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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Blue Coat School
Number of pupils in school	1252
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr Kevin Sexton
Pupil premium lead	Mrs M Maskell
Governor / Trustee lead	Mr S Fitzsimmons

Funding overview 25-26

Detail	Amount	
Pupil premium funding allocation this academic year	£171,624	
Pupil premium funding carried forward from previous years (enter £0 if not applicable) Catch up funding	£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	£171,624	

Disadvantaged pupil performance overview for last academic year 2024/35 (most up to date DFE information)

Progress 8	Not available
Ebacc entry	82.8%
Attainment 8	65.0
Percentage of Grade 5+ in English and maths	86.2%

Intended outcomes

Aim	Target	Target date
Progress 8	Progress 8 not currently available.To align disadvantaged students P8 with that of the school when Progress 8 returns	August 2027
Attainment 8	To align more closely with the school Att 8 performance of (2025) 79.4	August 2026
Percentage of Grade 5+ in English and maths	To align more closely with the school performance of 97.7%	August 2026
Other		
Ebacc entry	To improve outcomes from 2025	August 2026
Improve the attendance of disadvantaged students.	To maintain or improve attendance from 95.5%	August 2026

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in English, Maths and EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, 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 students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments prior to entry to year 7 in the last 3 years (of available KS2 data) indicate that disadvantaged students arrive with lower KS2 Maths, reading and writing scores compared to their peers. The gap for English remains steady during students' time at our school.
2	KS2 data indicates that disadvantaged students generally have lower levels of reading comprehension than peers on entry. This gap remains steady during a students' time at our school. The English attainment of PP students at GCSE is generally lower than that of their peers.
3	Our assessments, observations and discussions with students and families suggest that the education and well-being of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.

	This has resulted in significant knowledge gaps resulting in students falling further behind (particularly in SEND students) expectations particularly at KS4, especially in Science, History, languages and English.
4	Our assessments, observations and discussions with students and families lower attaining disadvantaged students, often SEND students have a lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly Science, History, languages and English.
5	Our assessments (including wellbeing survey), observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.
6.	Our attendance data shows that PP students have a lower average attendance than non pp students. Whilst the average attendance has gone up from 95.25% (23-24) to 95.5% (24-25) the absence gap between non pp and pp attendance has increased from 1.5% to 1.1%.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *40,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments and analysis tracking systems. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1,2,3
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training, leadership of the strategy and support and release time.	Teaching metacognitive strategies to students can be an inexpensive method to help pupils become more inde-pendent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF	4
Enhancement of our English teaching and curriculum planning in line with DfE KS3 and EEF guidance. We have purchased Sparks reading which allows us to track participation and progress for specific students and groups.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Teaching literacy at key stage 3 - GOV.UK (www.gov.uk) To teach Literacy well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving	1,2

	strategies, and help students to develop more complex mental models: https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_POSTER.pdf	
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. This is an ongoing project in school. We are funding professional development for a school literacy lead and subject specific support to target literacy across the curriculum, Including regular testing to assess monitor and provide intervention where needed.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2
Improving SEND provision for students in line with recommendations in the EEF SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS We will fund professional development through links with local services and special schools to deliver CPD and target support for staff and students.	Using evidence from the EEF https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf recommendations:- 'Create a positive and supportive environment for all pupils, without exception. Build an ongoing, holistic understanding of your pupils and their needs. Ensure all pupils have access to high quality teaching Complement high quality teaching with carefully selected small-group and one-to-one interventions, Work effectively with teaching assistants.'	3,4,5

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with Tutoring Programmes to provide a blend of tuition, mentoring and school-led tutoring for students whose study skills need support, or who have significant knowledge gaps. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	1, 2, 3,4
Provide bespoke revision programmes for students aimed at helping disadvantaged students prepare more effectively for public examinations.	Programmes that scaffold the revision process have been shown to be successful in enhancing the accuracy of students' judgements and supporting them to manage their revision with greater independence. Scaffold pupils' revision using the seven-step model.	4,5

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

Budgeted cost: **£105,624**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved leadership of the disadvantaged strategy through SLT and also enhancement of our pastoral student support provision. Identification of levels of student need regardless of diagnosis. We will work with the Liverpool Learning Partnership, which oversees a whole school approach to mental health and provides CPD to staff for working with students with poor mental health. This will include additional time and support staff to monitor and support attendance, behaviour and welfare interventions from transition and through school. Increase parental engagement by offering support and guidance through the Schools Family Support Service.	EEF reports through research that issues relating to attendance, behaviour and well being and social and emotional factor can impact a student's ability to reach their full potential. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies Supporting students and parents through the transition process and with issues affecting well being, attendance, concentration and behaviour can reduce challenges to learning and improve communication with parents. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents The service provides a full family wrap around support package using the EHAT (Early Help Assessment Tool) and Graded Care Profile assessment to measure progress and for families to identify what their needs are.	3,4,5,6

Work to improve student self confidence and mental wellbeing through a range of leadership opportunities. We will work with organisations such as The UK military school, MVP and Show Racism the Red Card to provide leadership and teamwork training for students. We will work with the Be free campaign to provide community diversity events to foster a sense of belonging for all students and create further leadership opportunities.	Leadership opportunities are crucial for students because they build essential life skills like communication, problem-solving, confidence, and teamwork, which boost academic success, enhance career prospects, and foster personal growth, preparing them for future challenges and responsibilities. These experiences teach accountability, self-organization, and adaptability, making students more engaged learners and effective contributors to their communities. Impact of early leadership roles	
We will Provide a transition summer school. This will be for introductory work on literacy and oracy as well as improving students well being and making links with parents.	A variety of opportunities for induction is recommended to help students to thrive in their first months. Taster days and visits between schools appear to improve institutional adjustment. For example, help with getting to know the physical school building, school routines can be beneficial in allowing pupils to adjust. Supporting pupils through transitions	2,3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 171,624

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.

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 4 performance data and our own internal assessments.

For 2025, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) is not available due to the lack of KS2 data for this cohort as a result of the pandemic. The Attainment 8 score (which is a measure of GCSE attainment across 8 subjects) was 65.0 See DfE guidance for more information about KS4 performance measures.

We have compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for non-disadvantaged pupils was 50.0.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2024/25 was in line with our expectations.

The Attainment 8 score of our disadvantaged pupils was 65.0 compared with whole cohort at 79.4. These results are a contrast to the national figures demonstrating impact the strategies we have put in place have achieved. We identified that some of the approaches we used to boost outcomes for disadvantaged students had a positive impact.

EBacc entry for disadvantaged pupils was 82.8% with an average EBacc score of 6.18 which is compared to the overall cohort score of 7.79.

Absence among disadvantaged pupils was only 1.1% higher than their peers in 2024/25. Overall attendance has increased for the cohort from 95.25% to 95.50%. Our analysis suggests again that the reason for this is primarily the increased support and intervention provided by teachers and support staff. Again, these results are a contrast to the national figures demonstrating impact the strategies we have put in place have achieved. We identified that some of the approaches we used to boost attendance for disadvantaged students had a positive impact.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Revision Skill	Elevate
Talking Teens	YPAS

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around Teacher questioning, assessment and feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

- ensuring pupils understand our plan for their learning by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.

- utilising support from our local [Mental Health Support Teams](#) YPAS and CAMHS and other local support networks,

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, conversations with parents, students, teachers and trustees in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database and DFE compare schools database to view the performance of disadvantaged pupils in school similar to ours and also contacted and visited schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place and will adjust our plan over time to secure better outcomes for pupils.

PUPIL PREMIUM STRATEGY

Supporting the progress of students who receive pupil premium is done effectively through: monitoring the progress of these pupils using departmental and whole school tracking systems; supporting these pupils' progress through mentoring programmes where appropriate; ensuring staff CPD and inset focuses on how best to ensure the progress of pupils in receipt of pupil premium funding; strong pastoral support; and ensuring that pupils who receive pupil premium have full access to extra-curricular and enrichment activities including educational trips.

STRATEGY IMPACT

Whole school monitoring of disadvantaged pupils. We use SISRA and departmental tracking systems in the first instance to do this. Classroom teachers will be trained to monitor disadvantaged students and ensure intervention is in place. Closing any learning gaps which may occur. SISRA will enable us to monitor these gaps – termly whole school analysis focuses on groups as well as all pupils and highlights changes in progress rates. Intervention builds confidence and impacts on attainment.
Keystage leaders, Disadvantaged mentors and class teachers set targets with disadvantaged pupils based on academic progress but also based on their involvement in the wider life of the school including extra-curricular opportunities, trips and visits. KSL monitors these targets. Improved awareness of disadvantaged pupils. Improved involvement by disadvantaged pupils in extracurricular activities and trips. Homework Club is made available to disadvantaged pupils. Disadvantaged pupils can also access subject intervention sessions. Students benefit by having clearly organised independent working time. Pastoral leaders are trained in tracking the work of disadvantaged students and putting in place mentoring schemes where possible. The provision of individualised plans for these pupils will involve the KSL and Form Tutor to ensure that the students' individual needs are met. Parents/carers will be involved where necessary. Mentoring may be SLT, additional staff linked to a year

group, learning mentors, KSL or by student academic or pastoral mentors. KSL monitors attendance weekly. Disadvantaged children are focused on separately during this monitoring. Home is contacted early when there is a problem and strategies put in place if home is struggling to ensure attendance and punctuality. School office calls parents of pupils not in school by 10 a.m. Travel is funded by Pupil Premium when necessary. Wellbeing support and use of school counsellors is prioritised for disadvantaged pupils if emotional health is proving a barrier to learning. Improved emotional wellbeing and subsequent progress is monitored. Improved tracking and early intervention is put in place when necessary. Additional support with Careers Information Advice and Guidance is provided where necessary to disadvantaged pupils. All disadvantaged pupils receive 1:1 careers advice and guidance interview provided by external careers provider. Sixth Form bursaries fund travel and accommodation for University Open Days and apprenticeship interviews. Advice ensures that pupils are aware of all possible routes and that all routes are open to them. Extra-curricular activities, visits and trips are all made available to disadvantaged pupils – financial support is offered on a case by case basis a proportion of the cost before deducted before the disadvantaged pupil is asked to pay. All pupils benefit equally regardless of financial circumstances. Numeracy and literacy support at KS3 is given to disadvantaged pupils by subject specific mentors during non- curriculum time where needed.