

Pupil premium strategy statement - Caldew School – 2026 - 2029

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	1004
Proportion (%) of pupil premium eligible pupils	18.1% (182)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026/2027 – 2028/2029
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Vicki Jackson, Headteacher
Pupil premium lead	Gavin Parker-Smith, Asst. Headteacher
Governor / Trustee lead	Clem Coady

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185900
Pupil 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>	£ 185900

Part A: Pupil premium strategy plan

Statement of intent

Our vision is that Caldew School is a place 'where every student is successful today and prepared for tomorrow'. Our Pupil Premium strategy plays a significant role in this vision, as its ultimate objective is to ensure that this truly applies to **every** student.

It is driven by the absolute moral imperative that 'no young person, by virtue of their birth, should necessarily achieve less than others' (Sir John Dunford) and the belief that the educational opportunities that we provide can transform our students' lives.

Our Pupil Premium strategy's objective is to provide an effective academic curriculum, excellent pastoral care and valuable enrichment opportunities to allow students to achieve the best possible outcomes.

We recognise the impact that high-quality teaching has on students' progress and strive to ensure that all students receive the best teaching: quality of education should not be a lottery. Our school development plan's focus on the following areas is informed by our research and self-evaluation to ensure that we meet all our students' needs:

- Clarity of sequencing and challenge for all students in our curriculum intent
- Adaptive teaching to respond to the strengths and needs of all students
- Developing literacy and numeracy levels as tools to access the curriculum and future life

These 'Teaching and Learning' strategies are reinforced by our 'Every Student Achieves' priorities. Our work must be driven by 'assessment, not assumption' (Marc Rowland) so that we address the specific barriers to achievement for our students, whether this is attendance, literacy or engagement.

The impact of strategies will be monitored at student and cohort level through rigorous self-evaluation, deliberately biased towards students who may be more vulnerable. If we are getting it right for our most vulnerable students, it will be right for everyone. Evaluation will also be more secure, based on substantial evidence, allowing plans to be evaluated thoroughly and refined meaningfully to inform change in our school for our students.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: The attendance of our disadvantaged students is lower than that of their peers. This is most evident in the proportion of disadvantaged students who are “persistently absent”. We must work to identify the barriers faced by disadvantaged students, at an individual level, and work in partnership with students and their families to overcome these.
2	Prior attainment: Disadvantaged students join secondary school with, on average, lower KS2 scores. We acknowledge that, if left unaddressed, this inequality will only worsen. We recognise that the most significant lever schools have to address this gap is to ensure that disadvantaged students are exposed to the highest quality learning experiences in the classroom and so we must work to ensure that our teachers and support staff deliver lessons that are impactful, challenging and adapted to meet the needs of every learner so that all disadvantaged students are able to make rapid progress and close the gap between them and their peers.
3	Communication and numeracy: A greater proportion of pupil premium students arrive at secondary school with the required foundational skills in numeracy and communication. These core skills are critical in enabling students to access the curriculum and so, steps must be taken to ensure that disadvantaged students are supported to catch up with their peers.

4	Engagement: Some disadvantaged students are not consistently engaged in their learning resulting in them being disproportionately represented in the number of records of poor behaviour (C3-5, refocus and suspension data). Work must continue to ensure that we implement our behaviour curriculum consistently in tandem with the creating a culture of relational behaviour management strategies.
5	Low aspirations: Some of our disadvantaged students have low expectations of themselves and their potential achievement, with low aspirations for their futures. Some do not see Key Stage 5 as an attainable pathway resulting in their under-representation in our Year 12 and 13 cohorts each year. We need to support their achievement and maximise their engagement in CEIAG opportunities to widen their horizons and show them where 6 th form, and then higher education can take them if they choose to follow that path.

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
Disadvantaged students' attendance is in line with non-disadvantaged students nationally.	- % attendance for DA students in line with % attendance for non-DA students nationally. - % persistent absence for DA students in line with % persistent absence for non-DA students nationally.
Disadvantaged students achieve in line with non-disadvantaged students nationally.	- Disadvantaged students to show a positive P8.

	- Intervention strategies to show a positive impact on disadvantaged attainment in targeted subjects.
Disadvantaged students possess the same level of functional communication and numeracy skills as their non-disadvantaged peers.	- Literacy and numeracy monitoring data show disadvantaged students to be as proficient in these foundational skills as their non-disadvantaged peers. - Disadvantaged students will record positive P8 scores in English and maths.
Disadvantaged students are as engaged in their learning as non-disadvantaged students.	- Disadvantaged students will continue to account for a proportionate number of positive achievement logs. - Student surveys will show disadvantaged student attitudes towards school and sense of belonging to be in line with that of their non-disadvantaged peers. - Disadvantaged students will account for a proportionate number of negative behaviour records (C3-5, days in refocus and suspensions).
Disadvantaged students access the same range of post-16 opportunities as their non-disadvantaged peers.	- The proportion of disadvantaged students progressing to FE, 6th form, and apprenticeships will be in line with their non-disadvantaged peers. - No disadvantaged students will be recorded as NEET.

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: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curricula to be reviewed in subjects with the weakest attainment for disadvantaged students.	Evidence from the EEF Guide to the Pupil Premium identifies high-quality teaching and curriculum design as the highest impact approach for improving disadvantaged outcomes. Reviewing curriculum sequencing helps ensure essential knowledge is taught coherently and cumulatively. The Sutton Trust continues to identify access to high-quality teaching as the most important school-based factor in closing the attainment gap. Published pupil premium strategies from high-performing schools frequently place curriculum review and curriculum equity at the centre of their plans. Sources: https://educationendowmentfoundation.org.uk/using-pupil-premium ; https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit ; https://www.suttontrust.com/our-research/closing-the-attainment-gap/	2, 3

Developing pedagogical approaches across all departments to ensure that teaching strategies reflect established best practice including: - Impactful lesson structures. - Adaptive teaching approaches. - The explicit teaching of disciplinary literacy across all curriculum areas and in all key stages.	The EEF Improving Literacy in Secondary Schools guidance recommends disciplinary literacy, explicit vocabulary instruction and structured approaches to reading, writing and talk across the curriculum. EEF Effective Professional Development guidance highlights that sustained professional learning, instructional coaching and deliberate practice are most likely to improve classroom practice. The Sutton Trust has also highlighted the importance of improving teaching quality and oracy for disadvantaged learners. Sources: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 ; https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development ; https://www.suttontrust.com/news-opinion/all-news-opinion/pupil-premium-strategies-a-guide-for-teachers/	2, 3
Develop the use of internal (SMID) and external data across all levels of staff so that it is used to track progress and inform	The EEF implementation guidance emphasises the importance of accurate diagnosis, ongoing monitoring and evaluation when improving outcomes for disadvantaged pupils. DfE pupil premium guidance requires schools to diagnose need, use evidence-informed approaches and evaluate impact. Regular use of assessment information allows earlier intervention where pupils fall behind. Sources: https://educationendowmentfoundation.org.uk/education-	2

intervention in a timely manner.	evidence/guidance-reports/implementation ; https://www.gov.uk/government/publications/pupil-premium/using-pupil-premium-guidance-for-school-leaders	
Develop the ability of colleagues to manage behaviour in a positive and relational way by embedding the principles of “positive regard” across all areas of school life.	EEF Improving Behaviour in Schools recommends clear expectations, consistent routines and strong staff-pupil relationships. Behaviour Interventions in the Teaching and Learning Toolkit show positive impacts on attainment alongside improved behaviour. Relational approaches are increasingly reflected in published pupil premium strategies where engagement, belonging and behaviour are identified as barriers for disadvantaged pupils. Sources: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour ; https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions ; https://www.suttonroad.org/attachments/download.asp?file=2771&type=pdf	4

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

Budgeted cost: £ 63900

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Numeracy strategy: implement and embed a numeracy intervention strategy to address the gaps in students' foundational skills which exist on entry.	EEF Improving Mathematics guidance recommends securing foundational understanding, targeted intervention and explicit teaching of mathematical concepts. Teaching Assistant Interventions can have positive impact when carefully structured and linked to classroom learning. Addressing gaps in numeracy is particularly important where disadvantaged pupils are less likely to arrive with age-related knowledge and skills. Sources: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 ; https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions ; https://educationendowmentfoundation.org.uk/using-pupil-premium	2, 3
Communication strategy: refine and maintain a communication intervention strategy to address the gaps in students' foundational skills which exist on entry including in: - Handwriting - Phonics - Literacy	EEF literacy guidance recommends targeted support for pupils with weaknesses in reading, vocabulary, fluency and comprehension alongside whole-school disciplinary literacy. Research suggests that literacy is a key predictor of later outcomes and should be developed across every subject. The Sutton Trust also highlights literacy and communication as critical factors in reducing educational disadvantage. Sources: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 ; https://educationendowmentfoundation.org.uk/using-pupil-premium ;	2, 3

	https://www.suttontrust.com/news-opinion/all-news-opinion/pupil-premium-strategies-a-guide-for-teachers/	
Maintain the Caldew Achievement Zone as a high-quality bespoke provision supported by Learning Mentors.	EEF evidence indicates that mentoring, self-regulation and metacognitive approaches can strengthen engagement, resilience and academic outcomes when delivered effectively. Disadvantaged pupils often benefit from trusted adult relationships and personalised support that addresses barriers to learning. Such approaches are commonly reflected within successful pupil premium strategies nationally. Sources: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring ; https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation ; https://www.gov.uk/government/publications/pupil-premium/using-pupil-premium-guidance-for-school-leaders	1,4
Provide small group academic intervention targeted at disadvantaged students at risk of not achieving at the level required for their desired next steps.	EEF evidence shows that Small Group Tuition can deliver meaningful gains when teaching is targeted precisely at identified gaps. The best programmes use expert teaching, close alignment with curriculum content and regular assessment. This approach is particularly effective for pupils requiring rapid catch-up prior to post-16 progression. Sources: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2

	evidence/teaching-learning-toolkit/small-group-tuition ; https://educationendowmentfoundation.org.uk/using-pupil-premium	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 116000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast supplement added to disadvantaged students' daily allowance. Meal top-up facility also provided at the point of need for vulnerable students.	Research from the EEF-supported Magic Breakfast programme found positive impacts on attainment, readiness to learn and classroom engagement. DfE breakfast club guidance highlights the role of breakfast provision in supporting participation and attendance, particularly for disadvantaged pupils. Sources: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast ; https://www.gov.uk/government/publications/breakfast-clubs-programme	1,2, 4
Implement and embed a new attendance strategy to address barriers to low attendance through targeted challenge and	DfE Working Together to Improve School Attendance identifies strong family partnerships, robust attendance monitoring and early intervention as key features of successful attendance strategies. Attendance is strongly associated with educational achievement. Published pupil	1

support informed through the “Attend” monitoring package co-ordinated by the Deputy Headteacher for attendance and the Assistant Headteacher for disadvantaged students.	premium strategies consistently identify attendance as a primary barrier for disadvantaged pupils. Sources: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance ; https://www.gov.uk/government/publications/pupil-premium/using-pupil-premium-guidance-for-school-leaders ; https://www.suttonacademy.attrust.org.uk/wp-content/uploads/sites/3/2025/12/SCA-Pupil-Premium-Statement-2025-26.pdf	
Continue to address barriers to positive engagement in school by supporting whole school behaviour procedure through the delivery of engagement interventions including: - Pastoral manager support. - Refocus support.	EEF Behaviour Interventions evidence suggests that both universal and targeted approaches can improve behaviour, learning and attainment. Mentoring and pastoral support can help pupils overcome barriers that lead to exclusion, absence and disengagement. A whole-school culture based on consistency, support and belonging is frequently cited within effective pupil premium strategies. Sources: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions ; https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring ; https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1, 4

Supporting wider participation through the provision: - A hardship fund to allow for the removal of financial barriers to extracurricular activities. - Funded music lessons.		1, 5
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Total budgeted cost: £ 185900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Outcome	Next Steps																				
To improve the attendance of disadvantaged students to be in line with non-disadvantaged students nationally	Pupil premium attendance at Caldew School is stable, in line with the national picture and is still improving from 83.5% in 23/24 to 84.3% and now 86.1% in 25/26. This shows that the school's approach to supporting our pupil premium students is having the desired impact. Whilst this positive picture exists, Caldew School will not be satisfied until no gap exists between the attendance of our pupil premium students and our non-pupil premium students. In 25/26 this gap sat at 5.3% which is an improvement on the 6.7% gap of 23/24 again showing a positive trajectory. FSM6 - Attendance <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th></tr><tr><td>2024/25 (3 term)</td><td>187</td><td>85.3%</td><td>86.8%</td><td>Close to average</td></tr><tr><td>2023/24 (3 term)</td><td>169</td><td>84.5%</td><td>86.0%</td><td>Close to average</td></tr><tr><td>2022/23 (3 term)</td><td>157</td><td>87.1%</td><td>86.0%</td><td>Close to average</td></tr></table>	Year	Cohort	School	National	National distribution banding	2024/25 (3 term)	187	85.3%	86.8%	Close to average	2023/24 (3 term)	169	84.5%	86.0%	Close to average	2022/23 (3 term)	157	87.1%	86.0%	Close to average	Despite our continued efforts, PP persistent absence and PP attendance is not yet in line with that of our non-disadvantaged pupils. In response the school has developed a new attendance strategy for 2026/27, informed by visits to schools with strong outcomes for disadvantaged pupils. A threshold model has been introduced to raise expectations around what constitutes good attendance, moving away from a view that 91–92% is acceptable, with earlier and more consistent contact made with families as attendance begins to fall. New attendance software has been introduced to identify patterns
Year	Cohort	School	National	National distribution banding																		
2024/25 (3 term)	187	85.3%	86.8%	Close to average																		
2023/24 (3 term)	169	84.5%	86.0%	Close to average																		
2022/23 (3 term)	157	87.1%	86.0%	Close to average																		

	Despite this improving picture, pupil premium persistent absence continues to be an area of concern, in contrast to whole-school persistent absence which is close to the national average. FSM6 - Persistent absence <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th></tr><tr><td>2024/25 (3 term)</td><td>187</td><td>48.7%</td><td>39.2%</td><td>Above (sig+)</td></tr><tr><td>2023/24 (3 term)</td><td>169</td><td>52.7%</td><td>42.5%</td><td>Above (sig+)</td></tr></table>	Year	Cohort	School	National	National distribution banding	2024/25 (3 term)	187	48.7%	39.2%	Above (sig+)	2023/24 (3 term)	169	52.7%	42.5%	Above (sig+)	earlier, and staff have been given a clearer role in noticing absence, maintaining relationships with students and families, and escalating concerns promptly, recognising that early.
Year	Cohort	School	National	National distribution banding													
2024/25 (3 term)	187	48.7%	39.2%	Above (sig+)													
2023/24 (3 term)	169	52.7%	42.5%	Above (sig+)													
To raise the attainment of disadvantaged students so that they achieve well	Overall attainment for disadvantaged students in 2026 is close to the national picture: Attainment 8 is 31.17 against a national figure of 34.9, and many individual measures - including Attainment 8, English A8, English 4+, Science 4+, EBacc A8 and Open A8. English 4+ at 52% against 56.3% nationally and Science 4+ at 45.8% against 47.3% - sit within the expected national range. The main gap is in Maths. 28% of PP students achieved a grade 4 in both English and Maths, against 43.8% nationally - and Maths, not English, is the bigger barrier: nine students reached a grade 4 in Maths compared with thirteen in English. A handful more Maths passes would close most of this gap. Grade 5 is where the gap is widest and most in need of attention. Across English, Maths, Science and Humanities, only around 4 in 10 students who reach a grade 4 go on to reach a grade 5, compared with roughly 7 in 10 nationally.	In response, support for teaching and learning will be focused on the departments where the gap between pupil premium and non-pupil-premium students is greatest. Alongside this, a whole-school drive is underway to raise the quality of teaching and learning through a greater focus on the established strengths of three-part lessons, ensuring disadvantaged students benefit from consistently strong practice across the curriculum rather than relying solely on subject-specific intervention. Progress will be															

	Attainment data alone does not reflect the academic profile of the pupil premium cohort. None of these students were high prior attainers, 44% were middle prior attainers, 44% were low prior attainers, and 12% had no prior attainment data as they joined the school after Year 7. In the absence of a Key Stage 2 baseline, prior attainment was established through benchmarking on entry, and internal analysis gives us confidence in its accuracy. Read against this profile, outcomes that sit within the national range represent a stronger position than the headline figures alone suggest.	monitored through Attainment 8, Progress 8 and grade 4/5 outcomes for disadvantaged students to determine whether this narrows the gaps identified this year.
To improve students' literacy and numeracy skills so that they can achieve well across the curriculum	During 2025/26, targeted intervention was delivered to pupil premium students across Years 7 to 9 in both numeracy and literacy, in line with EEF guidance on diagnosing specific need and addressing foundational gaps before building fluency. In numeracy, 51 students across Years 7 to 9 were identified for intervention through KS2 attainment and ongoing progress data, of whom 12 were pupil premium (2 in Year 7, 4 in Year 8, 6 in Year 9). Each cohort received 16 x 30-minute sessions twice weekly, informed by question-level analysis of KS2 papers in Year 7 and Sparx diagnostic benchmarking in Years 8 and 9. Impact for pupil premium students was limited: only 2 of the 12 (17%) made sufficient progress to move out of the target group, and in every year group pupil premium students moved out at a lower rate than their peers. In Year 7, none of the 2 pupil premium students moved out, despite 7 non-pupil-premium students doing so; in Year 8, 1 of 4 pupil premium students moved out; in Year 9, 1 of 6 did, against a backdrop of only 2 students overall making sufficient progress. Whilst the number of students remaining on the intervention pathway	For 2026/27, our priorities are to build on the gains made in literacy and to strengthen the impact of our numeracy provision. In numeracy, we have sourced a new intervention programme, Success@Arithmetic (Edge Hill University), which will roll out from September and is designed to develop number sense and arithmetic fluency more effectively than the previous model. In literacy, we will review the curriculum to understand why the gains achieved in Years 7 and 8 have not been replicated in Year 9 and will seek an updated benchmarking package so that our diagnoses remain robust. In both subjects, the continued

	for more than one cycle may seem concerning, it reflects our commitment to ensuring that we continue to work with students until they truly have the foundational knowledge that will allow them to succeed in all areas of the curriculum. In literacy, whole-cohort fluency tracking showed a more encouraging picture, though one that varies significantly by year group. In Year 7, 84% of pupil premium students read fluently by Summer (up from 74% in Autumn), narrowing the gap with non-pupil-premium peers (94%) at a faster rate of improvement. In Year 8, pupil premium students achieved fluency comparable to their peers (93% vs 95%) and improved fastest of the three cohorts. In Year 9, however, only 75% of pupil premium students read fluently against 94% of their peers, the widest gap across the school, and improved at a similar rate to non-disadvantaged peers, meaning this gap is not closing. As the Year 9 cohort moves through the upper school consideration will have to be given to the individual needs of the 25% pupil premium students who have not yet reached the required level of fluency where bespoke support may be more appropriate, tailored to their needs. In phonics, 104 students were identified for intervention in 2024/25, of whom 83 (80%) progressed out of the programme. The remaining 21 continued the pathway, and a further 16 Year 7 students were identified for 2025/26. Half-termly re-assessment shows students making progress both within the intervention and out of it, and as a result only 16 students now remain on the pro-	focus is on closing the gap for disadvantaged pupils.
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	gramme. This has allowed us to deliver in smaller groups, including 1:1 sessions, so that support is matched closely to each student's stage of phonic knowledge. Pupil premium students were disproportionately represented in this group confirming that gaps in early reading knowledge remain a key barrier for our disadvantaged pupils and that this is where targeted support is most needed.	
To improve the engagement of disadvantaged students	In 2025/26, pupil premium students received achievement points in line with their share of the school population (18%), showing that disadvantaged pupils are being recognised for their successes at a rate proportionate to their numbers. Encouragingly, the proportion of behaviour logs issued to PP students has begun to fall, from 31% in 2024/25 to 29%, although this remains above their share of the school population. Suspensions have also fallen sharply overall, from a three-year high of 119 in 2023/24 to 49 in 2025/26. However, PP students still account for a disproportionate number of these. This indicates that further work is needed to ensure the principles of 'positive regard' are applied consistently, so that PP and non-PP behaviour outcomes move into closer alignment.	To bring PP and non-PP behaviour outcomes into closer alignment, we will begin with staff refresher training on Positive Regard and relational consistency. This will focus on separating the behaviour from the child, using restorative conversations, and recognising that behaviour often communicates an unmet need. It will also explore how implicit bias can shape the way behaviour is interpreted and logged and will be reinforced through coaching and learning walks. Alongside this, we will moderate the consistency with which logs are issued for comparable incidents, and check that sanctions do not disadvantage pupils who face barriers such as lateness, missing equipment or unmet learning

		needs, so that high expectations are maintained while the response remains fair. Building on the proportionate rate of achievement points already secured for disadvantaged pupils, we will also aim to increase the ratio of positive to negative interactions for PP students. This will include positive phone calls home and recognition for progress and effort as well as attainment.
To ensure that students make informed choices about the next stages of their lives	Our Careers Education, Information, Advice and Guidance (CEIAG) provision has been highly effective in supporting Pupil Premium students to make informed and aspirational post-16 choices. Destination data for the Year 11 Pupil Premium cohort shows that all students have secured an intended progression route, with successful transitions into sixth form, further education and apprenticeship pathways. Students have accessed a wide range of academic and vocational opportunities, including specialist programmes in engineering, construction, health and social care, sport, agriculture, uniformed services and other career-focused sectors. The breadth of destinations, alongside the number of students progressing to their first-choice pathways, demonstrates that careers guidance, employer encounters, independent advice and personalised transition support are	

	helping to reduce disadvantage and enable Pupil Premium students to progress confidently into sustained education, employment or training.	
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