

## Pupil Premium Strategy Statement Blessed Robert Sutton Catholic Multi Academy Trust

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	633
Proportion (%) of pupil premium eligible pupils	24.8%
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> )	2024/25 - 2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Samuel Gray (Headteacher)
Pupil Premium lead	Michelle Goodwin (Deputy Headteacher)
Governor / Trustee lead	Rebecca Harris (Governor)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,575
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£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>	£151,575

## Part A: Pupil Premium Strategy Plan

### Statement of intent

At Blessed Robert Sutton we are proud to serve the community of Burton-on-Trent and surrounding areas; our catchment includes areas of affluence and areas of deprivation. We believe in developing students to become well-rounded individuals that can succeed and thrive in society. As a school we strive for excellence, this is lived out through **'The Sutton Way'** which can be broken down into **'Spiritual, Academic & Social Excellence.'** We recognise that to achieve this we must address the barriers and challenges faced by all our disadvantaged students. Our intention is to work with students and parents and to efficiently utilise resources to ensure that all students reach their potential, regardless of their background.

We believe in creating a culture of excellence so that every student can be successful. Through early identification of barriers and analysis of data, we will provide interventions and support so that success is achievable. Our focus will always be on the academic progress, attendance and engagement in BRS life and as a school we look to develop our interventions and support through research-led understanding and follow the EFF's 'Menu of Approaches' to help ensure that our strategies are most effective. Our ultimate object is to ensure that all pupils have the same opportunity to experience success regardless of their background, disadvantaged or otherwise.

Our Teaching and Learning principles will ensure that all disadvantaged students are known by their teachers and that appropriate strategies are implemented to support their success. Whilst the Pupil Premium Strategy is overseen by the Headteacher and Deputy Headteacher, the school body in its entirety understands their role in maintaining a culture where our disadvantaged students can thrive regardless of any adversities that they may experience. We will prioritise in positively engaging with students and families from disadvantaged backgrounds to identify barriers to making expected or better progress. Students from disadvantaged backgrounds will benefit from support that will target uniform, PE kit, educational visits and equipment so that financial issues are not a barrier to positive engagement within school life.

The Key principles of this strategy:

- **The development of High-Quality Teaching.** Evidence indicates that quality first teaching is the most powerful way for schools to narrow the gaps in pupil attainment, particularly for socio-economically disadvantaged students. Our school looks to focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. We aim to challenge students, in the work that they are set and that work is personalised to need. We aim to ensure that students eligible for pupil premium (PP) at Blessed Robert Sutton make sustained, accelerated progress so the attainment gap between Disadvantaged and non-disadvantaged students narrows significantly and

disadvantaged students achieve parity of outcomes across key measures (attainment and progress, post16 destinations).

- **Targeted Academic Support.** Our school looks to provide intensive support at the point when need is identified. We use data to provide additional intervention when required, including how it assesses learning gaps and prepares staff to deliver sessions, and monitor impact.
- **Wider strategy – attendance and behaviour.** We believe that social and emotional skills support have an impact on learning as well as a successful future for disadvantaged students. We focus on providing support to ensure that all students are happy at school and that disadvantaged students are attending school regularly, feel included and safe, and remain in lessons (reduced suspensions and lost learning time.) We also aim to raise aspirations and improve post16 destinations (more PP students' progress to positive destinations — A level, high-quality vocational provision, apprenticeships or employment/training) and ensure the school's Catholic values and 'Sutton Way' underpin inclusive ambition for every student.

## Challenges

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

Challenge number	Detail of challenge
<b>In-School Barriers</b>	
1	<p><b>Outcomes</b></p> <p>A sharp focus on the outcomes of disadvantaged students, to narrow the gap between the attainment 8 figures and the proportion of disadvantaged students achieving English, Maths and the basics – 4+, 5+ and 7+.</p> <p>This is a challenge that exists within the school, but also at local and national levels and our target, is to close these gaps at all levels.</p>
2	<p><b>Attendance</b></p> <p>2024 – 2025 National averages shows that students from a disadvantaged background have attendance rates 7.1% lower than non-disadvantaged students and Persistent absence is 23.5% higher amongst those students from a disadvantaged background.</p> <p>In 2024-2025, our disadvantaged students had attendance rates 3.8% lower than non-disadvantaged students.</p> <p>Through observations, attendance meetings with parents and discussions with parents and students, social and emotional issues for many students have been a barrier to school attendance, including anxiety. These challenges particularly affect disadvantaged students, creating significant difficulties for students to achieve their academic, personal and social potential.</p>

3	<p><b>Behaviour and Behaviour for Learning</b></p> <p>Disadvantaged students are suspended and excluded from school more frequently than non-disadvantaged students – this is a national picture as well as a school picture.</p> <p>In 2024-2025, suspension rates for disadvantaged students were 32.93% and 16.53% for non-disadvantaged students respectively. Disadvantaged students were permanently excluded from Blessed Robert Sutton at a rate of 0.00% compared to the National Average rate (taken from the previous year, as 2024-2025 data has not yet been released) of 0.33%. (Non-disadvantaged permanent exclusions from Blessed Robert Sutton were 0.16% compared to the National Average of 0.25%).</p> <p>Disadvantaged students require additional, and at times, more intensive support, to ensure that they are behaving within the school's expectations for behaviour and societal norms.</p>
4	<p><b>Destinations &amp; Aspirations</b></p> <p>In Staffordshire there are a higher proportion and likelihood of, disadvantaged students classified as NEET at the end of KS4. This is not reflected at Blessed Robert Sutton. Any students at risk have RONI meetings with the Staffordshire Careers advisor. Disadvantaged students require opportunities to have their aspirations raised and cultural capital enhanced. Disadvantaged students will receive additional guidance to better understand the possibilities available to them.</p>

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>Outcomes – attainment of disadvantaged students is rapidly improved, and support is in place as follows:</b></p> <ul style="list-style-type: none"> <li>Disadvantaged students are provided with access to high quality revision resources</li> <li>Feedback is bespoke and based on students' individual performance.</li> <li>Out of hours learning, closes gaps and allows students to make progress to the next grade</li> <li>Mentoring programmes allows regular opportunities to check in (academic and wellbeing)</li> </ul>	<ul style="list-style-type: none"> <li>Proportion of disadvantaged students achieving 4+, 5+ and 7+ is broadly in line with non-disadvantaged students in all foundational subjects.</li> <li>4+/5+/7+ in English shows improvement</li> <li>4+/5+/7+ in Maths shows improvement</li> <li>4+/5+/7+ in basics shows improvement</li> <li>An improved attainment score for disadvantaged students in achieved <b>(2025-2026)</b></li> <li>The gap in attainment 8 is narrowed between disadvantaged and non-disadvantaged students</li> <li>A greater proportion of disadvantaged students meet entry requirements for post 16 courses.</li> </ul>

<ul style="list-style-type: none"> <li>• Home learning completion rates are in line with non-disadvantaged students</li> </ul>	<p>By end of Year 3 of the strategy: reduce the in-school attainment gap (attainment &amp; progress measures chosen by SLT by at least 10 percentage points or equivalent progress measure improvement for disadvantaged students; measurable termly progress increases for targeted cohorts; internal QA shows consistent curriculum access and coverage for disadvantaged students.</p>
<p><b>Attendance</b> of disadvantaged students is above national average for the cohort, absence rates between disadvantaged and non-disadvantaged students are closing and PA rates are decreasing for disadvantaged students.</p> <ul style="list-style-type: none"> <li>• Prioritisation through school attendance processes</li> <li>• Collaborative work through multi-disciplinary processes</li> <li>• Targeted support through our attendance officer, DDSL and Pastoral Managers.</li> </ul>	<ul style="list-style-type: none"> <li>• Gap in attendance of disadvantaged students and non-disadvantaged students is narrowing</li> <li>• Disadvantaged attendance is better than that of the National Average for disadvantaged attendance</li> <li>• PA percentage is reduced for disadvantaged students</li> <li>• SA percentage is reduced is reduced for disadvantaged students</li> <li>• Communication between home and school is frequent, supportive and purposeful.</li> </ul>
<p><b>Behaviour</b> – Disadvantaged students are not disproportionately represented in the suspension figures of the school. Achieved via:</p> <ul style="list-style-type: none"> <li>• Prioritising interventions for those students at risk of suspension/permanent exclusion</li> <li>• Offering Early Help/other external agencies to those families when their child is persistently below expectations within the school</li> <li>• Promoting a multi-agency approach when professional curiosity identified a potential underlying cause for poor behaviour</li> <li>• Preventative mechanisms within school such as Pastoral Hub, Safe to Speak Hub and internal suspension as an alternative to suspension</li> <li>• Staff training on behaviour for learning and de-escalation techniques – embedding a restorative and reflective culture.</li> </ul>	<p>Suspension rate for disadvantage students decreases</p> <ul style="list-style-type: none"> <li>• Permanent exclusion rate for disadvantaged students decreases</li> <li>• Participation rates in interventions by disadvantaged students increases</li> <li>• Internal suspension data shows a reduction in disadvantaged students and lost learning hours are also reduced</li> <li>• EH referrals are increased</li> <li>• SEND referrals for underlying or undiagnosed needs are increased</li> </ul>

<ul style="list-style-type: none"> <li>• Remove barriers to learning ensuring students have opportunity to start each day positively e.g. equipment, uniform, PE kit etc.</li> <li>• Tracking and monitoring weekly and fortnightly data trends – early identification of need.</li> </ul>	
<p><b>Destinations and Aspirations –</b> disadvantaged students are not disproportionately represented in the NEET figures and aspirations for students are high, with students successful in gaining appropriate provision for Post –16.</p> <ul style="list-style-type: none"> <li>• Engaging in activities which actively boost their aspirations and ensure opportunities are well known</li> <li>• Prioritising career interviews</li> <li>• Providing support for students and families with applications, and access to interviews</li> <li>• Early identification of NEETs and bespoke programmes of engagement for the student and families</li> <li>• Actively promoting to the students, the local opportunities through assemblies and careers sessions in the Pastoral Programme</li> <li>• Liaising with local providers and running careers events to boost engagement in life beyond Blessed Robert Sutton</li> <li>• Launch of Student Leadership Programme, inclusive of Disadvantaged students to ensure positive aspirations and engagement in school life.</li> </ul>	<ul style="list-style-type: none"> <li>• NEET figures for disadvantaged students decreased</li> <li>• Internal analysis shows disadvantaged students have been interviewed, have a destination planned and understand the key entry requirements of the course.</li> <li>• Application completion rates are higher for the disadvantaged students</li> <li>• Student Voice Feedback values the opportunity to engage with providers</li> <li>• Student survey analysis shows disadvantaged students understand the importance of receiving high quality careers education information and guidance</li> <li>• Tracking engagement in enrichment activities both in and out of school for Disadvantaged students e.g. homework, DofE, subject offers, revision sessions etc shows an increase in engagement.</li> <li>• Parent engagement is comparable for Disadvantaged and non-disadvantaged students at school events – Open Evening, Celebration Evenings, Parents evenings, Success Evenings, Options evening etc.</li> <li>• Student Leadership encompasses disadvantaged cohort and student voice is positive</li> </ul>
<p><b>5. Sustainable improvement through high quality teaching</b></p> <ul style="list-style-type: none"> <li>• CPD Programme</li> <li>• Quality Assurance Schedule</li> <li>• Data analysis and targeted support</li> <li>• Strategic setting</li> </ul>	<ul style="list-style-type: none"> <li>• Increased proportion of lessons judged by QA to be at least ‘good—outstanding’ for disadvantaged students</li> <li>• subject leaders report improved sequencing and scaffolding for disadvantaged learners</li> <li>• staff completion of targeted CPD and NPQs recorded</li> </ul>

<ul style="list-style-type: none"> <li>• Teaching and Learning model</li> <li>• Development of high-quality revision materials across all key stages</li> <li>• Strategic assessment model encompassing</li> <li>• Rewards and recognition</li> </ul>	<ul style="list-style-type: none"> <li>• The retention of key staff improved.</li> </ul>
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## 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: £33,346.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD programme for high quality instruction: Explicit instruction, modelling, scaffolding, adaptive questioning, cumulative curriculum sequencing and subject specific curriculum leadership (termly CPD cycles) Release time for subject leaders NPQ funding for middle leaders	EEF guidance recommends prioritising high-quality teaching as the top tier of the pupil premium approach and investing in CPD and subject leadership: <a href="#">Develop your strategy — EEF</a> . The EEF Teaching and Learning evidence base highlights that improving teaching has the largest impact on disadvantaged students.	1
Improving literacy in all subject areas in line with recommendations in the EEF 'Improving Literacy in Secondary Schools' guidance Professional development focused on literacy in each subject area	<a href="#">Improving Literacy in Secondary Schools   EEF</a> Acquiring disciplinary literacy to enhance overall subject access  Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: <a href="#">Oxford University Press - Word Gap - Oxford Language Report</a>	1
Deployment of skilled TAs linked to taught curriculum TAs trained to lead structured small-group activities and provide in-class scaffolding.	EEF guidance on effective TA deployment: targeted TA support linked to teaching can be effective when well trained and directed by teachers (see EEF targeted support resources) — <a href="#">Targeted academic support — EEF</a> .	1, 2, 3

P6 interventions – ensuring attendance of Disadvantaged students. Monitoring and praise.	<a href="https://www.sec-ed.co.uk/blog/poverty-proof-your-school-uniform-disadvantage-pupil-premium/">https://www.sec-ed.co.uk/blog/poverty-proof-your-school-uniform-disadvantage-pupil-premium/</a>	1, 3
Reading Interventions	<a href="#">Closing the Disadvantaged gap (EEF Toolkit) ASE IIS.pdf</a>	1, 4
Support for uniform, educational visits and rewards	<a href="https://www.sec-ed.co.uk/blog/poverty-proof-your-school-uniform-disadvantage-pupil-premium/">https://www.sec-ed.co.uk/blog/poverty-proof-your-school-uniform-disadvantage-pupil-premium/</a>	1, 2, 3, 4
Recruitment of Assistant Headteacher (Behaviour & Attitudes)	<a href="#">Research to understand successful approaches to supporting the most academically able disadvantaged pupils</a>	2,3, 4

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

Budgeted cost: £27,283.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alternative provision	<a href="#">Supporting the attainment of disadvantaged pupils</a>	1, 2, 3, 4
Revision guides & support materials	<a href="#">Supporting the attainment of disadvantaged pupils: articulating success and good practice</a>	
Teaching Assistants	<a href="#">Teaching assistants improve pupils' results, studies show   Teaching   The Guardian</a>	
PP Mentor/Champion	<a href="#">Supporting the attainment of disadvantaged pupils</a>	
Structured literacy and numeracy interventions (daily/weekly small group sessions for lower attaining PP pupils; evidence-based programmes; trained deliverers).	EEF guidance: SEND students benefit from excellent teaching and targeted, evidence-based interventions; prioritise familiar strategies (scaffolding, explicit instruction): <a href="#">Targeted academic support — EEF</a> .	
Structured SEND interventions and 1:1 support for PP pupils with SEND (SENCo led plans; evidence-based approaches, alternative assessments where needed).	EEF guidance: SEND students benefit from excellent teaching and targeted, evidence-based interventions; prioritise familiar strategies (scaffolding, explicit instruction): <a href="#">Targeted academic support — EEF</a> .	



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

Budgeted cost: £90,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Manager	<a href="#">Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf</a>	1, 2, 3, 4
Pastoral Leaders	<p><a href="#">Research to understand successful approaches to supporting the most academically able disadvantaged pupils</a></p> <p>Social and emotional learning highlights benefits for wider outcomes and for enabling learning; such approaches can support attendance and behaviour when targeted: see EEF guidance resources and DfE Menu. (See DfE pupil premium menu: <a href="#">Using pupil premium: guidance for school leaders (DfE)</a>)</p>	1, 2, 3, 4
Correction Lead	<a href="https://onlinelibrary.wiley.com/doi/full/10.1111/chso.12677">https://onlinelibrary.wiley.com/doi/full/10.1111/chso.12677</a>	3
Full time attendance officer	<a href="#">Persistent absence and support for disadvantaged pupils - Education Committee</a>	2
DDSL	<a href="#">Early help and early intervention   NSPCC Learning</a>	1, 2, 3, 4
Careers guidance and support	<p><a href="#">Research to understand successful approaches to supporting the most academically able disadvantaged pupils</a></p> <p><a href="#">Young people from disadvantaged backgrounds feel less in control of their futures - Office for National Statistics</a></p>	4
Incentives and rewards	<a href="#">Supporting the attainment of disadvantaged pupils: articulating success and good practice</a>	2, 3
Breakfast provision during examination periods to support morning routines and reduce lateness/absence	<p>DfE menu and EEF attendance/evidence brief identify meal provision and basic needs support as part of wider strategies to improve attendance and readiness to learn: <a href="#">Using pupil premium: guidance for school leaders (DfE)</a></p> <p><a href="#">Breakfast clubs work their magic in disadvantaged English schools   Institute for Fiscal Studies</a></p>	1, 2, 3

## Part B: Review of the previous academic year (2024-2025)

### Outcomes for disadvantaged pupils

#### Intended outcomes of the 2024 – 2025 Pupil Premium Strategy

*Underachieving PP students to make accelerated academic progress via a programme of support:*

Attainment 2024-2025						
	Pupils Eligible for PP	Pupils Not Eligible for PP	All Pupils	National PP	National Non-PP	National All Pupils
Progress 8 Score Average	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable
Attainment 8 Score Average	37.50	49.16	46.56	35.00	49.80	45.90
Percentage of Grade 5+ in English and Maths	21.10%	52.70%	46.20%	25.60%	52.10%	45.20%
Ebacc Entry (%)	57.90%	78.67%	64.80%	29.00%	44.60%	40.50%
Attainment 2023 -2024						
	Pupils Eligible for PP	Pupils Not Eligible for PP	All Pupils	National PP	National Non-PP	National All Pupils
Progress 8 Score Average	-0.05	0.42	+0.34	-0.58	+0.13	-0.03
Attainment 8 Score Average	43.55	51.68	50.22	34.80	49.60	46.30
Percentage of Grade 5+ in English and Maths	47.60%	63.00%	60.30%	24.90%	51.20%	45.30%
Ebacc Entry (%)	85.70%	72.00%	74.40%	27.40%	42.70%	39.30%
Attainment 2022 - 2023						
	Pupils Eligible for PP	Pupils Not Eligible for PP	All Pupils	National PP	National Non-PP	National All Pupils
Progress 8 Score Average	+0.03	+0.36	+0.30	-0.57	+0.17	-0.03
Attainment 8 Score Average	38.20	49.89	48.10	35.00	50.30	46.30
Percentage of Grade 5+ in English and Maths	17%	58%	52%	25%	52%	45%
Ebacc Entry (%)	17%	38%	39%	28%	43%	39%
Attainment 2021 - 2022						
	Pupils Eligible for PP	Pupils Not Eligible for PP	All Pupils	National PP	National Non-PP	National All Pupils
Progress 8 Score Average	-0.16	Unavailable	+0.30	-0.55	0.15	-0.03
Attainment 8 Score Average	42.97	53.53	51.61	37.50	52.60	48.70
Percentage of Grade 5+ in English and Maths	53%	69%	65%	30%	57%	50%
Ebacc Entry (%)	21%	16%	17%	27%	43%	39%

Data included in the table above shows that PP pupils' attainment in 2024-2025 was above national PP averages and are slightly outperforming the school's overall cohort suggestive of effective support and provision for disadvantaged pupils.

*Attendance – pupils in receipt of PP funding is in line with peers.*

Academic Year 2024/25			
Whole School	Present R/C: Marks (%)	Auth. Absent R/C: Marks (%)	Unauth. Absent R/C: Marks (%)
Pupil Premium Eligible	91.5%	5.9%	2.6%
Not Pupil Premium Eligible	95.3%	3.8%	0.9%

Academic Year 2023/24			
Whole School	Present R/C: Marks (%)	Auth. Absent R/C: Marks (%)	Unauth. Absent R/C: Marks (%)
Pupil Premium Eligible	91.8%	5.5%	2.6%
Not Pupil Premium Eligible	95.2%	3.8%	0.9%

Attendance continues to be a national challenge following the pandemic and recovery to pre-pandemic levels of attendance has been slow nationally. Our attendance strategy is being implemented alongside the PP strategy to ensure disadvantaged students are targeted to improve attendance, and therefore, chances to be successful in outcomes will be improved for those students.

Ensure disadvantaged students are not overrepresented in exclusion data

Exclusions - Yearly Trends													
Breakdown		2021/2022			2022/2023			2023/2024			2024/2025		
		Number for School	School %	National %	Number for School	School %	National %	Number for School	School %	National %	Number for School	School %	National %
All Students	Permanent Exclusions as a Percentage of the Pupil Group	0	0.00	0.16	3	0.53	0.22	2	0.34	0.25	1	0.16	Not
	Suspensions as a Percentage of the Pupil Group	38	7.17	13.96	89	15.72	18.90	107	18.04	22.61	104	16.53	Currently
	Pupils with 1 or more Suspensions	21	3.96	6.02	40	7.07	7.12	43	7.25	7.83	32	5.09	available -
	Pupils with 2 or more Suspensions	7	1.32	2.62	19	3.36	3.40	14	2.36	3.90	17	2.70	Only the
Pupil Premium Students	Permanent Exclusions as a Percentage of the Pupil Group	-	-	-	-	-	-	-	-	-	0	0.00	Autumn
	Suspensions as a Percentage of the Pupil Group	-	-	-	-	-	-	-	-	-	54	32.93	Term
	Pupils with 1 or more Suspensions	-	-	-	-	-	-	-	-	-	11	6.71	Results
	Pupils with 2 or more Suspensions	-	-	-	-	-	-	-	-	-	7	4.27	are

Suspension data shows a clear improvement for pupils, with a reduction in both the number of suspensions and repeat incidents compared to the previous period. This suggests that targeted pastoral support, behaviour interventions, and closer monitoring are having a positive impact. While progress is evident, continued focus on early intervention and consistency of approach will be essential to sustain and further improve outcomes for this group.

Disadvantaged pupils' progression onto positive destinations

	Participation Rate (%)	Continuing with structured learning total (%)	Continued full-time education (%)	Structured learning in the workplace (%)	Jobs with no structured training (%)	Not yet settled in any full-time positive activity total (%)	NEET (part of the Not Yet Settled category) (%)	Failed to respond or moved away (%)	Number of leavers in survey
<b>Blessed Robert Sutton Catholic Sports College</b>									
Act Survey Nov 2024	99.2	99.2	95.0	4.2	0.0	0.8	0.8	0.0	120
% point change	1.2	1.2	2.1	-0.9	0.0	-1.2	-1.2	0.0	
2023	98.0	98.0	92.9	5.1	0.0	2.0	2.0	0.0	98
% point change	-0.2	-0.2	-1.7	1.5	0.0	0.2	0.2	0.0	
2022	98.2	98.2	94.6	3.6	0.0	1.8	1.8	0.0	111
% point change	-1.0	-1.0	-0.4	-0.5	0.0	1.8	1.8	-0.8	
2021	99.2	99.2	95.0	4.1	0.0	0.0	0.0	0.8	121
% point change	-0.8	-0.8	-0.9	0.1	0.0	0.0	0.0	0.8	
2020	100.0	100.0	96.0	4.0	0.0	0.0	0.0	0.0	124
<b>East Staffordshire District Average</b>									
Act Survey Nov 2024	96.7	96.7	90.3	6.3	0.4	2.5	2.4	0.5	1986
% point change	-0.1	-0.1	-0.7	0.4	-0.4	0.6	0.7	0.0	
2023	96.8	96.8	91.0	5.9	0.8	1.9	1.7	0.5	1829
% point change	-0.3	-0.3	-0.9	0.7	0.4	0.6	0.6	-0.6	
2022	97.1	97.1	91.9	5.2	0.4	1.3	1.1	1.1	1742
% point change	1.1	1.1	1.1	0.0	-0.3	-0.8	-0.1	-0.7	
2021	96.0	96.0	90.8	5.2	0.7	2.1	1.2	1.8	1688
% point change	-1.7	-1.7	-3.4	1.7	0.4	1.2	0.4	0.7	
2020	97.7	97.7	94.2	3.5	0.3	0.9	0.8	1.1	1791
<b>Staffordshire Local Authority Average</b>									
Act Survey Nov 2024	95.2	95.2	90.2	5.0	1.0	3.3	3.0	0.5	10314
% point change	-0.6	-0.5	-0.5	0.0	0.0	0.7	0.4	-0.1	
2023	95.8	95.7	90.7	5.0	1.0	2.6	2.6	0.6	9825
% point change	0.1	0.0	0.2	-0.2	0.1	0.4	0.7	-0.6	
2022	95.7	95.7	90.5	5.2	0.9	2.2	1.9	1.2	9381
% point change	-1.1	-1.1	-1.0	-0.1	0.2	0.8	0.7	0.1	
2021	96.8	96.8	91.5	5.3	0.7	1.4	1.2	1.1	9320
% point change	-0.2	-0.2	-1.6	1.3	0.2	-0.3	-0.1	0.4	
2020	97.0	97.0	93.1	4.0	0.5	1.7	1.3	0.7	9434

NEET figures for pupils eligible for all pupils is strong including PP, with fewer students recorded as not in education, employment or training compared to previous outcomes. This indicates that strengthened careers guidance and targeted mentoring are having a positive effect. Continued tracking and early engagement will be important to ensure these improvements are sustained and that vulnerable learners remain supported beyond statutory schooling.

## 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