

Pupil premium strategy statement – Callerton Academy

2025-26

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	689
Proportion (%) of pupil premium eligible pupils	58.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Katie Innes, Principal
Pupil premium lead	Ciara Swain, Vice Principal
Pupil premium champions:	James Middlebrook, CL PE Jonathan Szunko, CL Performing Arts
Governor / Trustee lead	Cherri Blissett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£439,675
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£439,675

Part A: Pupil premium strategy plan

Statement of intent

At Callerton Academy, our intention is to ensure that all students, particularly those who experience social and economic disadvantage, have equitable access to success through a rigorous, academic and enriching curriculum that meets the needs of all learners. We believe that disadvantage should never limit aspiration, opportunity or achievement, and we are committed to removing barriers so that every student can thrive.

We recognise that the challenges faced by disadvantaged pupils are often complex and extend beyond those captured by the Pupil Premium measure alone. Through a deep understanding of our local context and the individual needs of our students and families, we seek to mitigate the impact of social disadvantage and ensure that support is precisely targeted, timely and effective.

The foundation of our Pupil Premium strategy is the belief that the greatest gains for disadvantaged pupils are made in the classroom. High-quality teaching, delivered through a well-planned, structured, broad and balanced curriculum, is central to our approach. Our curriculum is knowledge-rich and carefully sequenced, enabling students to build secure understanding over time, while maintaining high expectations of behaviour, effort and cognitive challenge for all.

Reading sits at the heart of our strategy, as we recognise its fundamental role in enabling access to the curriculum, supporting academic success and opening doors to the wider world. At Callerton Academy, we are developing a strong culture of reading that includes all students and supports those who are disadvantaged to become confident, fluent readers. We are investing in the development of an engaging library and reading provision that promotes enjoyment, builds vocabulary and comprehension, and fosters a lifelong love of reading.

Alongside high-quality teaching, we are committed to providing enriching experiences and extra-curricular opportunities that broaden horizons, build cultural capital and bring learning to life. Through carefully planned activities within the city and beyond, we aim to increase engagement, raise aspirations and ensure that all students, regardless of background, can access experiences that support personal development and future success.

We also recognise that attendance, behaviour and emotional wellbeing are critical foundations for learning. Our strategy therefore includes a strong focus on promoting high attendance, providing effective behavioural and emotional support, and working closely with families to remove barriers to engagement. Our approach to intervention is increasingly family-led, recognising the importance of strong partnerships in securing sustained impact.

As a new school, it is imperative that robust systems and expectations are embedded from the outset, particularly for our disadvantaged pupils. Our immediate priorities are to ensure consistently high standards in:

- Behaviour and conduct
- Attendance and punctuality
- Emotional health and wellbeing
- High-quality teaching and learning

Our strategy also acknowledges the close relationship between disadvantage and special educational needs, recognising that many pupils with SEND also experience social and economic disadvantage. As such, our approach supports both the narrowing of attainment gaps and the removal of barriers for pupils facing multiple risk factors.

All approaches adopted within our Pupil Premium strategy are evidence-informed and will be drawn from both national research and the shared expertise within our multi-academy trust. Professional development for staff is integral to this work, ensuring that evidence-based approaches are consistently translated into effective classroom practice. The impact of all strategies will be regularly evaluated using a range of evidence sources, including assessment outcomes, attendance and behaviour data, and student and family voice, allowing us to refine and adapt our provision as needed.

The key principles underpinning our Pupil Premium strategy are to:

- Identify barriers to learning as early as possible and implement targeted, appropriate support
- Maintain high expectations and deliver teaching that challenges, engages and raises aspirations
- Create and sustain a purposeful learning culture where disadvantage is not seen as a barrier to success
- Ensure that all staff, regardless of role, act as champions for our most disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading/Maths</p> <p>Knowledge gaps need to be addressed in all areas of the curriculum with a particular emphasis on Reading and Maths. In particular, students with SEND need to be provided with a wide-range of opportunities to succeed via the curriculum offer and with targeted intervention where necessary in reading and maths to improve outcomes.</p>
2	<p>Transition/Curriculum</p> <p>Students have joined our new school from a wide range of primary schools, with pupils entering in Year 11 from 42 different settings, Year 10 from 32, Years 9 and 8 from 23. This diverse intake brings a range of prior experiences and starting points, meaning that a robust and inclusive curriculum offer tailored to our pupils' needs must be embedded alongside consistent approaches to attendance, engagement and learning behaviours as part of a positive and successful new beginning.</p>
3	<p>Well-being/Mental Health</p> <p>Some disadvantaged pupils experience social anxiety or lower confidence and have had fewer opportunities to develop effective learning strategies, which can impact their ability to make progress at the same rate as their peers without targeted support.</p>
4	<p>Cultural Capital</p> <p>Some disadvantaged pupils have had fewer opportunities to develop cultural capital and wider-world understanding that support success across the curriculum and beyond school.</p>
5	<p>Attendance</p> <p>Lower levels of confidence, social communication and oracy skills in some disadvantaged pupils can contribute to reduced engagement with learning and lower attendance without appropriate support.</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
Improved reading ages and maths data for disadvantaged pupils between year 7 and year 9.	<ul style="list-style-type: none"> • Progress in English and mathematics since baseline assessments, particularly for those pupils with SEND • Improvement in reading age scores, particularly for those pupils with SEND

	<ul style="list-style-type: none"> • Student confidence in engagement with learning seen in lessons increased, measured through Learning Behaviours on data collections and through book scrutiny and student voice collected in monitoring and evaluation cycles. • Students will be well prepared for KS4 examinations in all subjects, but particularly English and Maths.
To achieve and sustain improved attendance rate of all pupils, but in particular those disadvantaged pupils.	<ul style="list-style-type: none"> • Increased attendance of disadvantaged pupils • Attendance data for pupils in receipt of pupil premium in line with national average. • Improved well-being of pupils and increased sense of belonging measured in pupil voice surveys • Disadvantaged students to receive tailored provision/interventions that addresses their needs and allows them to re-engage with the curriculum
To improve and sustain high attainment among disadvantaged pupils via a well-planned and ambitious curriculum offer	<ul style="list-style-type: none"> • Smooth transition in to KS3 from primary feeder schools as seen in attendance, behaviour and achievement data • Attainment between pupils in receipt of pupil premium funding and not reduced significantly • Student confidence in engagement with learning seen in lessons increased, measured through Learning Behaviours on data collections and through book scrutiny and student voice collected in monitoring and evaluation cycles.
To ensure students have the opportunity to take part in extracurricular provision, including trips and visits, as well as have education on key factors such as equality, diversity and inclusion.	<ul style="list-style-type: none"> • Disadvantaged students to attend trips and visits through disadvantaged funding where required. • Student confidence in engagement with learning and curriculum, due equality of provision, seen in lessons increased, and measured through Learning Behaviours on data collections and through book scrutiny and student voice collected in monitoring and evaluation cycles. • Staff, Parent and Student surveys indicate students are well supported and provided with opportunities.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £169,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure appropriate strategies are embedded to support reading and numeracy development. Sustain a whole-school reading strategy.</p> <p>Re-visit and refine professional development of literacy strategies, for all teaching staff.</p> <p>Reading lessons will continue to be resourced centrally and will be underpinned by reciprocal reading strategies.</p> <p>A text-rich curriculum will be further embedded.</p> <p>NGRT assessments will be introduced to assess reading ages.</p> <p>Reading gaps will be identified swiftly, and appropriate interventions will be implemented to address these needs effectively, across Key Stage 3.</p>	<ul style="list-style-type: none"> • EEF: Improving literacy in secondary schools. Disciplinary literacy helps to improve literacy, across the curriculum. Improving Literacy in Secondary Schools EEF • Teaching Phonemic Awareness and Word Reading Skills: Focusing on Explicit and Systematic Approaches. This study emphasises that explicit and systematic phonics instruction helps students understand how phonemes map to letters and words. This approach is particularly effective for students with reading difficulties, as it provides structured support that can lead to improved reading outcomes. https://files.eric.ed.gov/fulltext/ED604475.pdf Read Write Inc. Phonics and Fresh Start - trial EEF 	1, 2, 4, 5
<p>Deliver high quality professional development programme that supports our curriculum consistently providing an appropriate level of challenge (i.e. 'thinking hard') to foster students' self-regulation and metacognitive skills.</p> <p>Follow the 2 year Embedding Formative Assessment CPD programme across the school, to support all students to succeed.</p>	<p>Continued professional development for staff is essential for consistent high-quality teaching. It ensures that staff can embed the most effective strategies for raising attainment for disadvantaged students. It is also the case that students are more likely to attend school if they are engaged in the learning and aware of the progress that they are making.</p> <p>This may include:</p> <ul style="list-style-type: none"> • Information sharing in school and Trust context • Support from external agencies for CPD for curriculum planning and Quality First Teaching • Specific CPD in Mathematics through the Maths Hub • SSAT's Embedding Formative Assessment Programme • Ruth Miskin Fresh Start Phonics training • Voice 21 oracy <p>As the EEF states 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'</p> <p>Effective Professional Development (EEF)</p> <p>EEF Evidence Review: Cognitive Science Approaches in the Classroom. Cognitive science principles can have an impact on the rates of learning in the classroom. The principles of significance here</p>	1, 2, 5

	<p>are, managing cognitive load, retrieval practice and working with schemas.</p> <p>Cognitive science approaches in the classroom EEF</p> <p>Voice 21's research highlights how supporting students in the development of their oracy skills significantly enhances their subject knowledge and overall understanding. This focus on effective communication not only deepens their comprehension but also fosters greater engagement with the curriculum.</p> <p>Oracy Across the Curriculum: The Evidence - Voice 21</p>	
Curriculum and pastoral resources, equipment, revision and rewards	<p>Research shows that disadvantaged families are unlikely to be able to afford the same resources as other families, putting these children at a disadvantage. Providing resources and rewards, including equipment and revision guides, ensures equal access and foundation for higher educational outcomes.</p> <p>Research into UK Living Standards</p>	1, 4
Quality Assurance and curriculum reviews	<p>In order to ensure that the curriculum, teaching and learning at Callerton Academy is of the highest standard, quality assurance reviews take place throughout the year. These will be led by staff within school, who will be suitably trained, or experts from outside the school. This ensures that, as shown in the EEF School Planning Support guide, the best, research-based practices are taking place in lessons and that staff are asking and are asked the best questions to challenge this.</p>	1, 2, 3, 4, 5

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

Budgeted cost: £160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish evidence-informed targeted support for students to support development of Reading, Writing and Numeracy. This includes purchasing programmes to support reading such as Accelerated Reader and Read Write Inc (Fresh Start).</p> <p>Implement evidence-informed, targeted interventions for identified students with Special Educational Needs and Disabilities (SEND). These interventions will include:</p>	<p>Research shows that focusing on core skills of reading, writing and numeracy directly enables students access their learning and improves future life choices.</p> <p>The EEF report on Reading Programmes found that these can have a significant impact on improving students literacy skills. Accelerated Reader found a significant effect size of +0.24 (pg.31).</p> <p>To support numeracy development, MyMaths is purchased for students to have a structured weekly task either at home or in lessons. Research (EEF) suggests that these have the ability to improve perception of the subject.</p> <p>The EEF guidance report outlines five evidence-based strategies to enhance support for SEND students in mainstream schools. These strategies aim to help educators create a more inclusive learning environment. The report also emphasises that high-quality teaching is crucial for all students especially those with SEND.</p> <p>Special Educational Needs in Mainstream Schools EEF</p>	1, 2, 3, 5

<ul style="list-style-type: none"> • Reading and phonics support • A nurture curriculum that enables students to engage with the mainstream curriculum. • Art therapy. • Lego therapy • Speech, language and communications interventions <p>It also includes purchasing additional resources, training and targeted academic intervention including ways to effectively map provision to inform intervention.</p>	<p>This report examines the critical role of relationships and staff training in effectively supporting vulnerable children. It concludes that successful nurture practices hinge on understanding behaviour as communication and adopting restorative rather than punitive approaches within a whole-school nurturing ethos.</p> <p>Lancaster Nurture Group Report - nurtuereuk</p>	
<p>Training and deployment of TA, HLTA and some teaching staff to support key students as part of in-class intervention strategy</p>	<p>Research shows that this is most likely to be effective when targeted at pupils' specific needs. The ability to identify and target intervention at groups of students is key in addressing gaps in knowledge and skills.</p> <p>Small Group Tuition (EEF)</p> <p>EEF-Deployment of TAs. This guide highlights how assessments can be used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective interventions ensure the right support is being provided to the right child.</p> <p>Deployment of Teaching Assistants EEF</p>	<p>1, 3, 4, 5</p>
<p>Delivering well-evidenced literacy teaching assistant interventions for pupils that require additional support.</p>	<p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</p> <p>Teaching Assistant Interventions Teaching and Learning Toolkit EEF</p>	<p>1, 2, 4, 5</p>
<p>Targeted support for KS4 examination preparation</p>	<p>Research shows that disadvantaged pupils often underachieve at KS4 and need structured and specific examination preparation. This may take the form of small group intervention, subject drop down days or additional lessons/sessions within the school day.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Student/parent support Pastoral support in place for students to monitor wellbeing and identify</p>	<p>Designated members of staff work with students and families at risk of persistent absenteeism. They contact students and families regularly to support them and ensure that they are in school. If they are not in school, it will increase the risk of them</p>	<p>1, 2, 3, 4, 5</p>

<p>pastoral barriers including, in-school support through programmes run by:</p> <ul style="list-style-type: none"> • MCR pathways • NUFC <p>Support through Attendance Welfare Officers</p>	<p>underachieving as longer absences can lead to lack of engagement in school life. They also work as part of the safeguarding team to support vulnerable students to attend school.</p> <p>Government Research</p>	
<p>Free School Meals for eligible students</p>	<p>All eligible students are provided with a meal at lunchtime. This not only keeps them healthy and nourished, improving attendance, but also ensures that they are able to focus and engage in afternoon lessons. During school holidays, FSM students are provided with vouchers to support families to provide food.</p> <p>Evaluation of FSM Report</p>	<p>1, 2, 3, 4, 5</p>
<p>Support with uniform, school equipment and other events such as trips and visits.</p>	<p>Disadvantaged students are provided with a subsidy to purchase a uniform and PE kit. This enables them to fully participate in the school community, including extracurricular opportunities. It also prevents them from missing school due to lack of correct uniform or kit for PE lessons.</p> <p>The research shows that PP students are best supported when they are part of the whole school ethos. The uniform is just one aspect of this.</p>	<p>1, 2, 3, 4, 5</p>
<p>Ensure equal opportunities for students accessing extracurricular provision. This includes the 7Up programme, Yellow Week, New Writing North, transport (i.e. metro passes) and subsidising music lessons.</p>	<p>All students access extracurricular provision as part of the school's 7Up programme. This is fully embedded into the school timetable and therefore has some additional staffing costs. The EEF highlights the importance of extracurricular opportunities in raising cultural capital in students.</p> <p>The Music Development Plan places a focus on student participation in peripatetic lessons, including raising PP participation. The EEF suggests arts participation is low cost and has a moderate impact.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>Sporting provision and opportunities, including through links with professional sporting clubs.</p>	<p>The opportunity to work with professional coaches improves student outcomes and experiences.</p>	<p>4, 5</p>
<p>Careers provision</p>	<p>KS3 and KS4 students are able to receive high level careers provisions, including through a well-designed careers curriculum and use of Unifrog. This will help to raise aspirations and provide direction for future study.</p>	<p>2, 3, 4, 5</p>

Total budgeted cost: £ 439,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Review of Success Criteria School Year 2024 - 2025	Challenge Number(s) Addressed
<p>Quality of Education: Actively close gaps by implementing a curriculum that is ambitious and designed to equip all students, particularly disadvantaged students with the knowledge, skills and cultural capital they need to succeed in life.</p>	<p>English and Maths The school continued to use a range of strategies to support student achievement in English and Maths. Student achievement in English and Maths has been positive, thanks in part to a strong curriculum and set of teaching staff.</p> <p>In English, there is a gap between PP and non-PP students. In Year 7, the average grade for PP students was 'Developing' compared to the average grade of 'Achieving' across students who are non-PP. In Year 8, data shows that the average grade awarded to PP students is 'Developing' however, there is very little difference in students who achieve 'Exceeding'. In Year 9, the average grade awarded for PP students is 'Developing' whereas for non-PP students it is 'Achieving' however, residual data shows that PP students are making more progress.</p> <p>In Maths, in Year 7 PP and non-PP students both had an average grade of 'Achieving'. There is very little difference in the numbers of PP and non-PP students achieving 'Exceeding' grades. The residual score shows that PP students make slightly more progress than non-PP students. In Year 8, the PP students had an average grade of 'Achieving' and a similar number of PP and non-PP students achieved 'Exceeding' grades. In Year 9, PP and non-PP students average 'Achieving' in maths.</p> <p>In Year 10, average attainment 8 data shows a gap between PP and non-PP students with a greater number of PP students not achieving 9-4 in English and Maths compared to non-PP students. It will continue to be a school focus to look to close these gaps between PP and non-PP students through a range of strategies and interventions.</p> <p>Reading Analysis The Accelerated Reader programme is applied universally for Year 7 and Year 8 pupils and built into the school day with a rigorous reading programme. Reading progress is carefully tracked and targeted books are in place to ensure that reading provision is tailored for individuals.</p> <p>A significant investment has gone into reading, including buying library books and whole class reads, coupled with having a strong rewards programme to encourage students to read. The well-resourced library ensures that students who may not have access to books at home are able to read a wide selection and take them home.</p> <p>Reading data indicates that in Y8 pupils, on average, made 7 months progress (average reading age of 11y11m) and Y7 pupils made 6 months progress (average reading age of 10y6m). In Y9 some students continued on Accelerated Reader where necessary; a high proportion of these students being PP. Money has been used to resource the library with challenging reads to support transition in to Y10. Evidence suggests that students engaged well with this reading programme in Y9. This will continue to be a significant area of focus for school using NGRT rigorously to reduce the gap in reading age between PP and non-PP students and promote strong literacy skills for our students.</p> <p>Behaviour & Engagement Analysis Data showed that students engaged well in lessons. For example, in Year 7 and Year 8 engagement for PP and non-PP students was similar based on the average grade awarded by teachers across all subject areas. Behaviour data showed minimal differences and both non-PP and PP were positive.</p>	1, 2, 4, 5

	<p>In Year 9 data shows that engagement and behaviour was on average ‘Excellent’ amongst non-PP students, however, the average grade for PP students was ‘Good’. It must be noted that these were both still positive average scores. This needs to continue to be an area of focus as we work with our most disadvantaged students to ensure they remain engaged and well behaved in school.</p> <p>Feedback and work sampling Work sampling exercises carried out across the year showed that all students (PP and non-PP) were receiving the same curriculum diet. Student work demonstrated that there was little difference in the quality of work produced by PP and non-PP students. In the school’s Ofsted inspection in January 2024 the report noted the quality of student work and that there was little difference between PP and non-PP students.</p> <p>Access to the curriculum All students were able to access every aspect of the curriculum, including super curricular opportunities which may have incurred a cost. Every child attended the range of trips linked to our curriculum, including those related to STEM, sport and the arts, in part to raise aspirations and build cultural capital. Moreover, all pupil premium students were provided with the necessary equipment and sports kit to be able to access the full curriculum. Ofsted praised the quality of the school’s curriculum, describing it as ‘highly ambitious’, including noting the quality of careers provision.</p>																	
<p>Behaviour and Attitudes: The attendance rate of students on Pupil Premium will match the whole school attendance rate to ensure that these students receive the full impact of the COVID recovery programme.</p>	<p>Behaviour & Engagement Analysis This has been analysed in the above section. PP and non-PP are making equal progress, with a small gap between PP and non-PP in all year groups.</p> <p>Attendance Analysis Attendance continued to be a key focus for the school and was the area of development suggested by Ofsted in January 2024. We continued to use a range of strategies to both award positive behaviour, but more significantly to work with those students with low attendance. Strategies included: increasing the employment hours of the school’s attendance officer, legal monitoring, Early Help, work with the local authority and SENDIAS. However, the school recognises that despite a plethora of strategies, attendance continues to be too low in both PP and non-PP students. There is a clear and increasing gap between PP and non-PP students; this will be the school’s biggest priority this year. That said, pupil premium attendance data was skewed due to the number of exclusions days during the year; this will also be a key focus this year. Interventions were put in place for these children by internally and from external agencies.</p> <table border="1" data-bbox="343 1541 1225 1827"> <thead> <tr> <th colspan="4">2024 - 2025 Percentage Attendance for Pupils</th> </tr> <tr> <th></th> <th>School</th> <th>North East average</th> <th>National average</th> </tr> </thead> <tbody> <tr> <td>Non-PP</td> <td>93.1%</td> <td>93.3%</td> <td>93.3%</td> </tr> <tr> <td>PP</td> <td>81.5%</td> <td>84.8%</td> <td>86.2%</td> </tr> </tbody> </table> <p>There will be a continued focus on attendance in the 2025-26 school year with greater involvement of the Local Authority to support the school in supporting the hardest to reach children.</p>	2024 - 2025 Percentage Attendance for Pupils					School	North East average	National average	Non-PP	93.1%	93.3%	93.3%	PP	81.5%	84.8%	86.2%	2, 3, 4, 5
2024 - 2025 Percentage Attendance for Pupils																		
	School	North East average	National average															
Non-PP	93.1%	93.3%	93.3%															
PP	81.5%	84.8%	86.2%															
<p>Personal Development: Ensure students have the</p>	<p>Attendance Analysis This has been analysed above, but in terms of “personal development” the fact that PP attendance is lower than non-PP will have an impact on the</p>	1, 2, 3, 4, 5																

<p>opportunities to take part in extracurricular provision, including trips and visits, as well as have education on key factors such as equality, diversity and inclusion.</p>	<p>opportunities that some students access which have been built into the school day and curriculum.</p> <p>School policy that no child is excluded from any opportunity means that affordability and accessibility of extracurricular activities is not a barrier. Any PP student who needs financial support for trips, visits, extra-curricular etc. were given a named contact in the school who was able to give confidential advice and assistance.</p> <p>Every child in Year 7 and 8 at Callerton Academy does two sessions of extra-curricular activities within the school week. Our Year 9 students have one session of literacy and a dedicated careers periods each week. Year 10 pupils also have a dedicated weekly careers period and an additional literacy support session.</p> <p>All students have access to trips and visits as they are mostly during the school day. There is total equality of provision. We extended our extracurricular offer by running two residential trips in October 2024. To ensure equality of access all pupils were given opportunity to request financial support, and subsidies of up to 75% were given to families to help support them access the trip. 52.5% of pupils on the residential trips were PP. The school has completed student voice to understand any further barriers to students attending these trips. These trips will run again this year.</p> <p>Experiencing the Arts Working in partnership with New Writing North enabled the school to offer a range of enriching experiences in drama, music and creative writing, which was accessed by all Year 9 students, through their weekly drama lessons, through pastoral intervention sessions and voluntarily through extracurricular clubs. Around 60% of these were PP.</p> <p>Peripatetic instrumental lessons were set up this year. All Year 7s were offered a free taster session and a named contact was given to all pupils who wished to pay for these lessons, to offer financial support. 47% of pupils who paid for instrumental lessons were PP. 38% of those PP pupils took advantage of the offered financial support.</p> <p>Experiencing Sport Alongside our sporting 7UP offer, the academic year 24/25 saw the continuation of competitive football fixtures within the school. The school continued in leagues for boys' teams from years 8 and 9 and entered a year 10 boys' league. Participation in a girl's league for a team from years 8 and 9 combined continued and an additional entry was made into a year 10 girls league. Of the 55 students selected to represent the school (across the season) 65% of these were PP.</p> <p>As the school moves into 25-26, it will continue to explore opportunities for all to experience the arts and sports on our new site and aim to encourage more PP to participate and offer support to those who see finance as a barrier to their participation.</p> <p>Other enriching experiences All students experienced a wide range of extracurricular opportunities. Some of these highlights included:</p> <ul style="list-style-type: none"> • All students attending three National Trust properties • All Y7 students visiting Holy Island for a Humanities day; this included working with a local artist and a local writer providing enriching experiences • All students visited the theatre to watch a live performance • All Y8 students experienced STEM and careers opportunities • All Y9 heard from a wide range of visiting speakers to talk about their careers 	
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	<ul style="list-style-type: none">• Y7 students visiting local museums, including the Discovery Museum and Centre for Life	
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