

# Pupil premium strategy statement – Pleckgate 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	1356
Proportion (%) of pupil premium eligible pupils	23
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Aishling McGinty (Headteacher)
Pupil premium lead	Alex Case (Asst Headteacher)
Governor / Trustee lead	Ibrar Hussain (Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£363,539
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>	
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>	£363,539

# Part A: Pupil premium strategy plan

## Statement of intent

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 impact of last year's spending on pupil outcomes and improvement on key target areas.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers or who may not be able to speak English at home with their parents or carers. The activities we have outlined in this statement is also intended to support the needs of all pupils, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We know that pupils benefit from bespoke and actionable feedback to help address misconceptions and address gaps in knowledge. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing has been identified to us through transition meetings, our pastoral team or through our own internal assessment and pastoral information.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are supported through achieving a high-quality education by experiencing high quality teaching and learning, with actionable feedback
- act early to intervene at the point need is identified in order that pupils can 'catch up and keep up' with their peers.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high standards and clear expectations of high levels of achievement for all.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Pupil Achievement/GCSE Outcomes</b></p> <p>Disadvantaged pupils make good progress at this school. The gap between disadvantaged pupils and non-disadvantaged pupils is small and has reduced further in the 2025 exam results.</p> <p>The gap between disadvantaged pupils and their non-disadvantaged peers was using attainment 8 scores was 48.89 (non), 45.29 (disadvantaged), English and mathematics the gap is small of 6.1%</p> <p>Although the gap is lower than the national average and continues to narrow, we will continue to focus on reducing the gap further between our disadvantaged and non disadvantaged pupils.</p>
2	<p><b>Attendance</b></p> <p>Disadvantaged pupils do not attend as well as their non disadvantaged peers. Our overall attendance for 2024-2025 was 92.5% whereas for our disadvantaged pupils it was 90% and non-disadvantaged alone was 93.2%.</p> <p>This year we will be focusing on continuing to improve attendance across the school, and to continue to close the gap between disadvantaged and non-disadvantaged pupils.</p>
3	<p><b>Reading</b></p> <p>There is a gap in reading abilities, as measured using the NGRT, between disadvantaged and non-disadvantaged peers. Having difficulties with literacy can present pupils with some challenge in accessing all aspects of the curriculum, social skills and following instructions.</p> <p>Some pupils made less progress with reading development than their peers. Therefore, staff are aware of this data and staff CPD will also focus on vocabulary development and application in order to improve the access pupils have for their curriculum as a whole, with a particular emphasis on pupils in year 10 who have just started GCSE's</p> <p>Targeted reading interventions will be implemented for all pupils with a standardised reading score below 80. Progress will be reviewed against the diagnostic information from YARC assessments to determine whether pupils can now demonstrate the specific reading skills they previously struggled with.</p> <p>Teaching Assistants have been trained to identify improvements in decoding, fluency and comprehension that may not be captured through NGRT alone, ensuring that progress is accurately monitored and fed back into classroom practice.</p> <p>Classroom teachers monitor pupils with SAS below 80 to ensure QFT and explicit instruction of reading is in place.</p>
4	<p><b>Culture Capital / enrichment</b></p> <p>Currently our extra-curricular offer in school is broad and covers sport, drama, music, law, enterprise, computing and interventions in all subject areas at KS4. We also have a range of leadership opportunities available for pupils in school across a range of subjects</p> <p>Our goal is to ensure that all departments offer a high quality enrichment programme for all pupils that links successfully with their subject areas. We would encourage pupils to attend but signpost and encourage pupils who are disadvantaged as a way of developing their cultural capital, confidence and leadership skills</p>

5	<p><b>Behaviour Incidences</b></p> <p>The number of pupils, both disadvantaged and not, both excluded and permanently excluded from school are below the national average.</p> <p>The gap between disadvantaged and non-disadvantaged pupils being placed in our internal exclusion 'reflection room' is small and has narrowed. However, there are still a proportion of disadvantaged pupils than non-disadvantaged. Through the actions above and earlier identification of need, we aim to reduce this gap.</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
Exam Results	To maintain or lower the gap in our attainment for our GCSE results between disadvantaged and non-disadvantaged pupils.
Attendance	To maintain or improve the attendance of pupils. Especially focusing on disadvantaged pupils and narrowing the gap.
Reading	To reduce the numbers of pupils scoring a standardised reading age score of 80 or less, through interventions and classroom teaching support for literacy.
Culture Capital / enrichment	<p>To run extracurricular activities, clubs and trips that have an uptake of pupils that match our school population as well as pupils attending and participating in a wide range of clubs and being involved in leadership roles</p> <p>To build pupils' confidence, achievement and cultural capital for further themselves, both academically and culturally.</p>
Behaviour	To reduce the number of pupils who have repeated time in the reflection room or receive fixed term exclusions

## 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) £240,628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum leaders to lead evaluate and revisit subject curricular and assessment to ensure pupils with the biggest gaps in their knowledge (disadvantaged, SEND and boys) are able to make better progress	<p>There is a higher proportion of boys, particularly at KS3 than girls. Boys achieve less well than girls at KS4 in most subject areas, therefore there is a wider gap between disadvantaged boys in particular.</p> <p>Curriculum leaders are to review their subject curricular, including curriculum thinking documentation, assessment strategy and achievement data to ensure that gaps are addressed and supported in particular for this cohort of pupils: (Year 9 as the highest number of boys in the school) We refer to research and guidance for impactful strategies to support in addressing gaps for core groups, such as <b>Pixl Supporting Boys Achievement</b> <a href="#">See Report here</a></p> <p>Quality Assurance including pupil voice, book reviews and lesson drop in are focused on the teaching and learning for Year 8 boys to ensure that expectation are high, curriculum content is well designed, sequenced and appropriate and relevant connections are made to engage pupils in learning</p> <p>Curriculum leaders use Quality Assurance to revisit their curriculum to ensure that gaps in knowledge of the most important content is revisited until core knowledge is secure for all pupils</p> <p>CPD for staff is focused on high expectations, consistency of routines and how to use assessment information effectively to bespoke, actionable feedback to ensure gaps in knowledge are addressed and pupils do not fall behind.</p>	1
Curriculum leaders model how to provide bespoke feedback to pupils, so it is timely, high-quality and impactful.	<p>Bespoke, subject specific actionable feedback is a key school priority as using the guidance of the <b>EEF research on Teacher Feedback0 to Improve Pupil Learning</b>, <a href="#">see report here</a></p> <p>Through a carefully designed curriculum, feedback is bespoke to the pupil, meets their needs and is individual and clear for the pupils.</p> <p>Feedback is inclusive, by taking into account pupils' starting points, SEND needs and background. Likewise, it remains rigorous and meets the needs of all pupils.</p> <p>Pupils are given guidance on revision and where to access information about examinations. Pupils are taught how to revise and provided with high quality revision materials.</p>	1

<p>Curriculum leaders ensure there is a distinct reading offer and disciplinary reading strategies are taught successfully allowing subject vocabulary to be a key feature of curriculum thinking documents that is explicitly taught by staff in each department.</p>	<p>All pupils are tested on their reading skills through the NGRT. This information allows for a full diagnostic analysis of their current skills, if necessary. This information is shared on marksheets with the class teacher to allow them to have a thorough understanding of their cohort.</p> <p>Staff are aware of pupils' reading scores and can therefore adapt/plan their teaching to be as inclusive as possible for the pupils' needs.</p> <p>There is a culture of reading encouraged throughout the school</p> <p>Pupils are reading weekly in tutor time in activities led by the tutors. This model reinforces good reading, allows for comprehension and vocabulary to be explored and gives cultural capital for pupils who perhaps have gaps in that area.</p>	<p>1,3</p>
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions) £101,297**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pleckgate reading strategy using the 'decision tree' following NGRT Screening to support pupils with a SAS score of 80 or below, with further diagnostic assessment and appropriate interventions</p>	<p>Pupils with reading ages below 80 are all given a further diagnostic assessment. This can lead to them accessing interventions for their literacy.</p> <p>We use a range of evidence-based literacy interventions including: 1:1 reading, phonics program, and precision teaching methods</p> <p>The teaching assistants delivering this program are all at TA level 3 and have received training in reading strategies, phonics, YARC and developing handwriting.</p> <p>These interventions are routinely assessed and monitored. They are designed to support the pupils in their learning in class, by giving them techniques and support.</p>	<p>1,3</p>
<p>Teaching Assistant (TA) support</p>	<p>Teaching Assistants are all level 3 qualified, deployed to deliver interventions out of lesson time to most pupils who require additional support, so that pupils are not missing core learning.</p> <p>(YARC) is used by specialist teaching assistants to identify area of need for pupils.</p> <p>TA's have received additional training in reading strategies including phonics and York Assessment of Reading for Comprehension</p> <p>Pupils are then supported by teaching assistants trained in phonics, comprehension and reading strategies to provide bespoke support for pupils. This allows for tailored intervention to result in maximum impact as per the <b>EEF guidance on Reading Comprehension Strategies</b> <a href="#">see reports here</a></p> <p>TAs receive ongoing training from the SEND Support service to ensure they are delivering high quality interventions.</p> <p>Teachers and Teaching Assistants have been trained using the <b>EEF guidance on Teaching Assistant Deployment and their Effective use in the Classroom</b> <a href="#">see reports here</a>.</p> <p>Teaching assistants receive regular training from external agencies, SENDCo and other key staff ensure that their CPD is robust, and they are aware of the best current practice.</p> <p>Teaching Assistant performance is regularly audited and feedback is given, as an opportunity to share good practice.</p>	<p>1 3</p>

<p>To further support EAL pupils with language development and opportunities to practice spoken language</p>	<p>To ensure that pupils are pupil premium and do not have the opportunity to practice English or reading at home we will deliver workshops for parents by a bilingual HLTA to allow opportunities to practice spoken language both in school and at home to further support interventions and allow access to all subjects across the curriculum</p> <p>This approach will further support pupils who are already receiving speech and language support to help their language and fluency develop</p> <p>The school follows the recommendations of the <b>EEF guidance on Communication and Language Approaches</b>, <a href="#">see report here</a></p>	<p>2,4,5</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing) £59,840**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reviewed and further updated attendance staged responses are in place - these prioritise safeguarding and disadvantaged pupils. <i>(Including first day absence calling, home visits, attendance clinics, links to achievement and rewards, external agency support)</i></p>	<p>Heads of Years and LPSOs have a consistent approach to successfully identify and track pupils through attendance focus groups. Pupils who are disadvantaged are closely monitored for attendance</p> <p>Attendance of these focus groups is tracked regularly, and half termly analysed to identify trends and take appropriate actions or interventions.</p> <p>Staff have CPD timetables for improving attendance and staff responsibilities.</p> <p>Each Head of Year delivers parents' attendance workshop programmes for the academic year involving pupils with concerning attendance that is at risk of PA&gt;</p> <p>Pupils are rewarded for good attendance. Half-termly postcards are sent home for good levels of attendance, achievement assemblies and attendance reward activities.</p>	1,2
<p>Consistently high expectations for standards of behaviour with a focus on a well-designed and adapted curriculum to engage and motivate pupils.</p> <p>Increased staff CPD - micro-routines that support all pupils but particularly those who are disadvantaged.</p>	<p>All sanctions follow a 'scaled approach' and agreed standards and expectations are shared with all staff. All staff understand the standards and expectations, so they are applied consistently.</p> <p>Pupils are rewarded regularly. Through achievement assemblies, post cards homes, reward trips organised by the head of year.</p> <p>Heads of Year routinely analyse punctuality and behaviour. Interventions, attendance clinics, impact on achievement is closely monitored for impact. Parents are regularly and routinely contacted and involved in all aspects of support for pupils.</p> <p>The school uses micro-routines regularly to encourage good behaviour, punctuality and manners. This is rolled out regularly from senior leaders to staff, then pupils and parents and routinely referred back to in assemblies and form time.</p>	1,5

<p>Broad and varied extracurricular and enrichment programme opportunities are provided to engage all pupils, with disadvantaged pupils' participation and attendance being monitored and followed up.</p> <p>We support disadvantaged pupils with funding towards attending trips, clubs and uniforms.</p>	<p>The extracurricular offer is routinely audited by senior leaders in school. The extracurricular offer is advertised on the school website, social media and shared with parents. Each Head of Year and Head of Department is expected to lead extracurricular programmes to enhance the teaching curriculum.</p> <p>Staff receive CPD on how to run and track external visits and extracurricular activities. Extracurricular attendance data is routinely looked at to monitor the identity of the cohorts.</p> <p>Pupil voice from disadvantaged pupils around their experiences of extracurricular activities and visits.</p>	1,2,4
<p>Breakfast club - open at the earlier time of 7.30am to 8.20am every day.</p> <p>Provides supervision in a warm and safe area with access to a range of free food to ensure they have a nutritious start to the day. Pupils can also complete homework with the support of HLTA.</p>	<p>The Food Foundation's <a href="#">Broken Plate report 2025</a>, describes the negative impacts on children's health as a result of the challenges of eating healthily and sustainably.</p> <ul style="list-style-type: none"> <li>- Lack of nutritious food during childhood and adolescence can affect physical, mental and social wellbeing. It can also have a negative impact on educational attainment with lasting lifetime consequences.</li> <li>- The 18,610 children in low-income families in Blackburn with Darwen constitute 17.8% of the Lancashire-14 total of 104,820.</li> <li>- Pleckgate has successfully submitted a bid for a grant to support vulnerable pupils for the Breakfast Club and provide free ingredients for food technology.</li> <li>- PSHE is a regular lesson taught by subject specialists and allows all pupils to learn about healthy eating and essential nutrition.</li> </ul>	
<p>Breaktime food provision to continue - pupils have the opportunity to purchase food to allow any who have not had the opportunity to eat breakfast</p>	<p><a href="#">The Department for Education states "It is important for pupils to start the day with a nutritious breakfast."</a></p> <p>Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour"</p> <p>Parents were contacted in July to register (re- register) their child for the breakfast club as from September 2024.</p> <p>Adjustment to an earlier opening of 7.30am, raised awareness to parents/carers of breakfast club is part of our ongoing strategy to support disadvantaged pupils.</p>	
<p>Reflection room - newly appointed full-time behaviour manager who provides a consistent approach to curriculum delivery and bespoke behaviour interventions.</p>	<p>The number of repeated referrals to the reflection room has gone down since the new behaviour manager has been appointed and a consistent approach has been applied. The gap between disadvantaged pupils and their peers has reduced</p>	1,5

Homework club - accessible daily 3-4pm (disadvantaged pupils are prioritised) to allow pupils to have a quiet and safe place to focus and complete independent studies and homework in a supervised environment	<a href="#">EEF states that this high impact (for low cost)</a> support can support pupils in achieving up to 5 months progress.	
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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

AIM	MEASURE	OUTCOME
Continue to improve the attainment and achievement of disadvantaged pupils to further reduce the current gap	To further reduce the gap between the outcomes (exam results) of non-disadvantaged and disadvantaged pupils.	<p>Average attainment 8 grade (all pupils): 4.87</p> <p>Average attainment 8 grade (disadvantaged): 4.50</p> <p>-0.37 points gap. An improvement from the previous year and something we wish to further narrow.</p>
To further improve the attendance of disadvantaged pupils, and narrowing the gap between disadvantaged pupils and their non-disadvantaged peers.	For 2024-25 attendance of disadvantaged pupils to continue to be above national average in all year groups, with a reduction in the gap between disadvantaged and non-disadvantaged pupils	<p>From the end of the 2023-24 school year to the end of the 2024-25 school year the Year 11 cohorts attendance had improved and the gap between pupil premium and non-pupil premium has shortened. However, a gap of 2.1% still remained (3.4% in summer 2024)</p> <p>From the end of the 2023-24 school year to the end of the 2024-25 school year the Year 10 boys' attendance had dropped (overall 92.3 -&gt; 91.7%). The gap, however, remained the same (2.6%).</p> <p>We still have barriers with poor attendance, particularly with persistent absentee and school avoidance.</p> <p>Interventions are being run across the school including:</p> <ul style="list-style-type: none"> <li>- Dedicated LPSO time each morning to monitor and intervene with attendance</li> <li>- The creation of attendance clinics for each year group for historic low attendees, with direct interventions from form tutors, head of year or LPSO</li> <li>- Meetings with families, using attendance contracts and support</li> <li>- Home visits</li> </ul>
To close the reading standard age score (SAS) gap between disadvantaged and non-disadvantaged pupils ensuring disadvantaged pupils make accelerated progress in reading.	Disadvantaged pupils achieve a mean SAS of at least 100 across all year groups, narrowing the gap with non-disadvantaged pupils to below 2 points in each year group.	Pupils are identified early to assess their reading ability and

To further improve the opportunities and participation of disadvantaged and SEND pupils in Pupil Leadership roles within the curriculum and enrichment activities.	Increased numbers of opportunities for pupil leadership roles.  Increased participation of disadvantaged and SEND pupils in pupil leadership roles.	3/12 senior prefects were pupil premium and 5/21 of the prefects as whole were from disadvantaged backgrounds. This aligns with the make-up of the pupil population as a whole which is very encouraging.
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Homophobia Workshop- Year 8 pupils	The Anne Frank Trust UK
Voices for Equality- Year 8 pupils	The Anne Frank Trust UK
Anne Frank Ambassadors (Year 9)	The Anne Frank Trust UK
The Message Trust (All Years)	Respect Me (PSHE Workshops)
Migration and Refugees workshop (Year 7)	Red Cross
Schools Linking Project (Year 7- class of 30)	BwD
Spirited Arts Competition (KS3)	NATRE
Essay Writing Competition (Year 10)	SMSJ
Show Racism the Red Card Competition (KS3)	Show Racism the Red Card
Cathedral Trip (Year 10)	Blackburn Cathedral
Wasted Lives (Year 10)	Lancashire Fire and Rescue
The Young Driver's Live Session (Year 11)	The Riot Act/BwD
SEND Ten Pin Bowling Competition (KS3)	School Sport Partnership
SEND Outdoor Adventure Festival (KS3)	Sporting NRG
SEND Secondary Boccia Competition (KS3)	Sporting NRG
Careers talk	Blackburn College
Apprenticeship talk (Year 9-11)	ASK programme
2025/26 Young People's Age Restricted Products Survey	Blackburn with Darwen Trading Standards Service
45 providers attend this event to support	Careers fair