Pupil premium strategy statement 2025 - 2026 Philips High School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	873
Proportion (%) of pupil premium eligible pupils	38.8%
Academic Year covered by the plan	2025 - 2026
Date this statement was published	18.12.25
Date on which it will be reviewed	18.12.26
Statement authorised by	Chris Hibbert
Pupil premium lead	Liz De Angelis
Governor / Trustee lead	John Mallon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£320,000
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£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*	£320,000

Part A: Pupil premium strategy plan

Statement of intent

At Philips High School we believe in excellence for all. We know that positive outcomes and personal development change lives. We aim for pupil progress of disadvantaged learners to be in line with or above that of their non disadvantaged peers. We utilise our pupil premium grant to identify and implement strategies to increase social mobility and reduce the attainment gaps between the most and least disadvantaged pupils.

To ensure students are in the optimum position to make the most of additional support we will ensure that:

- Staff have high expectations of disadvantaged pupils.
- Disadvantaged pupils are challenged in work that they are set.
- We identify challenges and act early to intervene.
- We embed a whole school approach, where all staff take responsibility for progress.

The barriers and challenges faced by disadvantaged pupils are complex and varied. There is no single difficulty faced by all. However, we have identified several barriers that we believe are particularly relevant to our disadvantaged pupils in our context. The key barriers are listed below in the 'Challenges' section. In addition to this we assess the needs of each child individually and at times further bespoke provision is necessary.

We know that quality first teaching and pastoral support that targets our disadvantaged pupils with additional support are essential to our offer. As an average size school with a higher-than-average proportion of disadvantaged pupils, some of the interventions put in place are shared with pupils who are not in receipt of pupil premium funding. This is due to our whole school inclusive values.

We also aim to increase staff capacity to maximise our impact.

Our plans for the use of pupil premium will be developed from robust assessment of need and will not be based on assumptions about the impact of disadvantage for our pupils.

In deciding how to use our Pupil Premium Grant we draw many sources including the following:

- Sutton Trust report: "School Funding and Pupil Premium 2021"
- Education Endowment Foundation Teaching and Learning Toolkit
- Research on disadvantaged pupils and the vocabulary gap
- The experts within the Oak Learning Partnership and wider professional networks.
- Our combined professional experience of what works best.

This research has led us to identifying the following areas of focus:

- Attainment gap between disadvantaged and non-disadvantaged peers.

- Limited understanding of vocabulary, insufficient reading fluency and communication challenges.

- Attendance.

- Attitude to learning.

- Wellbeing, confidence and self-efficacy.

- Cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	The average attainment 8 grade of pupil premium (PP) pupils in 2025 is 4.37 which is 0.9 below their non disadvantaged peers.
	Basics outcomes essential for progression in chosen aspirational life paths are not as high as non-disadvantaged peers.
	e.g 60% of PP students gained at least a grade 4 in Maths and English compared to 77.8% of non-disadvantaged students.
	In addition, in 2022/23 - 17.2% of 19-year-olds who had been in state education in Greater Manchester did not have a level 2 qualification. This was 1.5% higher than the national average.
	School NEET figures for 2024 show all leavers have NEET figure of 2.9% compared to 5.1% for Disadvantaged pupils (local authority average for disadvantaged pupils is 5.9%).
2	A large cohort of disadvantaged pupils have a more limited understanding of vocabulary, insufficient reading fluency and communication challenges. This is evidenced through assessments, observations and staff feedback.
	Observations from staff and staff feedback indicate that some disadvantaged pupils face more challenges in their understanding of vocabulary, used as part of lessons.
	Assessments have identified that some disadvantaged pupils face challenges with reading comprehension and fluency.
	For some disadvantaged pupils, low reading age and literacy attainment at the beginning of year 7 is a potential barrier to learning in school.

	Feedback and observations from staff indicate that some disadvantaged pupils find it difficult to communicate effectively verbally, and in their written work.
3	At Philips High School attendance for PP pupils is 89% relative to their non-PP peers at 94.4%. Illness, term time holidays and unauthorised absence disproportionately impact disadvantaged pupils. Lower attendance impacts the sense of belonging and feeling connected to peers and the school community. It also impacts on learning, creating gaps in knowledge and recall.
4	There are more concerns about attitude to learning and engagement with learning in and outside of lessons for some disadvantaged pupils. Our observations suggest that some disadvantaged pupils lack self-regulation strategies when faced with challenging tasks. For some disadvantaged pupils it is harder to complete independent learning due to less access to resources. As pupils grow older, the importance of keeping up to date with independent learning becomes even more important so that they do not fall further behind their peers.
5	Wellbeing, confidence and self-efficacy Internal observations and feedback from student voice have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. The wellbeing of some pupils is also impacted by food insecurity.
6	Cultural Capital Observations and staff feedback often demonstrates students enter the school with less cultural awareness than of their non-disadvantaged peers. Some learners from disadvantaged backgrounds may not have accessed as many cultural opportunities or had access to positive life changing experiences as their non-disadvantaged peers. Some pupils may face financial barriers to experiences such as museums, galleries and theatres. The parents/ carers of some pupils may work irregular hours which can make access to these experiences more challenging.

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
Improved outcomes for disadvantaged pupils across the curriculum, particularly in mathematics.	KS4 performance measures demonstrate that disadvantaged pupils achieve an average Attainment 8 (P8 when applicable) and outcomes for the GCSE grade 4/5 and 7 thresholds above national, relative to their disadvantaged peers. The gap between disadvantaged and non-disadvantaged groups continues to decrease. Continued reduction in NEET pupils. Increase of pupils achieving access to level 3 post 16 courses.
Improved understanding of vocabulary, reading fluency and improved communication.	Reading tests demonstrate an improvement in chronological reading age and the gap between disadvantaged and non-disadvantaged groups continues to decrease. Disadvantaged students have a confident use of subject specific vocabulary regarding their curriculum area of study. Disadvantaged students writing explicitly demonstrates subject specific vocabulary. Increased progress and attainment as evidenced by summative assessments. A visible, positive reading culture across school.
Improved attendance and a decrease in knowledge gaps and increased attainment and progress.	Attendance for disadvantaged students is above national average relative to their disadvantaged peers and the gap between disadvantaged and non-disadvantaged groups continues to decrease. Decrease in the percentage of PA and SA PP pupils. Increased progress and attainment as evidenced by summative assessments. Increased sense of belonging and improved wellbeing.
Reported improvements in attitude to learning and improved progress in lessons.	Increase in achievement points and reduction in behaviour points. Decrease in suspensions. Increased progress and attainment as evidenced by summative assessments. Improved wellbeing.

Sustained high levels of wellbeing, confidence and self-efficacy.	Pupils feel like they belong to the Philips High school community and want to attend school. Students confidently articulate their progress in school. Pupils are proud of their achievements.	
Improve the cultural capital of disadvantaged learners.	Ensure disadvantaged pupils can take part in multiple culturally enriching opportunities. Increased engagement with extra-curricular opportunities.	

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: £ *120,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic lead for professional learning leading a team of staff to deliver a multistranded approach to professional learning to enhance quality first teaching. The programme includes: Weekly core whole staff professional learning and deliberate practice, to include repeated sessions for subject knowledge development, subject pedagogy development, teaching pedagogy, strategies to support engagement, emotionally friendly settings accreditation. Optional professional learning based on identified needs and individual pathways. Utilisation of wider Trust based professional learning opportunities. Utilisation of externally accredited training packages including NPQ's. Wider subject specific support through SLE and Trust directors.	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' - Education Endowment Foundation (EEF) - Guide to the Pupil Premium 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over one school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with average performing teachers' - Sutton Trust (ST), Interim Report 'Research shows that quality professional development plays a fundamental role in a successful school: improving outcomes for pupils and teacher recruitment and retention' - M Kraft, Can Professional	1 - 7

Professional learning target for all staff as part of professional review.	Environments in Schools Promote Teacher Development?

'Spend it [the pupil premium] on CPD... that is where you'll see the biggest impact because those are the people that are spending the most time with the students and they need | |
| Recruitment of lead practitioners in English and maths

Funding towards trust directors of English and Maths | to know how to be able to teach them' - Department for Education (DfE)

'For leaders, the requirement is to create a culture for the continuous improvement of practice [...] likely to improve outcomes for students' - ST

Additional sources
EEF – Improving literacy in secondary schools.

EEF – Vocabulary instruction toolkit

EEF – Improving mathematics in KS2 and KS3.

EEF – Feedback

EEF - Homework

EEF – Improving behaviour in schools. | 1 and 2 |
| Recruitment of two associate assistant headteachers with responsibilities for middle leaders, the co-curriculum and as members of the wider quality of education team. | 'Extracurricular activities have the potential to develop both academic skills, and essential life skills which can help highly able students to succeed – such as confidence, motivation, resilience and communication skills. Interventions, which ensure that disadvantaged highly able students have access to extracurricular activities could
potentially help to close the gaps between these students and their better – off peers.' ST - Missing Talent
EEF - Cultural Capital | 7 |
| Online independent learning and revision platforms. | Studies show Sparx Maths increases grades (83% more progress with 15 mins/day). Sparx Reader improves reading age through consistent, | 1, 2 and 4 |

Free use of: Sparx Maths, Reader and Science Seneca Premium	tracked habits, while Sparx Science enhances retention through targeted, curriculum-aligned questions. RAND Europe and Cambridge University	

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

Budgeted cost: £ *120,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group teacher tuition Director masterclasses 121 director tutoring	Internal evidence suggests a correlation between academic interventions and improved outcomes, AtL and as a result overall wellbeing. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. EEF - Teaching Toolkit	1, 2, 4, 5 and 6
GL Assessment Package- including NGRT. Early identification of pupils who require support with reading: Phonetic awareness. De-coding skills and grammatical comprehension. Deduction, inference and vocabulary. Reading Fluency. HLTA Literacy and reading intervention: Read- Write- Inc Fresh Start secondary. Lexia- Power Up Secondary.	'Last year, over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading. The educational prospects for this group are grave. If their progress mirrors previous cohorts, we would expect 1 in 10 to achieve passes in English and Maths at GCSE, and fewer than 2% to achieve the English Baccalaureate' - EEF - Research into Literacy 'There have been robust studies of phonics programmes in England and findings show that phonics programmes are highly effective in improving reading age and student confidence' - EEF - Teaching and Learning Toolkit	1, 2, 4 and 5

SpLD: interventions. Staffed by two HTLA's (one of whom is the librarian) and one Speech and Language Teacher. Targeted interventions to ensure that all pupils get the correct support.	One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. EEF - Teaching Toolkit	
Form time literacy sessions		
SpLD teacher – GL assessment screeners/ SparCs/ DASH Targeted SpLd pupils for identified pupils in line with the school's Graduated Approach.	'High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress' -EEF – Recommendations	
HLTA Literacy and Librarian Targeted literacy support for pupils identified from baseline assessments. Overseeing the library and library resources. Facilitating access to the library for all year groups. Providing after school support with independent learning and access to IT resources. Supporting reading and enrichment activities.	Research shows that 73% of children using school libraries have higher literacy engagement scores. For children on Free School Meals (FSM), libraries are essential for access to books, with users showing higher enjoyment and improved literacy. EEF	1, 2, 4 and 6
Operational SENCO Trauma informed/ research-based	'Evidence supports that a trauma-informed approach in emotionally friendly settings—particularly schools and care environments—yields significant positive impacts on mental health, behaviour, and engagement.	1, 2, 4 and 5

| interventions for individual pupils. Base provision to support pupils to overcome potential barriers to learning, including attendance. | These approaches focus on understanding that 'challenging' behaviour is often an adaptive response to distress, prioritising safety, trust, and relationship-building over punitive discipline'. Trauma informed practice toolkit. | |

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School uniform swap shop to support correct uniform staffed by ISA.	Internal student voice has demonstrated that access to a school shop where uniform can be purchased or borrowed supports students' attendance, attitude to learning and wellbeing.	3, 4 and 5
Attendance team staffing Attendance and Safeguarding assistant employed. Increased number of home visits and parent meetings. Increased number of referrals to outside agencies. Increased mentoring of pupils with persistent absence. Daily Late gate – 1-1 conversations on attendance and punctuality.	'The higher the overall absence rate across Key Stage 4, the lower the likely level of attainment at the end of Key Stage 4. Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. Pupils with persistent absence is also less likely to stay in education'. DfE - Report on Attendance 'The links between attendance and achievement are strong, pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years'. National Strategy – Attendance. Effective parental engagement can lead to learning gains of +3 months over the course of a year. The paper also signposted the increased risk of disadvantaged pupils becoming classed as NEET once they leave secondary	3, 4 and 5

	school. EEF - Working with Parents to Support Children's Learning.	
Magic breakfast.

Free breakfast available in school. | Evidence suggests that providing free, nutritious school breakfasts significantly improves pupil progress, with studies indicating an average gain of two months in reading, writing, and maths for primary school children over an academic year. These initiatives, particularly in disadvantaged areas, enhance concentration, boost attendance by reducing absences, and improve overall classroom behaviour. EEF – Magic Breakfasts | 1, 3, 4 and 5 |
| School cloud online parent meeting system

Online parents meeting system to support increased access and engagement with progress events. | Parent voice requested systems to support increased access and therefore engagement with progress events.

DfE guidance emphasises strong school–home relationships in improving attendance. | 1, 3, 4 and 5 |
| Celebration Station

Weekly celebration of students work in exercise books and practical tasks. completed to high standards. | Internal pupil feedback has been positive around increased celebration of student successes in their exercise books or through practical record slips. | 1, 2, 3, 4 and 5 |
| Manchester United Foundation

Staff member in school from MUFC. Provides mentoring support pupils identified through the school Graduated Approach.

1-1 mentoring as a key worker and group work with allocated students.

Access to for pupils in terms of trips and enrichments activities. | Research shows that creating a sufficiently disciplined environment in school and classroom is a prerequisite to any learning taking place. Creating a supportive environment with clear boundaries is particularly important. This means that, while supporting and caring, schools, for example, should also be disciplined, orderly environments with clear, though not stifling, rules and procedures. Muijs and Reynolds.

Ultimately the key to promoting positive
self-belief is to ensure that students experience successful learning in | 1, 3, 4, 5 and 6 |

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Daily presence in school widens participation in sport and activities.	school. Education Inspection Framework	
Cadets Contingent	On average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. EEF	
Staff member in school who runs the cadets contingent.		
Daily presence in school. Allocated as a key worker for students on a 1-1 basis, for pupils identified by the school's Graduated Approach.	EEF research shows targeted pastoral support can improve engagement and attendance.	
Access to extra-curricular activities after school.		
Access to field trips and residential activities.		
Pastoral support Learning support staff are allocated to each year group to provide further support for pupils- emotional wellbeing, organisation, school readiness.		1, 3, 4 and 5
Emotionally Friendly Settings Accreditation - Wellbeing co-ordinator. Co-ordination of the school's wellbeing support offer for pupils. Stakeholder voice. Whole school approach to student wellbeing. Personal development and co-curricular calendar.	'Evidence supports that a trauma-informed approach in emotionally friendly settings—particularly schools and care environments—yields significant positive impacts on mental health, behaviour, and engagement. These approaches focus on understanding that 'challenging' behaviour is often an adaptive response to distress, prioritising safety, trust, and relationship-building over punitive discipline'. Trauma informed practice toolkit.	1, 3, 4 and 5

JEP and MHST – Co-ordinated by AHT SENCO The schools' mental health and wellbeing offer is overseen by the AHT and SENCO who is also the Mental Health Lead. Philips have external providers from JEP and Early Break in school 3 days per week. MHST Practitioner from Early Break. 1-1 support for pupils with emerging mental health needs. Support and signposting for parents. Whole school sessions- including workshops and assemblies. Parent sessions. JEP- provide 1-1 counselling for pupils in school for between 6-8 weeks.	'Evidence supports that a trauma-informed approach in emotionally friendly settings—particularly schools and care environments—yields significant positive impacts on mental health, behaviour, and engagement. These approaches focus on understanding that 'challenging' behaviour is often an adaptive response to distress, prioritising safety, trust, and relationship-building over punitive discipline'. Trauma informed practice toolkit. EEF and DfE research link improved wellbeing with better attendance and engagement.	1, 3, 4 and 5 1, 3, 4 and 5

Total budgeted cost: £ *320,000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has under-taken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Outcomes	All			DP			SEND		
	23	24	25	23	24	25	23	24	25
P8	-0.38	0.01	0.48*	-0.69	-0.34	0.46*	-1.37	-1.39	-0.22
A8	4.43	4.74	5.03	3.58	3.90	4.34	2.30	2.77	3.76
M&E 4+	63%	66%	73%	42%	51%	59%	22%	22%	54%
M&E 5+	36%	46%	55%	15%	24%	38%	0%	17%	39%

Outcomes
- A8 and Basics - both above national
- DP and SEND outcomes stronger than peers nationally, gap is diminishing
- Subjects above Nat: 4+: Lit/Lan, Mat, Sci, Triple, Geo, His, Fre, Art, Pho, CS, RS
- Subjects above Nat: 5+: Lit/Lan, Mat, Sci, Triple, Geo, His, Fre, Pho, CS, RS
- Subjects above Nat: 7+: Lit/Lan, Sci, Che, Phy, Geo, His, Fre, Art, CS, RS

Lexia. Average of 188 units gained/pupil in Lexia. Significant movement into intermediate or advanced levels. Average 11% increase in KS3. An overall average increased of 0.67 years.

Reading interventions pupil voice: 90.5% improved confidence in reading (48% a lot); 90.4% improved skills (30% a lot); vocabulary, word study and grammar most improved; 'new words and multiple meaning of words'.

Paired reading pupil voice: 83% improved confidence (68% a lot); 76% improved skills (43% a lot).

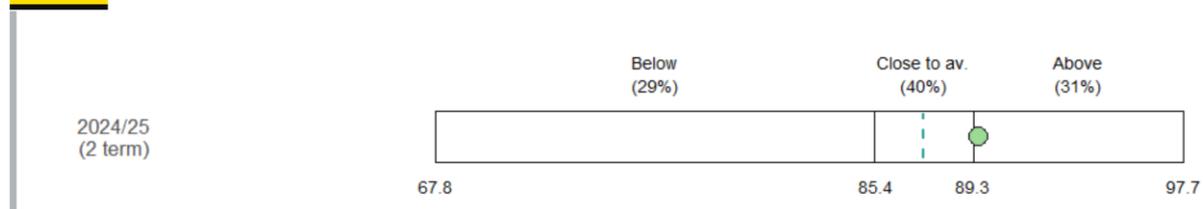Library visits: increased over 40% in the year 2024 2025.

Loans data: 2% increase per week (average) in loans

Attendance

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	350	89.5%	87.3%	Above	Not available	-

▼ Chart

Suspensions

FSM6 - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	338	4.73%	8.29%	Below (sig-)	Not available	-
2023/24 (3 term)	-	-	16.57%	-	-	-
2022/23 (3 term)	-	-	15.16%	-	-	-

▼ Chart
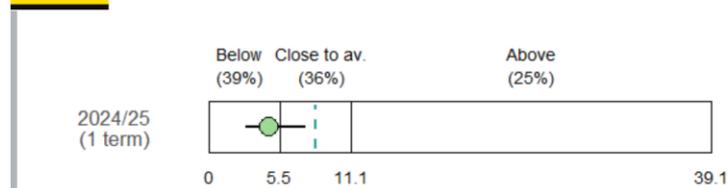
FSM6 - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	338	2.66%	3.89%	Close to average (non-sig)	Not available	-
2023/24 (3 term)	-	-	9.40%	-	-	-
2022/23 (3 term)	-	-	8.31%	-	-	-

▼ Chart
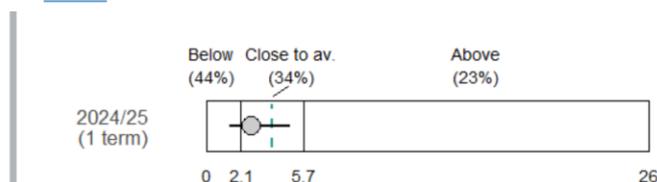
Externally provided programmes

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

Programme	Provider
School Cloud online events system	School Cloud
Seneca Premium revision platform	Seneca
Sparx Maths independent learning and revision platform	Sparx
Read, write, ink, fresh start literacy intervention	Fresh Start Literacy
Lexia literacy intervention	Lexia
Magic Breakfast Club	Magic Breakfast
Manchester United Mentor	Manchester United
Combined Cadet Force Mentor	Army