

# Pupil premium strategy statement – Baines 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	732
Proportion (%) of pupil premium eligible pupils	34.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	December 2025 – July 2028
Date this statement was published	1 <sup>st</sup> December 2025
Date on which it will be reviewed	1 <sup>st</sup> December 2026
Statement authorised by	C Doherty (Headteacher)
Pupil premium lead	S Hurst (Associate Assistant Headteacher) and J Macfarlane (Associate Assistant Headteacher).
Governor / Trustee lead	Jan Veevers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 292,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 292,300

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objectives for our disadvantaged pupils are that they learn to succeed, make at least good progress, and leave Baines School equipped with the right skills and attitudes to help them succeed in life, contribute positively to society, and go on to further education, employment, or training. In addition, for Baines disadvantaged pupils to be an equal and valued part of the Baines family with expectations in line with all our pupils.

The focus of our pupil premium strategy is to support all our disadvantaged students to achieve the objectives above, irrespective of any challenges they face. We will always consider the needs of vulnerable students, such as those who are 'looked after children', those with a social worker, those who are young carers, those who have parents within the armed forces; those with any period of disadvantage since the start of school age; and those who join us as transients. Activities outlined in this strategy are also intended to support pupils' needs, regardless of whether they are disadvantaged or not, and irrespective of their starting point, whether they have SEND needs and/or are higher prior attainers and to ensure an offer of equity and inclusivity in every aspect of their education.

The key principle at the heart of our strategy plan is to ensure that quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. This approach embodies the school motto, 'Nil Sine Labore,' (Nothing Without Effort) where everyone endeavours to live this through their efforts, whether a member of staff, part of the pupil body or part of the Governing Body.

Our approaches will

- be based on diagnostic assessment of data, not assumptions about the impact of disadvantage
  - be research based, and evidence informed
  - ensure disadvantaged pupils are challenged in the work that they're set
  - act early to intervene at the point need is identified.
  - be adopted as a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- To ensure inclusivity and equity through

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance.</b></p> <p>Attendance of disadvantaged pupils is lower than non-disadvantaged pupils and this plays a crucial factor in academic outcomes of these pupils. Data from Fischer Family Trust shows that although the attendance of our pupils in receipt of free school meals (FSM) is higher than FSM pupils nationally, it is still lower than their non-disadvantaged peers. Whilst FFT data shows that currently disadvantaged pupils attend Baines above National average by 0.9%, attendance is below that of non-disadvantaged pupils by 6%. The aim of the DA strategy for attendance is to close this gap to improve outcomes for our disadvantaged pupils by ensuring their attendance allows them access to education in line with their non-disadvantaged peers.</p>
2	<p><b>Behaviour</b> Whilst suspensions within the school have dropped since the previous strategy was published and reviewed (most recent review December 2024), the numbers of disadvantaged pupils suspended remains higher than that of non-disadvantaged pupils. However, this is reflective of our revised behaviour for learning policy which has improved behaviour across the school and sets higher standards for all pupils which particularly benefits our disadvantaged pupils. Pupils are being monitored more closely, and earlier intervention is actioned using the Individual Behaviour Plans. The inclusion of the pastoral team, progress leaders and the safeguarding team in addressing behaviour concerns, allows pupils to be supported in a holistic manner that is of great importance to our disadvantaged pupils.</p>
3	<p><b>Reading</b> - Currently we have a higher number of disadvantaged pupils not completing reading homework. This is now being monitored by the Literacy team (SDS/ KST/ BSI) and enforced by pastoral staff. We are inviting students for support sessions at lunch time and after school. The Reading strategy focuses on identifying weaker readers early and putting in place intervention and support including for pupils joining the school as an in-year transfer.</p>
4	<p><b>Outcomes</b> – Whilst external examination data has improved year on year, disadvantaged pupils still perform below that of non-disadvantaged pupils. Raising expectation for GCSE students to move measures more in line with national outcomes is a priority in the School Improvement Plan and is being addressed through the following:</p> <ul style="list-style-type: none"> <li>• Promoting high expectations in all areas, including behaviour, effort and attainment within the classroom.</li> <li>• The introduction of a new Key Stage 3 assessment model that allows all pupils to attain the highest grade and for the assessment process in KS3 to effectively translate into the KS4 assessment model.</li> <li>• Ensure high quality teaching and learning and curriculum delivery is consistent across all areas of the curriculum.</li> <li>• To quality assure the provision for disadvantaged pupils to demonstrate that access to the curriculum is equitable for all pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>To remove barriers to education and ensure access to intervention and support regardless of background or economic wealth.</li> </ul>
5	<p><b>Parental Engagement.</b></p> <p>Engagement from disadvantaged families is below that of non-disadvantaged families. This is evidenced through data from parent’s consultations and communication on platforms such as Synergy and School Cloud. To address this, we will focus on the following:</p> <ul style="list-style-type: none"> <li>Participation in parent’s consultations and school led events, for example, Level Up and Year 7 Meet the Tutor event.</li> <li>Identification of those families with technology needs.</li> <li>Face to face visits, home visits and support through Early Help appointments, as appropriate.</li> <li>Review of engagement each term with support from Progress Tutors, Progress Leaders, SLT Leads and Pastoral Staff with contact made with disengaged families to identify any barriers and build positive relationships over time.</li> </ul>
6	<p><b>Emotional health and well-being.</b></p> <p>CPOMS data shows that a higher ratio of disadvantaged pupils require support for their emotional health and wellbeing compared to non-pupil premium students.</p> <p>Services and interventions more frequently support our disadvantaged pupils and their families. This is evidenced by the data on CPOMs (The School’s safeguarding recording system), that shows our disadvantaged pupils have more exposure to issues with domestic abuse and violence and more contact with external agencies, for example, Lancashire Police, The Family Wellbeing Service and supporting charities, such as Barnardos.</p>
7	<p><b>Equal access to resources and extra-curricular activities.</b></p> <p>Promotion of extracurricular activities and supporting social emotional and behavioural needs is part of the DFE menu of approaches. Engaging pupils in school activities and maintaining engagement with them will promote further their sense of belonging in school. Our ambition is to enable engagement with co-curricular activities and educational trips for all disadvantaged pupils, addressing financial barriers where needed. In the academic year 2024-2025 an equal proportion of non-disadvantaged and disadvantaged pupils accessed enrichment at Baines, and the focus will now be to raise participation for all pupils that will benefit disadvantage pupils.</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
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<p>Improve attendance for the Pupil Premium Cohort to be in line with their peers.</p>	<p>Reduce the gap in attendance rates between disadvantaged and non-disadvantaged pupils so that it becomes 0.  Reduce the percentage of persistent absence for disadvantaged pupils.  Better attendance measures when compared to “DfE similar schools” and the FFT Quintile 4 school group.  Punctuality of the Pupil Premium Cohort is improved.</p>
<p>Suspensions for disadvantaged pupils will decrease. Behaviour trackers will demonstrate effective and timely intervention for our disadvantaged pupils.</p>	<p>Year on year reduction in DA suspension episodes and length.  Year on year reduction on classroom removals (C2) for DA pupils  Clear inclusion tracker of DA pupils identified, and BIP strategies managed by PP champions.  The proportion of Pupil Premium students that receive repeat suspensions is lower year on year.</p>
<p>Improve the reading capability of the Pupil Premium Cohort and individuals within the cohort to give better access to the curriculum and life skills.</p>	<p>All students complete reading tasks regardless of background. This will help close any gaps surrounding reading ages.  All students will have access to a wide range of books and be supported to develop a love of reading.  A minimum of 90% completion rate when using online tools.  All students are empowered to complete the above through a robust targeted support programme which includes IDL, homework club, reading interventions and in classroom support.</p>
<p>Improved attainment among the Pupil Premium Cohort across the curriculum and at the end of KS4.</p>	<p>Pupil Premium cohort achieve closer to whole school FFT 50 targets and close the gap on national outcomes.  Improved rates of Independent Learning completion in the Pupil Premium Cohort.  Use of PIPs throughout school support improved rates of progress for identified students.</p>
<p>Positive parental engagement from families who are part of the Pupil Premium Cohort is in line with their peers.</p>	<p>By the end of the current strategy the engagement of disadvantaged pupils' parents and carers with school will be</p>

	aligned with non-disadvantaged parents and carers. The proportions of parent/carer engagement in elements such as Consultation Evening, Synergy Parent App, Information Evenings etc will be in line with their peers.
Achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing demonstrated by increasing the resilience and self-regulation of disadvantaged pupils where needed. This will be demonstrated by; An increase in participation in enrichment and extra-curricular activities, particularly among disadvantaged pupils. Measurable impact will be seen in improved behaviour and attendance data following the interventions in place.
Enable engagement with co-curricular activities and educational trips for all disadvantaged pupils, addressing financial barriers where needed	Engagement of the Pupil Premium cohort in activities outside of the classroom is in line with their peers.

## 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: £5,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Building teacher knowledge and pedagogical expertise, curriculum development, and the	EEF Toolkit <a href="https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy">https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy</a>  High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool	3, 4.

purposeful use of assessment.	to develop teaching quality and enhance children's outcomes in the classroom	
Introduce the new assessment framework to ensure an effective and streamline model showing accurate levels of attainment across all year groups.	EEF Toolkit <a href="https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy">https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy</a>	3, 4.
Embed a coaching model based on quality assurance processes, including lesson observations to ensure consistent high-quality teaching across all areas of the curriculum.	EEF PD document: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	2, 3, 4.
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>  The reading framework - GOV.UK (www.gov.uk) Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English: word-gap.pdf (oup.com.cn) Insisting on the use of tier 2 and tier 3 vocabulary in spoken and written work, enhancing pupils' understanding of prefixes and suffixes and use resources such as PiXL and Sparks unlock improves pupil literacy.  Through progress tutor time, students will engage in reading either as part of a tutor group or in bespoke interventions such as IDL or Reading Leaders. Reading Leaders are trained by the charity Coram Beanstalk.	3, 4.

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

Budgeted cost: £43,842

Activity	Evidence that supports this approach	Challenge number(s) addressed
IDL	<a href="https://www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/dyslexia-action-dyslexia-and-literacy-difficulties-policy-and-practice-review.pdf">https://www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/dyslexia-action-dyslexia-and-literacy-difficulties-policy-and-practice-review.pdf</a>	3, 4, 7
HTLA3	<a href="https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf">https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf</a>	3, 4, 7
Outside of the classroom interventions, e.g. drop-down days, morning boosters, after school boosters, online-learning platforms.	<a href="https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf">https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf</a>	3, 4, 7

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

Budgeted cost: £243,258

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Continue to employ a full-time attendance officer whose priority caseload is those pupils who receive FSM, but are below 90% attendance or at risk of falling below 90%.</p> <p>Utilise a Local Authority Pupil Welfare Officer, to support our vulnerable pupils in accessing school.</p> <p>Work with the Community Senior Social Worker, Lancashire, on an enhanced offer to support families facing challenges to</p>	<p>Strong attendance underpins strong progress and attainment.</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801</a></p> <p><a href="https://educationhub.blog.gov.uk/2023/05/school-attendance-important-risks-missing-day/">https://educationhub.blog.gov.uk/2023/05/school-attendance-important-risks-missing-day/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p> <p><a href="https://inclusive-attendance.co.uk/">https://inclusive-attendance.co.uk/</a></p> <p><a href="https://lp.impactd.org.uk/attendance-diagnostic">https://lp.impactd.org.uk/attendance-diagnostic</a></p> <p>At Baines, the focused work on improving attendance has led to an improvement in attendance of the Pupil Premium cohort from 82.7% 23-24 to 86.8% 24-25 which is evidence of the impact of the approach.</p>	<p>1.</p>
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getting their children into school.		
Utilise the pupil behaviour trackers to support early intervention for all pupils failing to meet our high standards and this benefits our disadvantaged pupils.	<p>Baines has seen permanent exclusions decrease and behaviour has improved demonstrated by pupils receiving fewer negative points and more positive points over time.</p> <p>Learning behaviour in classrooms is improved and this is evidenced in the behaviour data, as well as through feedback from lesson observations, monitoring activities and book scrutiny.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour</a></p>	2, 4.
Provision of a School Counsellor and dedicated Pastoral Officers for specific year groups.		6.
Promoting personal development and transition by hosting taster days and further transition activities, including	<p>Using taster days, summer school and further transition activities improves student wellbeing and fosters a sense of community. These in turn support strong attendance and promote wellbeing.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_evidence_brief.pdf?v=1726046314">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_evidence_brief.pdf?v=1726046314</a></p> <p>We operate a full transition day in line with Lancashire authority.</p> <p>We offer additional transition days such as Friendship Friday and bespoke SEND transition days as well as Social Saturday to support the move from primary school.</p>	6, 7.

<p>summer school.</p>	<p>We have two SHINE practitioners in Baines who support our children with mental health in their transition from primary in coordination with our school counsellor, M. Fell.</p> <p>Our school attendance officer, makes additional contact with primary schools and the local authority to establish barriers to attendance and work to remove these barriers before September and the main transition.</p>	
<p>Audit of parents who actively engage with Synergy regularly and targeting those who do not. Leaders will carry out regular engagement checks to identify which parents engage with Synergy consistently. They will use this information to target those who do not engage as regularly to monitor the progress of their</p>	<p>Engagement with parents is an important aspect of promoting both attainment and attendance.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801</a></p>	<p>5.</p>

child more consistently.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Provision of a Blackpool EP and a Specialist Teacher.	Early identification of barriers leads to more targeted and impactful intervention – individual case studies demonstrate impact and are recorded and used professionally to inform future practice by the SEND department led by the SENDCO.	All
Pupil voice is utilised to ensure Baines is meeting the needs of our most vulnerable pupils including feeling safe in school, receiving consistent support and knowing where to go if they have concerns.	<a href="https://www.nga.org.uk/media/y1lfv4qt/nga-pupil-voice-20231109.pdf">https://www.nga.org.uk/media/y1lfv4qt/nga-pupil-voice-20231109.pdf</a>	6

**Total budgeted cost: £292,300**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Academic Outcomes

We have made progress in improving the outcomes from our DA pupils over recent years. DA Pupils have improved closer to their target grades by a whole grade from -1.7 to -0.7 during the last Pupil Premium strategy. The non-DA pupils have also improved during this time hence the gap between DA and Non-DA has not closed as much as we would have wanted it to. We have still seen a closing of the gap and this is something that we will be working on going forward.

	NDA EAP DIF WHOLE	DA EAP DIF WHOLE	GAP
22/23 Summary	-0.8	-1.7	0.9
23/24 Summary	-0.5	-1.4	0.9
24/25 Summary	0.1	-0.7	0.8

We can see similar improvement when we look at the basics measures such as English and Maths 5+ has improved from 19.6% to 30.2% from 23/24 to 24/25. We have also seen the English and Maths 4+ improve from 37.3% to 44.2% in the same period. We also saw an increase of 5 Standard passes including English and maths from 33.3% to 39.5% increasing the number of DA pupils eligible for level 2 courses at college and hence improving their opportunities to continue their studies.

		2022/23	2023/24	2024/25
<b>Baines</b>	Total	43.4	43.1	46.3
	Disadvantaged	36.2	34.5	38.4
	Not known to be disadvantaged	46.9	46.3	48.9
<b>Blackpool</b>	Total	34.9	34.8	37.0
	Disadvantaged	26.3	27.2	29.6
	Not known to be disadvantaged	42.6	42.4	43.8
<b>Preston</b>	Total	46.4	47.3	47.3
	Disadvantaged	34.9	34.6	35.4
	Not known to be disadvantaged	50.5	51.5	52.1
<b>Wyre</b>	Total	42.6	42.6	43.6
	Disadvantaged	29.8	32.0	32.8
	Not known to be disadvantaged	47.5	46.4	47.8
<b>National</b>	Total	46.3	45.9	45.9
	Disadvantaged	35	34.6	34.9
	Not known to be disadvantaged	50.3	50	50.3

As we can see from the attached data table, DA pupils at Baines out perform their DA peers from all three local authority schools as well as nationally when we look at attainment 8 data. This is a real positive and a trend that we wish to continue over the coming years.

### Attendance

Attendance for the Pupil Premium Cohort has improved from 86.6% 23-24 to 87.8% 24-25 and is currently 89.5% for HT1 of the current year.

Similarly, the attendance of those in receipt of FSM also improved from 82.7% 23-24 to 86.8% 24-25 and is currently 88.2% for HT1 of the current year. In comparison to similar schools from the DfE Comparison Report, the attendance of this group is +0.9 against similar schools for 24-25.

The PA of the Pupil Premium Cohort is higher than those who are not eligible for the Pupil Premium and in 24-25 was 38%. This is currently lower at 33% for HT1 of the current year.

## Externally provided programmes

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

Programme	Provider
SPARX Maths	SPARX
SPARX Reader	SPARX
SPARX Science	SPARX
Pixl	Pixl

## Service pupil premium funding

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

Provision of transport to facilitate attendance at interventions and extra-curricular provision.

Financial support towards trips and visits.

School Counsellor to support wellbeing of our service children.

Targeted transition for service children attending from Weeton Barracks.

Enhanced partnership with Weeton Barracks completing visits to school and participating in the research programme led by Rachel Day, Community Officer.

Pastoral Officer support for service children living on Weeton Barracks and the wider community.

Provision of uniform.

### **The impact of that spending on service pupil premium eligible pupils**

Increased participation in extra-curricular clubs and interventions.

Increased wellbeing and attendance.

Increase in number of service children attending Baines.

Better communication between the service community and school allowing for barriers to be overcome and outcomes improved.

## Further information

All staff are informed about support offered to our disadvantaged pupils and their roles and responsibilities are communicated in meetings. We embed further strategies to ensure that quality teaching first is consistent across all curriculum areas as this is recognised as the best means of support disadvantaged pupils.

This includes;

- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits, particularly for disadvantaged pupils.
- Independent Learning framework and support for online learning homework
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience and socialising. Disadvantaged pupils will be encouraged and supported to participate.

We closely monitor the behaviour of disadvantaged pupils using Synergy.

Leaders at all levels in school routinely focus on disadvantaged pupil lesson visits, subject reviews, book scrutiny, etc.