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 had within our school.

School overview

Detail	Data
School name	The Blue Coat School, Liverpool
Number of pupils in school	1,234
Proportion of pupil premium eligible pupils	88 Pupils (9.80%)
Academic year/years that our current pupil premium strategy plan covers	2026/27-2028/29 (proposed three-year cycle; annual review and republication)
Date this statement was published	Planned publication by 31 December 2026
Date on which it will be reviewed	Termly monitoring and full review autumn 2027
Statement authorised by	Headteacher
Pupil premium lead	Mr C Loughlin
Governor / Trustee lead	Mr S Fitzsimmons

Funding overview 2026/27

Detail	Amount / status
Pupil premium funding allocation this academic year	£ 170,120
Pupil premium funding carried forward	£ 0.00
Total budget available	£ 170,120
Last published 2025/26 allocation (historical only)	£171,624 - not a 2026/27 allocation

The 2026/27 annual grant must be reconciled to the academy trust allocation statement and expenditure ledger. If funding is pooled, disclose the amount available to the school. No new allocation has been inferred from eligibility percentages.

Current evidence informing the strategy

Measure	Latest evidence
2026 (provisional) disadvantaged GCSE	Attainment 8: 71.7; whole-school A8: 78.6
Current Curriculum offer	11 GCSEs; EBacc entry: 94.7%; separate sciences: 97.4%
2026 (provisional) EnMa 5+	9-5 EnMa disadvantaged was 91.4%
2026 (provisional) EnMa 7+	9-7 EnMa disadvantaged was 62.9%
Latest validated attendance	2024/25 FSM6 attendance: 95.4%; FSM6 persistent absence: 8.9%
2025-2026 Enrichment/Extra-curricular engagement	71.4%

Part A: Pupil premium strategy plan

Statement of intent

The Blue Coat School believes that educational disadvantage must never constrain ambition, access to a demanding curriculum, or pupils' ability to flourish. Our core aim is for disadvantaged pupils to achieve the highest possible standards across Years 7-11, with consistently excellent teaching, timely support and full participation in school life. High prior attainment is not a reason to withhold support: academic stretch, subject mastery and access to the highest grades are central to this strategy.

The school's SHAPE values - Service, Hard Work, Ambition, Perseverance and Empathy - and motto “Non sibi sed omnibus” underpin a culture in which every pupil belongs, achieves and thrives. We identify individual barriers through assessment, pupil and family voice, attendance and pastoral intelligence, not assumptions based on eligibility. The strategy will also support pupils known to social care, young carers and pupils with SEND or other identified challenges where this contributes to disadvantaged pupils' outcomes.

Our approach follows the DfE 2026 menu of approaches and the EEF three-tier model: high-quality teaching first; targeted academic support where assessment identifies a need; and wider strategies to improve attendance, wellbeing, relationships and enrichment participation. Classroom teachers, middle leaders, pastoral staff, the Inclusion Team and trustees are collectively accountable for measurable impact.

Challenges

Challenge number	Detail of challenge
1	**Attainment and highest-grade conversion:** 2026 provisional disadvantaged A8 was 71.7 against 78.6 overall, a 6.9-point difference. Non-STEM subjects demonstrate greater variation in total 7+ grades achieved by disadvantaged students against non-disadvantaged students.
2	**English and Maths achievement at strong pass:** 2026 provisional 9-5 EnMa disadvantaged was 91.4% against 98.2% overall. Precision of assessment, tier of entry and intervention requires better focus to address question-level weaknesses and support students’ revision skills and transition from supported tasks to independence.
3	**English and Maths achievement at 7+:** 2026 provisional 9-7 EnMa disadvantaged was 62.9% against 82.6% overall. Precision of assessment, tier of entry and intervention requires better focus to address question-level weaknesses and support students’ revision skills and transfer from supported tasks to independence.
4	**Key Stage 3 Reading starting point:** Two-year average of a 2-point difference in KS2 Reading Scale scores for disadvantaged (113.75) against non-disadvantaged (115). NGRT baseline (100 being average) also indicates a small gap between Standard Age Scores (SAS) of disadvantaged students (123: above average) against non-disadvantaged (125: very high) in year 7. More disadvantaged students achieve Maths and not English at grades 5+ and 7+.
5	**Attendance and punctuality:** IDSR Validated 2024/25 FSM6 attendance was 95.4% against 97.1% whole school; FSM6 persistent absence was 8.9% against 3.4% whole school.
6	**Extra-curricular uptake and participation:** May 2026 enrichment data capture highlighted 71.4% of disadvantaged students participated in at least one extra-curricular event against 80% of whole school. 47% took part in +2 activities whilst 28.6% did not report participation. Participation and leadership take-up need systematic tracking, barrier removal and follow-up, particularly for expensive or high-demand opportunities.
7	**Organisation and Independent Learning Habits** In 2025-2026, incidents of failure to complete homework or bring correct equipment were 3.68 per disadvantaged pupil against 1.24 per pupil overall. Under-resourced students may not be able to access all the necessary school equipment they need, for example, uniform, stationery, textbooks etc. Disadvantage may also combine with SEND, EAL, care experience, family circumstances or wellbeing needs. Staff need accurate profiles and a responsive Assess-Plan-Do-Review cycle, ensuring that high expectation with appropriate support are in place for all students.

Intended outcomes

Targets are proposed planning thresholds for 2026/27 and the three-year cycle, not reported current achievements.

Small-cohort volatility must be considered and validated before approval.

Intended Outcome	Success Criteria
1. Attainment gap narrows without reducing ambition, enabling more disadvantaged pupils to have the option to study post-16 at The Blue Coat	Improve disadvantaged A8 to at least 74.5 in 2027; reduce the difference from whole-school A8 to at most 5.0 points, subject to cohort comparability. Attain at least 73% of GCSE grades at 7+ by disadvantaged students, lessening gap against overall grades achieved at 7+ by 5%.
2. More disadvantaged pupils achieve strong passes (5+) in English and Maths, enabling wider access to Level 3 qualifications	Close gap and ensure at least 98% of disadvantaged students achieve English and Mathematics at 5+.
3. More disadvantaged pupils achieve high grades (7+) in English and Maths, enabling more disadvantaged students to have the option to study post-16 at The Blue Coat	Close gap by at least 10% and ensure at least 73% of disadvantaged students achieve English and Mathematics at 5+.
4. More disadvantage students are reading statistically above their chronological age, suggesting stronger vocabulary and comprehension	All disadvantaged students will read at a level of above their chronological age, with their SAS score being statistically significantly above 100 before the start of Year 11.
5. Attendance improves and gaps reduce	FSM6 attendance at least 96.0% and PA below 8% in 2026/27; contribute to SIP 97.5% whole-school ambition. Review monthly and termly.
6. Enrichment access and participation is equitable	Establish baseline autumn 2026; offer every eligible pupil meaningful access; aim for at least 90% annual participation in a tracked enrichment activity and reduce participation gaps by at least 5%. Increase +2 activities to at least 60% of disadvantaged students.
7. Students are equipped and ready to learn, meeting high expectations	Review all identified priority pupils at least termly using attainment, incident/merit data, attendance, pupil/parent voice and provision impact. Lessen incidence per pupil gap by 1.5.

Activity in this academic year

Each intervention is linked to a diagnosed barrier and the DfE 2026 menu of approaches. Funding allocations remain subject to finance confirmation; the spending record must show the funded proportion clearly.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 82,612

Activity	Evidence / rationale and implementation	Challenge number(s) addressed
Adaptive teaching and structured instruction	Deliver Great Teacher Toolkit / subject CPD: modelling, guided practice, fading scaffolds, purposeful questioning, live assessment and feedback. Align with SIP and evaluate through disadvantaged student sampling.	1, 2, 3, 4
Reading-rich and disciplinary curriculum	Embed a form-time reading for pleasure and discussion provision; use reading age assessments to measure comprehension and vocabulary and provide support through peer mentoring programme; secure quality reading experiences and vocabulary development through reading and oracy across the curriculum.	1, 2, 3, 4
Reliable formative assessment	Use standardised and department-specific assessment, question-level analysis, reading tests and student work to identify misconceptions and target reteaching; train staff in DIRT.	1, 2, 3, 4
SEND and EAL responsive classroom practice	Train staff in identified support plans, scaffolding, accessible instructions, structured classroom talk, vocabulary and graduated response without narrowing the curriculum.	1, 2, 3, 4
Precision leadership and implementation	Provide protected subject-team CPD; sample disadvantaged and intersecting groups in achievement and quality-assurance reviews; act on findings.	All

The approaches above are informed by Education Endowment Foundation guidance and evidence, including *Metacognition and Self-Regulated Learning* (2025); *Teacher Feedback to Improve Pupil Learning* (2021); *Improving Literacy in Secondary Schools* (2018); *Special Educational Needs in Mainstream Schools* (2020); *Effective Professional Development* (2021); *A School's Guide to Implementation* (2024); and the EEF Teaching and Learning Toolkit evidence on *Oral Language Interventions*.

Targeted academic support

Budgeted cost: £ 56,008

Activity	Evidence / rationale and implementation	Challenge number(s) addressed
Small-group and individual tuition	Deploy time-limited, diagnostic-driven tuition in English, mathematics and other subjects as QLA indicates; prioritise those below potential, including high prior attainers.	1, 2, 3, 4
KS3 literacy and numeracy keep up	Provide small-group fluency, comprehension, vocabulary and mathematics support for identified pupils (Axiom programme); link outcomes to mainstream lessons.	1, 2, 3, 4
Exam preparation and metacognition	Offer structured revision coaching, retrieval practice, explicit exam technique, self-regulation and academic mentoring for priority students in Years 10-11.	1, 3
Personalised support at points of need	Coordinate Inclusion Team provision, SEND plans, mentoring or teaching-assistant interventions for pupils with combined academic and pastoral barriers; review and exit when secure.	3, 4, 7.

Targeted academic support is informed by Education Endowment Foundation guidance and evidence, including *Small Group Tuition* and *One to One Tuition* from the Teaching and Learning Toolkit; *Improving Literacy in Secondary Schools* (2018); *Special Educational Needs in Mainstream Schools* (2020); *Metacognition and Self-Regulated Learning* (2025); *Deployment of Teaching Assistants* (2025); and EEF guidance on *Selecting Interventions for pupils with SEND*. Together, these sources support closely targeted tuition, diagnostic identification of need, links between intervention and classroom learning, explicit development of independent learning strategies and carefully deployed SEND/TA provision.

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

Budgeted cost: £ 31,500

Activity	Evidence / rationale and implementation	Challenge number(s) addressed
"Being Here Matters" attendance support	Weekly monitoring and tiered intervention, supportive personalised nudges, family contact and mentoring for early decline; escalate proportionately for persistent absence.	5, 6
Early pastoral and wellbeing intervention	Sustain the Student Support Base, counselling or mentoring routes and effective referral pathways; assess need early, record goals and track outcomes.	5, 7
Equitable enrichment and leadership	Prioritise access to clubs, visits, sport, cultural experiences, leadership and the House system; identify and remove affordability, information and other barriers.	5, 6, 7
Transition and parental partnership	Targeted Year 6-7 and KS3-4 transition support, accessible communications, practical parent workshops and coordinated family outreach.	1, 2, 3, 5, 6, 7
'Be Ready" to learn support and responsive contingency	Address evidenced practical barriers such as providing essential equipment where necessary and appropriate revision/home learning resources/online platform subscriptions.	All

Wider strategies are informed by Education Endowment Foundation guidance and evidence, including *Supporting School Attendance* (2024); *Working with Parents to Support Children's Learning* (2018); *The EEF Guide to the Pupil Premium* (2026); and Teaching and Learning Toolkit evidence on *Parental Engagement*, *Mentoring*, *Social and Emotional Learning*, *Arts Participation* and *Physical Activity*. Together, these sources support diagnosing individual barriers, strengthening communication and partnership with families, targeted attendance and pastoral intervention, and widening access to enriching opportunities.

Implementation, monitoring and accountability

When	Actions and evidence	Responsibility (led by PP lead)
Autumn 2026	Reconcile finance and pupil eligibility; refresh baseline assessments and FSM6 attendance; establish enrichment participation dashboard; identify priority pupils and intervention entry measures.	SLT; Finance; HOD; HOY, Enrichment TLR holder
Spring 2027	Review quality of teaching, intervention progress and take-up; adjust or discontinue low-impact activity; provide trustee subgroup and case-study evaluation.	SLT; Finance; HOD; HOY; Enrichment TLR holder; Link trustee
Summer 2027	Evaluate 2027 GCSE, reading, attendance and participation against milestones; capture pupil/parent voice and programme value for money.	SLT; Data and Examinations
Autumn 2027	Publish Part B review; revise diagnoses, budgets and targets for 2027/28 while maintaining the three-year direction.	Headteacher; SLT; trustees

The pupil premium lead coordinates one termly disadvantaged-pupil review with curriculum, attendance and inclusion colleagues. Classroom teachers remain responsible for first-quality teaching; departmental leaders use subject-specific evidence; pastoral colleagues support attendance and family engagement; trustees challenge whether outcomes and access are improving. Existing SISRA, Bromcom, CPOMS and departmental processes should be used without creating unnecessary duplicated returns.

Part B: Review of outcomes in the previous academic year

This review draws on the October 2026 integrated SEF and 2026/27 SIP alongside the previously published December 2025 strategy.

Measure	2024/25 (validated where cited)	2025/26 (validated where cited)
Disadvantaged Attainment 8	70.9 (final 2025 IDSR)	71.7 (2026 provisional)
Whole-school Attainment 8	79.5 (final 2025 IDSR)	78.6 (2026 provisional)
Disadvantaged grade 5+ English and maths	93.3% (2025 IDSR)	91.4% (2026 provisional)
Disadvantaged grades 7+ both English and maths	48.2% (School Data)	65.8% (2026 provisional)
Disadvantaged grade 4+ both English and maths	93.3% (final 2025 IDSR)	100% (2026 provisional)
Disadvantaged EBacc entry	89.7% (final 2025 IDSR)	94.7% (2026 provisional)
Disadvantaged separate-science entry	100% (School Data)	97.4% (2026 provisional)
FSM6 attendance	95.4% (validated 2024/25)	96.99% (Brom Com)
FSM6 persistent absence	8.9% (2024/25)	2025/26 subgroup not yet available

Evaluation of strategy impact

Educational attainment and academic entitlement

The 2026 disadvantaged cohort secured Attainment 8 of 71.7, compared with 70.9 in the final 2025 IDSR. Nearly all disadvantaged pupils entered the three separate sciences (97.4%) and 94.7% entered the EBacc, showing an increase on previous year. The breadth of qualifications demonstrates that access to a challenging curriculum is not being restricted and that an increasing number of disadvantaged students feel equipped to undertake academic study, near comparable with non-disadvantaged students.

However, the 2026 difference between disadvantaged Attainment 8 (71.7) and whole-school Attainment 8 (78.61) remains 5.98 points. The next test is to reduce pupil-level and subject-level variance, secure the highest grades and evaluate planned intervention. Disadvantaged grade 7-9 attainment in both English and mathematics (65.8%) provides a clear high-grade conversion focus with further improvement possible.

Attendance, pastoral support and participation

The latest validated 2024/25 information shows FSM6 attendance at 95.4% and persistent absence at 8.9%. These are favourable external comparisons, but subgroup attendance remained below whole-school attendance. The SIP “Being Here Matters” programme includes weekly monitoring, personalised communications and staged mentoring. The strategy needs more consistent evidence that these actions change individual pupils' attendance.

Existing inclusion practice provides a strong basis for identifying barriers early. Enrichment access by disadvantaged pupils is not yet sufficiently captured in terms of follow-up action. The 2025/2026 end of year enrichment survey will be used as based for participation involvement and sustained, periodic involvement tracking and follow-up impact will be a priority for 2026/27.

What leaders will do differently in 2026/27

- Shift from broad intervention descriptions to named pupils, precise academic targets and pre/post measures.
- Use common subject-level disadvantaged analysis rather than whole-school averages alone.
- Protect the ambitious curriculum, with scrutiny of high-grade conversion and access to separate sciences and the EBacc.
- Bring attendance, pastoral and enrichment evidence into the same half-termly termly impact discussion alongside curriculum outcomes in ‘wrap’ meetings.

Externally provided programmes

Programme	Provider
Revision skills	Elevate
Talking Teens	YPAS
Youth Work mentoring	MYA

Service pupil premium funding (optional)

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

Part C: EEF Bibliography

Guidance, leadership and Pupil Premium

- **Education Endowment Foundation (2026).** ***The EEF Guide to the Pupil Premium*****.** Guidance on diagnosing pupils' needs, selecting evidence-informed approaches, developing, monitoring and evaluating Pupil Premium strategy.
  EEF: The EEF Guide to the Pupil Premium

- **Education Endowment Foundation (2024).** ***Supporting School Attendance*****.** Evidence-informed resource supporting the development, communication and delivery of attendance strategy, including diagnosis, family communication, targeted intervention and monitoring.
  EEF: Supporting School Attendance

- **Education Endowment Foundation (2018).** ***Working with Parents to Support Children's Learning*****, 1st edition.** Guidance supporting effective parental engagement and partnership between schools and families.
  EEF: Working with Parents to Support Children's Learning

- **Education Endowment Foundation (2021).** ***Effective Professional Development*****, 1st edition.** Guidance on selecting, designing and delivering professional development, including mechanisms such as revisiting prior learning, goal-setting, feedback and action planning.
  EEF: Effective Professional Development

- **Education Endowment Foundation (2024).** ***A School's Guide to Implementation*****, 3rd edition.** Guidance on selecting and embedding evidence-informed approaches, including monitoring and adaptation.
  EEF: A School's Guide to Implementation

Teaching, assessment, literacy and inclusion

- **Education Endowment Foundation (2025).** ***Metacognition and Self-Regulated Learning*****, 2nd edition.** Guidance concerning explicit teaching, modelling and scaffolding of strategies for pupils to plan, monitor and evaluate their learning.
  EEF: Metacognition and Self-Regulated Learning

- **Education Endowment Foundation (2021).** ***Teacher Feedback to Improve Pupil Learning*****, 1st edition.** Guidance supporting high-quality instruction, formative assessment, identification of learning gaps and effective feedback.
  EEF: Teacher Feedback to Improve Pupil Learning

- **Education Endowment Foundation (2018).** ***Improving Literacy in Secondary Schools*****, 1st edition.** Guidance covering disciplinary literacy, vocabulary, reading, writing, talk and targeted support for pupils experiencing literacy

difficulties.
EEF: Improving Literacy in Secondary Schools

- **Education Endowment Foundation (2020). *Special Educational Needs in Mainstream Schools*, 1st edition.** Guidance for supporting pupils with SEND in mainstream settings through high-quality inclusive teaching and additional provision.
  EEF: Special Educational Needs in Mainstream Schools

- **Education Endowment Foundation (2025). *Deployment of Teaching Assistants*, 3rd edition.** Guidance on the effective deployment of teaching assistants to supplement high-quality classroom teaching and targeted intervention.
  EEF: Deployment of Teaching Assistants

- **Education Endowment Foundation. *Selecting Interventions for pupils with SEND*.** Evidence-informed principles for selecting and targeting interventions for pupils with SEND.
  EEF: Selecting Interventions for pupils with SEND

Teaching and Learning Toolkit

- **Education Endowment Foundation. *Small Group Tuition*, Teaching and Learning Toolkit.** Evidence on targeted tuition delivered to small groups, including the importance of targeting provision according to identified pupil needs.
  EEF: Small Group Tuition

- **Education Endowment Foundation. *One to One Tuition*, Teaching and Learning Toolkit.** Evidence on intensive individual tuition, including links between additional support and normal classroom teaching.
  EEF: One to One Tuition

- **Education Endowment Foundation. *Oral Language Interventions*, Teaching and Learning Toolkit.** Evidence on spoken language and classroom interaction, including questioning, dialogue, vocabulary and modelling.
  EEF: Oral Language Interventions

- **Education Endowment Foundation. *Parental Engagement*, Teaching and Learning Toolkit.** Evidence concerning approaches intended to support positive engagement between families and pupils' learning.
  EEF: Parental Engagement

- **Education Endowment Foundation. *Mentoring*, Teaching and Learning Toolkit.** Evidence concerning mentoring approaches as a form of pupil support.
  EEF: Mentoring

- **Education Endowment Foundation. *Social and Emotional Learning*, Teaching and Learning Toolkit.** Evidence relating to approaches designed to develop pupils' interaction with others, decision-making and management of emotions.
  EEF: Social and Emotional Learning

- **Education Endowment Foundation. *Arts Participation*, Teaching and Learning Toolkit.** Evidence concerning participation in artistic and creative activities, including extracurricular provision.
  EEF: Arts Participation

- **Education Endowment Foundation. *Physical Activity*, Teaching and Learning Toolkit.** Evidence concerning sport, exercise and physical activity, including organised extracurricular activity.
  EEF: Physical Activity