 Pupil Premium Strategy (Impact to Date)

Over the last two years, we've seen real improvements in attendance and behaviour among our disadvantaged pupils. More students are coming to school regularly, and suspensions have reduced significantly.

Alongside this, we have placed a strong focus on achievement and the quality of learning. Our internal quality assurance processes show no difference in the quality of work produced by disadvantaged pupils compared with their non disadvantaged peers - a positive indication that pupils are engaging well with their learning across subjects.

We are also proud to see stronger foundational skills, particularly in reading, where pupils are showing improved fluency, confidence and comprehension. These improvements are helping pupils access the wider curriculum more successfully.

When we look at GCSE outcomes, the picture shows areas where disadvantaged pupils are maintaining performance, as well as areas where we are working hard to close gaps, especially compared with pupils nationally who are not disadvantaged. Ensuring every pupil achieves their full potential continues to be one of our highest priorities.

Achievement (from 2023-2025)

- A8: Overall attainment for disadvantaged pupils rose slightly and stayed similar to disadvantaged pupils nationally.
- English A8: English results for disadvantaged pupils remained close to the national disadvantaged average.
- Maths A8: Maths performance remained stable and in line with disadvantaged pupils nationally.
- English and Maths 4+: Disadvantaged pupils' English and maths grade 4+ outcomes remained steady and close to national disadvantaged results.
- English and Maths 5+: Achieving grade 5+ remains an area needing improvement.
- Science results showed some improvement, but disadvantaged pupils continued to perform below national disadvantaged averages.

Attendance (FSM)

- Despite high levels of disadvantage and SEND, attendance for disadvantaged pupils is consistently above national disadvantaged averages.
- In 2024/25, FSM attendance rose to 89.8%, compared with 88.2% nationally, placing the school above national disadvantaged and indicating stronger recovery than seen nationally.
- Persistent absence for disadvantaged pupils has reduced and is now below or close to national disadvantaged levels.
- The scale and sustainability of improvement in 2024/25 provides strong evidence that attendance strategies are having impact, particularly for the most vulnerable pupils, including those facing multiple disadvantage.

School Minibus

PP students at risk of persistent absence where transport, punctuality, and access to school were contributing factors were targeted. For some pupils, this was compounded by SEN needs or family circumstances, resulting in irregular attendance and lost learning time. This has had a positive and measurable impact on attendance and punctuality for Pupil Premium pupils.

- The attendance data shows a clear positive impact for Pupil Premium pupils where transport was the primary barrier.

- PP pupils supported via minibus achieved and sustained attendance between 92% and 97%, meeting or exceeding national expectations.
- Several PP pupils previously at risk of persistent absence demonstrated improved stability across terms, with fewer significant drops in attendance.
- Term by term analysis shows increased consistency, particularly following placement on minibus provision.
- Minibus support helped prevent severe attendance decline for PP pupils with historical attendance concerns.
- Where attendance was historically inconsistent, minibus provision reduced volatility and supported regular daily attendance.

Behaviour

- Over the past three academic years we have managed to reduce suspensions for PP students by 58%.
- Over the past three academic years we have reduced the number of PP students receiving 3+ suspensions by 55%.
- Our PP student referrals to our social inclusion facility have decreased by 5% and this continues to be a key focus.
- PP students' positives increased by 70% in academic year 2024-25 compared to 2023-24.
- We continue to focus on reducing the number of PP students who're permanently excluded from school.
- Disadvantaged pupils are nationally more vulnerable to suspensions; our data shows progress in reducing suspensions over time for this cohort.

NEET

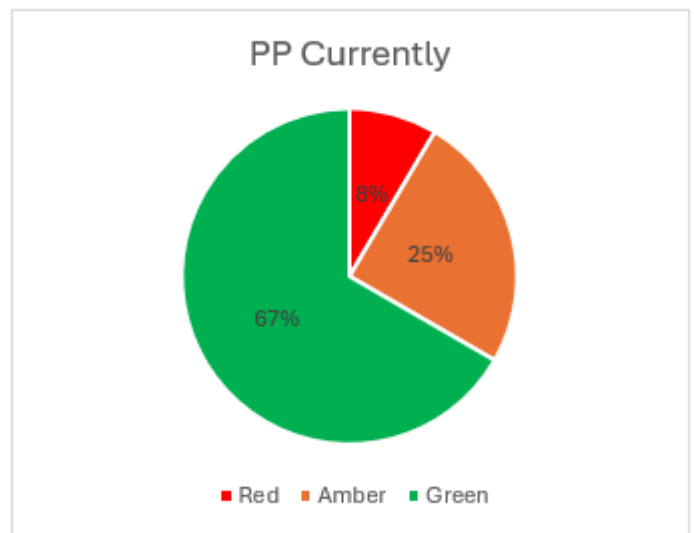
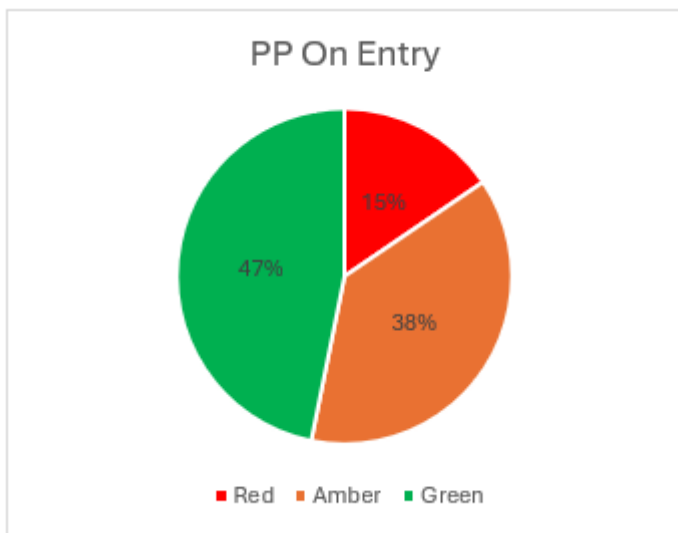
- Since 2023, post-16 destinations show improved transition support, with sustained strength in apprenticeships and increasing progression into sixth-form pathways for disadvantaged and multiply disadvantaged pupils.

Reading and literacy

Whole-school literacy strategies, including Fresh Start phonics intervention, have had a strong impact on disadvantaged pupils.

Impact of Provision for PP Pupils (2022 – Now)

These charts show how we have reduced the number of red and amber PP readers across the school since 2022. Those still red and amber are new to the school and accessing the intervention they need.



Headline Figures for Reading Intervention Impact

- Red Readers - When retested using NGRT after graduation, pupils make on average 2 years and 7 months progress in reading age. Duration of programme is 9 to 33 weeks.
- Amber Readers - When retested using NGRT after the course, pupils make on average 3 years and 1 month progress in reading age. Duration of programme is 30 hours.
- Beyond Intervention - Pupils graduating from either or both interventions, typically become Green Readers within 1 year of completing the programme and access and thrive in the curriculum at a level comparable to peers who had Green as their starting point.

Impact has been strongest where intervention is consistently reinforced through classroom practice, highlighting the importance of alignment between targeted support and quality first teaching.

Extra-Curricular Trips/visits

Impact of support for pupils with multiple disadvantage

The introduction of Multiple Disadvantage Coordinators has strengthened provision for pupils who are disadvantaged and have SEND and/or safeguarding needs.

Impact to date includes:

- improved attendance, engagement and emotional regulation
- reduced escalation of behaviour concerns
- increased progression to Sixth Form and positive post-16 destinations

While academic outcomes for this group continue to develop, improved stability and readiness to learn provide a stronger foundation for future progress.

