

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Ellesmere Port Catholic High School, a Voluntary Academy
Number of pupils in school	852
Proportion (%) of pupil premium eligible pupils	37.56%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	01-Oct-24
Date on which it will be reviewed	Summer Term 2026
Statement authorised by	Mrs. C. Vile
Pupil premium lead	David Blanchard
Governor / Trustee lead	Colette Morris

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	340775
Recovery premium funding allocation this academic year	0
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	340775

# Part A: Pupil premium strategy plan

## Statement of intent

Our school's mission statement is found in St. John's Gospel Chapter 10 Verse 10. Jesus said, "I have come so that they may have life and have it to the full." As Christ's life is an example of unconditional love, we believe that in sharing and receiving love we shall "have life and have to the full".

### Values & Mission Statement

"I have come that you may have life and have it to the full." John 10:10

Ellesmere Port Catholic High School provides a Roman Catholic education in an environment within which all members of the community are encouraged to develop their spiritual, moral, academic, creative and physical potential, based on the teachings of Jesus. As a school, we:

Are a welcoming community

Promote the dignity and worth of each person through Catholic Social Teaching

Foster an understanding that each individual has a contribution to make on a daily basis

Provide opportunities for all to participate in prayer and worship

Share in the life of the local and wider community

Promote justice and peace

Encourage tolerance, patience, forgiveness and trust

Have a genuine concern for others through empathy, co-operation and understanding

Support those in need

Our aim is for all disadvantaged students to achieve success at Ellesmere Port Catholic High School. Students attend school to receive high quality teaching & learning and live their lives through the Catholic values. We want all students to have excellent levels of attendance and achievement. In order to achieve this,

we recognise that the relationship between school – home and the students is vital. We approach this through a trauma informed lens within all our practices.

This strategy works in line with the Schools Strategic Development Plan (SSDP) and has a quality assurance programme to ensure that strategies are reviewed to measure the impact they have. In order to put this plan together research-based evidence from sources such as the Education Endowment Foundation has been used. Everything we do has a Pupil Premium first approach and below are our key principles.

1. High expectations of all students.
2. Quality first teaching.
3. Excellent pastoral care.

## Challenges

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

Challenge number	Detail of challenge
1	Financial barriers such as limited access to resources and low uptake to extra curricular enrichment activities. There is also a growing digital divide for many Pupil Premium students.

2	Parental engagement and support. Parents may lack time, confidence, or understanding of the school system, making it hard for them to support their children's education effectively.
3	Emotional and social barriers such as low self esteem and confidence or more specific mental health needs. can be a significant obstacle preventing progress among Pupil Premium students.
4	Attendance and punctuality. High absenteeism and chronic lateness
5	Lower expectations and aspirations. Pupil Premium students may not have role models or experiences that encourage high aspirations for future education and career success, limiting their motivation to achieve academically.
6	Learning gaps and prior attainment. Many of our Pupil Premium students start school with a lower level of literacy and numeracy. They may also have language barriers or SEND issues which can create further obstacles to learning.

## 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 implementation of evidence-based strategies (e.g., targeted teaching, literacy interventions) improves learning outcomes.	1. Narrowing of the attainment gap. 2. Increased aspirations and confidence. 3. Improved social and emotional skills. 4. Better family engagement.
Communication is improved and more parent of PP students are supported in school.	Academic improvements are seen among PP students through higher levels of engagement with parents.
High-quality teaching for all, with PP students supported by strategies such as feedback, mastery learning, and structured interventions.	Significant reduction in attainment and progress gap. Increased progression to further education and employment. Greater equality in educational opportunity
Reduce the number of persistently absent PP students.	End of year attendance data demonstrates a significant reduction in the number of persistently absent PP students.
Pupils eligible for the Pupil Premium benefit from a broad, balanced, and ambitious curriculum.	End of year data shows a continual upward trend in attainment and progress data for our PP students. Improvements in reading ages and a narrowing of the progress gap in literacy based subjects.
The gaps in achievement and progress between PP and non-PP students are reduced. Improved attainment and progress for disadvantaged pupils, reflected in data such as Progress 8 that shows diminishing gaps over time.	Quality assurance confirms the quality of assessment, teaching and learning is having a demonstrable impact on pupil outcomes.

## 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: £ 17,039

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium First WalkThru Coaching	<p>EEF Toolkit: Developing High Quality Teaching/ Professional Development/ Mentoring and Coaching, T&amp;L Toolkit, Sutton Trust</p> <p>Working with a group of staff to develop effective teaching strategies for Pupil Premium Students. Research by the Sutton Trust (Sept 24) has shown that developing the oracy skills of PP students is a low cost, high impact strategy to help students engage in lessons. As part of their CPD, staff are focusing on a WalkThru linked to the Pupil Premium First whole school strategy, called Scaffolding Verbal Responses. This fits into developing high quality teaching, provides coaching for teachers and aids staff professional development to support the implementation of evidence-based approaches. (EDU)</p>	2, 4, 5 & 6

<p>Pupil Premium First WalkThru Staff CPD</p>	<p>Teaching WalkThrus – Pupil Premium First WalkThru strategy five steps to support the PP First approach in classrooms. EEF Toolkit: Developing High Quality Teaching/ Professional Development/ Teaching WalkThrus 5 step guides to instructional coaching.</p> <p>INSET training for all staff. PP First strategy presented to staff. PP First strategy steps include: 1. Know your PP students' and explore specific needs, 2. Exploring and Implementing Challenge Strategies to achieve academic excellence, 3. Plan tailored scaffolds and supports, 4. Assessment and feedback, 5. Motivate and celebrate: Acknowledge progress, constructive praise.</p> <p>All staff receive CPD during INSET, weekly Teaching and Learning briefings and CPD Learning Forums.</p>	<p>5 &amp; 6</p>
<p>Literacy – improved reading comprehension.</p>	<p>Reading for Meaning to be embedded in year 7 schemes of work and assess the impact before role out to while school.</p> <p>Interventions post-reading testing to continue.</p> <p>Sparx Reader to assess progress termly.</p> <p>Phonics programme being delivered by Reading Lead (primary trained).</p> <p>New cohort of parents to be given information about reading expectations and new students to be given transition activity booklet to include disciplinary literacy.</p>	<p>2, 3, 5 &amp; 6</p>

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

**Structured Interventions**

Budgeted cost: £ 68,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-2-1 Tuition Programme	<p>EEF Toolkit: One to one/Small group tuition</p> <p>Targeted 1-2-1 or small group (maximum of 3) tuition has been offered to all PP students in Year 11. Students have been allocated to subject(s) based on tracking data from SMID and following individual feedback from students. Students within vulnerable groups at KS5 are being offered the same provision. This allows teachers to work with a targeted student(s) to improve individual outcomes, develop confidence and examination technique. (EDU)</p>	1, 2, 3, 4, 5 & 6
Quality Assurance Book Look/Pupil Voice	<p>QA focus for this year is PP.</p> <p>The book look is 5 books per teacher per year group. Collaborative working across the department to evaluate PP first books.</p> <p>Pupil voice is 2 classes per year group. This will be from a range of students but targeted PP students to get their information. You Said We Listened slides – this happens following the PV. PP students will have an input following the PV.</p> <p>PowerPoint: each department to put together a collection of slides based on the book look of PP students. List of five PP students have been sent to curriculum leaders to use within the PowerPoint – for option subjects those teachers may not teach the selected students, and they will then choose students who fit the PP profile.</p> <p>Book flicks will continue with PP first students. (TAE)</p>	5 & 6


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

Budgeted cost: £ £255,581

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Extra Curriculum Activities	<p>EEF Toolkit: Extra curriculum activities</p> <p>Research from the Sutton Trust and EEF shows that students achieve better outcomes and attend school more often if they develop their broader skills through extra curriculum activities. Clubs are promoted via form tutors, through posters around the school site and communications over social media. Clubs on offer are also communicated with parents via in person coffee mornings. Attendance to these clubs to be monitored on a termly basis with the percentage of PP students calculated. Student voice on barriers to attending these clubs to be rolled out and a buddy system for year 7 students set up to introduce them to clubs with an older peer. (EDU)</p>	1, 2, 3 & 4

Work Experience	<p>EEF Toolkit: Supporting Pupils' Outcomes, Sutton Trust</p> <p>Evidence shows that Pupil Premium students are less likely to enter higher education or higher-level apprenticeships than their better resourced peers. To combat this, work will be done with KS4 and KS5 students to help them partake in more ambitious work experience placements in years 10 and 12. This will rely on bespoke guidance from our careers advisor, communicating options to parents and making connections with local employers to bring in more guest speakers and past students, to help raise ambition and confidence amongst the cohort. (EDU)</p>	1, 3 & 5
EWO Role		2 & 4
Reward system		

<p>Pupil Premium Parental Engagement Strategy Statement (2025–2026)</p> <p>The school is committed to strengthening parental engagement as a key driver for improving attendance, attainment, and wellbeing for Pupil Premium (PP) pupils. Evidence from the Education Endowment Foundation highlights that effective parental engagement is rooted in strong relationships, clear communication, and practical support rather than one-off events.</p> <p>Our strategy focuses on removing barriers that prevent PP families from engaging fully with school life. A dedicated PP Family Liaison role will coordinate proactive communication, including welcome calls, regular check-ins, and increased positive contact to build trust and confidence. Families will be supported to engage in learning through accessible parent workshops, pre-recorded guidance, priority booking at parents' evenings, and the provision of revision materials and digital resources where needed.</p> <p>Attendance support will be prioritised through early intervention, co-created Attendance Improvement Plans, and practical support such as breakfast provision, transport assistance, and mentoring for improved attendance. PP pupils will receive priority access to enrichment, trips, careers guidance, and post-16 preparation to raise aspirations and participation.</p> <p>Parent voice will be central to this work through regular feedback and a PP Parent Advisory Group, ensuring family perspectives shape ongoing provision. Impact will be monitored termly through attendance, engagement, and progress data, and reviewed by senior leaders and governors.</p>	<p>Implementing Pupil Premium Parental Engagement at EPCHS</p> <p>Informed by research from the Sutton Trust, Education Endowment Foundation (EEF) and National Foundation for Educational Research (NFER), EPCHS adopts a multi-faceted approach to Pupil Premium (PP) parental engagement. This strategy blends targeted activities designed to remove barriers, address the diverse needs of disadvantaged families, and strengthen meaningful home–school partnerships.</p> <p>Clear and inclusive communication underpins this work. EPCHS provides a dedicated point of contact for PP families and shares regular updates on attendance, behaviour and progress through Arbor and SWAY newsletters, ensuring parents feel informed, welcomed and supported. Coffee mornings and targeted information events provide opportunities to share key year-group provision, including intervention programmes, curriculum pathways and enrichment opportunities.</p> <p>Parents are supported through practical workshops focusing on supporting learning at home, understanding the curriculum, navigating the Pupil Progress reporting system, and promoting wellbeing and mental health. Engagement opportunities are designed to be flexible, with varied meeting times, virtual options and, where necessary, home visits to support hard-to-reach families.</p> <p>Personalised support is provided through targeted interventions and regular check-ins, alongside practical assistance and links to external services where appropriate. Parent feedback is gathered regularly through surveys and focus groups, with impact monitored through engagement data, attendance and pupil outcomes. This ensures continuous refinement and sustained improvement in parental engagement and pupil success.</p>	<p>2</p>
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**Total budgeted cost    £340,775**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Please see Pupil Premium Strategy Outcomes in Appendix 1 for 2023-24 and Appendix 2 for 2024-25.

### **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
SAM Learning	
MyOn	
Lexia	
Sparx Maths	
Power 2 Teens & Toddlers & Thrive	

### **Service pupil premium funding (optional)**

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

### **Further information (optional)**

## Appendix 1

### Part B: Review of outcomes in the previous academic year

#### Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

#### Attendance

Attendance	National (as of 29/3/24)	National (as of 28/6/24)	EPCHS (as of Term 1)	EPCHS (as of Term 2)	EPCHS (as of Term 3)	EPHCS 2022-2023 (Last Academic Year)
D	85.6%	85.6%	83.6%	84.8%	85%	82.3%

PA	EPCHS (as of Term 1)	EPCHS (as of Term 2)	EPCHS (as of Term 3)	EPHCS 2022-2023 (Last Academic Year)
D	50%	51%	53.6%	40%

Attendance across the year improved each term for the disadvantaged cohort, This cohort finished 0.6% behind national average. As an attendance team who meet weekly the focus is on pupils who are PA and actions were put in place to improve their attendance.

Students who were PA did increase throughout the year, this was due to a number of students on PTT.

#### Literacy

All students were tested using Star Reader and results put on Arbor to support teachers understanding of need.

Results as follows :

Year Group	PP: 1 year more or years below	Non PP: 1 year more or years below
Year 7	37	41
Year 8	52	56
Year 9	31	49
Year 10	28	50

	Year 7	Year 8	Year 9	Year 10	Year 11
PP	+55 =1	+35 =7	+25 =4	+13 =10	Tested only once due to library

		-2	-20	-11	-18	closures in Autumn term and exams in Summer term
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Results from end of year testing shows that PP more PP students made good progress than not.

Strategies such as whole school Reading Cannons, Reading Strategies and Literacy strategies have targeted students.

The star reading data was used to select students for three levels of intervention to further support existing reading strategies.

Regular staff briefing kept strategies at the forefront of teaching and learning strategies.

Staff who are delivering the interventions have received training as have the sixth form Reading Mentors which has improved the quality of the sessions.

Staff have been allocated to collect students who do not attend.

Number of pp students whose reading age has improved, stayed the same, or decreased by the summer term 2024.

	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Year 11</i>
Phonics	>15 =0 <0	>7 =0 <3	>7 =0 <3		
Reading Buddies	>5 =0 <1	>2 =0 <0	>2 =0 <0	>1 =2 <1	>0 =0 <0
Lexia	>6 =0 <0	>12 =1 <1	>4 =0 <5	>1 =0 <4	>0 =0 <0

Impact , Students who attended intervention regularly made good progress. Reading Canons have continued twice a week in form time with staff reading to the students to model fluency, intonation and strategies to acquire new vocabulary. Staff have received briefings on this approach.

### **Outcomes for students**

2023/2024 saw improvements for our PP students when compared to 2022/2023. While the attainment gap still exists, outcomes for PP students in 23/24 were slightly improved from the previous year. The narrowing of this attainment gap continues to be a priority as we move forward.

PP P8 in 22/23 was -1.21 decreasing to -1.07 in 23/24

- Challenge and scaffolding work has continued to include PP work and we have continued to see great examples of excellent work in exercise books.

- A great deal of planning has gone into the PP first strategy that has been developed. This will be a whole school strategy and one of our core whole school priorities for 2024/2025.
- Regular Q of E PP meetings are now scheduled
- Morning briefings highlight key PP students and link to teaching and learning WalkThrus strategies.
- EPCHS and All Hallows Catholic High School are now part of a PP working hub, facilitated by John Dowler.
- 1-2-1 tuition programme has had a demonstrable impact on PP outcomes and this now continues and has begun much earlier and is more targeted in 24/25

### Year 11 Next Steps

33 of the 35 PP students have moved into full time education (94%).

2 students are unknown in relation to their destination, refused to share.

1 x Birkenhead 6<sup>th</sup> Form

1 x College Cambria

1 x Wirral Met

1 x Military College

5 x EPCHS

22 x CCSW

1 x Work within retail following trauma in Year 11

### Subsidised school activities

There were 26 requests across the academic year. These requests varied from supporting with school uniform, music tuition or subsidising educational visits. The children in receipt of these subsidised school activities ranged from year 7-11. This online form system worked effectively last year so will continue.

A range of activities across the school are offered to students, ranging from chess to gardening, sports to drama or DofE and History. Uptake in clubs for PP students vary with some clubs such as Connect Hub and Maths interventions having upward of 50% PP, whilst Polish, Physics and Languages Club have no PP attendees.

During the year support was also offered to PP students who wished to participate in the Duke of Edinburgh's Award program. This included financial support for expedition kit and campsite fees.

### Exclusions

Suspensions	2023-2024 Term 1	2023-2024 Term 2	2023-2024 Term 3	2022-2023	2021-2022	2020-2021
D	17 (12 Students)	13 (12 Students)	4 (4 Students)	71 (44 Students)	51/30	29/20

Suspensions of students in this cohort decreased throughout the academic year and reduced on the number from the previous academic year. As a result of this students are spending more time in classrooms learning the curriculum.

### Social Emotional and Mental health support

Currently 80 PP students are being supported across school in a range of mental health interventions as follows:

1. School nurse referrals.
2. MHST referrals.
3. Individual sessions with learning mentors.
4. ELSA sessions.
5. Anger management sessions.
6. Group sessions.
7. Stress Gremlins
8. Other targeted support sessions.

Introduce behaviour curriculum and new form time experience for pupils for period 6 of the school day

Exits	2023-2024 Term 1	2023-2024 Term 2	2023-2024 Term 3	2022-2023 Total	2021-2022 Total	2020-2021 Total
D	259 (49 students)	190 (63 Students)	66 (34 Students)	642 (109 Students)	233	233

Removals	2023-2024 Term 1	2023-2024 Term 2	2023-2024 Term 3	2022-2023	2021-2022	2020-2021
D	83 (36 Students)	52 (29 Students)	21 (18 Students)	258 (71 Students)	144	91

Step out	2023-2024 Term 1	2023-2024 Term 2	2023-2024 Term 3	2022-2023
D	13	14	9	33

The behaviour curriculum was introduced in September 2023 and was reviewed and amended through the academic year. As a result the number of students exited and removed from lessons decreased throughout the academic year which again results in students self regulating their own behaviour and remaining in a learning environment.

The behaviour curriculum has been reviewed and amendments put in place to develop this further for the new academic year.

### EPCHS reward schemes

<i>Year Group</i>	<i>Stars of the lesson issued across academic year</i>
Year 7	662
Year 8	727
Year 9	486
Year 10	411
Year 11	32

A new reward system was introduced to shine a spotlight on students achieving within lessons. The celebration of success was the stars of the lesson award. We also introduced a reward badge system across the school for achieving a specific number of achievement points across the year.

This will relaunch again next academic year.

## Appendix 2

Part B: Review of outcomes in the previous academic year

### Pupil Premium Strategy Outcomes

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

#### Pupil Premium First WalkThru Coaching (MCA)

This report summarises the collective reflections, observations, and impact drawn from staff participation in this year's Learning Forums, with a specific focus on the implementation of **Pupil Premium (PP) First WalkThru Coaching**. The Learning Forum structure has continued to provide a platform for sharing best practice, and insights have been disseminated through weekly Teaching & Learning Briefings—ensuring that improvements are driven consistently across the school.

#### Impact Summary

##### 1. Celebrations and Successes

#### Collaborative Practice & Professional Culture

- Regular sharing of WalkThru implementation has strengthened cross-departmental dialogue.
- Staff report increased confidence in adapting PP First approaches, supported by seeing practical strategies modelled by colleagues.
- A growing culture of open, reflective discussion has supported whole-school alignment around effective practice.

#### Impactful Strategies Supporting PP First

- **PP First** has sharpened teacher focus on meeting the needs of vulnerable learners.
- Mini Whiteboards (MWBs) and the **hover-board technique** have significantly improved checking for understanding and pupil accountability.
- Behaviour and Relationships WalkThrus have enhanced staff consistency and classroom routines, supporting equity for PP students.

#### Student Engagement & Learning Behaviours

- Noticeable improvements in attitudes to learning, particularly among lower-ability students and those receiving PP support.
- Increased willingness to attempt challenging tasks, embrace mistakes, and respond to feedback—supported by effective green-pen reflection practices.
- Greater readiness to engage in structured questioning techniques and collaborative discussion.

#### Conclusion

The Pupil Premium First WalkThru Coaching and Learning Forum approach has fostered:

- A reflective and collaborative staff culture;
- Improved consistency in classroom practice;
- Stronger focus on vulnerable learners;
- Positive shifts in student behaviour and engagement.

## Pupil Premium First WalkThru Staff CPD (MCA)

**Pupil Premium First** – WalkThru strategy delivered to all staff that included 5 steps:

- Know your PP students' & explore specific learning needs.
- Exploring & implementing challenge strategies to achieve academic excellence.
- Plan tailored scaffolds and supports.
- Assessment & feedback.
- Motivate & celebrate: Acknowledge progress; Constructive praise.



The integration of the Pupil Premium (PP) First WalkThru strategy into classroom practice has generated significant positive outcomes, empowering both teachers and students. The following key impacts have been reported by teachers:

- **Targeted Support and Engagement:** Teachers have adopted a more focused approach to the needs of PP students, ensuring they understand instructions, engage actively in lessons, and respond to higher-order questions. Strategies such as cold calling and probing deeper analysis have encouraged fuller participation and built student confidence.
- **Enhanced Awareness:** Educators have developed a greater awareness of individual student needs and the barriers they face, informed by tools such as Arbor and seating plans. This has allowed for the strategic placement of students, enabling more effective monitoring and support.
- **Improved Relationships:** Building positive relationships with PP students has created a supportive classroom environment. Students feel known, valued, and supported, which has boosted motivation and engagement.
- **Personalised Learning:** Personalised strategies, such as tailored learning journeys and 1-2-1 tuition, have been implemented to address individual strengths and challenges. This targeted approach has led to better performance in assessments and improved levels of student motivation.
- **High Standards for All:** Teachers have ensured that all students, including PP, are held to the same high standards. This consistent approach fosters equity and encourages students to aim high. Scaffolding and access to high-level academic language have helped remove barriers to learning.
- **In-the-Moment Feedback:** Live marking during lessons and immediate feedback have enabled students to correct mistakes, engage with challenge questions, and produce work of higher quality. This approach has also enhanced student understanding and retention.
- **Increased Student Confidence:** By targeting PP students first, teachers have built their confidence and ensured they feel supported, resulting in better performance and engagement in class.
- **Strategic Use of Resources:** The consistent use of seating plans, scaffolded materials, and additional support strategies, such as lunchtime drop-ins and tuition, has provided students with the tools they need to succeed.

- **Continuous Progress Monitoring:** Teachers have adopted strategies to actively monitor and evaluate the progress of PP students, identifying areas for improvement and ensuring progress is maintained.

The collective impact of these strategies demonstrates a commitment to inclusive teaching practices, equitable opportunities, and high aspirations for all students. While progress is ongoing, the focus on PP students has led to measurable improvements in confidence, engagement, and academic outcomes, helping to close the attainment gap and fostering a culture of excellence and support in the classroom.

### **Pupil Premium First WalkThru Strategy – Impact on Key Students**

The implementation of the Pupil Premium (PP) First WalkThru strategy has resulted in substantial benefits for key students within classrooms. Teachers have reported the following positive impacts:

- **Improved Awareness and Support:** Teachers have a deeper understanding of the issues faced by key students and have been able to provide targeted, necessary support, fostering inclusivity and equity in learning.
- **Increased Confidence and Engagement:** Many students, particularly those with PP, have grown in confidence, demonstrated greater participation in lessons, and shown a willingness to answer questions and engage with challenging content.
- **Enhanced Progress and Accountability:** Students are making measurable progress, with improvements noted in written work, extended writing, assessments, and overall performance. They are increasingly proactive in lessons, taking responsibility for their learning and striving to meet high expectations.
- **Effective Strategies for Learning:** Breaking instructions into manageable chunks has enabled students to better comprehend and complete tasks. This scaffolding approach has made lessons more accessible and fostered a positive learning atmosphere.
- **High Standards and Positive Praise:** Clear expectations for all students, coupled with targeted praise, have boosted morale and motivated students to aim higher. Access to high-level academic language has further empowered students in their extended writing and verbal responses.
- **Strategic Seating and Monitoring:** Purposeful seating plans have facilitated frequent interactions with key students, allowing for real-time feedback and monitoring of presentation standards, such as underlining and neatness. This has led to improved presentation in books and homework.
- **Building Positive Relationships:** Teachers have built stronger relationships with students, which has created a supportive environment where students feel comfortable seeking help and participating in lessons. Positive praise has further enhanced these relationships, encouraging students to push themselves academically.
- **Focus on Key Skills:** Efforts to develop vocabulary, writing skills, and scientific explanations have been particularly impactful, equipping students with the tools they need to succeed across subjects.
- **Closing the Attainment Gap:** Focused attention on PP students has helped to close the gap in performance, particularly in coursework and assessments. Students are gaining the confidence and skills to achieve on par with their peers.
- **Consistent and Inclusive Practices:** Strategies such as cold calling, live marking, and modelling high-quality explanations have made lessons inclusive and engaging for all students, ensuring that every learner has the opportunity to succeed.

Overall, the focus on PP First has fostered a classroom culture where barriers to learning are addressed, progress is celebrated, and students are encouraged to achieve their best. While the impact is ongoing and varies among individuals, the strategies have laid a strong foundation for sustained success and growth.

**Literacy - Improved Reading Comprehension and Literacy (LOA)**

[Updated Reading across the curriculum closing the Gap.docx](#)

Further break down to follow for SEND/PP/Boys/Girls/EAL per year group at end of academic year 2024/25

	Year 7	Year 8	Year 9	Year 10	Year 11
PP	+ 55 = 1 - 2	+35 =7 -20	+25 =4 -11	+13 =10 -18	Yr 11 only tested once this year due to library closures in AU Term and Exams in SU Term but would only usually be tested twice in autumn and spring
SEND	+ 28 = 1 - 1	+13 =3 -9	+19 =4 -10	+6 =3 -16	
EAL	+ 9 = 0 - 0	+7 =3 -3	+5 =0 -0	+6 =4 -2	
Boys	+ 80 = 0 - 2	+51 =10 -20	+40 =8 -23	+27 =11 -29	
Girls	+ 84 = 1 - 4	+41 =6 -27	+30 =7 -20	+26 =14 -25	

Many of our PP students and SEND students are making progress particularly in year 7. In Year 8, 9 and 10 there are still a considerable number of students who have not made the expected progress. These students are continuing to be monitored, tested and accessing interventions that suit their needs. As there is a more robust approach to attendance at interventions, we are seeing a more positive attitude from students towards testing. Discrepancies in relation to resting data are looked at on an individual basis and retests occur where applicable.

The data in the table below is post summer term testing 2025, and demonstrates that whilst there is a gap between PP and non-PP pupils, that this is closing, particularly in lower school, year 10 and in year 11, where much of PP 1-1 tutoring also occurred.

<b>Year Group</b>	<b>PP: 1 more or years below</b>	<b>Non-PP: 1 more or years below</b>
Year 7	13	13
Year 8	18	17
Year 9	21	15
Year 10	10	13
Year 11 (AU-SP)	34	44

## **Outcomes for students (DBL)**

### **Pupil Premium Strategy Statement – Impact Summary**

Students taking their examinations in 24/25 did not sit SATS in Year 6, therefore attainment data has been used to demonstrate three-year positive trends in outcomes for disadvantaged students rather than progress data.

### **Attainment Outcomes – 3-year trends**

Over the past three years, outcomes for disadvantaged pupils have improved consistently across all key GCSE attainment measures, demonstrating the sustained impact of the school's Pupil Premium strategy.

Disadvantaged Attainment 8 scores have risen year on year, increasing from 27.52 in 2023, to 30.35 in 2024, and 32.68 in 2025. This represents an overall improvement of +5.16 points, indicating that disadvantaged pupils are making stronger progress across a broad and balanced curriculum.

Improvements are evident across all Attainment 8 subject buckets. English outcomes have strengthened significantly, with the English bucket rising from 6.00 (2023) to 7.35 (2025). Mathematics attainment has also improved steadily, increasing from 5.72 to 6.22 over the same period. These gains reflect the impact of targeted literacy and numeracy interventions, improved quality of teaching, and focused academic mentoring for disadvantaged pupils.

There has been a notable improvement in EBacc outcomes and participation. The EBacc bucket increased from 7.11 in 2023 to 8.88 in 2025, alongside a rise in EBacc APS from 2.21 to 2.73. Importantly, this improvement has been achieved alongside increased EBacc entry, rising from 15.79% in 2023 to 23.81% in 2025, demonstrating improved access to an ambitious curriculum without a reduction in outcomes.

Attainment in the Open/Other bucket has also strengthened significantly, rising from 8.70 to 10.23, supporting overall Attainment 8 improvements and reflecting improved engagement and success in vocational and creative pathways.

Threshold measures show improving outcomes for disadvantaged pupils. The proportion achieving a strong pass in English and mathematics (grade 5+) increased from 10.53% in 2023 to 15.87% in 2025, indicating that a growing number of disadvantaged pupils are achieving key benchmarks necessary for post-16 progression.

Overall, these three-year trends demonstrate that the school's Pupil Premium strategy is having a sustained and positive impact. Disadvantaged pupils are accessing a broader curriculum, achieving higher average outcomes, and increasingly securing strong passes in key subjects. While further work remains to close gaps, particularly in mathematics, the evidence shows that outcomes for disadvantaged pupils are improving year on year as a result of targeted and well-evaluated use of Pupil Premium funding.

	PP Attainment 8	PP English Bucket	PP Maths Bucket	PP EBacc Bucket	PP Other Bucket	PP EBacc APS	PP Entered EBacc	PP Eng/Maths Strong Pass
Year 11 GCSE Results 2025	32.68	7.35	6.22	8.88	10.23	2.73	23.81%	15.87%
Year 11 GCSE Results 2024	30.35	6.72	5.95	8.54	9.14	2.6	23.08%	15.38%
Year 11 GCSE Results 2023	27.52	6	5.72	7.11	8.7	2.21	15.79%	10.53%

### Impact of Targeted Tutoring on Disadvantaged Pupils' Outcomes

Targeted tutoring has had a clear and positive impact on the attainment of disadvantaged pupils. In 2025, disadvantaged pupils who accessed tutoring achieved a significantly higher Attainment 8 score of 35.23, compared to 26.78 for disadvantaged pupils who did not access tutoring. This represents a difference of 8.45 Attainment 8 points, indicating that pupils receiving tutoring made substantially stronger progress across their GCSE subjects.

The overall Attainment 8 score for disadvantaged pupils (32.68) is therefore being positively driven by those accessing tutoring, demonstrating the effectiveness of this targeted intervention in supporting academic recovery, closing attainment gaps, and securing stronger outcomes for disadvantaged learners.

This evidence shows that tutoring is particularly effective in supporting disadvantaged pupils to achieve higher outcomes across English, mathematics and other Attainment 8 subjects. As a result, the school has prioritised tutoring as a core component of its Pupil Premium strategy, using impact data to refine targeting and ensure that support is directed at pupils with the greatest academic need.

	Attainment 8
All PP (63 students)	32.68
PP accessing tutoring (44 students)	35.23
PP not accessing tutoring (19 students)	26.78

### QA of Pupil Premium including book looks (MCA)

The Quality Assurance processes carried out across the academic year highlight a number of significant strengths in teaching, learning, and classroom practice. Lessons consistently demonstrate expertly scaffolded resources, with clear progression and high expectations for all learners. Teachers show strong knowledge of the needs of PP students, and they apply adaptive teaching and inclusive strategies effectively. High-quality questioning, regular retrieval practice, and purposeful feedback are all embedded features of classroom

delivery, contributing positively to student engagement and progress. As a result, classrooms are calm, focused environments in which aspirational learning behaviours are consistently evident.

Book looks undertaken in Autumn 2024 and Spring 2025 further validate these strengths. All books reviewed were aligned with the planned schemes of learning, demonstrating strong curriculum fidelity. Evidence of equity for PP students remained high—87% in Autumn and 79% in Spring showed no disparity in the quality of work. Challenge was a notable strength, with between 85% and 89% of books showing sustained stretch and progression. Scaffolding also showed strong improvement, illustrated through a wide range of both detailed supports, such as sentence starters, dual coding, and exemplars, and overview scaffolds including structure strips, model answers, and extended writing frameworks. Feedback across subjects displayed clear loops, with students routinely responding and acting on guidance, while standards of presentation reflected high levels of pride, consistency, and care.

The alignment between these findings and the PP First WalkThru professional development is evident. Teachers are increasingly secure in knowing their PP students well and planning to meet their needs. High challenge remains accessible to all learners through thoughtful task design and scaffolded support. Tailored scaffolds enable students to work with increasing independence, while feedback, written, verbal, and live provides clear opportunities for improvement. The focus on motivating students and celebrating progress is also visible, contributing to a culture of aspiration and improved learner confidence.

Student voice data reinforces these trends. PP students report that clear explanations and active learning strategies support their understanding, and that they feel both challenged and well supported through a range of scaffolding approaches. They value feedback in all its forms, recognising its role in helping them refine and improve their work. Retrieval practice and vocabulary development are also noted as key contributors to improved confidence. Students speak positively about praise and recognition, though they identify some variations in consistency across subjects.

Taken together, the evidence from QA processes, book looks, CPD alignment, and student voice highlights a strong whole-school picture. Curriculum alignment and sequencing are secure, underpinning coherent and ambitious learning experiences. Challenge remains high for all students, supported by effective scaffolding and responsive adaptation, particularly for PP learners. Classroom practice is characterised by strong questioning, purposeful feedback, and regular retrieval practice, all of which contribute to sustained progress. Positive relationships, clear routines, and high expectations for presentation are embedded across subjects, ensuring that students take pride in their work and experience a stable and aspirational learning environment.

## **Summary**

Quality Assurance evidence demonstrates that Pupil Premium provision across the school is strong, improving, and firmly aligned to the principles outlined in the Pupil Premium First WalkThru CPD. Teachers consistently plan and deliver high-quality, inclusive teaching characterised by:

- High expectations
- Challenging and ambitious curriculum tasks
- Embedded scaffolding and structured support
- Strong feedback loops
- Motivational and celebratory classroom cultures

Books, observations, and student voice all confirm that PP students experience equitable access to the curriculum and are supported to achieve highly. Continued focus on feedback response, consistent departmental approaches, and targeted interventions where disparity exists will ensure sustained improvement and continued excellence.

## **Extra-Curricular Participation (MCH)**

Across the school over 40 curricular and extra-curricular day and residential excursions took place, visiting places from Anfield to Quarry Bank Mill, New York to Moel Famau. Trips are offered to all students across the school and where requested, support is made available for PP students. This resulted in 21% of all students who attended a visit being pupil premium.

The highest attended visit for PP students, was the PE Departments, Orienteering Day at Chester Zoo where 100% of the students were PP. The students learnt valuable map reading skills, developing problem solving and communication skills, whilst enthusiastically participating in the day. Other notable trips which had significantly high numbers of PP students were our experience days to the Conwy Centre (60% PP, 50% SEND) where students took part in raft building and adventure courses and the visit to Hack Green Secret Bunker (68% PP).

The school also supported the development of employment skills with Year 10 PP students invited to careers events from Reaseheath College and TTE, whilst Year 7 students took part in STEM Outreach and Careers Rocket Day!

To support the implementation of extra-curricular activities, a PP student voice was completed with barriers being shared such as the collection of siblings, wanting to see family and friends after school, and the fact external clubs can begin at 4pm. As a school we tried to reduce the impacts of these barriers with personal invites and the changing of times and dates for meetings. This worked at points, with the 'wanting' to be attend, being a powerful drive of the discussions.

#### **School Statistics – Extra Curricular Tracker Autumn 2024**

38% of the 852 students (Y7-11) in school participate in at least one activity.

30% of the 326 PP students in school participate.

34% of the 221 SEND student participate.

Year 7 44%, Year 8 48%, Year 9 25%, Year 10 28%, Year 11 23%

6<sup>th</sup> Form 71% participate in at least one activity.

#### **School Statistics – Extra Curricular Tracker Spring 2025**

44% (up 5%) of the 969 students in school participate in at least one activity

32% (up 2%) of the 326 PP students in school participate.

34% of the 221 SEND student participate.

Year 7 44%, Year 8 48%, Year 9 30% (up 5%), Year 10 35% (up 7%), and Year 11 50% (up 27% - revision sessions being very popular in Spring)

#### **School Statistic - Extra Curricular Tracker Summer 2025**

Over 50% of all students actively engage in extra-curricular activities

35% of PP students participate in school activities

The growth in PP students came from targeted interventions, support for these students in relation to costs

The range of activities on offer at EPCHS also rose which again supported our offer for all campaign.

#### **Work Experience (MCH)**

In the summer term 160 Year 10 students took part in their work experience. With only 10 (7 PP) students from across the year group unable to gain a work placement, the students attended specific learning events during the week with other providers such as CCSW. These opportunities meant no-one was at a

disadvantage, and everyone developed a range of skills, and saw how their classroom education could support them in the work environment too.

Our PP students successfully attended a range of work placements including:

Vet Centre, Brio Leisure, Wirral Ridding Centre, local Primary Schools, IT Centres, Car Service Centres, Motorcycle Dealerships, Chester Zoo and many more.

### **Parental Engagement (KMC)**

#### Review of Pupil Premium Parental Engagement Strategies

The school has implemented a broad and coherent set of parental-engagement strategies aimed at strengthening communication, improving access to support, and increasing the participation of Pupil Premium (PP) families in the life of the school. Overall, these initiatives demonstrate a proactive and inclusive approach to reducing barriers and ensuring families feel informed and supported.

#### 1. Direct Email Setup for PP Parents

The dedicated email address (study.support@epchs.co.uk) provides a clear and accessible channel for parents to communicate with staff. This has streamlined communication and ensured quicker responses to academic or welfare concerns. Establishing this central contact point supports parental confidence and helps families feel more connected to the school.

#### 2. PP Group Emails and Accessible Communication

The creation of targeted PP group email lists ensures that important information reaches families quickly and consistently. Checking the reading age of emails demonstrates good practice in accessibility and inclusivity. This approach reduces the risk of miscommunication and supports parents who may find more complex written information challenging.

#### 3. Year 11 Coffee Morning – Support and Intervention Sharing

The Year 11 coffee morning successfully introduced parents to the range of academic and pastoral support available during a critical examination year. Sharing intervention timetables directly with families helped increase understanding of the support structures in place and reinforced the partnership between home and school.

#### 4. Year 7 Coffee Morning – Introduction to Extracurricular Provision

The Year 7 session provided early engagement with new families and highlighted the extracurricular opportunities available. This supports transition, encourages participation for PP students, and helps parents feel confident in their child's wider school experience from the outset.

#### 5. Canteen Study Involving Year 7 and Year 10 PP Students and Families

Offering shared study opportunities within the canteen environment has fostered a more collaborative learning culture. Inviting families to engage directly with the study process encourages parents to take an active role in their child's educational routines and reinforces positive study habits at home.

#### 6. Year 11 Parent Voice Following Progress Evening

Gathering structured parent voice after the Year 11 progress evening has provided valuable insight into areas of strength and concern. This feedback loop ensures that parental views meaningfully influence support planning, particularly in relation to exam preparedness and pastoral needs.

#### 7. Follow-Up of Parental Engagement After Parents' Evenings

Systematic follow-up demonstrates the school’s commitment to sustained engagement rather than one-off contact. This approach ensures that advice, targets, and concerns discussed during parents’ evenings translate into action and continued communication.

#### 8. Workshops – Supporting Your Child in Reading

Coordinating reading workshops for parents helps build confidence in supporting literacy at home. This is especially beneficial for PP families who may feel unsure about effective reading strategies. Strong literacy support is closely linked to long-term academic outcomes, making this a high-value intervention.

#### 9. Coordinating Revision Materials from Staff

Ensuring revision materials are organised and accessible helps PP students keep pace with exam preparation. This removes barriers such as lack of equipment, confusion about revision expectations, or inconsistent access to resources.

#### 10. Coordination of Holiday Activity and Food (HAF) for PP Families

Supporting families to access HAF provision strengthens the school’s pastoral support offer, particularly during school holiday periods when challenges around food security and childcare may be more prominent. This engagement also helps maintain positive relationships with families who may require wider community support.

### **EWO Role (Attendance) (LLY/TAE)**

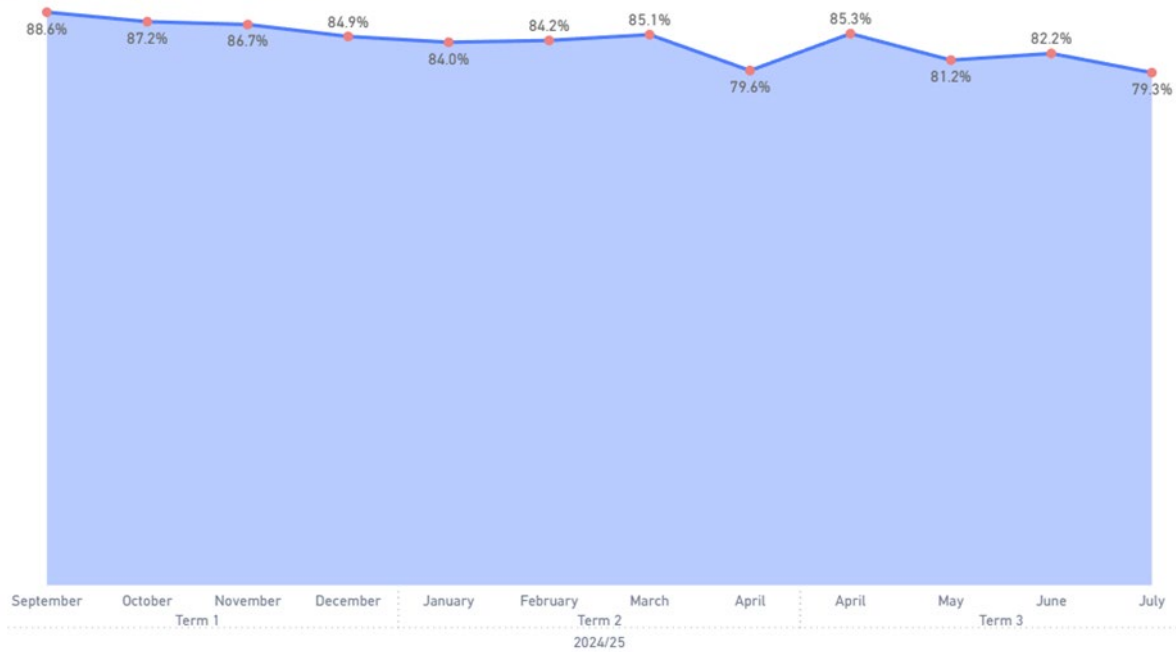
#### **Pupil Premium Attendance Data**

<b>Term</b>	<b>PP</b>	<b>Non-PP</b>
<b>Autumn 2023-2024</b>	80.5%	88.6%
<b>Autumn 2024-2025</b>	84.9%	90.5%
<b>Autumn 2025 -2026</b>	82.8%	91.8%
<b>Spring 2023-2024</b>	86.7%	90.8%
<b>Spring 2024-2025</b>	79.6%	90.7%
<b>Spring 2025-2026</b>		
<b>Summer 2023-2024</b>	82.6%	90.8%
<b>Summer 2024-2025</b>	82.4%	91.7%
<b>Summer 2025-2026</b>		

- PP rose from 80.5% to 84/9%, a +4.4% increase. This is an improvement and shows that strategies put in place had a measurable impact for the start of school.
- In Autumn 2024-25 the PP vs non-PP gap narrowed, and this reduction shows progress toward closing inequalities.
- Despite fluctuations elsewhere, PP summer attendance remains: 82.6 – 82.4% almost unchanged across years. Stability is a positive sign, especially in a term that often dips across schools.

### % Attendance Timeline

Current date range = 01/01/2020 to 31/12/2024

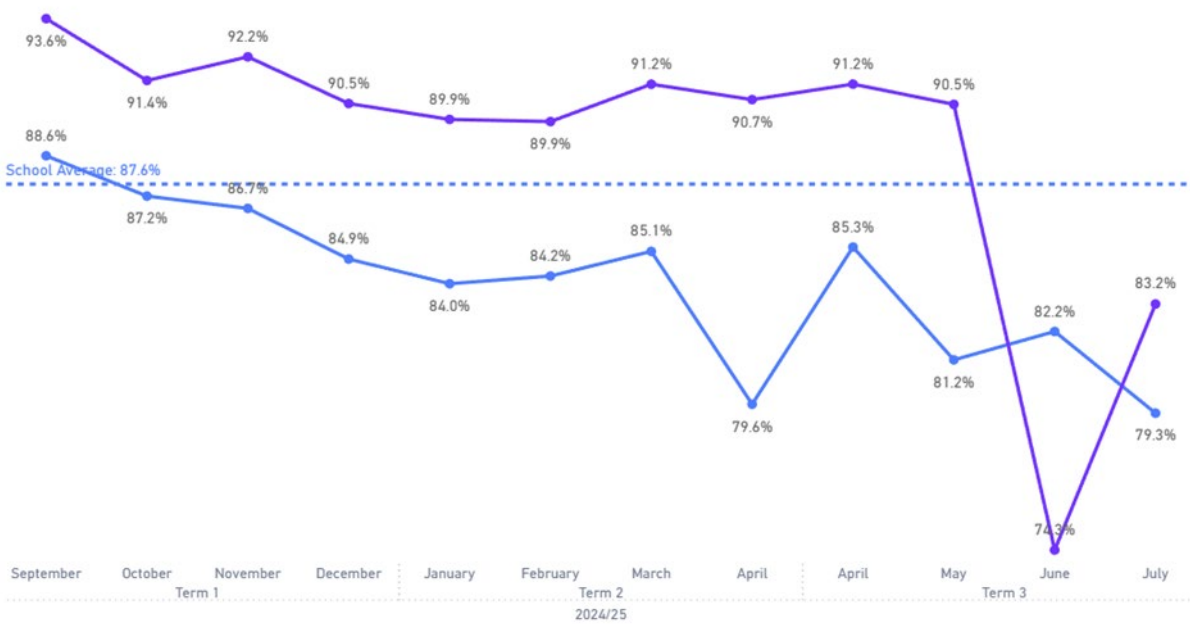


This graph highlights attendance for PP students across the academic year of 2024-2025

- PP attendance has remained broadly stable over time, staying in the low-mid 80% range despite significant national and local challenges.
- When attendance dips, it recovers quickly, showing that PP students respond well to school support and routines.
- PP students remain engaged with school, providing a strong foundation to build further improvements through targeted intervention.

### % Attendance Timeline

● % Attendance PP ● % Attendance Non PP



The graph shows the difference between PP and non-PP students.

- **Initial Engagement:** The initial high attendance of 88.6% in September suggests a strong start to the school year for PP students, indicating initial engagement and a positive start to building attendance habits.

- **Late Term Improvement:** The data for the PP students shows an increase in attendance from June (79.6%) to July (83.2%), which is a positive upward trend at the very end of the year, potentially showing the impact of late-term interventions or a response to school engagement efforts.
- **Potential for Targeted Support:** The clear identification of this gap means the school can utilise specific funding (the Pupil Premium grant) to implement targeted, evidence-based interventions like mentoring programs, family support, and extra-curricular activities designed to address the unique barriers faced by these students.
- **Analysing data:** The school's transparent tracking of this data is a key step in helping these students achieve better life outcomes associated with consistent attendance.

### **Reward System (MCH)**

Across the school there has been a wonderful rise in rewards for all students. Every half term, a PP First approach is promoted with staff through our PP Champions, and it is wonderful to see students rewards for the hard work and dedication.

Head of Year Hero's, Stars of the Week and Lesson, are also well represented, with every student being able to achieve success through dedication and determination with their studies.