



Pupil Premium Strategy Statement 2024-7 End of Year 1 Report

School overview

Detail	Data
School name	Reddish Vale High School
Number of pupils in school	1006
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr D Moroney (Headteacher)
Pupil premium lead	Mrs C Evans (Deputy Headteacher)
Governor / Trustee lead	Ms C Redfern (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£483,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£444,150

Part A: Pupil premium strategy plan

Statement of intent

At Reddish Vale High School our school is to “**positively change lives**, through **personal growth** and **academic excellence**. This is underpinned by our core values of **respect, aspiration, determination and independence**.

As an inclusive academy, our intention is to provide an aspirational learning environment with outstanding teaching and learning. We aim to ensure that every child progresses socially and academically and is not left behind because of disadvantage. We strive to ensure high expectations raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress, and some of our highest prior attainers form part of this group. The proposed spend for 2024-27 is based around three core principles; Supporting and Developing Teaching, Targeted Academic Interventions and Wider Strategies.



Supporting and Developing Teaching

High quality teaching and learning is at the heart of our Pupil Premium strategy; we prioritise quality first teaching. We strategically use pupil premium funding to enhance educational experiences and outcomes for our most vulnerable pupils across all age groups and abilities.

We recognise that high quality teaching has the greatest impact on disadvantaged pupils therefore consistent high-quality teaching remains central to our approach.

In order to ensure high quality teaching, we invest in improving teaching through professional development for all staff including a robust in-house research based CPD programme; enrolling staff on curriculum specific CPD and National Professional Qualifications including NPQ's; training and support for early career teachers and recruitment and retention. The work we do is underpinned by robust diagnostic data to identify improvement priorities and address the root causes of underachievement.

Through the analysis of data and quality assurance within departments the curriculum is reviewed and amended accordingly in order to ensure that all pupils are embedding knowledge into long term memory, gaps and literacy is addressed through adaptive teaching.

Targeted Academic Support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Where our strategy focuses on activities outside of the classroom, there is a clear rationale for doing so. Interventions are strategically selected to target pupil need and are supplementary to high-quality teaching.

Wider Strategies

Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. We understand that barriers to learning are not just academic. We employ wider strategies to ensure pupils can overcome challenges to achievement, and that the needs of vulnerable pupils are supported, regardless of socio-economic status. Early interventions focused on need enable our pupils to thrive both personally and academically.

Our Pupil Premium Plan addresses the main challenges our pupils face and through; the highest standards of teaching; rigorous assessment and tracking; detailed planning; targeted support and intervention; provides all pupils with access to the best opportunities for a well-rounded education both in and out of the classroom to ensure a sense of belonging to enable all pupils to achieve both academic success and personal growth.

Building student resilience: Providing subject-specific interventions and enrichment sessions as well as personalised careers advice, ensuring we meet all of the Gatsby benchmarks.

Offering a broad range of curriculum and co-curricular opportunities: There are numerous extra-curricular opportunities for pupils in school, with over 20 different clubs available for pupils before, during and after school

Our objectives for the Years 2024/27 are:



1. To raise achievement for all pupils, ensuring there is a curriculum that engages and inspires all learners, and that there is high quality of teaching that challenges, supports and galvanizes pupils.
2. Raising whole school attendance and reducing persistent absence for all pupils, particularly those from disadvantaged backgrounds.
3. To develop and ensure a sense of purpose and belonging through a climate for learning that reflects the school values and provides opportunities for our pupils to thrive

Challenges

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

Challenge Number	Detail of Challenge
1	<p>Achievement: Disadvantaged pupils on average attain lower and typically make less academic progress in school than their peers.</p> <p>RVHS serves the deprived wards of Reddish North, Reddish South, Brinnington and Lancashire Hill. The key indicators of deprivation include high levels of long-term unemployment; high levels of the population claiming out of work benefits; higher proportions of children living in low-income homes (Stockport Council, 2025). Some of the wards RHVS serves rank within the lowest 2% nationally. Pupil base deprivation (IDSR, February 2025) - well above average The EEF have stated that pupils eligible for free school meals nationally have fallen further behind as a result of the pandemic.</p>
2	<p>Attendance: Average attendance rates for disadvantaged pupils is lower than that of non-PP pupils Nationally . This reduces their learning time and diminishes progress.</p>
3	<p>Behaviour & Attitudes (Social, Emotional and Mental Health Issues): Some disadvantaged pupils need additional support to address barriers to progress and ensure their attitudes and behaviour are conducive to success.</p> <p>The Covid pandemic has resulted in an increase in the number of pupils displaying behaviour associated with anxiety and low self-esteem nationally. This is shown through observations as well as formal referrals when compared to previous years.</p>
4	<p>Literacy & Reading:</p> <p>Many disadvantaged pupils have weaker literacy skills than their peers– particularly reading – and all internal, national and international evidence shows that this impacts their progress across the whole curriculum and beyond</p> <p>Analysis of NGRT scores indicate that disadvantaged pupils on average make less progress than their non-disadvantaged peers</p>
6	<p>Parental Engagement: Some parents/carers need additional information, support and guidance to help their child to learn and make progress.</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
<p>Achievement: Consistent high-quality teaching with effective adaptive teaching ensuring high standards in every classroom for all pupils. Robust Quality assurance at all leadership levels.</p>	<p>GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils in line with non-disadvantaged. Disadvantaged pupils' attainment is improving in each year group with interventions showing impact.</p>
<p>Attendance: Strategies are embedded to improve Pupil Premium attendance and punctuality to narrow gaps between Pupil Premium and non-Pupil Premium.</p>	<p>Disadvantaged pupils' attendance is in line with the national average for all pupils. Attendance figures show that gaps between PP and non-PP pupils are diminishing.</p>
<p>Behaviour & Attitudes (SEMH Issues): For all pupils to demonstrate respectful behaviour and the values of the school. Classroom Cultures are embedded to promote and ensure positive attitudes and behaviour.</p> <p>To achieve and maintain improved wellbeing for all pupils, including those who are disadvantaged to improve attendance and progress in school.</p>	<p>Behaviour and attitudes of disadvantaged pupils is in line with other pupils or shows improving trends across all year groups. Reduced numbers of disadvantaged pupils being suspended and receiving sanctions for poor behaviour.</p> <p>Appropriate evidence of the impact of support and provisions provided for our PP pupils as necessary, including in house counselling; pastoral and academic interventions; referrals to outside agencies and use of A/P's. Pupil Surveys show improved pupil wellbeing. Wellbeing Award achieved.</p>
<p>Literacy & Reading: Improved levels of decoding, fluency and comprehension of reading.</p>	<p>Reading assessments demonstrate a higher proportion of pupils with reading ages in line with chronological age. The reading age gap between disadvantaged and non-disadvantaged pupils will be reduced.</p>
<p>Parental Engagement: Proactive and persistent parental engagement creates and maintains relationships assists in supporting parents and carers with their child's learning.</p>	<p>Parents/carers voice is positive about the school. Attendance and engagement of parents/carers of disadvantaged pupils is in line with other pupils.</p>

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.



Whole school teaching and learning and quality of education

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £347,569

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritisation of quality staff through CPD	<p>Teachers make a difference. No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children's learning and to their ultimate success in school. As Rauch and Coe explain, it is 'arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning'. What's more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537030/160712_-_PD_standard.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712_-_PD_Expert_Group_Guidance.pdf</p>	1, 2, 3, 4, 6
Marking & Feedback	<p>Metacognition and Self-Regulation EEF Toolkit +7 Months</p> <p>Marking and Feedback EEF Toolkit +6 Months</p>	1, 3, 4, 6
Geography & Science Ark Mastery Curriculum	<p>Mastery learning EEF toolkit + 5 months</p>	1, 3, 4, 6
Whole School Literacy	<p>Reading Comprehension EEF Toolkit +6 Months</p> <p>EEF Guidance report Improving Literacy in Secondary Schools</p>	1, 3, 4, 6
Online reading diagnostic tests (NRGTs) GL Assessment YARC Reading Assessment	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>The current data from KS2 is limited in depth and detail to be used effectively to gauge student skill level. The data provided by the NGRTs has layers of diagnostic detail and creates reliable reading ages for staff to work with.</p>	1, 4, 5, 6



	EEF Teaching & Learning Toolkit. Reading comprehension strategies (+ 6 months) (educationendowmentfoundation.org.uk)	
Language Screener	<p>All Year 7 pupils will undertake the language screener, the data this produces will be linked with SAT's, CAT's and RA data to identify pupil requiring further interventions</p> <p>Language Screen draws upon decades of research into early language development led by Professor Charles Hulme at the University of Oxford. A study published in <i>Language, Speech and Hearing Services in Schools</i> reports the development and standardization of LanguageScreen.</p> <ul style="list-style-type: none"> • Approximately 350,000 children were included in the standardisation of the assessment. • LanguageScreen was shown to give the best estimate of a child's language level with good-to-excellent reliability. • LanguageScreen correlates well with much longer, well-standardised tests of language ability. 	
Extension of the Day: Period 6	<p>Before and after school programmes with a clear structure, a strong link to the curriculum and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in.</p> <p>Most of the evidence relates to literacy and mathematics with similar effects on both subjects. Extending school time EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 6



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

Budgeted cost: £56,581

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor Time Reading & Reading Intervention	EEF, Toolkit– Improving Literacy (+6 months)	1, 3, 4, 6
Professional Development for Staff – That Reading Thing Reading Plus	<p><i>Reading Comprehension</i> <i>EEF Toolkit +6 Months</i></p> <p><i>Teaching Assistant Interventions</i> <i>EEF toolkit +4 months</i></p> <p><i>Social and Emotional Learning</i> <i>EEF toolkit +4 months</i></p>	1, 3, 4, 6
Reading – That Reading Thing Reading Plus	EEF Teaching & Learning Toolkit. Reading comprehension strategies (+ 6 months) (educationendowmentfoundation.org.uk)	1, 3, 4, 6
Tutor Trust Interventions Axiom Maths Circles	<p>EEF evidence suggests small group tuition can have a positive impact.</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.</p> <p>EEF Teaching & Learning Toolkit. Small group tuition (+ 4 months) (educationendowmentfoundation.org.uk)</p> <p><i>Children who received tutoring from Tutor Trust made three months’ additional progress compared to children in control schools.- Tutor Trust</i></p> <p><i>The deployment for tutoring intervention is in place for the 2025_26 academic year.</i></p>	1, 3, 4, 6



Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance	<p>Research from Education Endowment Foundation (EEF) indicates that each additional week of school attended can lead to improved academic outcomes. For instance, pupils with higher attendance rates typically achieve better.</p> <p>A study by the National Children's Bureau found that pupils who attend school regularly have better relationships with peers and higher levels of self-esteem.</p> <p>The EEF has reported that pupils with poor attendance are more likely to become disengaged and disinterested in their education. Targeted interventions to improve attendance, especially for those pupils who are disadvantaged, can help reengage these pupils and motivate them to participate actively in their learning.</p>	1, 2, 3, 4, 5, 6
Rewards	Government published report on impact of praise on behaviour in schools. Department for Education (publishing.service.gov.uk)	1, 2, 3, 4, 5, 6
Mental Health & Wellbeing support	The Educational Endowment Foundation (EEF) found that social and emotional interventions can lead to an average improvement of four months' progress in academic outcomes. When pupils feel secure and supported emotionally, they are more likely to focus on learning and perform better in their studies. The EEF reported that social and emotional learning programs improve pupils' behaviour leading to fewer disruptions in the classroom. This not only benefits the individual pupils but also creates a more conducive learning environment for all.	1, 2, 3, 5, 6
Bespoke small group and 1:1 intervention	EEF Teaching & Learning Toolkit. Small group tuition (+ 4 months)	1, 2, 3, 4, 5, 6
Daily Breakfast Club	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk) Government published report on the impact of breakfast clubs on pupils in school with high instances of deprivation. Breakfast clubs in high-deprivation schools - GOV.UK (www.gov.uk)	1, 2, 3, 4, 5, 6
Enrichment Opportunities	<p>Reddish Vale High School offers many enrichment opportunities that can increase confidence and student aspirations. This includes financial assistance with trips and visits. Gill Main, University of Leeds, 2018 shows children who were in a low-income household were: 6.7 times more likely to have pretended to their friends that they did not want to do something that cost money 4.4 times more likely to miss out on social activities.</p> <p>EEF Toolkit – Arts Participation (+3 months) EEF Toolkit – Physical Activity (+1 months)</p>	1, 2, 3, 4, 5, 6



<p>CEIAG carefully structured careers provision and programme</p>	<p>Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.</p> <p>Quality First careers Provision for PP pupils - Career Guidance Education Gatsby</p> <p>https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</p>	<p>1, 2, 3, 5, 6</p>
<p>Scholar's Programme + and Make your Mark Programme</p>	<p>Year 10 Scholars Programme graduates were also statistically significantly more likely to apply to, receive offers from and to progress to highly-selective universities than their peers who did not take part in the programme. 38% of pupils Nationally who completed The Scholars Programme in Year 10 progressed to a highly-selective university.</p> <p>For the fifth year running, pupils who completed The Scholars Programme are statistically significantly more likely to apply to, receive an offer from and progress to a highly-selective university than pupils from similar backgrounds.</p> <p><i>The Scholars Programme – Independent Impact Evaluation Update</i></p>	<p>1, 2, 3, 5, 6</p>
<p>Extracurricular Activities</p>	<p>Research shows a positive correlation between participation in extracurricular activities and academic performance. A study by the Education Endowment Foundation (EEF) found that pupils involved in sports, clubs and other activities often demonstrate better time management and organisational skills which can enhance their academic outcomes.</p> <p>According to a study by the National Foundation for Educational Research (NFER) pupils who participate in their activities report improved relationships with peers and a stronger sense of belonging in school.</p> <p>A study published in the Journal of Adolescent Research found that participation in such activities positively impacts on pupils' self-concept and self-worth leading to greater confidence.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Department Bidding Process</p>	<p>To ensure that departments are running more personalised interventions, £30,000 is available for staff to bid for specific projects that link to wider strategies and targeted academic support. (Same pot as wider strategies bids)</p>	<p>1, 2, 3, 4, 5, 6</p>



Part B:

Review of outcomes in the previous academic year

Outcomes for Disadvantaged pupils

RVHS serves the wards of Reddish North, Reddish South, Brinnington, Reddish Green and Lancashire Hill. The key indicators of deprivation include high levels of long-term unemployment; high levels of the population claiming out of work benefits; higher proportions of children living in low-income homes (Stockport Council, 2025). Some of the wards RHVS serves, ranks within the lowest 2% nationally, with Brinnington the 21st (out of over 33,000) most deprived neighbourhood in the country (IDACi, 2025). Pupil base deprivation (IDSR, February 2025) - well above average.

Throughout 2024-25, there has been a focus on 'Disadvantaged First' in all aspects of teaching, learning and leadership. The teaching, learning and CPD programme focused on quality first teaching with a Disadvantaged First approach. Therefore, pupils in all years have benefited from deliberate practice for cold calling, engaging the many and other classroom routines.

Ofsted May 2025 stated - 'The school, the trust and the local governing body have worked swiftly and determinedly to improve the quality of education that pupils receive. Leaders are taking the right actions, in the right order and at the right pace.'

At Reddish Vale a structured CPD programme for improving the quality of teaching in 2024-5, has been delivered through a repeated and deliberate practice approach. Here, staff have rated each CPD as at least 3.3 out of 4.

Staff voice

"The reading session was excellent as it gave me loads to think about, would really appreciate more sessions".

"Maintain the interactive nature of session".

"Today's training was very effective and purposeful".

"The CPD is good and an improvement on CPD in previous years"

"The course is excellent as the teacher's guidance literally guides you through each stage of the lesson".

The 2024/25 GCSE examinations results saw Attainment 8 gap between disadvantaged and non-disadvantaged narrow from -1.22 in 2024 to -0.9 in 2025 in the first year of the new Pupil Premium Strategy (2024-2027). The Attainment 8 score was 32.3, remaining broadly consistent with outcomes in previous years (34.5 in 2024 and 33.1 in 2023). The non-disadvantaged group achieved an Attainment 8 score of 4.10.

- In 12 subjects, PP pupils performed better in 2025 at 4+/P than they did in 2024
- In 9 subjects, PP pupils performed better in 2025 at 5+/M than they did in 2024
- In 10 subjects PP performed better than NA's at 4+/P
- In 6 subjects PP performed better than NA's at 5+/M
- In 10 subjects SEND performed better than NA's at 4+/P
- In 5 subjects SEND performed better than NA's at 5+/M
- In 11 subjects, SEND pupils performed better in 2025 at 4+/P than they did in 2024



- In 8 subjects, SEND pupils performed better in 2025 at 5+/M than they did in 2024

EBacc entry in 2023 was 19%, this increased to 42% in 2024

The gap between disadvantaged and non-disadvantaged pupils in the percentage of 4+ and 5+ in English and Maths, has narrowed from 2024 to 2025. There is a 13.7% reduction in the gap of 4+ in English and Maths for disadvantaged and non-disadvantaged pupils. There is a 8.7% reduction in the gap of 5+ in English and Maths.

There was an increase in the percentage of disadvantaged pupils who achieved 5+ in English and Maths compared to internal data drop 2 from 16.9% to 18.3%. Similarly, there was an increase in percentage of pupils who achieved 7+ in English and Maths compared to internal data drop 2 from 1.4% to 2.8%.

Nevertheless, the attainment of the pupil premium pupils is still a priority.

Attendance, led by a Deputy Headteacher, remains a whole school priority. Pupil premium pupils are a key group within this whole school priority. In 2024-25, there was a dip in attendance (due to a critical incident out of the school's control) resulting in PP attendance of 81.1%. The gap between disadvantaged and non-disadvantaged pupils was 9.8% compared to 8.8% the previous year. However, improvements were seen in the year 7 cohort. Here, the gap between disadvantaged and non-disadvantaged in 2024-25 reduced compared to the 2023-24 year 7 cohort. An extensive range of attendance interventions have been put in place at all levels from Form Tutor, Head of Year to SLT including the appointment of a new Family Liaison Officer. As part of the attendance strategy, there is also an extensive rewards system. Leadership places significant emphasis on raising the attendance of all pupils and in particular, our disadvantaged pupils. Forensic analysis on pupil attendance data has allowed leadership to further detail female pupil premium pupils as a discrete group of focus for the school.

Reading data shows significant gaps in reading on entry to RVHS. However, there has been an impact following intervention for pupil premium pupils (below SAS) through Boosting Reading, Inference Training and Reading Plus. 59% of pupils in Year 7, 88% of Year 8 pupils and 46% of Year 9 pupils improved their SAS with an average SAS gain of 3.5 months above the progress you would have expected them to make in that time period.

PP Pupil Voice

"The reading session was excellent as it gave me loads to think about,"

Since March 2025, when in school Counselling referrals began, there have been 119 referrals of which 65 were pupil premium pupils. Following assessment, 70% of the pupils receiving scheduled counselling sessions were pupil premium. Stockport Mental Health Support Team also provides support with a member of staff present in school each Wednesday who can support up to four pupils each term.



Counselling outcome data so far:

	Current number of pupils received counselling	Completed	Incomplete	SDQ score Decreased	SDQ score Stayed the Same	SDQ score Increased
Pupils	27	17	10	15 (88.2%)	1 (5.9%)	1 (5.9%)
PP Pupils	17	10	7	8 (80%)	1 (10%)	1 (10%)

PP Pupil Voice

“Counselling has helped me open up about things that I would usually keep quiet about, so it has been extremely helpful to start the healing process.”

“Counselling has helped my anxiety massively, I don’t know where I’d be now if I didn’t get counselling, I would still be stressing for no reason not knowing what to do about it, where now I know what to do and how to cope.”

“Counselling has helped me a lot. Talking in counselling has helped me realise what I need to focus on in my life, what is holding me back and what I need to let go off to succeed and move forward.”

Parental Engagement has seen an improving attendance trend at the Parent Forums during 2024-25 and parent voice following Parents Evenings in 2024-25, showed that 88% of parents would recommend the school to another parent.

The data highlights that whilst PP pupils are being identified and held to consistent behaviour standards, ensuring equity in expectations across the school. PP pupils make up a minority (27%) of permanent exclusions. Cases suggesting that while disadvantaged pupils are more likely to face short-term sanctions, they are not disproportionately represented in the most severe. This points to effective escalation management, but also highlights the importance of early intervention for PP pupils in lower year groups to prevent further exclusions.

Through a strategic and structured careers programme, pupil premium pupils have had additional support and direction. Here, of the year 11 pupil premium cohort, 44% have had local authority careers advise additional to the school careers advise. All pupil premium pupils in year 11 engaged in both career fairs and mock interview events with external partners. All pupil premium pupils in year 10 and 11 engaged in apprenticeships information sessions, delivered by Ask Apprenticeships.

March 2024 saw 85% of our PP pupils (year 10) engage in a week-long work experience placement. Similarly, 50% of the year 10 pupil premium cohort engaged in the GMH Summer School University programme. 85% of our year 10 pupil premium pupils had their first 1-2-1 careers guidance appointment in year 10. This is a shift in previous years. They will receive at least one more follow up appointment in year 11 with 57% of these year 10 PP pupils participating in at least one college taster day.

Through information gathered from internal applications audit, parental follow up phone calls, and college enrolment information, 96% of our PP year 11 2024 cohort were projected to start college/apprenticeships.

73.6% of KS4 PP pupils interacted with further education establishments, including colleges and universities. All of our KS3 PP pupils have engaged in employer encounters through Stockport Council



post-16 insight resources and completing an All About Law careers assembly delivered by Pannone Law.

In 2024-25, there were 31 Year 11 Prefects of which there were 8 pupil premium pupils, 6 pupils with SEN and 1 double disadvantaged pupil. In the summer term of 2024-25, there were 43 year 10 pupils appointed as Prefects for 2025-26. Of which, 10 are pupil premium pupils, 4 are SEND pupils with 2 double disadvantaged pupils. Two senior prefects are also Pupil Premium. The School Council in 2024-25 consisted of 11 pupils (two from each year plus a Trust Ambassador) and there were 4 pupil premium pupils in 2024-25 on the council. In 2025-26, the School Council has increased to 26 pupils and 12 pupils are pupil premium; representing a similar profile to whole school. There are 23 pupil premium pupils who have been appointed Form Representatives across 36 Tutor Groups in Years 7-10.

In 2024-25, there were 242 pupil premium pupils who attended at least one school trip. Pupil participation in extra-curricular activities is awarded on Class Charts to reward pupils. 524 pupils in Year 7-10 have attended extra-curricular activities of which 209 were Pupil Premium pupils.

The significance of a nutritious meal at the beginning of the day has seen 637 pupils access the Breakfast Club (at least once in the academic year). 251 of these pupils are pupil premium pupils. 86 pupils were pupil premium and SEND.

There are ongoing efforts to ensure those who do not attend have clubs available which appeal to them and encourage attendance.