



Blaise High School

Pupil Premium Strategy

Statement

Blaise High School is part of the Greenshaw Learning Trust.

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Pupil Premium Strategy Statement

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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Blaise High School
Number of pupils in school	933
Proportion (%) of pupil premium eligible pupils	(413) 44.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	11/12/2025
Date on which it will be reviewed	11/12/2026
Statement authorised by	Nat Nabarro
Pupil premium lead	Sarah Bate (prev) Alastair Matheson
Governor / Trustee lead	Sarah Logeswaran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 430,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 430,000



Part A: Pupil premium strategy plan

Statement of intent

Blaise High School is committed to our mission of the eradication of the disadvantage gap in our community in Bristol. We will provide a private school education for all. The school will be characterised by high quality teaching, exceptional discipline and targeted student support; both academic and pastoral. This will be supported by high aspirations for all our students.

As a school, we are committed to raising the achievement for students who are eligible for Pupil Premium and understand that many of these students must make accelerated progress compared to non-eligible students to achieve this. We believe this starts with setting ambitious targets, centred around there being no “gap” in our school.

We uphold a genuinely inclusive approach, in which all students access all aspects of the school day. We see the removal of barriers to education as our moral obligation and we use the Pupil Premium funding to do this. This will help us to ensure all students, no matter their background, can be fully included in all parts of school life. We recognise that there are significant challenges being posed in the community, and a large part of our work will be on better engaging the local community in our offer here in school.

We know that high-quality teaching in all subjects, including the teaching of reading, is particularly effective at supporting the accelerated progress of disadvantaged students. We focus on the delivery of powerful knowledge in subject areas, taught by subject experts in a rigorous and academic fashion. We work on ensuring that the attendance for disadvantaged students to these lessons is high so progress is maximised. More broadly, we ensure that barriers to accessing these lessons are removed, where necessary through targeted intervention.

Our school is a school for everyone, a school in which all children can develop the powerful knowledge required to access the country’s very best universities or careers of their choosing. We see it as our moral purpose to give our children, especially those who come from disadvantaged backgrounds, the very best opportunity to develop.



Challenges

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

Challenge number	Detail of challenge
1	<p><u>Gap in attainment between disadvantaged children and those who aren't.</u></p> <p>2023-24 The estimated P8 scores show that on average disadvantaged students scored -0.8 levels lower than non-disadvantaged students.</p> <p>2024-25 In 2024-25 A8 for Pupil Premium students increased by 10.92 from 2024 to 2025. This is roughly one full grade higher in each subject and above the national average</p> <p>The percentage of students achieving a grade 5 or above in Maths and English was 51.3%. This is above the Bristol and national average. The percentage of PP students that achieved a grade 5 or above in Maths and English is 39.1% placing us in the top 3 schools in Bristol by this measure.</p>
2	<p><u>Gap in attendance between disadvantaged children and those who aren't</u></p> <p>2023-24 Academic year 2023-24 attendance of disadvantaged students was 10.15% lower than non-disadvantaged students.</p> <p>2025- December 2025 update: Attendance of disadvantaged students is 7.9% lower than non-disadvantaged students.</p> <ul style="list-style-type: none"> ● PP students: 86.8%. ● Non PP students 94.7%. <p>Work on attendance, outlined in more detail below, improved whole-school figures. Whilst the gap between PP and Non-PP remains at 7.9%, this is a smaller gap than 2023-24.</p>
3	<p><u>Disproportionately large number of behavioural challenges posed by students in receipt of pupil premium.</u></p> <p>2023-24</p>



	<p><i>There are more than twice as many referrals from lesson per student for disadvantaged students compared to non-disadvantaged students (September - November 15th 2024).</i></p> <p><i>Sept-Nov 2025</i> <i>Referrals per student have dropped whole-school. Pupil Premium students still receive disproportionately more referrals inside and outside of lessons.</i></p>
4	<p><u><i>Greater number of challenges in accessing school faced by disadvantaged children including completion of homework and core knowledge.</i></u></p> <p><i>2023-24</i> <i>Greater number of challenges in accessing school faced by disadvantaged children including completion of homework and core knowledge.</i></p> <p><i>Sept-Nov 2025</i> <i>This remains a challenge. Students in receipt of Pupil Premium are significantly more likely not to complete homework.</i> <i>Non-PP: 0.65 SQ detentions per student</i> <i>PP: 1.73 SQ detentions per student</i></p>
5	<p><u><i>Literacy levels of disadvantaged students versus non-disadvantaged peers</i></u></p> <p><i>2023-24</i> <i>Our NGRT data shows us that disadvantaged students join the school with lower literacy levels compared to their non disadvantaged peers.</i></p> <p><i>2025</i> <i>Students in receipt of Pupil Premium across the school are significantly more likely to require literacy intervention. Of the 25 students receiving targeted reading intervention in October 2025, 18 were PP. The average reading age for these students was 6 years 11 months.</i></p>
6	<p><u><i>Aspirations and familial engagement</i></u></p> <p><i>2024</i> <i>Aspirations and familial engagement with Further Education is lower for students from a disadvantaged background</i></p> <p><i>2025</i> <i>More systematic long-term tracking of parental engagement, across five years, is required. However, isolated data suggests PP parents are less likely to attend school events linked to aspirations. Of the parents who attended Year 10 Information Evening, for example, only 12% were Pupil Premium.</i></p>



7	<p><u>Cultural Capital</u></p> <p><i>Students from disadvantaged backgrounds may have lower cultural capital than their peers.</i></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
<i>Outcomes for disadvantaged students are in line with, or better than, those who are not disadvantaged.</i>	<p>The following data comparisons show no difference between disadvantaged and non-disadvantaged students:</p> <p>GCSE results</p> <p>Ranking progress</p> <p>Homework completion</p> <p>Lesson Attendance</p> <p>Green points</p> <p>Rewards offer</p> <p>Engagement in the wider offer, including enrichment, careers and parent engagement events.</p>
<i>Students who are in receipt of pupil premium are not issued fixed term suspensions more than those who aren't</i>	<p>Suspension data and RfL referrals show no difference between pupil premium students and the rest of the school.</p> <p>Tracking shows that students have access to the correct support and interventions at the correct time to reduce risk of suspension or referrals.</p>
<i>Attendance for students in receipt of pupil premium is in line with students who are not</i>	<p>Attendance for the school is in line with the national average and there is no difference between the attendance of disadvantaged students compared to non-disadvantaged</p>
<i>All students access a high quality, academically rigorous curriculum taught by subject experts.</i>	<p>Standardised Lesson format adapting Rosenshine's principles of instruction</p> <p>Professional development supports consistently high quality delivery by teachers</p> <p>Time given to intellectual preparation of lessons</p> <p>Outcomes for disadvantaged students in line with non-disadvantaged</p> <p>Same curriculum in all groups</p> <p>Academic support mechanisms</p>



<p><i>Destinations for disadvantaged students in line with those who are not disadvantaged</i></p>	<p>KS5 destinations for non-disadvantaged and disadvantaged students are in line with each other Longer term - equality in University access regardless of disadvantaged status Alumni network and returning students to visit have equal representation from disadvantaged students</p>
<p><i>December 2025 update: Engagement with the school</i></p>	<p>In all areas of the school, engagement with all aspects of the school are the same between PP and non-PP students</p> <ul style="list-style-type: none"> - Enrichment - Parental events - Access to trips - Student voice results - Rewards experiences

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: £80K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>All classes are taught the same high quality and ambitious curriculum enabling movement within groups throughout the year</i></p>	<p>Focusing on preparing a high-quality centralised curriculum enables departments to invest time in the most effective lessons. Teachers are then engaged in intellectual preparation, not endless lesson planning. All groups cover the same content, allowing student movement between groups. The same content is scaffolded for different groups, not changed, so students will receive the same content regardless of their set.</p> <p>Michael Pressley and Vera Woloshyn, Cognitive Strategy Instruction that Really Improves Children’s Academic Performance, 2nd ed. (Cambridge, MA: Brookline Books, 1995); and Barak Rosenshine and Carla Meister, “The Use of Scaffolds for Teaching Higher-Level Cognitive Strategies,” Educational Leadership 49, no. 7 (April 1992): 26–33.</p>	<p>1</p>



<p><i>Booklets</i></p>	<p>Creating high-quality, subject-specific booklets in all subjects areas ensures precision and consistency of high-quality teaching. It also teaches through reading, addressing low literacy by explicitly supporting students to be 'readers' across disciplines and exposing them - explicitly and implicitly - to wider knowledge and vocabulary.</p> <p>Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy.</p> <p>Cunningham, A. E. (2005). <i>Vocabulary Growth Through Independent Reading and Reading Aloud to Children.</i></p>	
<p><i>We recruit and retain the best teachers</i></p>	<p>Quality of instruction - strong evidence of impact on student progress. The most effective is high quality day to day teaching</p> <p>Sutton Trust: What makes great teaching</p> <p>Making Every Lesson Count (Shaun Allison)</p> <p>Teacher Toolkit: Cognitive Load Theory</p>	<p>1</p>
<p><i>Mini whiteboard and equipment for all</i></p>	<p>Providing equipment to students and checking this each day ensures no disruption in lessons and 100% participation in low stakes quizzing and other learning activities. Ensuring mini-whiteboards are part of all lessons enables students to receive instant feedback and also for spaced learning and low stakes testing to be embedded routines.</p> <p>Sutton Trust: What makes great teaching</p>	<p>1, 2</p>
<p><i>All-staff CPD programme</i></p>	<p>Highly skilled and supportive staff teaching in a consistent manner across the school are, ultimately, what will enable disadvantaged students to learn and make progress. As such, our focus on CPD and teacher development lies at the core of what we do</p> <p>Rosenshine Principles of Instruction</p> <p>Sutton Trust: What makes great teaching</p>	<p>1</p>



	https://www.learningscientists.org/ EEF: Effective professional development	
<i>Low stakes quiz routine to start lessons</i>	<p>Consistent start to lessons improves behaviour for learning and maximises lesson time. Testing of the core knowledge, linked to homework, supports spaced learning and the testing effect to improve knowledge.</p> <p>The testing effect (Make it Stick: The science of successful learning. Brown, Roediger, McDaniel)</p> <p>Rosenshine Principles of Instruction</p>	1, 3
<i>Homework centred on the core knowledge required for our curriculum</i>	<p>Homework directly linked to lessons ensuring all students know the core facts required to succeed in the curriculum. Simplified model to ensure high completion rates from all students regardless of background</p> <p>EEF: Homework</p>	1, 4, 5
<i>Creation of bespoke revision packs for all groups (assessment manifests, year 11 homework) plus revision resources provided</i>	<p>Exam preparation is key to student success. In affluent areas access to tutors and revision groups is standard and only widens the education gap. We strive to redress this imbalance by providing high quality revision resources and teaching students how to revise (in addition to period 7, 8 and holiday school)</p> <p>EEF: Homework</p>	1, 4

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

Budgeted cost: £100K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Numeracy and Literacy Intervention</i>	Where students are not able to access the curriculum (due to KS2 entry level or other reasons) the DI, Read, Write Inc and Thinking Reading programme for Reading is a highly	1



	<p>effective strategy for catching up key skills and regaining the ability to access the curriculum</p> <p>The science and success of Engelman's Direct Instruction: Jean Stockard</p>	
<i>Period 6, period 7 and holiday school</i>	<p>Additional revision and lesson time with classroom teachers benefits disadvantaged students to a higher degree than non-disadvantaged and can help catch up from historical lower progress. Additionally, we are aware that in some areas a high proportion of students will access GCSE tutors and we aim to provide opportunities for this within school for those students who would not access this without our provision.</p> <p>UCL: School absences and pupil achievement</p> <p>EEF: Extending School Day</p>	1
<i>Champions hour, homework club, Sparx support, Sparx Reader, Sparx Science</i>	<p>The benefits of homework completion are clear. However, it is not as easy for all students to complete homework at home due to living arrangements, space, parental expectations or access to suitable IT. Our after school provision ensures all students have access to the facilities and support required to complete homework successfully. We subscribe to homework platforms that explicitly support accountable reading and numeracy.</p> <p>EEF: Homework</p>	1, 4, 6
<i>Tutor Time Reading Programme</i>	<p>It has been estimated there is a 30 million word gap by the age of 3 for disadvantaged students (*US study) Our Tutor Time Reading Programme aims to rapidly improve all student's reading ages whilst simultaneously introducing students to a carefully curated set of culturally important texts. In January 2026, Social Reading will be introduced in TTRP, supporting fluency and comprehension.</p> <p>The Early Catastrophe, American Educator, B. Hart and T. Risley</p>	1, 4, 5, 7
<i>Year 10 Raising Standards</i>	<p>Parental Engagement with learning support has a significant impact on student outcomes. Our newly introduced Raising Standards role for Year 10 focuses on students and parents,</p>	



	identifying families that may require additional support. EEF: Parental Engagement	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £250K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast at Blaise</i>	A warm, healthy breakfast is essential for the ability to learn and thrive during the school day. Offering a breakfast can also boost attendance and punctuality National School Breakfast Programme: Impact	2, 3
<i>Uniform and equipment</i>	A lack of equipment and uniform can both be a barrier to attendance, a cause of bullying and a barrier to learning within lessons. By providing uniform and equipment we remove these barriers so students can focus on learning within all their lessons. EEF: Behaviour	2, 3
<i>Academic, Sports, Performing Arts, Peer Mediation tops</i>	Fostering a sense of belonging is critical for disadvantaged students. Our free-of-charge 'Blaise Tops' across all areas of school life is designed to ensure students feel tangibly connected to the school community and their personal achievements, effectively serving as a visible marker of collective identity Sutton Trust: Double Disadvantage	2, 7
<i>Attendance - Blaise Bus, attendance rewards, phone calls etc</i>	Each day of attendance (or absence) counts, and pupils from disadvantaged households are more significantly negatively impacted by absence from school. Supporting all students to be in school, particularly those from disadvantaged backgrounds, needs to be forefront in what we do day to day.	2, 6



	<p>Part of this involves a focus on belonging. We use Fun Friday as a way to support attendance against national challenges on Fridays. Every Day Counts stamps and rewards create an explicit link between attendance and reward.</p> <p>UCL: School absences and pupil achievement</p>	
<p><i>Mountain Rescue: Mental health and cognitive behaviour therapies</i></p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation</p> <p>Mental Health and Behaviour in Schools</p>	4
<p><i>Family Support: dedicated staff to improving relationships with families to improve parental engagement</i></p>	<p>The support of families and the community is essential to improving attendance as well as supporting students to access lessons successfully.</p> <p>UCL: School absences and pupil achievement</p> <p>EEF: Behaviour</p>	1, 2, 3, 4, 7
<p><i>Behaviour policy: Student rewards systems and trips</i></p>	<p>Disruption free learning is one of the pillars of our school upon which eradicating the educational disadvantage gap rests. Systems and training ensure students, staff and families are aware of the behaviour system and that it is fairly implemented. A structure of rewards and sanctions underpins this ensuring learning is not disrupted and that positive learning behaviours</p> <p>Our Fun Friday initiative enables us to come together as a school each Friday to recognise and celebrate the hard work during the week.</p> <p>EEF: Behaviour Interventions</p>	1, 2, 3, 4, 7
<p><i>Trips, visits and experiences</i></p>	<p>Our trips and experiences programme - especially Duke of Edinburgh, University Trips and our Character Programme - all strategically support disadvantaged students by removing</p>	7, 2



	<p>the primary barrier of cost (being provided free of charge) while building the cultural capital, aspiration, and essential non-cognitive skills necessary for success.</p> <p>DofE equips students with valued attributes like resilience and leadership; University Trips demystify higher education, fostering a tangible sense of aspiration and informed decision-making; and the Character Programme cultivates resilience and aspiration, removing cognitive barriers.</p>	
<i>Music subsidies and provision of art and catering resources</i>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>EEF: Arts Participation</p>	7
<i>Pastoral Support Staff</i>	<p>Resource Base Pastoral Support Pastoral Support in mainstream RFL centre and team</p> <p>EEF: Behaviour Interventions</p>	1, 2, 4

Total budgeted cost: £ 430,000



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Outcomes for 2024 to 2025 show that our work to eradicate the disadvantage gaps needs to continue to drive our moral purpose and decision making. While the attainment gap has closed significantly, we are committed to creating a school - and a national model - where there is no gap in outcome between disadvantaged students and their non-disadvantaged peers.

In 2023-24, this document highlighted the importance of learning from History and Geography, where the disadvantage gap was smaller. In all subjects, Raising Standards work has targeted the quality of homework and the precision of planning, to ensure all students access a high-quality curriculum that is built-in, rather than bolt-on.

Although more work needs to be undertaken on closing the gap between PP and Non-PP students, outcomes from 2025 indicate that the Raising Standards work, whilst benefiting all students, disproportionately benefits disadvantaged students.

5 Grades at 4+, including English and Maths	2024	2025
PP	24%	53%
Non-PP	68%	72%
Difference	44% gap. Non-PP students 2.83 times more likely to achieve.	19% gap. Non-PP students 1.36 times more likely to achieve.

Our universal offer of quality-first teaching has the most significant impact in classrooms on student outcomes, but this will disproportionately benefit disadvantaged students. The assessment model in Key Stage 3, focused on testing depth and flexibility of knowledge through Multiple-Choice Questions was introduced in 2024-25.

Assessment results at KS3 show broadly stable gaps between achievement of whole cohorts compared with achievement of PP students, summarised in the table below:



Year group	Unit 1 % gap all v pp	Unit 2 % gap all v pp	Unit 3 % gap all v pp
7	8.2	7.8	9.6
8	3.7	4.5	3.4
9	10.6	10.1	9.9

For all three year groups, this gives us encouragement that a pp attainment gap is not widening. Where gaps in achievement are wider (Y7 and Y9), attainment 8 estimates for the cohort helps contextualise this: the percentage point gap between attainment 8 estimates for all students v pp in these year groups is 12% and 13% respectively. In this context, the attainment gap in KS3 assessments is therefore lower than might be expected.

Our focus on attendance is central to this mission. We are clear that for students to access outstanding universal provision, they need to attend consistently and be in lessons. Whilst whole-school attendance has risen and PP attendance alongside this, our targeted attendance work must continue. This already includes a bespoke, responsive approach to attendance calls from Senior Leaders and Heads of Year, as well as a daily minibus service. In addition, Mountain Rescue provision, focused on supporting students entering the classroom, disproportionately supports our most disadvantaged students.

Building character and rewarding attendance, attainment and effort drive student belonging. Our Director of Belonging's role overlaps significantly with work on attendance. Firstly, sign-ups to enrichment and electives are more rigorously tracked to ensure *all* students access our additional offer. In addition, 'Fun Friday' provides additional incentives for attendance without comprising teaching. Increasing student voice, through regular pulse surveys, gathers information on what works, to ensure our offer supports belonging, joy and attendance. Our electives will be built in to our timetable from September 2026. Every Friday P5 will be given over to elective sessions to broaden cultural capital and horizons.

Even if students are in school, it is vital they are in lessons. Referrals have reduced for all pupils, but the rate for PP students has dropped more significantly. However, PP students receive 2.97 more referrals per pupil than non-PP. Targeted behaviour work from Heads of Year, which is focused on working with students with high referrals inside and outside the classroom, is aimed at reducing this rate further.