

# Pupil premium strategy statement – Meols Cop 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	922
Proportion (%) of pupil premium eligible pupils	34% (318students)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	Before December 2026
Statement authorised by	Martin Davis (Headteacher)
Pupil premium lead	Joanna McNally (Associate Assistant Headteacher) Beth Kearns (Assistant Headteacher)
Governor / Trustee lead	C Davies

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£316,130
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£341, 850</b>

<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>	
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## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that every student at Meols Cop High School, in particular those who experience social and economic disadvantage, will achieve the very best opportunities and outcomes through an ambitious, broad and enriching curriculum alongside high quality teaching and learning. We are committed to identifying and understanding the challenges of our pupils by not making any assumptions, instead we uncover these challenges through vigorous diagnostic assessment, use of internal and external data and conversations with students, staff and families. Importantly, our strategy is developed collaboratively in order to ensure that it aligns with our whole school vision, and then shared with all staff in order to build a shared understanding of high expectations and a collective responsibility for supporting our most disadvantaged students.

Our strategy is underpinned by our knowledge that it is the consistent experience of being in a classroom whilst being exposed to a challenging curriculum, implemented through high quality teaching, that leads to student success and has a disproportionately positive impact on our most disadvantaged students. We have invested in a wealth of effective professional development for staff and have a relentless focus on improving teaching and learning. We are committed to developing evidence informed approaches in the classroom, and will continue to do so as we know that this is integral to continuing to develop teacher expertise. Our strategy will be shared with all stakeholders through our CPD offer in order for all staff to take a shared ownership and responsibility for this strategy. One key area for our whole school CPD offer for the next 2-3 years will be developing staff understanding of literacy across the curriculum. We are acutely aware of poor literacy levels and language being a big lever in underachievement for disadvantaged students within our school.

We know that strong relationships between teachers, staff, learners and parents are fundamental and our high-quality pastoral system will be the foundation of these relationships. This will be supported by our continuing internal CPD programme focusing on developing positive learning behaviours, alongside clear communication with students, parents and carers. We have a vigorous programme of personal development that is delivered to all students and is recognised both locally and nationally for its quality. We are aware that further support is sometimes required for social and emotional issues, and our internal referral process will ensure that appropriate support is provided for students who are at the most need. We will continue to liaise with external agencies to provide further support where required.

We are aware that a number of our students will require additional targeted academic support with specialist staff to address gaps in learning. Again, diagnostic assessment

enables us to identify students who require further small group tuition and ensure that this academic support is targeted at the students who are in most need.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Reading/Literacy</p> <p>KS2 data alongside NGRT assessments show that a significant proportion of disadvantaged pupils are below national average. This affects their ability to access and make good progress across all subject areas.</p>
2	<p>Attendance</p> <p>Although attendance has improved for all students, we are still seeing a gap between the attendance of our Disadvantaged students and their non-disadvantaged peers. In 2024-25 attendance overall as a school was 92.7%- however attendance for disadvantaged students was 89.9% compared to 93.72% for non-disadvantaged students.</p>
3	<p>Attainment and progress</p> <p>Although attainment for our disadvantaged students has increased, there is still a gap in both attainment and progress between our disadvantaged students and their non-disadvantaged peers. In particular, the percentage of disadvantaged students achieving a good or strong pass in both Maths and English has declined. We know that this will significantly impact the life chances of our most vulnerable students.</p>
4	<p>Wellbeing and Mental Health</p> <p>Our Wellbeing referral process allows students to access appropriate support, reducing the need for escalation.</p> <p>Wellbeing continues to be a significant challenge for our disadvantaged students (45% of referrals this calendar year are for PP students). Issues include anxiety, low mood, self-harm, bereavement and trauma.</p>
5	<p>Aspirations, Belonging &amp; Enrichment</p> <p>Although we have seen some development due to our commitment to careers education, our disadvantaged students are still less aspirational in terms of their next steps. Until recently, we have not accurately tracked extra-curricular opportunities for all students, but from internal student voice data we can infer that our disadvantaged students are less likely to take up enrichment and extra-curricular activities.</p>
6	<p>Learning Behaviours</p> <p>Our class charts data and internal reflection alerts show that on average our disadvantaged students are receiving more negative behaviour points than their non-disadvantaged peers. These challenges often impact students' engagement with learning and time within lessons with teaching staff. Our most recent trust curriculum and behaviour review indicated some inconsistency in routines across whole school.</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 sustain and build on the increase in attendance from 2024/25 to 2025/26.	Attendance data for all students to improve, in particular for disadvantaged students. The numbers of disadvantaged students who are persistently absent should decrease. The gap between attendance of disadvantaged student and non – disadvantaged students should decrease.
To improve reading ability evidenced by improved reading SAS scores for disadvantaged students between year 7 and year 9.	By the end of 2025-26 we will see improved SAS scores for disadvantaged students in year 9 from their start point in year 7. This will be possible to track and monitor through increased NGRT testing across year groups. Lesson observations and quality assurance process demonstrate an increased focus on development of literacy within all subject areas.
Improved and sustained attainment among disadvantaged pupils across the curriculum at the end of KS4.	Continued increase in attainment for disadvantaged students. An increase in the percentage of students achieving 4+ and 5+ in Maths and English GCSE. Small group tuition and intervention for disadvantaged students will be well attended.
To improve behaviour in lessons and in social time.	Reduction in negative behaviour points for PP eligible students. Our quality assurance process, including lesson observations, will show that disadvantaged students are engaging and participating in lessons, whilst displaying positive learning behaviours. Successful implementation of Teaching and Learning “playbook” evidenced through curriculum and behaviour reviews.
Improved well-being and inclusion for all students, in particular for disadvantaged students.	Disadvantaged students requiring support for social and emotional needs receive appropriate support in a timely manner. Improved attendance at extra-curricular activities and involvement in student leadership/scholars for PP eligible students.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £201,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 2 of our “Literacy is Power” whole school Literacy strategy. To include a focus over 2-3 years on the four areas of literacy: Reading, Writing, Oracy and Vocabulary. To include training and implementation of ‘every teacher is a teacher of literacy’.</p>	<p><a href="https://fdslive.oup.com/www.oup.com/oxed/wordgap/Oxford_Language_Report_2023-24_Building_Vocabulary_At_School.pdf?region=uk">https://fdslive.oup.com/www.oup.com/oxed/wordgap/Oxford_Language_Report_2023-24_Building_Vocabulary_At_School.pdf?region=uk</a></p> <p>Over half of teachers report that there has been an increase in the number of children who have fallen behind in their vocabulary knowledge compared to previous years. 95% of teachers believe that school closures and disruptions during the Covid-19 pandemic contributed to a widening vocabulary gap.</p> <p>Lack of time is the major factor preventing almost half (49%) of parents from helping their child build and extend their vocabulary.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>Recommendation 1: Prioritise ‘disciplinary literacy’ across the curriculum            Recommendation 2: Provide targeted vocabulary instruction in every subject            Recommendation 3: Develop students’ ability to read complex academic texts            Recommendation 4 Break down complex writing tasks            Recommendation 5 Combine writing instruction with reading in every subject</p> <p><a href="https://voice21.org/oracy-across-the-curriculum-the-evidence/">https://voice21.org/oracy-across-the-curriculum-the-evidence/</a></p> <p>The average impact of oral language interventions for pupils is 6 months’ additional progress over the course of a year, according</p>	<p>1, 3</p>

	<p>to the EEF As a part of high-quality oracy education, students should learn both to talk and through talk, deepening their subject knowledge and understanding through classroom talk which has been planned, structured, and scaffolded to enable students to learn skills needed to talk effectively. It is crucial that oracy is implemented at a whole-school level, throughout a variety of subject areas.</p> <p>Alex Quigley – Closing the reading gap. Katherine Mortimore – Disciplinary Literacy.</p>	
<p>Recruitment and retention of staff – providing cover time for colleagues to undertake professional development.</p>	<p><a href="https://researchbriefings.files.parliament.uk/documents/CBP-7222/CBP-7222.pdf">https://researchbriefings.files.parliament.uk/documents/CBP-7222/CBP-7222.pdf</a></p> <p><a href="https://www.gov.uk/government/publications/national-professional-qualifications-frameworks-from-september-2021">https://www.gov.uk/government/publications/national-professional-qualifications-frameworks-from-september-2021</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>Recommendation 1: “.. High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.”</p> <p>PD should include a balanced design of building knowledge, motivating teachings, developing teacher techniques and embedding practice.</p>	<p>1,3</p>
<p>Continued focus on high quality teaching strategies during CPD alongside quality assurance model that promotes effective feedback to improve pupil learning. Curriculum intent to continue to develop pupil metacognition and self-regulation strategies.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p>Teacher feedback is an area of teaching and learning that is a central priority for teachers and is often associated with improving pupil attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p>The Sutton Trust-EEF Teaching and Learning Toolkit—which summarises international</p>	<p>3,6</p>

	<p>evidence—rates ‘metacognition and self-regulation’ as a high impact, low-cost approach to improving the attainment of disadvantaged learners.<sup>3</sup></p> <p>Continuation of Steplab implementation for coaching for staff and to intentionally improve teaching and learning. Coaching ‘<i>provides teachers with regular, personalised support to improve their practice, leading to more effective teaching and student learning</i>’ (Ambition institute)</p> <p><a href="https://www.ambition.org.uk/blog/supporting-schools-to-maximise-the-impact-of-instructional-coaching/">https://www.ambition.org.uk/blog/supporting-schools-to-maximise-the-impact-of-instructional-coaching/</a></p>	
<p>Whole school focus on homework, including purchase of homework platforms to support self-learning.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>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.</p>	1,3,6
<p>Purchase of standardised diagnostic reading assessments and probe screening tool to identify and measure additional reading intervention</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</a></p> <p>Standardised testing provides reliable insights into areas of strength and development of each individual student – consequently ensuring that students receive appropriate additional support through teacher instruction and in some cases targeted academic support.</p>	1
<p>Continued implementation of “learning behaviours” curriculum. Focusing on routines, structures and building belonging for all students.</p> <p>Year 2 of implementation of the ‘PROUD’ learning behaviours framework</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p><a href="https://teachlikeachampion.org/?books=teach-like-a-champion-3-0">https://teachlikeachampion.org/?books=teach-like-a-champion-3-0</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-what-are-effective-learning-behaviours-and-how-can-we-develop-them">https://educationendowmentfoundation.org.uk/news/eef-blog-what-are-effective-learning-behaviours-and-how-can-we-develop-them</a></p>	2,3,4,6

<p>and developing staff CPD to use this framework to develop a consistent and clear approach across the school</p>	<p>Effective learning behaviours have emerged from the rich and diverse evidence base represented in the EEF guidance reports on improving behaviour, metacognition and self-regulated learning, special educational needs in mainstream schools, working with parents, and social and emotional learning.</p> <p>Successful learning behaviours rely on bringing all these areas together to wrap around every child in our schools. Each is part of a puzzle which makes best sense when all parts click together, building long-term protective factors for deeper learning.</p>	
<p>Year 1 of implementation the T&amp;L playbook and developing staff CPD to using the strategies within the playbook to promote clear consistent teaching and learning approaches within the classroom school-wide</p>	<p>Research from the Education Endowment Foundation (EEF) emphasises strategies like metacognition, feedback, and simplifying learning tasks to manage cognitive load and support better learning outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Support_for_Students_with_Special_Educational_Needs/EEF_SEN_Guide_to_What_Work_2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Support_for_Students_with_Special_Educational_Needs/EEF_SEN_Guide_to_What_Work_2018.pdf</a></p> <p>Reducing cognitive load can significantly help disadvantaged students by improving their ability to follow routines, regulate behaviour, and retain information. When cognitive load is minimised, students are better able to focus, retain information, and engage in learning tasks without becoming overwhelmed. This is especially important for disadvantaged students who may face additional stressors.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p>By incorporating strategies that reduce unnecessary cognitive load, teachers can help disadvantaged students manage their learning more effectively, stick to routines, and ultimately improve both behaviour and academic performance.</p>	

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

Budgeted cost: £73,916

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategic in school tuition for targeted disadvantaged students to have additional time with subject areas across the curriculum</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support and additional small group support can be effectively targeted at pupils from disadvantaged backgrounds.</p>	<p>1, 3</p>
<p>Continuation of Thinking Reading and comprehension intervention with sustained staffing capacity in our Literacy team.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>Recommendation 7: Provide high quality literacy interventions for struggling students</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>Recommendation 5&amp;6: Use TAs to deliver high quality one-to-one and small group support using structured interventions.</p> <p>Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction</p>	<p>1</p>
<p>Introduction of the Edge Hill "success at arithmetic" intervention to support our weakest students in maths.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Recommendation 5&amp;6: Use TAs to deliver high quality one-to-one and small group support using structured interventions.</p>	<p>3</p>

	Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction	
Continued use of Bedrock Literacy programme. All KS3 classes to complete 30 minutes of Bedrock homework per week, with time given in class for identified groups.	<a href="https://bedrocklearning.org/impact/">https://bedrocklearning.org/impact/</a> Evidence shows that higher levels of vocabulary directly correlate to higher levels of reading and writing. Bedrock's focus is explicit vocabulary and grammar instruction.	1, 3

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

Budgeted cost: £66,844

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustained increased capacity of school attendance team.	<a href="https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance">https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance</a> <a href="https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools">https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a> This is of particular concern to the EEF because evidence suggests many students with poor attendance are likely to be those from disadvantaged backgrounds. Parental communication interventions aim to increase awareness of the consequences of absenteeism or target commonly held parental misbeliefs that undervalue the importance of regular attendance. The aim of these interventions is that greater awareness of the misconceptions will lead to guardians taking a more active role in improving their child's attendance.	2,4
Continued use of class charts to support tracking of behaviour, attendance, homework and to support with	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	2,3,6

<p>parental communications.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Consider how to tailor school communications to encourage positive dialogue about learning.</p>	
<p>Continuation of pastoral care model to support all students. Alongside continuation of Garden room provision to support targeted groups who are at risk of school refusal.</p> <p>Continued implementation of learning behaviours model for staff and students,</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p>Recommendation 1: Know and understand your pupils and their influences Recommendation 5: Use targeted approaches to meet the needs of individuals in your school.</p> <p>Recommendation 2: Teach learning behaviours alongside managing misbehaviour Recommendation 3: Use classroom management strategies to support good classroom behaviour</p>	<p>2,4,6</p>
<p>AHT to continue working with pastoral/progress leads to identify how learning in our school is affected by disadvantage</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915619/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915619/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf</a></p>	<p>2-6</p>
<p>Improved provision for SEMH to include the “team around the school” model of support.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	<p>4</p>
<p>Purchase of “Absolute Education” enrichment tracking platform in order to track all extra-curricular experiences for students.</p>	<p><a href="https://epi.org.uk/wp-content/uploads/2024/02/EC-and-outcomes-final-1.pdf">https://epi.org.uk/wp-content/uploads/2024/02/EC-and-outcomes-final-1.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</a></p> <p>Disadvantaged students are less likely to attend clubs for hobbies, sports, arts and music.</p>	<p>5</p>

	There is a direct link between social isolation and academic underperformance.	
<p><i>'Teaching and Learning Playbook'</i></p> <p>Year 1 of implementation the T&amp;L playbook and developing staff CPD to using the strategies within the playbook to promote clear consistent teaching and learning approaches within the classroom school-wide</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Guidance_Report_Improving_Behaviour_in_Schools_2019.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Guidance_Report_Improving_Behaviour_in_Schools_2019.pdf</a></p> <p>The strategies within our Playbook are designed to build effective learning behaviours over time. They promote habits of attention, participation, and perseverance, helping disadvantaged students develop the self-regulation and confidence needed to succeed. Each positive learning experience compounds, strengthening students' belief that effort leads to progress. As a result, classrooms become places where all students, especially those who face additional barriers, can experience academic success and feel that they belong.</p>	

**Total budgeted cost: £316,130**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the academic performance of our school's disadvantaged students during the previous academic year. We are pleased to see another increase in A8 for our disadvantaged students.

	<b>2023</b>	<b>2024</b>	<b>2025</b>
<b>DISADVANTAGED A8</b>	31.51	33.7	34.72
<b>NON-DISADVANTAGED A8</b>	48.25	43.56	48.95

Although pleased with these outcomes, we are acutely aware of the need to continue to raise the attainment of our disadvantaged students.

In particular the % of disadvantaged achieving grade 4+ in English and Maths for class of 2025 was 41% (increase on 34% in 2023-24) compared to 59% of our non-disadvantaged students. With regard to our 5+ grades, 9% of our disadvantaged students achieved English and maths at 5+ compared to 49% of non-disadvantaged students. In response to this, there will be a greater emphasis on supporting disadvantaged students through our *Catalyst* meetings where we will be focusing on supporting students to achieve grade 5+.

Ebacc entry for disadvantaged pupils for 2023-2024 was 18% compared to 22% for non-disadvantaged. This increased for 2024-25 as PP students Ebacc entry was 21% in comparison to 24.8% of non-PP students.

#### **Attendance**

Attendance remains a key priority in our Pupil Premium strategy and is central to improving outcomes. We know that students need to be in lessons to maximise their academic potential and therefore the investment in a robust attendance strategy and staffing capacity in this area of school remains significant. Overall school attendance increased in the 24/25 academic year from 91.5% to 92.7%. Attendance of disadvantaged students also increased from 88.0% to 89.9%.

Our analysis draws on full-year data for Years 7–10 and Year 11 leavers as of June 2025 to show our three-year trend and continuing commitment to improving attendance.

#### **Years 7-10**

Academic year	Overall attendance (%)	Non-disadvantaged Students (%)	Disadvantaged Students (%)	Attendance gap (%)
2022-23	90.92%	92.05%	88.51%	3.54%
2023-24	92.25%	93.73%	89.44%	4.29%
2024-25	92.69%	93.72%	90.67%	3.05%

#### **Year 11 attendance**

Academic year	Overall attendance (%)	Non-disadvantaged Students (%)	Disadvantaged Students (%)	Attendance gap (%)
2022-23	89.06%	91.46%	82.39%	9.07%
2023-24	90.49%	91.55%	87.66%	3.89%
2024-25	88.86%	91.01%	84.36%	6.65%

Despite the persistent attendance gap, the overall upward trend in disadvantaged student attendance is clear. Our school is currently ranked number one in the local authority for disadvantaged student attendance, although we recognise that further improvement is needed.

### Persistent Absence

When reviewing attendance data, we have seen a reduction in our persistently absent disadvantaged students over the last three academic years. In 2022-2023 110 (39.5%) of our disadvantaged students were persistently absent, with this decreasing in 2023-24 to 79 (28%) students, with a slight increase to 89 (29.7%) disadvantaged students in 2024-25.

Our Garden Room provision plays a vital role in supporting students experiencing Emotionally Based School Avoidance (EBSA), offering a safe, nurturing environment designed to re-engage them with school life. With 50% of attendees being disadvantaged, the provision delivers bespoke, individualised support tailored to each student's emotional and academic needs. This targeted intervention helps reduce barriers to learning, promotes consistent attendance, and actively works to prevent persistent absenteeism, ensuring that our most vulnerable students remain present, supported, and able to thrive within the school community.

### **Targeted Academic Support**

We have maintained the increased capacity of our literacy team in order to support delivery of Thinking reading and comprehension intervention. Of the students receiving comprehension intervention, 45% of the students are disadvantaged, with every one of those students showing an increased comprehension score by the end of the year in 2024-25 through receiving Thinking Reading intervention, highlighting the programme's role in supporting our Pupil Premium students.

All participating students showed improvement in reading comprehension. Among the students who graduated from the programme in 2024–25, there was an average reading age increase of 3 years and 4 months over the course of the intervention.

Notably, the range of progress made by students varied between 2 and 6 years in reading age, indicating that the programme effectively accelerated progress even for those who began with the lowest starting points. We will continue to refine and expand the literacy intervention provision to sustain and build on this impact in the coming year in 2025-26.

In the 2024–25 academic year, we also delivered a comprehensive programme of tutoring for Year 11 students, with a strong focus on supporting our disadvantaged learners. These sessions were delivered either 1:1 or in small groups by subject specialists, all of whom are part of our in-house teaching staff. This has allowed us to

maintain high-quality, subject-specific tutoring without relying on external providers, ensuring consistency and strong relationships with students.

Of the 58 disadvantaged students in Year 11, 67% (39 students) regularly attended tutoring sessions, compared to 46% (81 out of 178) of the overall Year 11 cohort. In addition to 1-2-1 small group tuition, after-school revision sessions were well attended by disadvantaged students with 86% (50/58) of these students regularly attending period 6 revision sessions. Students benefited from tailored input to address learning gaps, reinforce curriculum content, and build exam confidence. Staff and pupil voice surveys also indicated improved motivation and academic self-esteem among regular attendees.

As a result of the tuition sessions, 42 grades increased for disadvantaged students (when compared to year 10 mock data) across a wide range of subjects (shown below). In some cases, grades increased by 2 or 3 grades.

Biology – 3  
Chemistry – 1  
Combined Science – 5  
Computer Science – 1  
Design and Technology – 3  
English – 6  
Geography – 4  
Maths – 11  
Physics – 7  
Spanish – 1

Building on this positive impact, we will continue this targeted tutoring provision in 2025–26. Disadvantaged students will remain a priority group, with a continued focus on removing barriers to access, maintaining high attendance rates, and raising attainment outcomes.

### **Learning Behaviours**

We have continued to invest in class charts and further training has been provided to staff. We have been able to utilise this further to monitor attendance, behaviour and homework completion for all students. Thus, allowing us to monitor these factors for our disadvantaged students and provide further support where needed. For example, by monitoring homework completion for our disadvantaged students, directing them to in school homework clubs and inviting parents into school to offer them further guidance on how to support their child with homework. These homework support sessions have been well attended and parents have been extremely positive about the support offered. In the last academic year, we have again seen an increase in homework completion across the school with 70% of all set homework being completed in the last academic year. Looking specifically at our disadvantaged cohort, their homework completion has increased from 50% to 61%. We are committed to increasing this further through continued focus on homework support.

Our quality assurance model including observations and student work review indicate that high-quality inclusive teaching is evident across all subject areas at Meols Cop. However, through our trust curriculum behaviour and subject review process it has become evident that classroom routines are not consistently implemented across the

school. We are aware that consistency with expectations is vitally important for disadvantaged students in particular. Therefore, we have launched our “teaching and learning” playbook this year, with the aim of providing clarity with our lesson routines in school.

Our Teaching and Learning Playbook will be a key driver in further supporting disadvantaged students to thrive. By identifying a small number of powerful, evidence-informed strategies that are applied consistently across classrooms, we create consistency and predictability for all learners whilst increasing levels of attention and participation.

### **Mental Health and Wellbeing**

Our internal observations and wellbeing referrals have showed that pupil wellbeing and mental health has been severely impacted over recent years. This has been particularly challenging for our disadvantaged pupils. This is evident from our wellbeing referrals for the current calendar year, with 45% of all referrals being from disadvantaged students. Through these referrals our well-being lead is able to triage students and offer a coordinated approach from early help, counselling, Sefton youth connectors or internal mentoring.

Our Garden Room provides a dedicated, nurturing space where students access bespoke wellbeing and mental health support. The support offered is responsive to individual needs and delivered through a combination of in-house expertise and carefully selected external providers.

A key member of staff in this provision is a trained ELSA (Emotional Literacy Support Assistant), who works closely with students to develop emotional literacy, build resilience, and provide consistent emotional support. This includes both one-to-one and small group sessions, depending on the needs of the pupil. The ELSA also collaborates closely with teaching staff and pastoral teams to ensure a joined-up approach across school.

Support through the Garden Room is tailored and flexible, ranging from short-term interventions to ongoing, longer-term support for students experiencing emotional or mental health challenges. When needed, we work in partnership with external specialists and mental health services to ensure the right support is in place at the right time. This coordinated approach, through additional staff capacity in our wellbeing team, has led to a positive impact on improving student wellbeing and Social, Emotional and Mental Health.

### **Careers and Destinations**

We are proud to report that 100% of our disadvantaged students successfully progressed to post-16 destinations in July 2025, with none becoming NEET. This achievement reflects the strong support provided by our experienced and proactive careers team, who have worked closely with students to provide tailored support and advice.

There is a balanced spread of vocational and academic pathways among disadvantaged students, mirroring that of their non-disadvantaged peers:

- 73% of PP boys progressed to vocational routes, closely aligned with 74% of NPP boys.
- 79% of PP girls progressed to vocational routes, also comparable to 78% of NPP girls.

Progression to Level 3 qualifications has shown a notable increase compared to the previous cohort:

- 60% of PP boys moved on to Level 3 study, a significant increase from 33% in the Class of 2024.
- 34% of PP girls progressed to Level 3, slightly up from 33% in 2024.

Our careers team continue to provide tailored guidance for all disadvantaged students from Years 7 to 11 to ensure equitable access to high-quality careers education and experiences. In September 2025, all staff received further training on embedding careers into the curriculum, with a renewed focus on addressing the needs and aspirations of disadvantaged learners.

### **Wider Opportunities**

We are committed to ensuring all students, regardless of background, have access to a rich and varied programme of wider opportunities and extra-curricular activities. We recognise that social exclusion is a key driver of underachievement, and that meaningful participation in school life beyond the classroom can play a critical role in raising aspirations, building confidence and supporting academic success, especially for disadvantaged pupils.

In the 2024–25 academic year, we offered a broad range of wider opportunities, including educational visits, cultural events, enrichment activities, and a vibrant extra-curricular programme spanning sports, arts, STEM, and leadership. Our aim was to ensure that disadvantaged students were not only encouraged but actively supported in accessing these opportunities.

Analysis through our enrichment tracking programme has shown that:

- 91% of all students took part in at least one wider opportunity during the academic year.
- 90% of our disadvantaged students also took part in at least one wider opportunity. Demonstrating a minimal gap between participation for the two groups of students.
- 53% of the overall student cohort engaged in a specific extra-curricular club.
- 51% of PP students took part in an extra-curricular club, again showing a strong level of engagement

These figures reflect the success of our inclusive approach to enrichment, ensuring that barriers financial, social, or otherwise do not prevent students from engaging with the full life of the school. By access, consistent promotion, and tailored encouragement, particularly to PP learners, we've significantly improved uptake and inclusion.

Looking ahead to 2025–26, we will continue to prioritise equity in access to wider opportunities and enrichment for all students. We are actively expanding our offer and

will maintain a clear focus on tracking and supporting disadvantaged students' participation.

### **Literacy is Power**

We have completed the first year of implementation of our Literacy is Power framework. This has involved CPD for staff on providing challenging reading opportunities with students across our curriculum. Another key focus has been explicit vocabulary instruction. We have worked with subject leaders to incorporate both of these literacy aspects in much greater depth within their curriculum areas.

We have implemented further NGRT testing in order to track and support students who do not meet national expectations for reading. By repeatedly testing students we are able to identify students for further support and subsequently measure the impact of reading interventions that have been implemented to support students below national expectations. Average SAS scores for all students across years 8-10 have improved by at least two points from their previous test. Importantly, in some year groups we have seen a more rapid improvement in SAS scores for our disadvantaged students compared to non-disadvantaged students in some year groups. For example, for our year 8 cohort the average SAS score for the disadvantaged students improved from 100 to 104 in one academic year (compared to an increase from 105.3 to 108 for the non-disadvantaged year 8 students). However, this accelerated improvement for disadvantaged students is not consistent across all year groups. We will continue with our implementation of our Literacy is Power framework this academic year and NGRT testing to measure its impact.

## **Externally provided programmes**

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

<b>Programme</b>	<b>Provider</b>
Sparx Maths	Sparx
Bedrock	Bedrock Learning
TT rock Stars	Maths Circle
Class Charts	
Absolute Education	