

Pupil premium strategy statement – Neston 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	1722
Proportion (%) of pupil premium eligible pupils	19%
Academic year that our current pupil premium strategy covers	24-27
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	K Cunningham Headteacher
Pupil premium lead	J Vosseveld, Deputy Headteacher
Governor / Trustee lead	Colin Randerson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£361,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£361,000

Part A: Pupil premium strategy plan

Statement of intent

Our objective for disadvantaged pupils

At Neston, our determination to reduce the attainment gap and improve the life chances of our disadvantaged students, including those eligible for Pupil Premium (PP), is rooted in a vision of a fully inclusive school where every child feels they are known, supported to succeed, and empowered to flourish both academically and personally.

We recognise that the challenges faced by PP students are complex and multifaceted. Therefore, our strategy is informed by Education Endowment Foundation (EEF) evidence and DfE guidance, ensuring that interventions are high-impact, cost-effective, and context-specific. At the heart of our approach is a culture that prioritises inclusion and equity, creating an environment where all students are known, valued, and supported.

Our key principles are to:

- **Know and Understand:** Identify who our PP students are and understand the barriers they face—academic, social, and emotional—so we can remove or mitigate them.
- **Nurture and Support:** Promote personal and academic development through a wide range of **evidence-informed strategies**, including high-quality teaching, targeted academic support, and wider enrichment opportunities.
- **Inspire and Empower:** Encourage aspiration and resilience, enabling students to grow in dignity, respect, wisdom, and knowledge, and to achieve outcomes comparable to their non-PP peers.

This will be achieved through:

- **High-Quality Teaching:** Ensure that teaching is consistently excellent, as EEF research identifies this as the most effective lever for improving outcomes for disadvantaged students.
- **Targeted Support:** Provide structured interventions based on diagnostic assessment, ensuring that support is precise and impactful.
- **Wider Strategies:** Address non-academic barriers such as attendance, wellbeing, and engagement, fostering a sense of connection and participation in the life of the school.

Local needs include:

1. Persistent Absence and Attendance Challenges
2. Deprivation and Economic Disadvantage
3. Special Educational Needs and Disabilities (SEND)
4. Mental Health and Wellbeing
5. Access to Enrichment and Cultural Capital
6. Attainment Gaps
7. Family history of reduced engagement in school
8. No family history of tertiary education and with this a lack of aspiration towards attending leading universities

We subscribe to DfE guidance that states: 'Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following areas focusing on teaching quality, targeted academic support and wider strategies such as attendance, behaviour and social and emotional support and access to enrichment activities.'

Neston High School serves a very polarised area. Our catchment covers a wide spectrum of deprivation. We serve some of the most deprived areas (when compared against national data) and some of the most affluent areas in the Wirral and Cheshire area. With this in mind we analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues. The polarised nature of our cohort means that we cannot assume anything and are not always dealing with obvious or common local barriers. Therefore, a significant proportion of our work centres around monitoring the progress of our cohort and our ability to act quickly and address emerging needs. We recognise that our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our brightest and most talented students form part of our Pupil Premium Cohort. We have increased our capacity to identify and react on a daily basis. Our staffing is a key area of our intervention strategy. Identified staff are tasked with identifying barriers and reviewing progress through our data check points and supplementing with anecdotal observations. We rely heavily on our form tutors, Heads of Year, Pastoral Learning mentors and Assistant Headteachers to identify emerging needs and deliver interventions.

At the heart of everything we do is quality first teaching and learning. We do not want our interventions to be required to make up for anything less than quality teaching and learning. Therefore, a significant amount of our budget is aimed at improving the

quality of our teaching and learning. We also invest heavily in our recruitment and retention as well as supporting early career teachers. By continuing our relentless drive to maintain and improve the quality of teaching and learning we expect to further improve the outcomes of all the students at Neston this will be demonstrated through our 'headline' figures. We aim to identify skills gaps and address them as early as possible. Therefore, during the academic year we will increase, even more, our provision and interventions (when needed) at Key Stage 3.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance rates sometimes linked with behavioural issues compared to non-disadvantaged peers.
2	Literacy and numeracy levels on entry, and oracy skills caused by gaps in learning.
3	Literacy skills (in all years) caused by gaps in learning.
4	Lack of parental engagement with school life compared to non-disadvantaged peers.
5	A lack of aspiration of disadvantaged students at the key transitions into KS4 and KS5 compared to non-disadvantaged peers.
6	As a result of all the above, lower academic progress and attainment compared to that of their non-disadvantaged peers.

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
Improvement in attendance rates and a reduction in behavioural issues of disadvantaged pupils.	Attendance rates of disadvantaged pupils to be in line with national non-disadvantaged students.

<p>Addressed literacy and numeracy levels on entry, caused by gaps in learning.</p>	<p>Phonological awareness improves through targeted intervention for students with reading ages of eight years and below to be in line with their peers.</p> <p>Reading ages of disadvantaged students improve and develop above or in line with chronological age.</p> <p>Percentage of disadvantaged students achieving EM 4+ and 5+ in line with national non-disadvantaged students.</p>
<p>Improved literacy skills (in all years) caused by gaps in learning.</p>	<p>Command words along with Tier 2 & 3 vocabulary is explicitly taught to ensure students can access the curriculum at all key stages leading to positive outcomes across all subjects.</p> <p>Reading ages of disadvantaged students improve and develop above or in line with chronological age enabling all students to access and understand reading material.</p>
<p>Improved parental engagement with school life compared to non-disadvantaged peers.</p>	<p>Increased attendance at parents' evenings by disadvantaged students.</p> <p>All parents of disadvantaged students contacted to provide student progress update.</p>
<p>Improved destinations for disadvantaged students including no NEET students</p> <p>Increased number of disadvantaged students accessing EBACC subjects.</p> <p>An increase in the % of disadvantaged students continuing to access education at Neston High school to study at KS5.</p>	<p>0% NEET</p> <p>Increase in disadvantaged students accessing EBacc offer</p> <p>Year on year increase in the number of disadvantaged students continuing KS5 study at Neston High school</p>
<p>KS4 progress and attainment gap between disadvantaged and non-disadvantaged gap narrows and % of students achieving</p>	<p>Attainment 8 – at least in line with National value for disadvantaged students 34.9.</p>

Grade 5+ and 4+ in English and Maths is comparable to national measures.	<p>Progress 8 - at least in line with National value for disadvantaged students -0.57.</p> <p>English and Maths Grade 5+ at least in line with National value for disadvantaged students 25.6%.</p> <p>English and Maths Grade 4+ at least in line with National value for disadvantaged students 43.5%.</p>
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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: £59k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vision for disadvantaged students shared with all stakeholders	<p>Addressing Educational Disadvantage – ‘it is vital that all staff understand: the issues being addressed; how school is addressing them; evidence to support the approach; their role within it; what success looks like’</p> <p>NFER - Whole school ethos for attainment for all high-quality teaching</p>	1,2,3,4,5,6
Data meetings will be held with all CL’s with a focus on disadvantaged students and identify actions	Addressing Educational Disadvantage - ‘Adopt a culture of early intervention’	1,2
PP lead to highlight specific intervention for disadvantaged students	Addressing Educational Disadvantage – ‘Assessment, not assumption, should inform our strategy to address disadvantage’	1,2

	'we need to be experts in our pupils, not experts in labels'	
Focus on quality first teaching through professional learning`	Addressing Educational Disadvantage – 'Effective teaching is the best level for improving school and pupil outcomes' 'training opportunities and high quality CPD are often powerful lures for teachers looking not only to hone their skills, but to make a real difference to the life chances of all pupils'	1,2,6
CPD sessions to focus on research and pedagogy Working party for disadvantaged to look at specific research and pedagogy for disadvantaged and trial strategies within departments	Addressing Educational Disadvantage – 'research can inform our decision making when planning our strategies for educational disadvantage'	1,2,6
Commitment in staff CPD with a focus on 'Literacy Across the Curriculum', including use of disciplinary literacy strategies in the classroom, vocabulary and oracy.	EEF Research Reference Reading comprehension strategies +6 Oral Language Interventions +6	2,6
Professional development of staff including access to courses, subject experts, etc.	NFER Clear, responsive leadership	1,2,3,4,5,6
Curriculum development with a focus on the knowledge rich curriculum and teaching to the top to raise aspirations, including increased training time spent in subject areas.	EEF Research Reference Mastery learning +5	1,4,6
Staff visits to other schools to observe best practice, the dissemination of this	NFER Clear, responsive leadership	1,2,3,4,5,6

to relevant staff. Impact discussed.		
Additional training session – disadvantaged local context (What does disadvantaged mean to Neston?)	Addressing Educational Disadvantage – ‘Teachers who work in inclusive schools have to be well-trained in both special needs diagnosis and research-led pedagogy’	1,2,3,4,5,6
LAC and Young Carer training for NQTs and new staff	Identification Practice of Young Carers in England - ‘they recommended that young carer awareness and identification was built into induction for new staff and there was a named young carer lead who would act as key contact’	1,2,3,4,5,6
Student Voice for disadvantaged students – learning discussions to take place regularly in lessons	EEF Teaching and Learning Toolkit + 8 months Addressing Educational Disadvantage – ‘Meaningful assessment is part of great teaching, 2 7 including helping to identify gaps in learning’	2
Whole school focus on reading	EEF Teaching and Learning Toolkit +6 months Closing the reading gap – ‘most things teachers do are important but teaching reading is essential’ ‘we must remember that for one in four pupils ‘below expected’ reading skill in year 7, such development of subject expertise will be inevitably stunted’	6

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

Budgeted cost: £ 77k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 7 literacy screening and subsequent specialist, targeted intervention as	EEF Teaching and Learning Toolkit + 6 months Closing the reading gap	6

well as wider whole cohort intervention		
Intensive phonics intervention programme	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – ‘adopt evidence based small group reading interventions to address specific 6 8 issues with word recognition and or language comprehension’	6
Guided reading programme: KS2 sig below 100 – withdrawal for intensive support	EEF Teaching and Learning Toolkit + 6 months Closing the reading gap – ‘reading, offers a great deal of pleasure, while simultaneously offering us a vital tool to learn’	6
Specialist English LSA to support with reading intervention programmes and EAL	EEF Teaching and Learning Toolkit + 6 months Closing the reading gap	6
Targeted pupils in KS3 provided with additional literacy	EEF Teaching and Learning Toolkit + 6 months Addressing Educational Disadvantage – Every moment in school needs to be a language development and comprehension moment. The presumption of language can leave pupils isolated in the classroom. Language is key to success in accessing the curriculum’	6
Small group intervention programme with numeracy specialist for students identified as requiring additional support	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – ‘There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning’	6
LAC students will receive 1-1 or small group additional tuition for maths where gaps are identified	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – ‘There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning’	1,2
Support and tuition for vulnerable students with specific SEMH challenges	EEF Teaching and Learning Toolkit +5 months To build capacity within the organisation to work closely with students who have SEMH needs. This appointment will have a particular focus on the relationship between home and school	4,5,6

Support departments with the purchase of online resources and equipment to aid departments with recovery	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – In particular, developments in ICT resources have allowed more pupils than ever to overcome difficulties and make greater progress than ever to overcome difficulties.’ ‘These cutting-edge resources can benefit all pupils at different points in their education’	2
Learning Support Assistants will be given a specific role for targeting PP students within lessons.	EEF Teaching and Learning Toolkit + 1 month	1.6.7
Careers Advisor to offer enhanced 1 to 1 meetings £13k	Appointment of both a Careers Advisor and Apprentice Careers Advisor to offer enhanced 1 to 1 meetings as well as regular drop in sessions for all student.	3
HOY will identify key groups of students and highlight where intervention is needed – PP, LAC, SEND, FSM	British psychological report 2017 Behaviour Change: School attendance, exclusion and persistent absence – ‘the 4 categories identified by the British Psychological Society are addressed: Mental Health; Physical Health; Attitudinal/systemic; School behaviour related’	1,2,3,4,5,6
Targeted, in-house after school intervention sessions across the curriculum to address gaps and misconceptions	EEF Research Reference Individualised instruction +4 One to one tuition +5 Oral language interventions +6 Small group tuition +4 NFER Clear, responsive leadership Meeting individual needs	1,3,4,6

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

Budgeted cost: £ 225k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged champion on SLT	Addressing Educational Disadvantage – ‘The most effective schools create capacity and provide the expertise and	1,2,3,4,5,6

	support for teachers and other staff to better meet the needs of their disadvantaged students'	
Student Voice	Addressing Educational Disadvantage – 'Ensure that the social, emotional and mental health of pupils is prioritised'	1,2,3,4,5,6
HOY will track behaviour for learning and highlight disadvantaged students for support	Addressing Educational Disadvantage – we shift the culture away from one of perceived barriers and obstacles to a genuine 'can do' mentality where anything is possible'	1,2,3,4,5,6
PLM trained in SEMH to Addressing Educational Disadvantage – 'Ensure that the work with vulnerable students	Addressing Educational Disadvantage – 'Ensure that the social, emotional and mental health of pupils is prioritised'	1,2,3,4,5,6
Disadvantaged students will be supported in ensuring they have opportunities to increase cultural capital including DoE	Addressing Educational Disadvantage – 'ensure that disadvantaged pupils experience the same formal and informal curriculum opportunities as their peers where possible'	2, 4, 6
Named staff will form a working group to support Young Carers in school	Children's Society – Young carers miss on average 48 school days due to their caring role' 'Young carers are more likely to perform at one grade lower than other students'	1,2,3,4,5,6
Half termly meeting for Young Carers in each year group	Children's Society – Young carers miss on average 48 school days due to their caring role' 'Young carers are more likely to perform at one grade lower than other students'	1,2,3,4,5,6
Annual University Trips for PP and Young Carers	Addressing Educational Disadvantage – 'Ensure that the social, emotional and mental health of pupils is prioritised'	1,2,3,4,5,6
Non-Teaching member of staff with focus on PP attendance. To set high expectations. Increase parental contact. (PLM)	Both targeted interventions and universal approaches have positive overall effects (4 months). Track and act fast to close any emerging differences in the attendance of PP students when compared with non-PP students. Non-Teaching Heads of Year will make initial contact. Review of data tracked and actions put in place. Specific intensive	1,2,3,4,5,6

	intervention where attendance fall below 94%	
HOY will identify key groups of students and highlight where intervention for behaviour and attendance is needed – PP, LAC, SEND, FSM	British psychological report 2017 Behaviour Change: School attendance, exclusion and persistent absence – ‘the 4 categories identified by the British Psychological Society are addressed: Mental Health; Physical Health; Attitudinal/systemic; School behaviour related’	1,2,3,4,5,6
HOY /SLT will track behaviour for learning and highlight disadvantaged students for support	Addressing Educational Disadvantage – we shift the culture away from one of perceived barriers and obstacles to a genuine ‘can do’ mentality where anything is possible’	1,2,3,4,5,6
Tracking of parents’ evening attendance and engagement with those who have failed to attend and engage by HOYs/SLT	EEF Research Reference Parental engagement +4	5
Increased access to arts initiatives.	EEF Research Reference Arts participation +3	4
1:1 SEMH sessions	Addressing Educational Disadvantage – ‘Ensure that the social, emotional and mental health of pupils is prioritised’	1,2,3,,4,5,6
Purchase of laptops to loan who do not have own devices to work on at home	EEF Teaching and Learning Toolkit + 4 months Addressing Educational Disadvantage – In particular, developments in ICT resources have allowed more pupils than ever to overcome difficulties and make greater progress than ever to overcome difficulties.’ ‘These cutting edge resources can benefit all pupils at different points in their education’	1,2,3,4,5,6
Half termly meeting for Young Carers in each year group	Children’s Society – Young carers miss on average 48 school days due to their caring role’ ‘Young carers are more likely to perform at one grade lower than other students’	1,2,3,4,5,6

Total budgeted cost: £ 360k

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We aim for the activities outlined in our PP strategy—alongside our commitment to timely learning interventions, high-quality teaching, and ongoing staff professional development—to positively influence the progress and attainment of our PP students. Ultimately, this will help close the gap between them and their non-PP peers in external examinations.

Quality First Teaching

Our commitment to Quality First Teaching demonstrates that we know the strongest teaching must reach the pupils who need it most, particularly those eligible for the Pupil Premium. High quality classroom practice is vital for closing gaps in learning, building confidence and ensuring disadvantaged pupils make sustained progress. We have built on the foundations established through our work with the SSAT Embedding Formative Assessment programme, which helped us develop a consistent culture of responsive teaching, effective questioning and purposeful feedback to identify and close learning gaps. To deepen and sustain this work we are now using Steplab to provide a precise evidence-informed framework for improving teaching practice. Steplab enables leaders and teachers to identify specific, high-impact teaching steps, practise them deliberately, and monitor progress over time. This approach ensures that professional development remains ongoing, tightly focused on what happens in the classroom, and directly supports improved outcomes for Pupil Premium students.

Teaching and Learning

Building on insights from last year's internal QA processes and staff working group, we have identified eight priority strategies informed by leading research in cognitive science from authorities such as (EEF, Teach like a Champion, Ambition Institute and Tom Sherrington). These strategies focus on adaptive teaching, ensuring lessons meet the needs of all learners while maintaining high expectations. Key approaches include explicit instruction, retrieval practice, scaffolding, modelling, and metacognitive development to promote independence and resilience. Professional development will embed these practices across departments, creating a shared language and consistent classroom routines. Our aim is to close attainment gaps by delivering a curriculum that is accessible, challenging, and knowledge-rich for every student.

Impact on Disadvantaged Students

Below is a discussion of how each of the eight recommended strategies support disadvantaged learners, including those with SEND and those facing barriers to learning. Disadvantaged students will be exposed to these recommended strategies daily here at Neston High School.

Strong Start

- Provides clarity and predictability, reducing anxiety.
- Maximises learning time and minimises disruption.
- Signals high expectations for all learners.

Routines for Silence

- Reduces sensory overload and distractions.
- Creates calm, structured transitions for consistency.
- Supports focus and self-regulation.

Cold Calling

- Ensures inclusive participation for all students.
- Builds confidence and normalises mistakes.
- Improves engagement and retrieval practice.

Student Response to Feedback

- Develops resilience and growth mindset.
- Provides structured routines for actionable feedback.
- Supports literacy challenges through scaffolds.

Modelling Extended Writing

- Reduces cognitive load by breaking tasks into steps.
- Makes expectations explicit for unfamiliar learners.
- Builds confidence and independence over time.

Mini Whiteboards

- Offers low-stakes participation to reduce anxiety.
- Provides immediate feedback to prevent misconceptions.
- Supports visual learning for literacy difficulties.

Hinge Questions

- Identifies misconceptions early to prevent gaps.
- Structured format reduces cognitive load.
- Promotes accountability and engagement.

Live Marking

- Provides personalised, timely support.
- Builds confidence through instant clarification.
- Strengthens teacher-pupil dialogue and trust.

Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	1502	93.0%	92.3%	Close to average	Relative improvement	-
2023/24	1519	91.6%	91.1%	Close to average	Relative improvement	-
2022/23	1527	91.3%	91.0%	Close to average	Relative improvement	-

With the recent implementation of a whole-school attendance strategy, we are only in the early stages of analysing the impact. However, early stages are promising. Whole-school attendance showed an increase in 1.4% to 93.0% over academic year 2024/25 in comparison to the previous year. This meant that Neston High School outperformed the national average by 0.7%. SEND attendance improved by 2.1% and PP by 1.6% year-on-year, with SEND significantly outpacing national increases and performances.

The new strategy promotes early intervention, with graduated approaches emphasising the need for focus on Emotional Based School Non-Attendance (EBSN) plans and intervention as this is typically the most common reason for our disadvantaged pupils missing their education. During a recent inspection by the local authority, our processes were described as exemplary. In addition, regular messaging around school and to home, a development of an attendance and behaviour curriculum delivered as weekly online assemblies and more bespoke work for individuals has led to improvements in both Pupil Premium and SEND cohorts' attendance within the Disadvantaged banner.

Pupil Premium students are the priority cohort within our disadvantaged attendance strategy and future development. Future plans aim to strengthen support through mentoring programs linked to careers, enhanced early intervention strategies and additional PLM training on EBSN. The strategy will also be refined using the latest research to ensure continued improvement and sustainability in addressing attendance gaps among disadvantaged students. As of the end of half-term one, the average gap between PP and Non-PP for most years was 4.5%, which is a significant reduction from 5.7%.

Literacy

Disadvantaged students with a reading age of 8 years or below receive intensive phonics intervention. Disadvantaged students with a reading age of 11 years or below receive literacy intervention. These interventions are delivered by the school's literacy specialist and designed to close the gaps in learning, enabling students to access disciplinary literacy across all areas of the curriculum. Command words along with Tier 2 & 3 vocabulary is explicitly taught to ensure students can access examination papers at GCSE.

The appointment of a Literacy Specialist, who prioritises disadvantaged students, has enabled a targeted and consistent approach to literacy interventions. Tracking and analysis of reading data to identify needs and measure progress.

Monitoring ensures timely support and improved literacy outcomes across the school.

As we continue to embed literacy interventions the impact so far looks positive, of the fifty-four disadvantaged students in year 7, 35% of the disadvantaged students (all those who needed it) accessed literacy support.

In the first term their reading ages improved on average by 7 months. In addition, year 7 EHCP students have improved their reading ages by 5 months and SEN K by 8 months.

Year	Total Disad.	Disad. and SEN	EHCP	K	Total No. Disad. Accessing Literacy support	Disad. Average Months increase
7	54	9	3	6	28	7
8	66	16	4	12	28	24
9	54	13	10	3	10	1
10	58	14	5	9	7	14
11	71	18	8	10	4	13

National picture.

The disadvantage gap has widened post pandemic and remains near its highest levels in recent years. The Education Policy Institute (EPI) 2024 annual report found the attainment gaps for 11- and 16-year-olds to be the widest in over a decade, with only partial recovery since 2019.

Progress vs national comparators.

	2021-22	2022-23	2023-24	2024 – 25
Overall P8	0.17	0.18	+0.22	
P8 disadvantage	-0.46	-0.48	-0.30	No data available
National disadvantaged	-0.55	-0.57	-0.57	
Gap	0.09	0.09	0.27	
National Non disadvantaged	0.15	0.17	0.16	
Gap	-0.61	-0.64	-0.46	

Nationally in 2023/24 (the last year with published P8), disadvantaged pupils averaged around 0.57 Progress 8 versus +0.16 for non-disadvantaged, evidencing a substantial national gap.

In 2023/2024 Neston's PP students' progress was +0.27 higher than national PP. This validates that the strategies we prioritised were having a positive impact on student outcomes. Ultimately we aim to continue to narrow the gap between Neston PP vs national non-PP gap, the gap is currently 0.46.

In 2023/2024 the progress of PP students at Neston high school had improved from -0.48 to -0.3. This narrowed the gap between Neston's PP and Non-PP from -0.84 (2023) to -0.6 (2024) this was compared to a national gap of -0.73 in 2024.

We had anticipated that the positive trend would continue in 2025. However, with only attainment data available for 2025 we cannot substantiate this.

Neston's Year 11 (Summer 2025) cohort. This cohort experienced prolonged lockdowns in Y6–Y7, aligning with national evidence of sustained post pandemic disadvantage effects. The disadvantaged cohort increased from 41 to 68 with almost an even split of boys (35) and girls (33). Fourteen of the 68 students were also SEN students, three were looked after and seven previously looked after students.

Whilst improvement was seen in both overall progress and overall attainment in 2023 and 2024 there was a decrease in attainment in 2025. This remains for us a key area. A reduction in the gap in performance between disadvantaged students and non-disadvantaged students remains a key focus.

	Disadvantaged data			
Year	A8	National A8	P8	National P8
2023	35	35	-0.48	-0.57
2024	35.6	34.6	-0.3	-0.57
2025	32.4	34.9	----	

English & maths (grade 4+). In 2025 % Attainment at 4 plus for All pupils was close to national average with no significant trend change. The National gap for disadvantage students in English/maths at 4 plus was 44 and at Neston it was 32. This outcome was not significantly below national data.

Year	DA 4+ English and Maths %
2023	46.9
2024	43.9
2025	32.4

English & maths (grade 5+). In 2025 % Attainment at 5 plus for all pupils was close to national average with no significant trend change. The National gap for disadvantaged students in English/maths at

5 plus was 26 and at Neston it was 13.

Year	DA 5+ English and Maths %
2023	20
2024	24
2025	13

Attainment 8		22-23	23-24	24-25
Neston PP v National	Attainment 8 Neston's PP	35	35.6	32
	Attainment 8 National PP	35	34.6	34.9
	Gap	0	1	-2.5
Neston PP v Neston non-PP	Attainment 8 Neston's PP	35	35.6	32.4
	Attainment 8 Neston's non PP	49	46.7	46.7
	Gap	-14	-11.1	-14.3

5+ Including Eng+Math		22-23	23-24	24-25
Neston PP v National PP	5+ E + M Neston's PP	20%	24%	13%
	5+ E + M National PP	25%	26%	26%
	Gap	-5%	-2%	-13%

4+ Including Eng+Math		22-23	23-24	24-25
Neston PP v National PP	4+ E + M Neston's PP	47%	44%	32%
	4+ E + M National PP	43%	43%	44%
	Gap	4%	1%	-12%

Subject level strengths. Disadvantaged cohorts often outperform nationally in specific subjects. At Neston Computer Science, PE, Graphic Design, Combined Science, Photography reflect this pattern.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.