Pupil premium strategy statement – Middleton Technology School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Middleton Technology School
Number of pupils in school	1337
Proportion (%) of pupil premium eligible pupils	429 (32%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/5 – 2026/27
Date this statement was published	Nov 25
Date on which it will be reviewed	Sep 2026 (with monitoring throughout the year)
Statement authorised by	J Kellett
Pupil premium lead	J Kellett
Governor lead	Rob Dugdill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£461,713
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£461,713

Part A: Pupil premium strategy plan

Statement of intent

Our vision at Middleton Technology School is to ensure that all of our students leave our school with the essential skills and academic achievements they need to thrive when they leave our school.

Our values reflect this vision: that we have the highest of expectations, we work hard, we value feedback and we value everyone.

When we reflect upon these values through the lens of Pupil Premium, we are making sure that those with the greatest disadvantage are valued and understood, and that we have the highest of expectations of them so that they go on to achieve the best outcomes.

We understand the importance of ensuring that all teaching meets the needs of each learner, as well as rather than instead of using interventions to compensate for lost learning. Therefore, we develop teacher talent by investing in practice and coaching – practising key techniques collectively as a staff during CPD meetings.

The approaches that we have set out in this plan come from a clear understanding of EEF strategies, as well as a clear understanding of the local and national context. This means that we are not only addresses common challenges, but also those that are very specific and local to this school context.

The ultimate objectives for our strategy are to:

1. Improve the attendance of disadvantaged students
2. Improve literacy and vocabulary of disadvantaged students
3. Improve attainment outcomes for disadvantaged students
4. Improve the engagement and behaviour of disadvantaged students
5. Improve outcomes for students with SEND who are also disadvantaged

Our strategy looks to address equality gaps by providing the right staff/expertise and resource to meet the desired outcome for our disadvantaged students.

Challenges

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

Challenge number	Detail of challenge

| 1 | **The attendance of disadvantaged students**

Reflecting the national picture, the attendance of students at MTS has decreased significantly since before COVID, where for 3 years plus, the attendance to school was on or around 96%. We know that there is a clear link between strong attendance and strong academic performance and so this trend needs to be reversed.

The table below captures the attendance for the academic year of 2024/25

Group	Year 7	Year 8	Year 9	Year 10	Year 11	Whole School
All	91.06%	89.41%	88.89%	90.56%	89.10%	89.84%
Non-PP	94.00%	91.75%	92.85%	93.58%	89.10%	93.2%
PP	85.29%	84.15%	81.10%	84.05%	83.80%	83.9%
Gap	8.71%	7.6%	11.75%	9.53%	5.3%	9.3%

Here is a breakdown of how attendance affected academic progress in 2025 exams

Name	Filter Value	Stu Count	KS2 Prior	9-7 E/M %	9-5 E/M %	9-4 E/M %	A8	Total P8
Attendance academic year	96+	136	103.5	11.8	44.1	67.6	47.44	0.01
Attendance academic year	90-96%	62	101.5	4.8	30.6	54.8	39.77	-0.36
Attendance academic year	50-90%	45	96.5	2.2	15.6	31.1	28.91	-0.58
Attendance academic year	Below 50%	16	86.5	0	6.3	12.5	13.38	-1.27

The literacy and vocabulary of disadvantaged students

Reading and vocabulary development are particularly important to us as a range of educational research tells us that:

Compared with their counterparts with a reading age of 11 or above, individuals with low reading ability are:

- less likely to gain employment.
- less likely to earn above average wage.
- less likely to achieve qualifications, be trained in the workplace or achieve promotion.
- less likely to use preventative health services and manage treatment and medication well.
- More likely to exhibit behavioural problems.
- More likely to offend, be imprisoned and be a repeat offender.
- More likely to have low levels of psychological wellbeing and life satisfaction.

The UK has one of the highest illiteracy rates in the developed world with about 16% of UK adults being functionally illiterate. 70-80% of students who drop out of school are poor readers. Reading for pleasure has a big effect also. Miller found that 'time spent reading had a greater impact on achievement than any other school activity.'

A study relating to Blackpool which has similar levels of deprivation to Rochdale (Read All About it) concluded that: 'There is a significant correlation between student reading ability and eventual performance across all subjects at GCSE, which is just as strong in maths and sciences as it is in arts subjects.' |

	Correlation coefficients between GCSE results and reading age show that effect is not limited to 'literacy heavy' subjects

3	**The attainment outcomes for disadvantaged students**

Measure	LA average	School score		
		ALL	PP	Non - PP
Attainment 8 score	**40.5**	**40.3**	**32.6**	**44.4**
% pupils achieving grade 5 or above in GCSE English & maths	**34.6**	**33.6**	**23.6**	**38.8**
% of pupils entering the English Baccalaureate (Ebacc)	**30.1**	**42.9**	**36**	**46.5**
Ebacc average point score	**3.4**	**3.6**	**2.9**	**4.0**

4	**The engagement and behaviour of disadvantaged students**
	As part of our behaviour curriculum, strong and consistent in-school routines are designed to support all students to achieve.
	Beyond this, some students require additional support to develop metacognitive / self-regulation strategies and to build resilience, self-esteem, and positive emotional wellbeing. A particular challenge we have identified is that when faced with challenging curriculum tasks some students have a lack of motivation to succeed because of low confidence /fear of failure.
	In addition some students who are disadvantaged and who have experienced multiple adverse childhood experiences (ACEs) have developmental trauma which can impact behaviours. Our strategy seeks to support these students are more likely to experience the safeguarding and behavioural challenges which can contribute to poor attendance, behavioural concerns or lower academic performance.

5	**The outcomes for students with SEND who are also disadvantaged**
	Those students who are PP and have SEND have a greater level of disadvantage than other students across the school and these students require extra care, space, attention and individualised learning to help them succeed and to meet their equity need. The school's approach to working with these students based on their need demonstrates a targeted and stepped approach to their support. The school has identified that many of these students require additional support and an adapted curriculum to meet their need. The challenge faced is ensuring that that the curriculum is broad and balanced while at the same time supporting the student in making academic progress and progress with their SEN.

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
1) Disadvantaged students will increase their attendance at school, therefore closing the gap between themselves and their non-disadvantaged peers, enabling them to experience the full learning experience at Middleton Technology School.	Whole school attendance, including that of PP students, increases. • overall and year group attendance gap between PP and NPP students reduces. • proportions of persistent absenteeism reduce. • suspensions reduce for PP students.
2) To raise the Literacy skills and reading skills of disadvantaged pupils.	• The percentage of PP students making expected progress is in line with their non-PP peers. • The percentage of PP students reaching their chronological reading age is in line with their non-PP peers. • GL Assessments in-year progress test show that PP students are making progress in line with that of their non-PP peers.
3) To raise the attainment for PP students	• PP students achieve a progress score of 0 in 2026/7 • Achieve FFT 50 scores in the first instance, and ultimately at least FFT20 • Attainment scores are at least equal to national • Reduce the gap in GCSE outcomes between PP and NPP in all key indicators
4) For Pupil Premium pupils to enjoy the wide range of enrichment activities that we have available at Middleton Technology School. Reduce the proportion of PP pupils with a fixed term exclusion in line with national average	• PASS Survey and Attitudes to Learning shows PP students views of school are in line with those of their non-PP peers. • Exclusions statistics for PP students are reduced to become in line with national • Reduction in behaviour points for those students with PP so that they are in line with NPP • All students to attend an enrichment activity in their time in school • Ensure that any external provision is at least as good as in school offer. • Mental health signposted and accessible to all PP students. • PP students at risk of becoming NEET becoming EET
5) Disadvantaged students who require SEN support will make good progress, in line with their non-PP peers.	• All staff to have a comprehensive understanding of students who are K or E • Student passports are available for each student so that staff know needs & strategies • Progress and attainment scores for students with SEND are in line with national

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Embedding of classroom routines Whole staff training including deliberate practice -behaviour curriculum	EEF- Improving behaviour in school document. Improving Behaviour in Schools	EEF (educationendowmentfoundation.org.uk) Teach learning behaviours alongside managing misbehaviour Use classroom management strategies to support good behaviour Use simple approaches as part of your regular routine	4,5

Form time reading programme – y7 to y10	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2
Dylan William Embedding Formative Assessment CPD on thorough checking for understanding I.e. when of what and what to do next.	https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/ EEF – Supporting teachers to use regular, informal assessments. https://educationendowmentfoundation.org.uk/news/real-time-knowledge-can-boost-pupils-grades-by-two-months	3.4
SPAG strategy – whole school approach and book looks for impact	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2, 3, 5
Literacy routines and strategies included in MTS field guide (and associated CPD)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2,3, 5
CPD for all staff on SEND K	Improving Behaviour in Schools	EEF (educationendowmentfoundation.org.uk)	4
CDT joint curriculum planning time – all main subject areas.	https://www.gov.uk/government/collections/curriculum-research-reviews	2, 3, 5
Literacy inset: SPAG and form time reading, live marking feedback.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2
Employ additional staff BSW & PT mentors to work with PP students with high numbers of behaviour points/SEND.	Improving Behaviour in Schools	EEF (educationendowmentfoundation.org.uk) Use targeted approaches to meet the needs of individuals in your school	1,2,3,5
Relational Inclusion CPD (key staff)	https://www.trauma-informed.uk/	4, 5
MTS futures curriculum – careers and aspiration	https://www.gatsby.org.uk/app/uploads/sites/2/2025/07/gatsby-careers-4-pager-updated.pdf	4
Arts mark gold – renewal activity	https://www.artsmark.org.uk/	4
KS3 structured library lessons with librarian / English teacher - including reading session.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2, 3, 5
Review of SEND processes / organisation – cohort identification, plan do review cycle, staffing model – for best use of staffing resource.	https://asset.nasen.org.uk/Effective%20SENCo%20Deployment%20Guide%20new.pdf	1, 2, 3, 4, 5
Open library at social times. Homework and independent learning.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning hab-its. Homework club – to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.	2, 3, 4, 5
Whole School Teaching focus on disciplinary Language – specifically improving subject vocabulary Including working group specifically ENG /Hums re disciplinary literacy - KS3.	- EEF Improving literacy in Secondary Schools (Recommendations 1 & 2) Improving Literacy in Secondary Schools	EEF (educationendowmentfoundation.org.uk) - Alex Quigley – closing the vocabulary gap - National Literacy Trust Guidance Disciplinary literacy	National Literacy Trust	2, 3, 5

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

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

Reading Plus used with all of year 7 and in key classes in y8 and y9 and one elective group y8.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2
Phonics in small groups/one to one with those with a reading age of 6 or below. With phonics trained staff. (initially Ruth Miskin, now Lexonik)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2
Guided reading small group sessions with MySteps pupils and those with a reading age approx. 2 years below chronological in Ks3. With literacy mentor.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2
Targeted intervention for PP students with low chronological reading age. I.e. small group sessions of guided reading with our literacy mentor.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2
Strategic analysis of double disadvantage (PP & SEND K students) to better understand trends and barriers.	https://cfey.org/wp-content/uploads/2016/02/Special-educational-needs-and-their-links-to-poverty.pdf	5
Data day process to identify and plan intervention needs.	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	3
Design and implement a bespoke CPD programme for non-teaching staff: Lexonic training for TAs (new), and Ruth Miskin (previously) and bespoke programme (curriculum tutors for form time). IDL programme (dyslexia)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2, 3, 5
Go for Growth Mentoring project – 15 students	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 3, 4
Morning small group/one-to-one intervention for students – (English sessions)	Targeted students attending additional core subject sessions in the morning to raise attendance, attainment and confidence Small group tuition	EEF (educationendowmentfoundation.org.uk)	all
Bottom 20% readers in KS4 receive targeted group - supported reading & comprehension.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2
1:1 EAL support with curriculum tutor (language acquisition programme)	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal?utm_source=/education-evidence/evidence-reviews/english-as-an-additional-language-eal&utm_medium=search&utm_campaign=site_search&search_term=eal	2, 3
1:1 tuition	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	All
Additional forms groups for KS4 students	Targeted students attending additional core subject sessions in the morning to raise attendance, attainment and confidence Mastery learning	EEF (educationendowmentfoundation.org.uk)	All
Masterclasses	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2, 3, 4, 5
Group sessions with PP Y11 students who are struggling to complete application forms due to IT needs/literacy issues/lack of family support etc	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	4
Half term/Easter booster classes for underachieving PP students, with rewards of food	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
A strategic analysis of the Persistent Absentee and Severe PA cohorts each half term. Working alongside Rochdale LA and our Education Welfare officer support.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1, 3
MTS is part of 'Inclusive Attendance' Strategy alongside other Rochdale schools, focussed on	https://inclusive-attendance.co.uk/about-us/	1

Relational Inclusion and a Trauma informed approach. Bespoke CPD for the Inclusion Team.		
Weekly attendance meeting to track attendance support activity – attendance officer and learning mentors	https://www.gov.uk/government/publications/working-to-gether-to-improve-school-attendance	1
Year 7 university visit	https://gmhigher.ac.uk/about-us/	4
Form time attendance focus (weekly)	https://www.gov.uk/government/publications/working-to-gether-to-improve-school-attendance	1
Duke of Edinburgh y9 PP places	https://www.dofe.org/	5
ImpactEd Attendance Pilot project – targeted PA FSM students KS3 & 4. 2 onsite DFE attendance mentors.	https://www.impactedgroup.uk/resources/report-mind-the-engagement-gap	1
EBNA – Emotionally-based non-attenders programme – targeting complex non-attenders. 1 support member of staff focused on this cohort,	https://www.ourrochdale.org.uk/kb5/rochdale/directory/ad-vice.page?id=8M96KluEwPQ	1
Additional targeted EWO capacity from Rochdale LA	https://www.gov.uk/government/publications/working-to-gether-to-improve-school-attendance	1
Attendance competition for form groups (aimed at raising overall baseline)	https://www.gov.uk/government/publications/working-to-gether-to-improve-school-attendance	1
SPA Curriculum support packs (materials for E, M, S) – phase 1 (KS4), phase 2 KS3 – home delivery	NW DfE attendance conference and https://www.gov.uk/government/publications/working-to-gether-to-improve-school-attendance	1, 3
NOMO project – social media usage	https://yesnomo.com/	4
Year 6 / 7 attendance transition project. ITAS approach MTS staff, Trust, LA. Considering aspects of transition linked to SEND/ Safeguarding/ Academic transition/ Attendance prior to the summer holiday and engaging the PA cohort in wider school life. E.g., Home visits, bespoke support packages and invites to Summer School, to break down barriers engage with a positive start to secondary school life.	Activities planned as a result of DfE NW Attendance confer-ence 2025 case studies and presentations – in line with - https://www.gov.uk/government/publications/working-to-gether-to-improve-school-attendance	1 2 3 4 5
A strategic analysis of the behaviour cohort each half term (focused on repeat offenders – identifying cause and trigger, intervention planning)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	3, 4, 5
Man United Foundation: Mentor for a targeted number of PP pupils. Rolling programme.	Manchester United Foundation provide Social and Emotional Learning (SEL) interventions which seek to improve pupils' decision-making skills, interaction with others and their self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning	EEF	4
Internal AP full time provision - to avoid external AP (c.12) - 12-week programme (mysteps)	https://academy21.co.uk/resource/blog/internal-ap-in-schools/	4
A relaunch of a punctuality strategy to both school and lessons.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1
Progressive masculinity intervention	https://www.progressivemasculinity.co.uk/education/	4
Teens and toddlers (to support disengaged mainly female cohort)	https://www.power2.org/our-programmes/teens-and-toddlers/	4
Targeted SEND focus- Support staff member assigned to work solely with SEND cohorts to improve attendance and engage families with support.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	5
Boxall nurture provision (assessment and resourced support)	https://www.boxallprofile.org/	4, 5
School based counsellor - In response to need and long waiting lists with Healthy Young Minds and #Thrive, our students have access to a school counsellor and mental health support team	Research published in The Lancet Child & Adolescent Health, found pupils who were offered counselling experi-enced significantly improved self-esteem, as well as large increases in their achievement of personal goals.	1, 4, 5

LPPA accreditation activity to build stronger parent school relationships – key groups	https://educationendowmentfoundation.org.uk/education-ev-idence/teaching-learning-toolkit/parental-engagement	1,2, 3, 4, 5
Additional member of staff from Positive Steps to provide individual bespoke CEIAG support for vulnerable PP students at risk of NEET/low aspirations for post-16	https://www.gatsby.org.uk/education/focus-areas/good-ca-reer-guidance	4
Posters signposting mental health support available for PP students	https://www.kooth.com/	4
Kooth flagged in Life Education lessons to support mental well being – immediate support	https://www.kooth.com/	4
Previously LAC (any student on roll that are previously LAC)		
A range of the wider strategies above are used to support this cohort of students according to needs that emerge. Monitored termly by SLT – for progress and attainment but also for emerging needs (e.g. attachment, 'fitting in', cultural capital).	Promoting the education of looked- after children and previ-ously looked-after children. The evidence used to support this cohort of students is based on a range of strategies from above and no specific single strategy applies to this cohort alone.	ALL
Service PP Pupils		
3 students fit into this category at MTS. A range of the wider strategies above are used to support this cohort of students. Monitored termly by SLT.	https://www.gov.uk/government/publications/the-service-pu-pil-premium/service-pupil-premium-examples-of-best-prac-tice The evidence used to support this cohort of students is based on a range of strategies from above and no specific single strategy applies to this cohort alone.	ALL

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In Summer 2025 disadvantaged pupils achieved an average attainment score of 32.6 (vs our 'all pupil' average of 40.34). Disadvantaged students performed particularly well in Drama, Art, Engineering, Tex-tiles and Hospitality, but there remains a gap in performance in some other subjects meaning that the average grade for PP students is typically lower. Attainment in the 'EBACC' suite of subjects remains a key focus for the academy.

For PP pupils we know that literacy has been a key barrier in limiting progress, so in 2023/24 we revised and strengthened our approach to literacy. Building upon strong whole school practice in disciplinary lit-eracy we strengthened our reading intervention offer in order to reach more pupils and further developed our practice on guided reading. This had a clear initial impact on pupils' confidence and fluency. In the academic year 2022/23 PP students at MTS were on average -1.8 below chronological reading age. Changes to our approach meant that by the end of 23/24 the average gap was reduced to -1. In the aca-demic year 24/25 we further strengthened our approach – embedding a tiered model based on stanine groupings which has allowed us to offer a more granular approach to reading needs. We focus our most targeted intervention on stanine 1 and 2 pupils as these pupils have very low, below-average achieve-ment compared to a national norm group. These pupils have significant gaps in their foundational literacy that prevents them from accessing the standard curriculum. Needs based intervention takes place across all year groups. PP pupils have seen improvements across each stanine group:

	Before intervention	After intervention
Stanine 1 PP group (all years)	17%	9%
Stanine 2 PP group (all years)	10%	5%

Within KS4, an average progress of +15 months has been attained by those who go through the 6-8 week intervention.

Although the gap has significantly narrowed with PP children, there still remains a gap between PP and non-PP. Teachers know to monitor their PP children with lower stanines and the English teachers' group

in library lessons with this in mind. In RP lessons, these pupils are supported as a priority group. Interventions prioritise this group also.

For pupils who test at a reading age of 7 years or below we do a further phonics screening test and then provide phonics intervention if necessary. We use the Lexonic programme for this. Impact – Out of 18 pupils assessed as needing phonics (6 in the last academic year) 9 have recently graduated from the phonics programme, leaving 9 currently undergoing the programme.

With our 24 pupils who have had IDL (dyslexia programme) intervention, the average spelling AND reading age increase has been 1 year and 6 months. This is within a 6-month period.

We will continue to focus on strategies to further narrow the gap for students in reading this academic year.

We know that there is a strong correlation between attendance and progress at MTS Put simply 'those pupils who attend more, achieve more'. For example, in Summer 2025 students with at least 90% attendance achieved an average A8 score of 39.77, but their peers who attended more (students with attendance over 96%) achieved a much higher average A8 of 47.4. For disadvantaged students we saw a similar effect, but for this group the impact of low attendance was multiplied further (PP students with 96%+ attendance = A8 of 43.1, those with lower attendance (90%+) dropped to an A8 score of 38.1). In the 2025 cohort there were 16 pupils with less than 50% attendance in y11 and of that cohort over half were PP. The key importance of attendance for PP students means that it will remain a key focus of our PP strategy into 2025/26. In particular our strategy of increasing the number of home visits to support PA and SPA students to return to school has started to show 'green shoots'. We have also asked curriculum leaders to consider the impact of attendance gaps on knowledge acquisition and retention. Our curriculums identify important 'sticky knowledge' and the use of retrieval practice allows us to both assess and revisit key terms to allow pupils who have been absent opportunities to catch up. In 2025/26 we will continue to embed new approaches in line with the DfE's attendance toolkit with the aim of moving attendance beyond national average and reducing any remaining attendance gap between PP students and their peers.

We are aware that our students' wellbeing and mental health is continuing to be impacted, because of the increasingly difficult economic and social conditions that some of our local community and some families encounter. This impacts attendance as well as academic progress, and therefore the Academy will continue to use funding to ensure that wherever possible, students emotional needs are being met. For example, our 2025/26 plan will continue to include a provision for student counselling.

The Academy has continued to provide regular CPD to ensure staff have a consistent approach in in all aspects of managing behaviour. In 2025/26 we have invested in the development of our 'MTS field guide' to detail the key approaches to lessons because we understand the importance of consistency of approach in setting the boundaries for good behaviour. We know that having an understanding the specific background of students is particularly important to supporting good behaviours in pupils with complex needs. In 2025/26 in addition to small group intervention and support we will offer training to key members of staff in order to start to embed a relational inclusion approach based on an understanding of trauma and attachment needs.

Additional investment in bespoke support for PP pupils at KS4/5 transition has been successful over a 4-year period meaning that our NEET figures are now in line with the national average and the local authority average. 4th out of 15 schools in Rochdale (2025). Student voice tells us that PP students feel well prepared for their next steps as a result of the additional input from MTS staff and our partners at Positive Steps, and so this approach will continue in 2025/26.

We have reviewed our strategy plan and made changes to how we intend to use our PP budget this academic year, as set out in the activity in the 'This Academic Year' section above.

Externally provided programmes

Programme	Provider
Manchester United Foundation	https://www.mufoundation.org/
Seneca	https://senecalearning.com/en-GB

Century Tech	https://www.century.tech/
Language Nut	https://www.languagenut.com/en-gb/
Maths Ninja	https://www.numeracyninjas.org/
School Cloud	https://www.schoolcloud.co.uk/
Positive Steps	https://www.positive-steps.org.uk/
Chances mentoring	https://www.chancesmentoring.com/
Pearson National Tutoring	https://www.pearson.com/en-gb/schools/products-services/pearson-tutoring-programme.html
Rochdale LA. Education welfare	https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=6qyMitZwlbg
Academy 21	https://academy21.co.uk/our-curriculum/
Reading Plus	https://student.readingplus.com/seereader/api/sec/login
Ruth Miskin phonics	https://www.ruthmiskin.com/

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
A dedicated member of staff (NP) is available to support service pupils (just one student) with any issues as and when needed.
The impact of that spending on service pupil premium eligible pupils
Member of staff has ensured that the pupil has been fully informed of additional support where needed – Catch up for College, extra lessons, support for writing college applications