

Pupil premium strategy statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	945
Proportion (%) of pupil premium eligible pupils	27%
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)	2024/2025 - 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Greg Raynor Headteacher
Pupil premium lead	Tim Cunningham, Assistant Headteacher
Governor / Trustee lead	Andrew Semple

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,739
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£54,569
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>	£286,308

Part A: Pupil premium strategy plan

Statement of intent

'Every child deserves a champion, an adult who insists that they become the best that they can possibly be.'

-Rita Pearson-

We recognise that every one of our students is an individual; our disadvantaged students are no different. They all have different needs. Our aim is that disadvantaged students reach their potential academically and achieve in line with their non-disadvantaged peers across the curriculum. It is important to us that they leave us with the self-confidence, knowledge and understanding to be safe, successful, and happy in a rapidly changing world.

At the heart of our strategy, is quality first teaching and learning. By continuing to improve the quality of teaching and learning, we expect to improve the outcomes of all students. A designated member of the senior leadership team supports the development of our curriculum. This is based in current research and learning science and is proven to have impact in the classroom. In October 2025 we began a 2-year programme of professional learning for teaching and support staff called 'Embedding formative assessment' provided by SSAT. Embedding Formative Assessment (EFA) aims to create a culture of continuous improvement in schools by embedding formative assessment and feedback practices. These practices help teachers understand pupil learning, identify areas for improvement, and adapt teaching strategies to individual needs, thereby enhancing pupil attainment. EFA is delivered through The Schools, Students and Teachers network (SSAT). The programme is based on latest educational research and backed by the Education Endowment Foundation (EEF).

We have adopted a 3-tier approach to our intervention planning. We intend to address common challenges for our disadvantaged cohort, whilst also offering bespoke support to those who need it.

Having an accurate understanding of our disadvantaged students is therefore essential. We aim to assess students' starting points and to address any gaps as early as possible. We can then implement targeted intervention and personalised support. We are committed to reviewing the impact of our offer at regular intervals and to adapting our plans in response.

We will encourage all students, including our disadvantaged students, to aspire to challenging objectives. Our two whole school progress leads and two progress leads for Children in Care will play a key role in identifying specific challenges for selected groups in this cohort, communicating key information to staff and closely monitoring progress at a student level. Careful monitoring and tracking of individual pupils is a priority for us and, although we no longer publish target grades to students (a decision based in research), our strategy makes comprehensive data on national outcomes from different starting points available to staff to measure progress and to ensure staff accountability.

The English Baccalaureate is open to all our students, as is the study of separate sci-

ences and we will seek to keep our curriculum offer broad for our disadvantaged cohort, encouraging them to consider the English Baccalaureate and ensuring they have bespoke options support and careers guidance available.

We value pastoral support, and our plan invests in staff who will support student attendance and wellbeing. We believe that learning extends beyond the classroom and ensure our disadvantaged cohort can access enrichment activities and school trips that will open their eyes to the world beyond the hills of the High Peak.

Challenges

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

Challenge number	Detail of challenge
1	<p>The impact of Covid-19 on student progress. Lockdown and school closure resulted in reduced face-to-face teaching time and development of subject specific skills in the classroom.</p> <p>The effect of this continues and learning has been significantly impacted for the current year 11 cohort, with monitoring data suggesting that disadvantaged students did not engage as well with home learning as their peers in their critical, foundational years.</p>
2	<p>The maths attainment of disadvantaged students is generally lower than that of their peers on arrival at Chapel High School.</p> <p>Analysis of KS2 maths SAT scores completed on entry shows that in the last 3 years 37% of disadvantaged students have achieved below age-related expectation versus 19% of other students. Analysis of CAT4 quantitative assessments show that in the last 3 years, 45% of disadvantaged students achieved below age-related expectation versus 35% of other students.</p>
3	<p>Disadvantaged students have greater barriers to learning because of lower literacy levels on entry. Analysis of KS2 English SAT scores completed on entry shows that in the last 3 years 28% of disadvantaged students have achieved below age-related expectation versus 13% of other students. Analysis of CAT4 verbal assessments show that in the last 3 years, 42% of disadvantaged students achieved below age-related expectation versus 29% of other students.</p>
4	<p>Attendance data and feedback from the pastoral team following discussions with students and families suggest that the wellbeing, particularly mental health of our disadvantaged students has suffered to a greater degree than their peers because of lockdown and school closure.</p> <p>The number of students referred for Out of School Tuition has increased from an average of 1-2 per year pre pandemic to 13 this academic year</p>

and the number of students requiring additional counselling and pastoral support has significantly increased.

Because of these challenges, some students have not accessed learning that is equitable to their peers, causing gaps to widen in all subjects.

5

Attendance of disadvantaged students is lower than that of other students.

Analysis of data over the last 3 years shows that the attendance of disadvantaged is disproportionately lower than their peers. Persistent absence amongst this cohort has also increased which is affecting their access to quality face-to-face teaching.

Attendance	2022-23	2023-24	2024-25	2025-26 to date
	%	%	%	
All	91.9	91.9	93.1	92.1
Disadvantaged	87.7	89	90.3	90.1
Gap	4.2	2.9	2.8	2.0

% persistent absence <90%	2022-23	2023-24	2024-25	2025-26 to date
	%	%	%	
All	21.08	23.2	19.4	22.1
Disadvantaged	38.61	38.2	33.3	31.0
Gap	17.53	15	13.9	8.9

6

A minority of 'hard to reach' families are difficult to engage with school.

Feedback from the pastoral team and progress leads suggests that a small number of families are difficult to engage with school and do not support the work that school is doing to support their children academically. Reduced opportunity to strengthen these relationships and to support student attendance and progress in the foundational years continues to have an impact in the current academic year.

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 attainment for disadvantaged students at the end of year 11.</p>	<p>2026/27 KS4 outcomes will demonstrate an increase in the overall average attainment 8 score for disadvantaged students. The average attainment 8 score in 2024 was 3.4.</p>
<p>Improved Progress 8 score for disadvantaged students.</p>	<p>The progress gap will continue to close between disadvantaged students and other students.</p> <p>By the end of our current plan in 2026/27 the progress of disadvantaged students will be in line with other students.</p>
<p>Improved literacy and reading levels amongst disadvantaged students.</p>	<p>Assessment and benchmarking tests (e.g., Lucid, NGRT, Lexia etc.) will demonstrate improved literacy skills for disadvantaged students.</p> <p>Referrals to the Academic Intervention Panel due to literacy concerns will reduce and staff feedback will confirm improvement in engagement and classwork.</p>
<p>Improved attendance for disadvantaged students, with a focus on persistent absence.</p>	<p>The attendance gap between pupil premium and other students will be no greater than 3% and the persistent absence gap will reduce to no more than 10%.</p>
<p>Improved wellbeing for all students, including our disadvantaged students cohort.</p>	<p>Attendance data and feedback from the pastoral team, students and families will demonstrate improved levels of wellbeing.</p> <p>Teaching staff will report a higher level of engagement, better participation in lessons and fewer student concerns.</p> <p>Attitude to learning scores will improve.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £68,622

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Designated member of senior leadership team to lead on curriculum development.</p> <p>Funding and Implementing SSAT's 'Embedding Formative Assessment' professional learning programme to develop checking for understanding, assessment and feedback in all lessons.</p>	<p>Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.</p> <p>The Deputy Headteacher will work with departments to support the implementation of curriculum plans that have cognitive learning science as a core principal.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive science approaches in the classroom - A review of the evidence.pdf</p> <p>EFA is delivered through The Schools, Students and Teachers network (SSAT). Embedding Formative Assessment (EFA) aims to create a culture of continuous improvement in schools by embedding formative assessment practices. These practices help teachers understand pupil learning, identify areas for improvement, and adapt teaching strategies and useful feedback to students meeting individual needs, thereby enhancing pupil engagement, motivation and attainment.</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils, thereby helping to close the disadvantage gap. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of</p>	<p>1,2</p>

	<p>their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/embedding-formative-assessment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher Feedback to Improve Pupil Learning.pdf?v=1746628293</p> <p>High quality, meaningful feedback in all forms supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a student is and where the teacher wants them to be. This process is a crucial component of high-quality teaching.</p> <p>https://www.researchgate.net/publication/359219913 Checking for Understanding Strategies Using Formative Assessments for Student Learning</p> <p>Checking for understanding is a research-proven approach using real-time assessments of students' learning to inform teachers about students' progress in learning.</p>	
<p>Purchase of data monitoring tool, target setting software and standardised diagnostic assessments to aid high quality teaching.</p> <p>We will purchase: CATs, NGRT/GL Assessment, FFT, Sistra Analytics</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions, teacher instruction and adaptive teaching.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic Assessment Tool.pdf</p>	1,2,3
<p>Further development of</p>	<p>A curriculum compatible with teaching for</p>	2

<p>high quality teaching and curriculum through CPD, with a focus on mastery.</p>	<p>mastery rejects superficial short-term coverage in favour of developing deep, connected understanding of key ideas. This forms a secure foundation for future learning, so making more efficient use of teaching and learning time.</p> <p>https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3</p> <p>Mathematics Mastery Secondary EEF</p>	
<p>Further development of whole school literacy and oracy by the literacy co-ordinator with a focus on disciplinary literacy and improved reading fluency .</p>	<p>Disciplinary literacy is an approach to improving literacy and oracy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>There is evidence to suggest that disadvantaged students are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>3</p>

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

Budgeted cost: £29,543

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of English and maths tutors for a range of	Evidence suggests that targeted tuition can be effective in supporting student	1,2,3

<p>tuition needs and 1:1 support across all year groups. Disadvantaged students will be a priority when selecting cohorts.</p>	<p>progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Offer of Century online learning or Tailor made programmes of 1:1 tuition (on and offsite) to disadvantaged students struggling to access the mainstream classroom.</p>	<p>Evidence suggests that targeted tuition can be effective in supporting student progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1746698560</p>	4,5
<p>Targeted small group or 1:1 literacy intervention for KS3 students, with a focus on phonics and fluency, with personalised intervention to meet the needs of students who are below age related reading expectations.</p>	<p>Evidence shows that disadvantaged students are more likely to have a lower than expected reading age at the end of KS2, compared to their more advantaged counterparts. https://educationendowmentfoundation.org.uk/news/socio-economic-attainment-gap-remains-stubbornly-wide-after-pandemic-with-reading-skills-particularly-affected</p> <p>Evidence suggests that targeted tuition can be effective in supporting student progress in reading and literacy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3

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

Budgeted cost: £186,419

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Two staff in post as progress leads for Children in Care and two staff in post as whole school progress leads to focus on targeted bespoke support for students.</p> <p>Disadvantaged students to be a priority when selecting students for the whole school cohorts.</p>	<p>The EEF highlights the importance of having a thorough understanding of the individual challenges facing disadvantaged students. Appointing staff to consider the ‘bigger picture’ for this cohort allows for appropriate actions to be put in place to address these.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>All</p>
<p>Embedding principles of good practice set out in DfE’s ‘Improving School Attendance’ advice, including funding the work of a family outreach manager to work with students at risk of persistent absence. There will be a robust strategic oversight of attendance by a member of the senior leadership team.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>5.6</p>
<p>Strengthening the pastoral team, including increasing capacity of school counsellors to support additional mental health and wellbeing needs, and adding capacity through the appointment to the post of pastoral admin support.</p>	<p>There is good evidence that universal and targeted cognitive behavioural therapy (CBT) interventions are effective in reducing internalising symptoms in young people.</p> <p>A growing body of evidence indicates that enhancing social, emotional and behavioural skills (including emotional identification, articulation and regulation; communication skills; conflict resolution skills; behavioural self-regulation; empathy and perspective taking) is a key determinant to young people’s mental health and wellbeing, and supports them in achieving positive outcomes in school, work and life.</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-</p>	<p>4</p>

	effectiveness-of-school-based-interventions	
Offer of part-time alternative provision to re-engage some students with education.	The Ofsted report on alternative provision suggests that, when used well, alternative provision can counter disaffection and improve student attendance. Ofsted publication (publishing.service.gov.uk)	4,5
Contingency fund for acute issues	Based on currently rapidly changing circumstances because of the pandemic we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £284,584

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summer 2025 grades indicate that the Progress 8 gap remains wider than national when considering whole school outcomes.

When considering data, we remember the unique profile of the school and the enhanced resource students studying a non-GCSE curriculum. This, alongside the school's continued inclusive policy of retaining some very difficult students for pastoral and safeguarding reasons can significantly skew the data.

In 2025, the school's commitment to inclusion meant a determination to keep as many students as possible engaged with education, even if it meant them studying fewer subjects at GCSE.

Overall A8

All pupils - Overall A8

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2024	184	48.4	45.9	Close to average (non-sig)	No sig change	High - SEN
2023	187	47.3	46.3	Close to average (non-sig)	Not applicable	High - SEN
2022	204	49.1	48.8	Close to average (non-sig)	Not available	High - SEN

[▶ Chart](#)

Disadvantaged pupils - Overall A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2024	32	33.7	34.6	Close to average (non-sig)	50.0	-16.3	Widening	High - SEN
2023	40	35.2	35.0	Close to average (non-sig)	50.3	-15.1	Not applicable	High - SEN
2022	38	36.8	37.6	Close to average (non-sig)	52.8	-16.0	Not available	High - SEN

Despite the information above, the key measures that we track show some gaps closing. We believe that this suggests that the actions we have taken in recent years have had some impact in some subjects but that there is still work to do.

The policy of supporting more aspirational option choices for disadvantaged students has had a significant impact on triple science uptake, with 33.3% of pupil premium students taking up this option in 2025 cohort.

However, attainment 8 for disadvantaged students across the school is lower than collaboration data.

Our inclusive ethos means that we work hard to ensure that students have access to appropriate provision and support. Our pastoral staff and team of progress leads meet regularly with students to identify and address barriers to learning, and we have strengthened mental health support by increasing the number of school counsellor hours available.

We remain committed to further improvements. The attainment of the 2026 cohort for disadvantaged needs to be closer to collaboration data for the same cohort, and we will continue to work on improving this further.

The uptake of the modern foreign languages element of the EBacc by disadvantaged students needs to increase further. The work to target this continues, with development of a comprehensive plan to improve MFL uptake across the school.

Attendance data suggests that there has been a fall in attendance across the whole

school post pandemic; however, there has been a more significant decline when comparing persistent absence for disadvantaged students with other students. Feedback suggests that mental health and wellbeing have been major contributors to this, and we have therefore made this a focus of our current plan.

The need to engage more vigorously with a small minority of 'hard to reach' families remains a priority this year. Indications are that the work of the Family Outreach Worker is having a significant effect; however, the reduction in support from external agencies means that resources are stretched. We remain committed to improving engagement with families and this therefore remains a high priority this academic year.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>Service children were prioritised for progress lead support, to ensure they have a key member of staff to identify potential pastoral need.</p> <p>Service children were supported with school trips outside the academic curriculum.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Students have had access to a broad range of experiences and pastoral concerns were swiftly identified and addressed.</p>