

Pupil premium strategy statement – *Prenton High School for Girls*

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	770
Proportion (%) of pupil premium eligible pupils	43.2%
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)	2024-2027 Year 2
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Lisa Ayling
Pupil premium lead	Lisa Ayling
Governor / Trustee lead	Mrs D Cowderoy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 364,425.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0.00
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>	£ 364,425.00

Part A: Pupil premium strategy plan

Statement of intent

At Prenton High School for Girls, we are committed to ensuring that every student, regardless of background, need, circumstance or starting point, receives the highest quality education and the opportunities they deserve. Our Pupil Premium strategy is rooted in the belief that disadvantage must never be a barrier to achievement, and that all students can succeed when given timely, targeted support, high-quality teaching and a culture that nurtures ambition.

Our intent is to **reduce barriers to learning**, both academic and pastoral, that may limit the progress of disadvantaged students. We will achieve this by providing timely, evidence-based interventions; continuing to strengthen the quality of teaching in every classroom; and ensuring students have equitable access to the curriculum and wider school experiences.

We are dedicated to **raising aspirations** so that every disadvantaged student develops the confidence, resilience and ambition to lead successful and happy lives. This includes broadening horizons through enrichment, careers guidance, mentoring, and a strong emphasis on personal development.

Our strategic aim is to **narrow the gap in outcomes** between disadvantaged and non-disadvantaged students by developing motivation, improving attendance, accelerating progress, and supporting students' social, emotional and mental wellbeing. We will base our approach upon evidence, and ensure funding is used effectively to make a measurable difference.

Through this strategy, we will continue to build a school culture where disadvantage is never seen as a limitation, where students are supported and challenged in equal measure, and where every young person is equipped to thrive both now and in the future.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our data indicates that there continues to be a gap in outcomes in English and Maths between disadvantaged students and their non-disadvantaged peers.</p> <p>The overall gaps have changed slightly, but this is due to fluctuations in outcomes for disadvantaged and non-disadvantaged students. There continues to be variance between different prior attainment bands and subjects.</p>
2	<p>Our attendance data shows that the gap between disadvantaged and non-disadvantaged students remains. The proportion of disadvantaged students who are persistently absent is also higher than for non-disadvantaged students.</p> <p>Data shows that the gap in attendance between disadvantaged and non-disadvantaged students in 2024-25 increased slightly to 6.57% (based upon term 1 and 2). Persistent absence remains high at 48.68% for disadvantaged students, although this is a slight reduction on the previous year.</p> <p>Our analysis shows that attendance is negatively impacting upon the progress of some disadvantaged students and this remains a priority.</p>
3	<p>Our behaviour data shows that disadvantaged students receive a greater number of consequences for poor behaviour choices than their non-disadvantaged peers.</p> <p>In 2024-25, overall fixed term suspensions across the school reduced by 42.8%, with suspensions for disadvantaged students reducing by 46.5%. However, 62.8% of all fixed term suspensions were for disadvantaged students; whilst this has remained in line with the previous year, to address the gap in outcomes for disadvantaged students, we need to continue to work to address this disproportionate suspension rate and support students in making positive choices for themselves, and those around them.</p>
4	<p>Our observations and data suggest that reading, writing and oracy skills for disadvantaged students have been more adversely affected by the pandemic and continue to impact progress.</p> <p>Many disadvantaged students had reduced access to reading materials, support with reading and structured writing and talk whilst working at home. Evidence shows that intervention through a structured reading and comprehension programme can have a 6-month positive impact upon progress (EEF). Deficits in reading skills negatively impact progress across the curriculum. Disciplinary</p>

	<p>literacy is evidenced (EEF) as key to supporting progress in all areas of literacy, particularly when carefully structured in supported writing tasks. Research shows that developing student confidence in how to build quality sentences impacts outcomes positively, and our assessment data evidences that students still find extended written responses challenging. Oracy is the foundation of literacy and high-quality classroom talk is proven to have a positive impact on reading and writing.</p>
5	<p>Our data shows that the social and emotional needs of disadvantaged students, particularly in terms of anxiety and significant mental health challenges are greater than for their non-disadvantaged peers.</p> <p>The number of safeguarding incidents recorded across the school remains high. The proportion of records for disadvantaged students in relation to Mental Health and Wellbeing and self-harm remain higher than for non-disadvantaged students with 64% of records relating to suicidal thoughts and actions and 57% of records relating to self-harm being for disadvantaged students</p>
6	<p>Observations and national research suggest that our disadvantaged students are more at risk of NEET than their non-disadvantaged peers and that their long-term aspirations may not be as high as for non-disadvantaged peers.</p> <p>Many disadvantaged students arrive in Year 7 with limited awareness of the range of opportunities that are available to them for future progression. Raising aspirations and engaging students in a broad range of opportunities and experiences is central to establishing the foundations of successful and happy futures for all students, and more important than ever in the current economic climate.</p> <p>Based upon data for our 2023 cohort (reported in 2025 at the age of 18) 85% of disadvantaged students remained in education, employment and training. This is compared to 86.2% of disadvantaged students nationally and 89% of all students within our whole cohort in this year. Although the gap between disadvantaged and non-disadvantaged students has remained stable at 4% and is lower than the national gap of 9.3%, it is crucial that disadvantaged students are supported to make informed decisions which prevent them from becoming NEET.</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
To reduce the gap in outcomes in English and Maths between disadvantaged students and their non-disadvantaged peers and to ensure that attainment and progress are in line with national data for non-disadvantaged students.	Continue to narrow the attainment and progress gaps in English and maths, with a focus on attainment in both for all prior attainment bands. Ensure that attainment and progress are moving towards alignment with national data.
To achieve sustained improvement in attendance for all students and to reduce the gap in attendance between disadvantaged and non-disadvantaged students.	Over a three-year period, overall attendance will have increased; persistent absence reduced. The gap between disadvantaged and non-disadvantaged students will continue to reduce and the number of students in persistent absence will reduce.
To support all students, particularly disadvantaged students, to make positive choices and reduce the imbalance in the number of negative behaviours recorded for disadvantaged students.	The relational behaviour strategy is consistently in evidence, supported by a clear behaviour curriculum, which support students in making positive choices and understanding the impact of their decisions upon themselves and others. The number of FTS/ IE will be reduced and the imbalance between FTS/IE for disadvantaged and non-disadvantaged students reduced.
To improve reading, writing and oracy skills and continue to build upon positive engagement in reading across KS3 and KS4 students.	Reading age analysis will demonstrate improving student progress/growth. KS3 and KS4 students engaged in regular and deliberate reading practice. Continued confidence, stamina and progress in writing evident through assessments. High quality structured talk evident inside and outside classrooms. All of the above leading to improved academic outcomes evident in internal and external assessment data.
To achieve sustained improved wellbeing for all students, including those who are disadvantaged.	Student services and engagement data, along with student and parent voice, will demonstrate a reduction in safeguarding concerns over time and positive engagement in wider enrichment activities for all students.
To ensure that disadvantaged students are fully engaged with our Careers Programme and have the same level of sustained engagement with a wide range of destinations as their non-disadvantaged peers.	The number of leavers who are at risk of becoming NEET will be negligible. All students, including disadvantaged students, advance to their chosen career or education pathway and have the skills and knowledge to do so. NEET figures remain in line with/ below local and national for disadvantaged students.

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: £ 115,024.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop high quality, evidence informed approaches to teaching and assessment which respond to the needs of students and build success and motivation.	<p>Research demonstrates that ensuring an effective teacher is in front of every class, and that every teacher is supported to continually grow, is especially important for disadvantaged students.</p> <p>Improving Literacy in Secondary Schools EEF</p> <p>Improving Secondary Science EEF</p> <p>Effective Professional Development EEF</p> <p>Metacognition and Self-Regulated Learning EEF</p>	1,2,4,6
Ensure high quality coaching and mentoring is in place at every career stage. Implement Professional Growth model for all staff supported by coaching programme.	<p>Effective mentoring and coaching can support teachers at all careers stages, and particularly early career teachers. It is an approach embedded throughout ITT, ECT and NPQ programmes and one upon which to build the foundation of sustainable professional growth across the school.</p> <p>Career long professional growth is essential in responding to the changing needs of young people, impacting disadvantaged students most greatly.</p> <p>NIOT mentoring and coaching - Key Takeaways.pdf</p> <p>Effective Professional Development EEF</p> <p>National professional qualification (NPQ) courses - GOV.UK</p>	1,3,4,5
Continue to develop high quality teaching of reading, writing and oracy across the curriculum. Continue to utilise Accelerated Reader along with STAR reading	<p>Evidence demonstrates that disciplinary literacy is the most effective way to develop skills of reading, writing and oracy across the curriculum. Research shows that disadvantaged students are more likely to arrive in secondary schools having not met the expected standards in writing and reading, making a strong disciplinary</p>	1,2,4,6

<p>assessments to track and support reading development/growth and target support and interventions.</p>	<p>approach most important for these students.</p> <p>Improving Literacy in Secondary Schools EEF</p> <p>Effective Professional Development EEF</p> <p>Benchmarks-report-FINAL.pdf</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 120,063.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions to support language development, literacy and numeracy:</p> <ul style="list-style-type: none"> Skills Hub targeted individual and small group work around Literacy, numeracy, SALT and understanding neurodiversity. 	<p>Targeted interventions can help to support literacy and numeracy development and support students in accessing the wider curriculum. KS2 data, our progress data, along with CATS assessments in Year 7 has identified gaps for disadvantaged students. Timebound and structured interventions aim to support students, particularly disadvantaged students in making more rapid progress across the curriculum.</p> <p>Teaching and Learning Toolkit EEF</p> <p>One to one tuition EEF</p> <p>Oral language interventions EEF</p> <p>Reading comprehension strategies EEF</p> <p>Small group tuition EEF</p>	1,4
<p>Targeted interventions and resources to meet the specific needs of disadvantaged students with SEND:</p> <ul style="list-style-type: none"> KS3 Nurture groups Skills Hub interventions Targeted training 	<p>Research demonstrates that disadvantaged students with SEND have the greatest need for access to high quality teaching. The KS3 nurture groups utilise the expertise of a KS2/3 teacher to expertly deliver specific instruction to support accelerated progress in the core curriculum, and having a positive impact upon success across the wider curriculum.</p> <p>Teaching and Learning Toolkit EEF</p> <p>One to one tuition EEF</p> <p>Oral language interventions EEF</p> <p>Reading comprehension strategies EEF</p> <p>Small group tuition EEF</p>	1,4

<p>Teaching assistant deployment and interventions to support high quality provision in lessons and delivering structured interventions within the skills and learning hubs.</p> <p>Training focused upon:</p> <ul style="list-style-type: none"> • CATS data training – using the data to support individual students. • Teaching English as a Foreign Language • Further structured Phonics training 	<p>Research demonstrates that effective deployment of skilled TAs can significantly positively impact outcomes for learners, particularly disadvantaged students. Ensuring that all TAs are equipped with the skills to deliver high quality targeted intervention will ensure the greatest impact. Further targeted training will continue to develop the specialisms of the Learning Support Team.</p> <p>Deployment of Teaching Assistants EEF Teaching Assistant Interventions EEF</p>	1,4
One to one and small group interventions	<p>Targeted small group and one to one sessions that are linked to curriculum learning can support progress. Targeted interventions in literacy and maths are used in response to regular assessments and identification of gaps.</p> <p>Small group tuition EEF One to one tuition EEF</p>	1,4

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

Budgeted cost: £ 135,868.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted training on supporting neurodiverse students through relational practice approach	<p>Data shows a growing number of students with diagnosis over neurodiversity, along with greater numbers of undiagnosed girls due to masking. Therefore, practice must be adapted to ensure positive outcomes and engagement for students.</p> <p>Improving behaviour in schools From Compliance to Flexibility: Redefining Education for Neurodiversity</p>	2,3
Development of School Behaviour Curriculum: collaborative design	Data demonstrates that the implementation of a relational approach to behaviour has had a positive impact	2,3

<p>involving students and staff with clear implementation and delivery plan.</p> <p>This will further support embedding our relational practice behaviour approach.</p>	<p>on the behaviour of all students and has supported the reduction in suspensions and exclusions of disadvantaged students within our school.</p> <p>Where schools have developed a highly focused behaviour curriculum centred on what successful behaviour looks like there have been significant benefits to all students, and particularly to disadvantaged students.</p> <p><u>Behaviour in Schools - Advice for headteachers and school staff Feb 2024</u> <u>Department for Education</u></p>	
<p>Refine attendance graduated response to ensure targeted approach for disadvantaged students in persistent and severe absence.</p> <p>Continue to develop parental engagement through home visits, communications and school-based events.</p>	<p>There remains limited conclusive evidence around the most effective strategies to improve attendance for disadvantaged students. However, there is some evidence of potential impact from “<i>parental engagement approaches and responsive interventions that meet individual needs of the pupils</i>”. <u>EEF Attendance-and-Persistent-Absence- ESC-Submission.pdf</u></p>	1,2,6
<p>Implementation and further development of targeted early interventions to support mental health and wellbeing:</p> <ul style="list-style-type: none"> • ELSA programme • Mental Health Support Team • Confidence and Positive Thinking • Managing anxiety • Zones of regulation 	<p>Research and evidence into the impact of different interventions to support mental health and wellbeing remains varied.</p> <p>Whole school culture, consistency of delivery and early intervention remain a focus for ongoing research and are most commonly cited as having impact at secondary school level.</p> <p><u>Promoting children and young people's mental health and wellbeing</u> <u>Improving mental health in schools – what works? BPS</u></p>	2,3,5
<p>Closer analysis of extra-curricular and enrichment activities to ensure that there is breadth of opportunity available and accessible to disadvantaged students.</p>	<p>Research shows that engagement with enrichment activities can encourage attendance, and in particular positively impact on disadvantaged students with close links to aspiration.</p> <p><u>67a614f50d1d776cdb401fe9_e395f5cde76251aafb2430a5c27847d9_24_13_031 - Report - Centre for Young Lives FINAL.pdf</u></p>	2,3,5,6
<p>Promotion of universal free breakfast club to</p>	<p>Research into the provision of universal breakfast offers at primary level has</p>	2,3,5,6

<p>support attendance, remove stigma around provision and encourage a healthy start to the day with positive peer and staff interactions.</p>	<p>demonstrated positive impacts socially and physically on young people.</p> <p><u>Impactful Research on School Breakfasts - Magic Breakfast</u></p> <p>Reducing stigma around free breakfasts can promote uptake for disadvantaged students which can “<i>support providing a nutritional safety net, helping to reduce health inequalities</i>” <u>The importance of breakfast for school-aged children</u></p>	
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Total budgeted cost: £ 370,957.33

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

It is important to note that whilst the proportion of disadvantaged students has been stable nationally in recent years (26.5% in 2018/19, 26.3% in 2022/23, 26.5% in 2023/24 and 28.9% in 2024/25), our cohort has fluctuated, but with a rising trajectory (33.11% in 2018/19, 39.33% in 2022/23 and 45.07% in 2024/25).

Challenge 1: Our data indicates that there continues to be a gap in outcomes in English and Maths between disadvantaged students and their non-disadvantaged peers.

The DfE reported that the national gap for disadvantaged students, based upon achievement in English and Maths, widened from 3.84 in 2022 to 3.94 in 2023. Whilst the national gap has reduced slightly to 3.91 in 2025, over the last 3 years it remains greater than it has been since 2011.

There has been reduction in gaps between disadvantaged and non-disadvantaged students in English and maths across all ability bandings and outcomes for our disadvantaged students at 5+ English and maths are above national (33.3% compared with national figure of 25.6% for disadvantaged students). However, this will remain an area of focus for our strategy.

Outcomes for disadvantaged students	2024	2024 Gap between disadvantaged and non-disadvantaged students.	2025 National	2025 School	2025 In School Gap between disadvantaged and non-disadvantaged students.
4+ Eng and Maths	40.4%	-34.7%	-	46%	-15.5%
5+ Eng and Maths	22.8%	-20.9%	25.6%	33.3%	+0.3%
Total Average A8	32.75	-13.75	34.9	36.1	-4.74
Eng Average A8	8.04	-2.71	-	8.43	-1.19
Maths Average A8	6.11	-2.58	-	6.86	-1.1

Challenge 2: Our attendance data shows that the gap between disadvantaged and non-disadvantaged students remains, and is slightly smaller than the national gap in 2023-24. The proportion of disadvantaged students who are persistently absent is also higher than for non-disadvantaged students.

Overall attendance in 2024-25 remained lower than national average. Data shows that the gap in attendance between disadvantaged and non-disadvantaged students has increased slightly to 6.57% (based upon term 1 and 2). Persistent absence remains high at 48.68% for disadvantaged students, although this is a slight reduction on the previous year.

The continued focus on the way in which data is used has enabled greater scrutiny of attendance data and trends. This, in turn, has led to a review of the systems and processes in place for managing and supporting all aspects of attendance, empowering a greater number of staff to become involved in regular conversations around attendance with students (for example through banding data shared with all form tutors at the start of each week).

This remains our greatest challenge and will continue to form a central strand of our Pupil Premium Strategy, along with our School Priorities.

Challenge 3: Our behaviour data shows that disadvantaged students receive a greater number of consequences for poor behaviour choices than their non-disadvantaged peers.

Suspension and exclusion figures for 2024-25 show that in line with national trends, a higher number of fixed term suspensions and exclusions were for disadvantaged students (62.8% of students receiving a fixed term suspension were disadvantaged students). However, whilst a disproportionate number of students in receipt of fixed term suspensions were disadvantaged students, the overall number of fixed term suspensions continued to reduce and in 2024/5 it reduced overall by 42.8% across the academic year, and the reduction in suspensions for disadvantaged students was even greater at 46.5%. The proportion of disadvantaged students in receipt of internal exclusions was higher at 76%, however this supported in school intervention with students to prevent escalation to suspension in many cases.

Continued refinement of our relational approach to behaviour has supported our engagement with students who have presented with challenging behaviours in school and has helped to reduce the number of serious consequences issued. It is also worth noting that the proportion of rewards issued across the school in 2024/25 was in line with the proportion of disadvantaged students with 44% of rewards being issued to disadvantaged students and 56% to non-disadvantaged students.

Challenge 4: Our observations and data suggest that reading, writing and oracy skills for disadvantaged students have been more adversely affected by the pandemic and continue to impact progress.

National data evidences that there continues to be a significant gap between disadvantaged and non-disadvantaged students with 53% of disadvantaged students in 2024-25 reaching the end

of KS2 with below expected standards in reading, writing and maths (combined) compared to 31% of non-disadvantaged students.

This year we have continued to embed the Accelerated Reader programme and refine the use of data to ensure that targeted reading support is implemented for the right students at the right time. Across KS3, disadvantaged students once again made an average of 8 months progress each year, with more rapid progress being recorded in Years 8 and 9. This progress was overall similar to non-disadvantaged students and in line with expected progress for KS3 students (research shows that 8 months is typical of yearly progress from Year 7 onwards). Progress for disadvantaged students in KS4 was slightly greater, with an average of 9 months progress per year. Staff have undergone training on the simple view of writing, and subject teams have looked at tier 3 vocabulary and used disciplinary approaches to building quality sentences, combining reading and writing with structured talk.

Challenge 5: Our data shows that the social and emotional needs of disadvantaged students have been more greatly impacted by the effects of the pandemic

The number of safeguarding incidents recorded across the school remains high. The proportion of records for disadvantaged students in relation to Mental Health and Wellbeing and self-harm remain higher than for non-disadvantaged students with 64% of records relating to suicidal thoughts and actions and 57% of records relating to self-harm being for disadvantaged students.

However, the overall number of records for disadvantaged students has reduced from 44% in 2023-24 to 31% in 2024/25. This reduction is in part because the number of incidents for non-disadvantaged students has continued to increase; however, this remains a significant challenge and barrier to outcomes for our disadvantaged students.

Further development of specialised interventions using ELSA trained staff and supporting the development of positive relationships within and beyond school will be targeted at disadvantaged students with the aim of trying to prevent escalation and support positive emotional and mental wellbeing.

Challenge 6: Observations and national research suggest that our disadvantaged students are more at risk of NEET than their non-disadvantaged peers and that their long-term aspirations may not be as high as for non-disadvantaged peers.

Based upon data for our 2023 cohort (reported in 2025 at the age of 18) 85% of disadvantaged students remained in education, employment and training. This is compared to 86.2% of disadvantaged students nationally and 89% of all students within our whole cohort in this year. For this cohort, the gap between disadvantaged and non-disadvantaged students has remained stable at 4% and is lower than the national gap of 9.3%.

Our Careers programme across the school remains a high priority and continues to grow as part of our Personal Development curriculum. The school continue to build links with colleges, training providers and employers, as well as follow up contacts with students who are NEET or at risk of becoming NEET when they finish Year 11.

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
Accelerated Reader	Renaissance