

Pupil premium strategy statement – Saddleworth School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Saddleworth School
Number of pupils in school	1450 (November 2025)
Proportion (%) of pupil premium eligible pupils	24.5%
Academic years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-25 to 2026-27 <i>Year 2</i>
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	M Anderson, Headteacher
Pupil premium lead	C Evans, Deputy Headteacher
Governor / Trustee lead	Angela Wood, PP Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£393,052.92
Recovery premium funding allocation this academic year	-
Pupil premium (and recovery premium) funding carried forward from previous years	-
Total budget for this academic year	£393,052.92

Part A: Pupil Premium strategy plan

Statement of intent

Our intention is to provide students with high-quality teaching, an inclusive learning environment and a broad and balanced education. Our fundamental aim is to ensure that no child is left behind academically or socially because of disadvantage.

We expect the best for everyone – we strive to empower all students to aim high and make good progress. We believe in fairness, inclusivity and high standards for all, ensuring that everyone has the opportunity to succeed and feel valued. We aim to inspire our students to become confident, healthy, responsible and respectful citizens who are ready and equipped to make positive and ethical contributions to their community and wider society.

Research suggests that we can make the greatest impact on the most students by targeting our limited resources to the classroom, where we can most directly support students' academic and personal development. We understand that we can significantly improve students' learning in school and achievements in later life, if we focus on developing their language ability. Children's reading, writing and oracy skills not only determine their enthusiasm and ability to learn, but also affect how they perceive themselves in relation to others.

The key principles of our plan include:

- Ensuring that all teachers and support staff understand the challenges of educational disadvantage, such as: literacy, cultural knowledge, physical and mental health, aspiration and parental engagement, and recognise their responsibilities in addressing them. Acting upon the needs of students, including young carers and those with social workers, irrespective of prior attainment or receipt of the Pupil Premium.
- Developing staff awareness of the importance of fostering relationships and sense of belonging by seeing every interaction with a student as an opportunity to challenge the impact of disadvantage. Looking through the lens of the student and acting with equity and empathy to help students overcome barriers brought about by circumstance.
- Developing high quality teaching through focused continuous professional development based on the school's framework for teaching and learning excellence. Embedding a consistent use of the school's 'Climate for Learning' routines and 'FORE' strategy to maintain the focus on learning. Improving teachers' expertise in supporting students with their reading comprehension, vocabulary development and inference skills. (e.g. Form Tutor 'Read Aloud' sessions, use of reciprocal reading strategies when exploring academic text, and the explicit teaching of discipline-specific literacy).
- Timely identification of students through effective formative and summative assessments, which make early implementation of a range of academic and pastoral interventions possible so that we can address learning gaps and issues which impact on students' learning, development and attendance.
- Effective monitoring and reporting on impact to help students keep up, avoiding further underachievement or the chance of issues becoming ingrained.

Challenges

<p>1. Literacy</p>	<p>Standardised assessment scores and reading ages on entry to Year 7 indicate that disadvantaged students generally have lower reading levels than their peers. In the past three years between 59-65% of our disadvantaged students have arrived with reading ages below their chronological age compared with 29-34% of their non-disadvantaged peers. Inference skills, contextual knowledge and vocabulary continue to be key aspects to address because these are still apparent in the later years for students in GCSE English language and when navigating questions in GCSE examination papers across the curriculum.</p>
<p>2. Overall attainment</p>	<p>There continues to be a gap in the overall attainment and progress of disadvantaged students across the curriculum in relation to non-disadvantaged students. Qualitative data suggests that some students are experiencing high levels of anxiety created by their learning gaps which are leading to a lack of motivation, a fear of making mistakes and consequently, the avoidance of lessons completely. In-school assessments show that students struggle with multi-step tasks and those which require knowledge application in a new context. In years 7-10, summative assessments in maths highlight issues with fundamental knowledge. Standardised KS2 assessments on entry indicate that between 38-42% of disadvantaged students are below age-related expectations compared to 18-22% of their peers.</p>
<p>3. Social and Emotional</p>	<p>Observations show that fewer disadvantaged students access extra-curricular, cultural and wider experiences than their peers. In recent years, the number of suspensions of disadvantaged students has been between 8-10% higher than that of non-disadvantaged peers. There is a 25-27% gap between the number of disadvantaged students and non-disadvantaged students who receive 2 or more suspensions. This data, alongside that from wellbeing surveys and whole school attendance, show a rise in social and emotional issues such as low self-esteem and high anxiety for an increasing minority of students. These social and emotional challenges particularly affect disadvantaged students, and impact directly on their academic attainment leading to internal truancy and further disruptions to learning.</p>
<p>4. Self-regulation, metacognition and learning independence</p>	<p>Learning walks in lessons and tutor time, evidence issues where some disadvantaged students are not fully engaged; being slow to arrive and/or settle, giving up quickly or avoiding challenges which require deeper thinking or wider experiences outside of their comfort zone. Referrals for low level behaviours related to punctuality, organisation, attention and focus on learning are higher for disadvantaged students. Homework engagement for disadvantaged students is lower than their non-disadvantaged peers as is attendance to after-school study support. Reflections of staff suggest that challenges of resources, independent learning habits, cognitive skills and students' negative perceptions of themselves as learners prevent students from completing work to a standard which will support the improvement required.</p>
<p>5. Attendance</p>	<p>Attendance data in recent years shows that attendance of disadvantaged students has been between 7-9% lower than for non-disadvantaged peers. Attendance is hampering students' progress over time. The % of disadvantaged students who have been persistently absent is double to that compared with their non-disadvantaged peers. This challenge is inter-related with the other challenges and requires a continued focus on unpicking specific issues with students and families as early as possible, adopting evidence-based strategies to improve attendance and engaging parents. It requires a continued focus on supporting students and families to unpick the specific issues and explicitly focusing students on how to develop the habits of excellent learners and engaging in the wider life of the school.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2027**, and how we will measure whether they have been achieved.

<p>Above national average attendance.</p>	<ul style="list-style-type: none"> • Reduce Persistent Absence for disadvantaged students to below national average. • The attendance gap between disadvantage students and non-disadvantaged is above national benchmarks. • Early intervention, liaison with MAST and evidence-based strategies are used to prevent poor attendance. • Attendance issues are tracked consistently, and attendance is administered effectively with clearly defined responsibilities. • Engagement of parents is tracked, and proactive interventions see an increase in engagement and positive relationships and voice.
<p>High levels of reading comprehension and oracy skills which enable students to effectively access the curriculum and gain deeper understanding.</p>	<ul style="list-style-type: none"> • Increase % of disadvantaged students' reading ages who are at, or above their chronological reading age. • Reading assessments show improved literal comprehension and inference skills among disadvantaged students and a closing of the gap between their non-disadvantaged peers. • Attainment for disadvantaged pupils in GCSE English Language is above the national average and is closing the gap between the outcomes of their non disadvantaged peers.
<p>Above national average progress and attainment for all students and especially for key cohorts, closing the gaps between PP and non-PP peers.</p>	<ul style="list-style-type: none"> • By 2027, disadvantaged students achieve an average A8 and Ebacc score is above the national average and closes the gap to within 10% of their non disadvantaged peers. • Disadvantaged students to exceed the 5+ % national outcomes in the Basics (grade 5+ in English & Maths GCSE) and closes the gap between the outcomes of non-disadvantaged students. • The curriculum is inclusive, ambitious, coherent and meets the needs of Saddleworth school students.
<p>100% engagement in learning and students developing the habits of excellent learners.</p>	<ul style="list-style-type: none"> • Quantitative data to show there is no discernible gap in the homework completion of disadvantaged and non-disadvantaged students. • Student voice shows students' understanding of the school's six learning habits and they can explicitly identify effective study techniques such as self-quizzing.
<p>Effective support for students with Social, Emotional and Mental Health issues leads to high levels of wellbeing.</p>	<ul style="list-style-type: none"> • All students take part in wellbeing survey. • All students identified as SEMH have a completed SDQ/ Boxall profile SNAPS B profiling tool and subsequent interventions show impact through engagement in learning. • Increased access to 1:1 counselling for targeted students. • Qualitative student voice data reports positive influence of wellbeing activities. • Reduced number of suspensions and behavioural measures for disadvantaged students. • Teacher observations focusing on inclusion and a sense of belonging show that interventions and approaches are having a positive impact and gains can be seen in the classroom.
<p>High levels of student participation and increased number of roles and opportunities to engage in and develop personally.</p>	<ul style="list-style-type: none"> • Track and increase the number of students participating in extra-curricular activities, study support, trips and leadership opportunities. • All disadvantaged students are supported to complete their PETALS award to match the % completion of their non-disadvantaged peers. • 100% of disadvantaged students attend a meeting with the careers adviser in years 10-11 and receive personalised KS4 Pathways support with a member of the SLT in Year 9. • NEET figures for disadvantaged students are in line with, or lower than, national average.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year (2025-26)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £200,010.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that all teachers and support staff understand the challenges of educational disadvantage, such as: literacy, cultural knowledge, physical and mental health, parental engagement and aspiration, and recognise their roles and responsibilities in addressing them.</p> <p>Act upon the needs of students, including young carers and those with social workers, irrespective of prior attainment or receipt of the Pupil Premium.</p> <p>Fund CPD so that all staff understand the school's strategy.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>The EEF Implementation Guidance Report indicates that underlying values and beliefs have to change in order to make sustained changes to adult behaviour, namely, teachers' practice in the classroom.</p>	1,2,3,4, 5
<p>CPD: Develop Quality First Teaching and an ambitious, well-designed and engaging curriculum for all learners.</p> <ul style="list-style-type: none"> - Whole school CPD programme (funded by a separate budget) <p>Support for recognised programmes (NPQs, exam board training, marking, subject networks, National College, SLE).</p> <ul style="list-style-type: none"> - Leaders' development sessions. - Developing quality of feedback, assessment and adaptive teaching. - Coaching (Steplab). <p>Use whole school coaching to develop teachers' ability to use high impact teaching strategies to support all students, in particular students with SEND.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p><i>At Saddleworth, professional development is planned using the mechanisms of effective PD as outlined in the EEF Effective Professional development report:</i></p> <ul style="list-style-type: none"> ● Building knowledge ● Motivating teachers ● Developing teacher techniques ● Embedding practice <p>The April 2021 EPI report: 'The effects of high-quality professional development on teachers and students' finds that a well-implemented policy of 35 hours a year of high quality CPD for teachers would lead to significant benefits for pupils, including an extra two-thirds of a GCSE grade.)</p> <p><i>"Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average."</i> EEF Teaching and Learning Toolkit – Behaviour Interventions (+ 4 months)</p> <p>SEND Guidance Report Five a Day strategies, including explicit instruction and scaffolding. EEF Effective PD Guidance Report</p> <p><i>"Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work."</i> (Feedback: EEF Toolkit +6 months) and the six recommendations from the June 2021 EEF Guide to Teacher Feedback to Improve Pupil Learning.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1,2,3,4, 5

	<p><i>“With explicit teaching and feedback [of metacognitive strategies], pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.”</i> Metacognition: EEF Toolkit (+7 months) and the seven recommendations from the April 2018 EEF Guide to Metacognition and Self-Regulated learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>Developing literacy within all subject areas. Improving the subject-specific teaching and support of reading, writing and oracy in all lessons.</p> <p>Embedding previous CPD on oracy and reading.</p> <p>Ensuring that students in Year 7-9 experience high quality reading in tutor time.</p> <p>Professional development to support the development of disciplinary literacy, supported by the School's Literacy Coordinator to develop extended writing and identify text types used across the school.</p> <p>Librarian post.</p> <p>HLTA training to deliver reading interventions.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Developing disciplinary literacy is a key recommendation in the EEF Guidance Report on Improving Secondary Literacy. Vocabulary development, structured talk and comprehension are prerequisites for writing. www.oup.com.cn/test/word-gap.pdf</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>“There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.” EEF Teaching and Learning Toolkit – Oral Language Interventions (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>There is significant evidence that improving students' reading comprehension and vocabulary skills impacts attainment at GCSE</p>	2
<p>Explicitly teach students how to organise and manage their learning independently and improving their self-regulation skills:</p> <ul style="list-style-type: none"> - Explicitly teaching students how to plan, monitor and evaluate their learning. - Teachers using metacognitive questioning. - Teachers support self-efficacy development. - Students being taught how to use resources to revise by themselves: Revision strategies workshops, revision guides. 	<p>To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.</p> <p><i>“Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.”</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>EEF report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>“The average impact of metacognition and self-regulation approaches is high (+8 months additional progress)” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2, 3, 4
<p>Purchase of standardised diagnostic assessments.</p> <p>Continue to improve the use of assessment to identify issues early. Training will be provided on how to interpret assessment data, and systems improved to ensure regular reviews of impact and progress.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF High quality tests can provide reliable insights into the specific strengths and weaknesses of each student to ensure they receive the correct additional support inside and outside of the classroom.</p>	2, 4

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

Budgeted cost: £99,138.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA training for the increased use of Lexonik Leap and Advance as well as Bedrock and Lexia online platforms for developing reading and vocabulary and interventions.	Mastery of reading, spelling and grammar EEF project + 2 months	2
Reading comprehension intervention small group work that focuses on literacy skills using Rapid Plus delivered by specialist HLTAs.	Structured HLTA interventions EEF Toolkit +4 months (where TAS have been trained to deliver a structured intervention to small groups) The results of an independent pilot run between Feb-May 2012 with KS3 struggling readers showed remarkable gains in both accuracy and comprehension. <i>www.theschoolpsychologyservice.com/what-works/rapidplus/</i>	2
		2
		2
School led tuition in maths. Employ an additional English tutor to work with individual and small groups of students. A significant proportion of those receiving additional tutoring will be disadvantaged students.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils 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	2,4
4		
Alternative Provision Introduce new system for co-ordinating the work and tracking the progress of students who are receiving personalised interventions and those eligible for Pupil Premium Plus.	Personalising provision and tailoring the curriculum to meet individual needs with alternate provision should prevent further exclusion and feelings of not belonging. Pupils eligible for FSM are around 4 times more likely to be excluded. <i>Missing School and Missing Out: Reducing exclusion and closing the gap for pupils with SEND report EPI 2018</i> Students with Education, Health and Care (EHC) plans are five times more likely to be excluded from school than students without an EHC plan. Autistic students are the largest group of SEND learners to be excluded. <i>From NEU August 2021 neu.org.uk/send-students-and-exclusion</i>	1,2,3,4,5
School-Led 1:1 and small group English tuition for targeted, vulnerable students.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2021)	2, 4

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

Budgeted cost: £93904.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Improvement Strategy. Tracking of attendance – texts calls, letters. Whole school – assemblies, bulletins, info evenings. Attendance team meetings.	<i>“By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.”</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1

<p>Establish attendance intervention programme for targeted students embedding principles of good practice set out in DfE's Improving School Attendance advice and Use of Oldham EBSA guide.</p> <p>Workshops for Parents (Family Support, Literacy, Reading, Numeracy) to support students' learning through parent engagement.</p> <p>Ensure parental engagement data is being tracked, monitored and used proactively.</p>	<p>It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Establish parents' preferred communication to engage parents.</p> <p>Emotionally Based School Avoidance: A Guide for Schools <i>Compiled by Oldham Educational and Child Psychology Service September 2021</i></p>	
<p>Run attendance workshops for emergent attendance concerns This involves grouping students in accordance to specific need.</p>	<p>Evidence from trials showed a positive impact on targeted absence. Embedding principles of good practice set out in EEF Guidance Report on Working with Parents</p>	
<p>Pastoral Support Assistants and Family Support provision through the Attendance team.</p>	<p>Utilise the PSAs and Attendance Officers to target students who are eligible for PP funding and are in danger of becoming PA or are already PA. Early intervention is proven to prevent students becoming PA.</p> <p>Wellbeing, mental Health and Safeguarding data Student Voice Home visits completed to engage the hard to reach. Attendance Manager and year leads arrange appointments at all parent events. EEF Toolkit Parental Engagement</p>	1, 3, 5
<p>Ensure adequate provision and support for the successful completion of homework for all students.</p>	<p>Evidence from the EEF Toolkit suggests that, under the right conditions, regular completion of homework can have a positive impact on learning.</p>	
<p>Study Support sessions outside of lesson time, access to IT and spaces to work before and after school.</p>	<p>EEF findings: 1: Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. 2: Some students may not have a quiet space for home learning –it is important for schools to consider how home learning can be supported (providing homework clubs). 3: Homework that is linked to classroom work tends to be more effective. Studies that included feedback on homework had higher impacts on learning. 4: It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1, 2, 3, 4, 5
<p>Breakfasts - daily provision</p>	<p>To enhance concentration and for students to be able study more effectively.</p> <p><i>"The findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club."</i> <i>"Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools. This is interesting because it shows that breakfast clubs may improve outcomes for children who do not even attend breakfast club by improving classroom environments."</i> https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	1, 5
<p>Uniform and equipment provision</p>	<p><i>"By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading."</i></p>	1,3, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement To ensure there are no explicit perceived inhibiting barriers (Art materials, Food Ingredients, Drama and PE activities)	
<p>Increase students' wider participation:</p> <ul style="list-style-type: none"> • Duke of Edinburgh • PETALs programme • MFL and other academic trips abroad • Music instrumental tuition 	<p>EEF Toolkit</p> <p>Arts participation + 3 months.</p> <p>Physical Activity +1 month</p> <p><i>“Sedentary behaviour displaces light activity throughout adolescence, and is associated with a greater risk of depressive symptoms at 18 years of age. Increasing light activity and decreasing sedentary behaviour during adolescence could be an important target for public health interventions aimed at reducing the prevalence of depression.”</i></p> <p>https://www.thelancet.com/journals/lanpsy/article/PIIS2215-0366(20)30034-1/fulltext</p> <p><i>“The wider benefits of actively engaging with music are well documented across the lifespan (Hallam et al., 2014; Creech et al., 2014). Not only can music enhance cognitive functioning but it can have positive benefits for social and personal development.”</i> Progression in instrumental music making for learners from disadvantaged communities – S Hallam 2017</p> <p><i>“While music touches the lives of all young people, the disadvantaged can benefit most. Music helps bind pupils into the wider life of the school.”</i> The Importance of Music. A National Plan for Music Education DFE-00086-2011</p>	3, 5
<p>Wellbeing.</p> <p>1:1 professional counselling hours.</p> <p>Ensure mental health awareness, and resilience strategies are implemented in our SPACE curriculum and form time - and provide training for relevant school staff planning and delivering the sessions.</p> <p>Use of zones of regulation.</p> <p>Improve use of pastoral diagnostic assessments to inform future interventions, support and counselling (Boxall, SAL on-line diagnostic ACEs, SDQ)</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Healthy Minds: Health Outcomes Evaluation report and executive summary</p> <p>The Early Intervention report on adolescent mental health found evidence that Social and emotional learning (SEL) interventions can impact young people's social and emotional skills and address anxiety.</p> <p>Students should be explicitly taught:</p> <ul style="list-style-type: none"> • How to recognise their own and others' emotions. • How to understand the causes and consequences of emotions. • How to accurately label emotions. • How to express emotions appropriately. • How to regulate their emotions. 	5
<p>Target disadvantaged students for careers opportunities and provision.</p>	<p><i>“Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.”</i></p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf</p> <p>Research has shown the importance of high-quality careers advice in order to raise student's aspirations.</p> <ul style="list-style-type: none"> - 1:1 Careers Interviews in Y10 and 11 for disadvantaged students with the Careers Adviser. - Y9 students have personalised interviews to support with KS4 Pathways process. - Ensuring Y10 disadvantaged students receive support with work experience placements. 	3, 5

Total budgeted cost: £393,052.92

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged students during the 2024-25 academic year using key stage 4 performance data (including reviews of marking), standardised assessments and our own internal assessments.

For 2025, the Attainment 8 score (which is a measure of GCSE attainment across 8 subjects) saw a slight dip (0.4) from the previous year, to 34.8, which although in line with the national A8 score of 34.9 for disadvantaged students, is still a considerable gap from the 51.8 for non-disadvantaged students. Whilst the gap between disadvantaged and non-disadvantaged students remains stubborn, in some part due to the attainment of non-disadvantaged continuing to improve, the attainment of disadvantaged students is steadily rising, particularly when set against national benchmarks such as the % achieving 5+ in English and Maths. In 2025, 27.9% disadvantaged students achieved 5+ in English & Maths, compared to 22.4% in 2023-24 and 16.2% in 2022-23.

EBacc entry for students eligible for the pupil premium at Saddleworth School was 1% in 2021, which was similar to the low entry in previous years. Alongside the more ambitious curriculum, in 2023 there was a continued upward trend of 23% Ebacc entry. The 2024 Y11 pupil premium cohort maintained a 26% Ebacc entry, and in 2025, uptake stayed in line at 24.6% but was slightly lower than the national disadvantaged entry of 29%.

The attainment of the school's disadvantaged students in 2024-25 is still below our expectations, particularly the number of students achieving both their maths and English GCSE at grade 4 or above, the threshold for colleges. These results mean that we are not comfortably on course to achieve the outcomes that we set out to achieve by 2026-27 stated in the Intended Outcomes section of the strategy above. We have reviewed our strategy plan for the next two years and made changes to how we intend to use some of our budget this academic year.

Absence among disadvantaged students continues to be higher than that of non-disadvantaged peers and persistent absence twice as high. Attendance is a key focus of our current plan and although the approaches being deployed within the school's attendance strategy are showing signs of improvement (attendance of disadvantaged students in 2024-25 was 86.1% compared to the national 88.2 for the same students) the attendance of disadvantaged students continues to be a key area for the school.

Challenges around wellbeing and mental health remain high. The impact on disadvantaged students is significant.

KS3 school-based assessments during 2024-25 showed that outcomes for disadvantaged students were improving in key subjects, due to early identification and new interventions such as Breakfast Club, Axiom maths and the use of Rapid Plus reading, Lexonik Leap and Advance. An increase in SEMH and avoidance issues for a number of disadvantaged students, made it more difficult for students to engage with the funded improvements in teaching and interventions.

Whole School CPD on questioning alongside a greater use of whiteboards has shown promise in terms of developing engagement and structured talk in classrooms. The majority of cognitive interventions were delivered in-house, in person, except for a very small number of students who used online or delivery due to physical detachment from school. Staff have received CPD on evidence-based approaches to supporting SEMH learners, including regulation and relationship building strategies. This training is improving consistency and quality of classroom provision.

The impact of interventions and alternative provision is being continuously monitored, in 2025-26 new systems and structures for supporting internal alternative provision and interventions have been put in place; we aim to improve systems for assessing needs and ensuring timely interventions.

KS4 students who received 1:1 and small group tuition with the English tutor achieved grades significantly higher than initial projections (12/19 students achieved two grades higher than their projected grades). The English tutor works closely with the English department to ensure that learning gaps are addressed. Student voice post-results confirmed the intervention's success. In 2025-26, the English tutor is working with students in KS3 as well.

In-school data shows that the behaviour, wellbeing and mental health, particularly of disadvantaged students has been disproportionately impacted upon in recent times. We have organised additional counselling and targeted interventions where required and will continue to build on that approach in our strategy and whole school development plan. The pastoral curriculum has been developed with a new form time Values and Wellbeing programme complementing the PETALS and the school's PSHE curriculum (SPACE lessons) for more structured ways in which to support students' personal development. We have developed additional enrichment opportunities and six school-wide learning habits to help support students' participation as well as their understanding of the importance of developing habits to achieve excellence. The extra-curricular participation of disadvantaged students in extra-curricular activities continues to be lower than that of non-disadvantaged peers.

In-school data shows that there is still a gap between the number of students completing homework and attending study support. End of year assessments in Y7 2024-25 showed that students who had regularly used their self-quizzing books had made better progress than those who had not. Curriculum Leaders have planned the explicit teaching self-regulation skills into the curriculum, and we will monitor the success of this during 2025-26. We are trialling different ways to support students with their homework in a bid to increase homework completion and reduce detentions for homework which will impact directly on the awarding of Attitude to Learning grades (ATL) which in 2024-25 showed non-disadvantaged students being awarded between 20-25% of the highest gradings compared to 75-80% for their non-disadvantaged peers.

We consulted student voice in the summer of 2025 before planning the enrichment trips and activities for 2025-26 and have continued to develop more robust tracking of participation. As part of the school's FORE strategy, leaders are proactively working to ensure that participation numbers reflect the whole school % demographic and that the curriculum is inclusive and accessible (notable changes include: the school providing all ingredients for students' Food lessons which has resulted in an increase in engagement, CPD on inclusive classrooms – codifying the routines for classroom management, checking for understanding and language for learning, and additional whole year group enrichment activities to enhance social inclusion and cultural capital.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why some of the activities undertaken in the previous year had not had the desired degree of impact. We will be commissioning a pupil premium review to get an external perspective.

We have looked at reports and studies about the effective use of pupil premium funding, the impact of disadvantage on academic outcomes and how to address the challenges of socio-economic disadvantage to learning.

We have 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 are implementing an evaluation framework for the duration of our strategy and will adjust our plan over time to secure better outcomes for students.

Externally provided programmes

Programme	Provider
Lexonik Leap and Advance	Lexonik
Careers Adviser	Positive Steps
Rapid Plus Reading	Pearson
Sparxmaths	
Numeracy Ninjas	
Bedrock Vocabulary	
Oldham based Alternative Provision	Mahdlo Minds Secondary Outreach Service APST – Alternative Provision Specialist Task Force
NGRT and CAT4 tests	GL Assessment
Community Police	Oldham Police