



# Ulverston Victoria High School

## Pupil Premium Policy

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T Reader	Yes	
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## 1. Pupil premium strategy statement – Ulverston Victoria High 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 the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	1320
Proportion (%) of pupil premium eligible pupils	14.32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Matthew Hardwick Headteacher
Pupil premium lead	Thomas Reader Assistant Headteacher
Governor / Trustee lead	Isobel O'Donovan Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</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>	£188,840

### Part A: Pupil premium strategy plan

#### Statement of intent

Our principal intent is to ensure that all pupils regardless of their background or barriers to learning, will make the same progress as their non pupil premium peers and enjoy academic success across the curriculum including in Ebacc subjects.

We aim to support disadvantaged pupils to achieve their academic targets including those who have been identified as academically able. We will analyse all the barriers faced by vulnerable students including those who have a social worker and those who are young carers. This document is intended to explain and validate the decisions we have made and actions we have put in place to best support our vulnerable and disadvantaged students.

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (***The EEF guide to the Pupil Premium***). It is indisputable that high quality teaching is essential in ensuring all students

achieve their academic goals and this is critical regarding disadvantaged students and closing the disadvantaged attainment gap. Providing high quality teaching remains our uppermost priority and this will have benefits for all students in the school, both disadvantaged and non-disadvantaged learners. We also understand that this must be sustained throughout a student's education and, through a rigorous monitoring process of teaching, to ensure that students are given the best possible classroom experience.

Our approach to support disadvantaged pupils includes setting challenging targets for disadvantaged pupils. We have uplifted targets for disadvantaged pupils to take account of the gap that exists between disadvantaged students and their non-disadvantaged peers (current Yr8 pupils, and incoming Yr7 pupils). Teachers will develop authentic relationships with pupils and will understand the assets and talents students bring to the classroom, as well as any barriers they may face. We will ensure an equitable learning experience for our disadvantaged pupils by pre-teaching, modelling, giving priority attention during lessons, support to complete home learning, providing additional learning resources, carefully considering the curriculum content and not assuming prior knowledge. **(Equity in Teaching – Lee Elliot Major and Emily Briant – 2023).**

We will carefully monitor the progress of disadvantaged students in order to suggest appropriate targeted interventions. Before any intervention is implemented, we will diagnose disadvantaged students' barriers, challenges and needs (whether pastoral or academic), we will use robust evidence to support our strategy; implement this then continually monitor, review and modify.

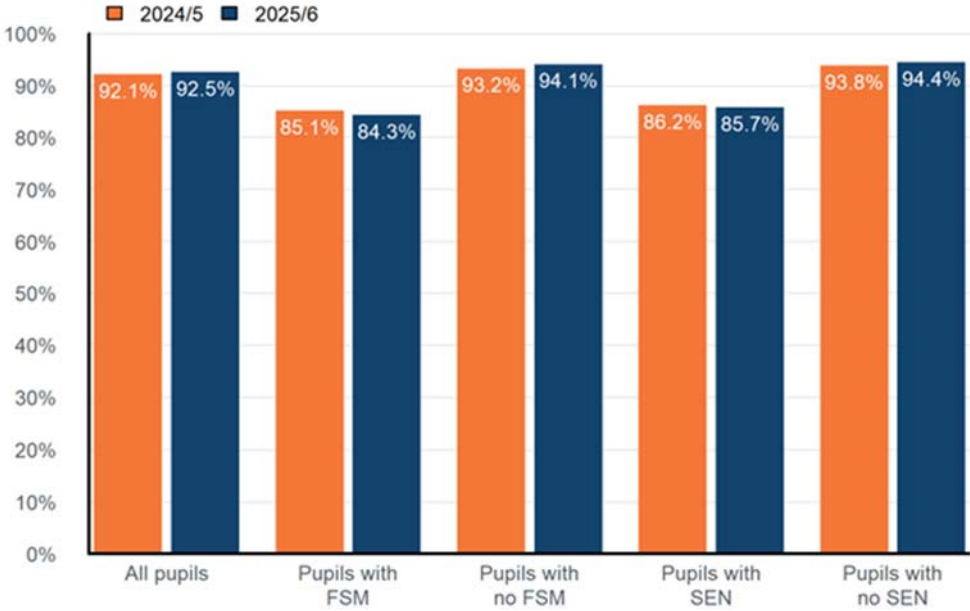
The diagnosis of individual students' needs will be based on attendance data and levels of persistent absence; academic assessments and teacher feedback on pupils' level of engagement and participation, behaviour incidences and exclusions data; information on wellbeing, mental health and safeguarding; access to technology and curricular materials.

We believe that all students should enjoy a rich and varied curriculum but also have a good understanding of their curriculum journey in every subject. Whilst knowledge is important to all learning, students need to understand new learning in relation to what they already know and be taught strategies to enable them to retrieve knowledge. This is particularly important to disadvantaged students some of whom may struggle to connect prior, current and future learning. All lessons will begin with 'Do now activities' which revisit prior learning to assist with knowledge retrieval and "giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting" **(Evidence Based Education – Great Teaching Toolkit – Evidence Review June 2020)**. During lessons all students will be provided with explanations of the learning journey through each key stage for every subject, and knowledge notes for topics provided. We will use robust diagnostic assessment and ensure this informs teaching and learning and is able to ensure that misconceptions are addressed. "All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is an where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects" **(Teacher feedback to Improve Pupil Learning – EEF October 2021)**. The school continues to develop a metacognitive approach to teaching and learning, recognising that it is an effective way of improving outcomes. "The potential of these approaches is very high, particularly for disadvantaged pupils." **(EEF Guidance Report April 2018)**.

In summary, our intent is to ensure that our curriculum and teaching meet the needs of all students, and the needs of our disadvantaged pupils are prioritised to ensure an equitable approach. We believe that all staff must take responsibility for the progress and outcomes of disadvantaged students and that they should have high expectations of what students can achieve. We will identify any barriers to learning (academic and pastoral) for disadvantaged students and, where necessary, act early to implement bespoke interventions to address individual pupil challenges, barriers and needs. We will monitor the effectiveness of strategies already implemented, and ensure unhelpful interventions are stopped. We understand the importance of leadership and governance in monitoring and evaluating the impact of any interventions and review will be an ongoing part of this process. We also understand the importance of ensuring the cost effectiveness of any interventions.

## Challenges

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

Challenge number	Detail of challenge																		
1	<p>Attendance data:</p> <p><b>Autumn Term 2025:</b></p> <ul style="list-style-type: none"> <li>❖ Overall attendance is 92.5% (0.5% less than the national average)</li> <li>❖ Persistent absence is 21.5% (1.7% greater than the national average)</li> <li>❖ Attendance for pupils with FSM is 84.3% (4.6% lower than the national average)</li> </ul> <p><b>Graph showing comparison with last year:</b></p>  <table border="1" data-bbox="347 701 1321 1310"> <caption>Attendance Comparison with Last Year</caption> <thead> <tr> <th>Category</th> <th>2024/5 (%)</th> <th>2025/6 (%)</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>92.1%</td> <td>92.5%</td> </tr> <tr> <td>Pupils with FSM</td> <td>85.1%</td> <td>84.3%</td> </tr> <tr> <td>Pupils with no FSM</td> <td>93.2%</td> <td>94.1%</td> </tr> <tr> <td>Pupils with SEN</td> <td>86.2%</td> <td>85.7%</td> </tr> <tr> <td>Pupils with no SEN</td> <td>93.8%</td> <td>94.4%</td> </tr> </tbody> </table>	Category	2024/5 (%)	2025/6 (%)	All pupils	92.1%	92.5%	Pupils with FSM	85.1%	84.3%	Pupils with no FSM	93.2%	94.1%	Pupils with SEN	86.2%	85.7%	Pupils with no SEN	93.8%	94.4%
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2	<p><b>Literacy data (Reading Risk Data) -</b></p> <p>Literacy levels are generally lower for disadvantaged students than those of their peers. The school has established a Reading Risk Register to implement appropriate interventions such as taught literacy lessons, lexia sessions, and reading buddies. The school also runs reading, literacy and phonics interventions for identified students.</p> <p>There has been a decrease in the percentage of pupil premium students on the reading risk register in Year 10. In Yr9 and Yr11 the percentage has stayed the same and in Yr8 there has been an increase.</p>																		
3	<p><b>Disadvantaged students are over-represented in behaviour incidents -</b></p>																		

	03.07.25	10.07.25	17.07.25	July Average	11.09.25	18.09.25	25.09.25		Sep Average
Year 7					0% (19%)	0% (19%)	0% (19%)		0% (19%)
Year 8	38% (17%)	42% (17%)	35% (17%)	38% (17%)	45% (20%)	32% (20%)	38% (20%)		35% (20%)
Year 9	19% (17%)	27% (17%)	48% (17%)	31% (17%)	28% (16%)	44% (16%)	24% (16%)		32% (16%)
Year 10	15% (15%)	16% (15%)	24% (15%)	18% (15%)	17% (14%)	33% (14%)	28% (14%)		26% (14%)
Year 11	15% (17%)	17% (17%)	22% (17%)	18% (17%)	15% (17%)	27% (17%)	29% (17%)		24% (17%)

4

**Extra-curricular data:**

	% of students attending extra-curricular clubs – lunchtime and afterschool.  (Sep 2024 – Nov 2024)	% of pupil premium students attending extra-curricular clubs – lunchtime and after school.  (Sep 2024 – Nov 2024)
% of students	39%	43%

Extra-curricular tracking shows move towards proportional representation for disadvantaged students.

5

**Attainment of disadvantaged learners:**

Attainment data suggests the gap between disadvantaged and non-disadvantaged students is closing.

The Attainment 8 data shows the gap is smallest since the 2021 TAGS.

- **English data:** The P8 gap is much lower (0.2)
- **Maths data:** The P8 gap is highest (0.86)

The English and Maths pass rate at 9-4 has decreased by 10% and at 9-5 by 5%, since 2024. These decreases are smaller than for non-disadvantaged pupils but the difference in pass rates remains high.

**Attainment 8 gap:**

2025	2024	2023	2022	2021 TAG	2020 CAG
10.34	16.55	17.47	16.77	8.53	13.10

**Progress 8 gap:**

2025	2024	2023	2022	2021 TAG	2020 CAG
0.47	0.92	0.58	0.98	0.20	0.50

Our own progress data shows that the disadvantaged gap is highest in Yr8 and lowest in current Yr11:

Year	Disadvantaged gap (Summer progress data – SISRA)
7	
8	1.5
9	1.2
10	0.9
11	0.5

### 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.

#### **Previous intended outcomes:**

Intended outcome	Success criteria
<i>Improved literacy levels among disadvantaged students with a particular focus on reading.</i>	By the end of our current plan in 2024-2026, literacy tests demonstrate improved reading skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.
<i>Improved outcomes for disadvantaged students at GCSE, in particular for Maths and English.</i>	GCSE results, particularly in Maths and English demonstrate an upward trend with improved results and a similar disparity between results of disadvantaged students and their non-disadvantaged peers.
<i>Achieve proportional representation in extra-curricular activities.</i>	Attendance data for clubs shows proportional representation for disadvantaged students across a range of opportunities – sports and performing arts club, lunchtime clubs, and trips and extra-curricular activities.
<i>To achieved sustained improved wellbeing for all students, including those who are disadvantaged.</i>	Sustained high levels of wellbeing from 2024-26 demonstrated by qualitative data from student voice, the feeling safe in school survey, student parliament representatives, and fewer wellbeing referrals.
<i>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</i>	High attendance data from 2024-26, demonstrated by a smaller overall disparity in attendance figures between disadvantaged students and their non-disadvantaged peers, and a reduction in the % of students who are persistently absent.
<i>Improved metacognitive and self-regulatory skills amongst disadvantaged students across all subjects.</i>	Teacher reports and class observations suggest a greater proportion of disadvantaged students are able

to monitor and regulate their own learning. This is supported by improved engagement in lessons and improving rates of homework completion.

### 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: £32,218.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils.</i>	Research shows that 'high-quality teaching is the most important lever that will help to improve disadvantaged outcomes'. This has been identified as a key principle in the EEF Guide to the Pupil Premium.	1, 2, 3, 4, 5
CAT tests	Understanding a child's ability to learn can inform teaching. These tests help identify potential and the need for any additional support in areas that are known to make a difference to learning.  <b><i>(Closing the attainment gap through evidence-informed teaching NFER May 2019)</i></b>	1, 2, 5
<i>Purchase of standardised diagnostic assessments (NGRT reading tests) and development of a Reading Risk Register so teachers can adapt teaching to meet needs of pupils.</i>	Standardised tests facilitate an understanding of specific strengths and weaknesses. Once these have been identified the student can be helped to progress by providing the necessary support and continually monitored for progress.  <b><i>(Standardised tests – Assessing and Monitoring Pupil Progress / EEF)</i></b>	2
<i>Development of Communities of Practice INSET programme. Investment in professional development opportunities for staff – e.g. WalkThru resources and training.</i>	Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning. <b><i>(EEF Guide to the Pupil Premium – Evidence brief: Using research evidence to support your spending decisions)</i></b>	1, 2, 3, 4, 5
<i>Developing a teaching and learning plan that involves reviewing the curriculum to ensure it is broad and balance, embedding CFU techniques in the classroom to allow diagnostic assessment and effective adaptive teaching, developing a teaching and learning framework to help develop</i>	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils.  Schools should focus on building teacher knowledge and pedagogical expertise,	1, 2, 3, 5

<p><i>classroom pedagogy and a new observational framework, introduce instructional coaching to improve classroom practice and train teacher educators, and develop a new assessment and feedback policy.</i></p> <p><i>Develop teaching through key priorities identified in the school improvement plan. Focus for 2025/26 year is on planning for good behaviour and feedback that moves learners forward.</i></p>	<p>curriculum development, and the purposeful use of assessment.</p> <p>Mentoring and coaching can be an important source of support, especially for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach.</p> <p><b><i>(EEF Guide to the Pupil Premium – Evidence brief: Using research evidence to support your spending decisions)</i></b></p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)  
 Budgeted cost: £116,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reading buddies</i></p>	<p>Peer tutoring involves pupils working in pairs or small groups to provide each other with explicit teaching support. Such an approach is likely to require careful coordination, training and development <b><i>(EEF Guide to the Pupil Premium – Evidence brief: Using research evidence to support your spending decisions)</i></b></p>	<p>2</p>
<p><i>Maths buddies – Extra lessons for identified KS3 students.</i></p>	<p>EEF Improving Mathematics in KS2 and 3 – Recommendation 7 – Use structured interventions to provide additional support.</p>	<p>5</p>
<p><i>Purchase of standardised diagnostic reading tests.</i></p> <ul style="list-style-type: none"> <li>• <i>Phonics intervention in Year 7 – 1 period per week plus phonics intervention in 1 form time (Risk 3 students).</i></li> <li>• <i>Reading intervention in Year 7 – 1 period per week plus 1 form time (Risk 1 and 2 students).</i></li> <li>• <i>Literacy group intervention in Years 8 and 9 – 2 periods per week and reading intervention in 1 form time (Risk 2 and Risk 3 students).</i></li> </ul>	<p>Standardised tests will provide the school with baseline data and details of students’ strengths and weaknesses to inform interventions or other appropriate measures <b><i>(EEF – Using your pupil premium funding effectively)</i></b></p>	<p>2</p>

<ul style="list-style-type: none"> <li>Students in Yr7-12 have had their reading risk tested and a reading risk register that staff can use to inform quality first teaching has been developed.</li> </ul>		
<p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.</p> <p>Use of MAPS (Maximising Academic Progress) and COMPASS (Regulating Emotions) interventions.</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p> <p><b>(EEF Guide to the Pupil Premium – Evidence brief: Using research evidence to support your spending decisions)</b></p>	1, 2, 3, 5
<p>Teaching assistant deployment and interventions, for example, by supporting high quality provision within the classroom or delivering evidence based, structured interventions.</p> <p>Teaching assistants assigned to particular department areas to increase links between subjects and the learning support team.</p>	<p>Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should complement (rather than replace) high quality provision from the class teacher.</p> <p><b>(EEF Guide to the Pupil Premium – Evidence brief: Using research evidence to support your spending decisions)</b></p>	1, 2, 3, 5
<p>RADY project: Developing an equitable approach to teaching. Disadvantaged students have their targets raised to take account of gap that exists between disadvantaged students and their non-disadvantaged peers. Teachers given training in equity in teaching to provide pupils with the additional support they need to meet these raised targets.</p>	<p>The individual expectations for PP children are adjusted so that the average target for the PP group is equal to the average target for the non PP group.</p> <p>“Before implementation of the RADY project, disadvantaged children were making less progress than others; after implementation, they were making not just the same progress, but better progress – they were catching up” – RADY PROJECT</p>	1, 2, 3, 4, 5
<p>Revised intervention process: Academic; SEND and Pastoral Emerging Concerns.</p>	<p>Targeted interventions that are specific, timely and measurable may be required for students who need something different and additional to classroom teacher and subject level interventions – EEF guide on the pupil premium.</p>	1, 2, 3, 5

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

Budgeted cost: £ 129,889.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>PASS survey to explore social and emotional wellbeing</i></p> <p><i>Students targeted for SEALS intervention (Social and emotional aspects of learning)</i></p>	<p>The PASS survey uses 50 multiple choice questions to give standardised data scores on 9 separate threads linked to social and emotional wellbeing and their impact on readiness for learning. These are then ranked in accordance to where they fit into national benchmarks leading to appropriate interventions, as necessary.</p> <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p><b><i>(EEF Guide to the Pupil Premium – Evidence brief: Using research evidence to support your spending decisions)</i></b></p>	<p>1, 3, 5</p>
<p><i>Senior Learning Mentor: Mental Health and Wellbeing</i></p> <p><i>Form 45 – A vertical form group that supports students with social, emotional and behavioural needs.</i></p> <p><i>Mental Health First Aider</i></p>	<p>They have a positive impact on average of 4 months additional progress in academic outcomes over the course of an academic year. They are shown to improve social and emotional learning skills.</p> <p><b><i>(Social and Emotional Learning Interventions EEF)</i></b></p>	<p>1, 2, 3, 4, 5</p>
<p><i>Supporting attendance: Attendance monitored by pastoral team and Family Liason / Attendance Officer.</i></p> <p><i>Attendance data is closely monitored, including persistent absence and severely absent, and appropriate interventions put in place.</i></p> <p><i>F45, Townlands and the Engagement Centre also support with improving attendance.</i></p>	<p>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p><b><i>(EEF Guide to the Pupil Premium – Evidence brief: Using research evidence to support your spending decisions)</i></b></p>	<p>1</p>

<p><i>Extracurricular activities, including sports, outdoor activities, and arts and culture, for example music lessons and school trips.</i></p> <p><i>Attendance at extra-curricular activities monitored to see trends for different pupil groups, and to identify barriers to attending.</i></p> <p><i>Disadvantaged students prioritised for extra-curricular opportunities (introduction of a trip tracker to track attendance at extra-curricular school trips).</i></p> <p><i>Music tuition subsidised; School trip subsidies;</i></p> <p><i>Extra-curricular activities mapped out to allow families to plan for upcoming activities.</i></p>	<p>Extracurricular activities are an important part of education. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</p> <p><b>(EEF Guide to the Pupil Premium – Evidence brief: Using research evidence to support your spending decisions)</b></p>	4
<p><i>Purchase of resources for DT lessons.</i></p> <p><i>Purchase of all revision materials / textbooks / calculators.</i></p> <p><i>Loan of laptops to students who require these for home.</i></p>	<p>Every PP student has the required equipment for daily learning. This lessens the number of barriers to learning.</p>	2, 5

**Total budgeted cost: £ 278,662**

**Part B: Review of the previous academic year**

**Outcomes for disadvantaged pupils –**

**Intended outcomes from 2022-2024 strategy statement (December 2025 update):**

**1. Improved literacy levels among disadvantaged students with a particular focus on reading.**

The data from our reading risk register suggest that targeted interventions for literacy and reading is having the desired effect at reducing the percentage of students for whom reading is a barrier to their progress. The percentage of PP students on the reading risk register remains marginally higher, and therefore this target remains on our PP strategy. There has been a decrease in the percentage of students on the reading risk register in Year 10. In Year 9 and Year 11 the percentage has stayed the same and in Year 8 there has been an increase.

**2. Improved attainment in maths by disadvantaged students particularly for those with higher prior attainment.**

**2025 results:** The English and Maths rate at 9-4 has decreased by 10% and at 9-5 by 5%, since 2024. These decreases are smaller than for non-disadvantaged pupils but the difference in pass rates remains high. In English the P8 gap is much lower (0.2) in Maths the P8 gap is highest (0.86). This remains a priority for our PP strategy going forward.

**3. Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.**

The development of common routines, e.g. DNA activities in lessons to support meta-cognition, and assessment for learning strategies that focus on live feedback and allow teachers to adapt teaching to the needs of all pupils has improved metacognitive and self-regulatory skills among disadvantaged students across all subjects. Homework completion remains an issue, particularly for disadvantaged pupils. It remains as a focus on the new strategy statement.

**4. Improved outcomes for disadvantaged students at GCSE.**

**2025 exam results:** Attainment 8 data suggests the gap between disadvantaged and non-disadvantaged is closing. The Attainment 8 data shows the gap is smallest since the 2021 TAGS.

**Attainment 8 gap:**

2025	2024	2023	2022	2021 TAG	2020 CAG
10.34	16.55	17.47	16.77	8.53	13.10

**5. To achieve and sustain improved wellbeing for all students, including those who are disadvantaged:**

Our feeling safe in school survey is continuing to show an upward trend in the percentage of students who feel safe in school. Our pastoral team monitor this alongside more qualitative data and student referrals.

**Feeling safe in school survey headlines:**

Autumn 2023 – 86% of students feel safe in school.

Spring 2024 – 89.8% of students feel safe in school.

Summer 2024 – 89.6% of students feel safe in school.

Autumn 2025 – 93.2% of students feel safe in school.

**6. To achieve and sustain improved attendance for all students, particularly our disadvantaged students:**

Attendance data suggests that attendance for all students was marginally higher in 2025-26 than the previous year, however attendance of FSM students was lower. Therefore, it remains as a key target on our pupil premium strategy for 2024-26, and the strategies to achieve this are detailed above.

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year*

£6300

Spending details as above on teaching, targeted academic support and wider strategies.

### **Further information (optional)**

*Grants have been sourced, applied for and used to purchase equipment to increase attendance at extra-curricular clubs and to reduce costs.*

*Grants have been used to provide additional opportunities for disadvantaged students – e.g. Achieve Equity Grant used to send students on Raising Aspirations University visit.*

*Targeted financial support given to support families in need, and to support attendance and wellbeing – e.g. providing uniform.*