

Pupil premium strategy statement - Co-op Academy Bebington

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	1058
Proportion (%) of pupil premium eligible pupils	50.2%
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)	2025-26
Date this statement was published	Dec 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	J Whisker
Pupil premium lead	D. Jennings
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£545,914
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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>	£545,914

Contextual / Additional information

At Co-op Academy Bebington, 50.2% of pupils are eligible for the Pupil Premium, significantly above the national average of 27%. The school has a notably higher proportion of boys, with 69.4% male and 30.6% female pupils. In addition, 23% of pupils are identified as SEN K, while 9.9% have an Education, Health and Care Plan (EHCP). Over 59% of pupils with SEND are also eligible for the Pupil Premium. The proportion of pupils with English as an Additional Language (EAL) is relatively low at 5.3%. The school also experiences a high level of in-year admissions, primarily from other schools and, to a lesser extent, from families relocating from overseas.

The academy is located in the Wirral, an area characterised by a selective grammar school system. Within a one-mile radius of the school are two grammar schools, a single-sex girls' school and a faith school, contributing to a highly competitive local educational landscape. The academy also operates a dedicated specialist provision for pupils with special educational needs and disabilities (SEND).

According to the 2025 Index of Multiple Deprivation, the academy's catchment area and the majority of its feeder schools are located within the top 10% of the most deprived areas nationally, with a significant proportion of pupils coming from areas within the top 5%.

Part A: Pupil premium strategy plan

Statement of intent

At Co-op Academy Bebington our aim is to 'Shape Exceptional Futures'. We pledge to provide a high quality education, outstanding pastoral support and extensive enrichment opportunities to all of our students, helping them to prepare for the next stage of their education, employment or training.

Our principles are -

- Placing our students at the heart of everything we do.
- Removing the barriers to learning
- Recognising and celebrating student achievement, academically, socially, physically, mentally and inclusively.
- Encouraging everyone in the school community to excel and achieve, in whatever form that may take.
- Providing our students with an aspirational vision for their future and the appropriate learning pathway.
- Being relentless in our determination for each other's success. Respecting everyone in the whole school and local community, so that we are recognised as a family school within an extended community, which supports and cares for each other.
- Embracing healthy living so that all are physically, emotionally and mentally enabled to excel and their dreams.

Disadvantaged students currently account for 50.2% of the academy cohort. To address academic, pastoral and cultural gaps we use pupil premium funding to support our delivery of high quality teaching and learning in all lessons, with particular emphasis on areas in which disadvantaged students may require additional support such as reading and numeracy. We also use the funding to target specific support that meets the needs of individuals or groups of students.

Our intention is that all students, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across the curriculum, including progress for those who are already high attainers.

Barriers for some children may include less support at home, weak language and communication skills, lack of confidence and aspiration, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all' and not necessarily associated with all disadvantaged families. We will also consider the challenges faced by vulnerable students, such as those who have a social worker or family support worker, are young carers, are experiencing mental health challenges and those experiencing other adverse childhood experiences. Our implementation will be responsive to challenges presented and individual needs, rooted in robust diagnostic assessment and our expertise through knowing our community, not assumptions about the impact of disadvantage.

It is the needs of students, not labels, that drives our strategy. Everyone in school takes

responsibility for better outcomes for disadvantaged learners. It is important that all staff understand:

- the issues being addressed
- how the school is addressing them
- the evidence to support the approach
- what success looks like
- their role to ensure success

The approaches we have adopted complement each other to help students excel.

To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading and Vocabulary</p> <p>The disparity in literacy and oracy skills between disadvantaged and non-disadvantaged students at the start of secondary school at CAB is evident.</p> <p>A significant number of students on entry have a reading age below their chronological age (2021=42.5%, 2022=40.5% 2023 = 38.8% 2024 =43% 2025=32%). Nearly half of these students are eligible for pupil premium.</p> <p>Reading age averages on entry to Year 7 for disadvantaged students is 3 months lower than non disadvantaged students</p> <p>By Year 11, there still exists a disparity in reading ability between disadvantaged and non-disadvantaged students.</p>
2	<p>Attendance</p> <p>The correlation between school attendance and academic performance is well-established.</p> <p>Over the last three years, disadvantaged students at CAB had an average attendance of 86.8%, whereas non-disadvantaged students maintained a higher attendance rate of 92.8%. A gap of 6% lower than the national gap.</p> <p>Persistence Absence</p>

	<p>The persistent absence data for 2024-25 indicates that 46.56% of disadvantaged students and 21.12% of non-disadvantaged students experienced ongoing absence. This 25% gap is slightly higher than the national (+1%)</p>
3	<p>Outcomes</p> <p>2025 exam performance results have significantly improved for all students, the attainment and progress gap between disadvantaged and non-disadvantaged has decreased. This was due to NPP students' rate of increase being lower than PP.</p> <p>Gaps between pupil premium and non pupil premium pupils.</p> <p>2019 A8 difference = 0.68 P8 difference = -0.47 2022 A8 difference = 0.58 P8 difference = -0.7 2023 A8 difference = 0.69 P8 difference = -0.37 2024 A8 difference = 1.14 P8 difference = -0.61 2025 A8 difference = 0.91</p> <p>The correlation between effective teaching, learning, and outcomes for disadvantaged students is pivotal and can significantly impact their academic achievements. To ensure all students and in particular disadvantaged students achieve their potential we must ensure that high quality teaching practices are consistent in every lesson. That our process of quality assurance identifies the training requirements of teachers and that there is equitable access to resources, opportunities and educational experiences regardless of socio- economic background e.g. tutoring, mentoring and access to technology.</p>
4	<p>Aspirations and Motivation</p> <p>Although many students have the academic potential to progress to higher education or professional careers, some experience low self-belief, inconsistent attitudes to learning, and limited resilience when faced with challenge. These issues are compounded by peer cultures that do not always value academic success, as well as irregular attendance, which collectively hinder motivation and limit academic progress.</p> <p>Internal assessment data shows variation in outcomes and progress for some disadvantaged learners compared with their peers.</p> <p>Behaviour for learning records indicate inconsistent engagement and effort</p> <p>Attendance monitoring highlights higher rates of absence or persistent absence among disadvantaged students.</p> <p>Student voice and pastoral feedback reflect reduced confidence, lower aspirations, and a greater influence of peer norms that discourage academic effort.</p>
5	<p>Emotional regulation and wellbeing</p>

	Our internal data, observations and discussions with students and families through our pastoral systems has identified social and emotional issues for many students which has led to an increase in SEMH needs
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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>Reading and Vocabulary Enhance reading comprehension skills among disadvantaged pupils across KS3 to narrow the gap in preparation for KS4.</p>	<ul style="list-style-type: none"> • Significant Improvement in reading comprehension test scores for disadvantaged students compared to previous results • A reduction in the gap in reading comprehension test scores between disadvantaged and non-disadvantaged students. • Evidence of enhanced language skills among disadvantaged students through assessments, curriculum reviews, book evaluations, and observations.
<p>Attendance Achieve and maintain improved attendance for all students, with a focus on disadvantaged students, particularly disadvantaged girls.</p>	<p>Sustained and improved attendance by 2025/26 demonstrated through :</p> <ul style="list-style-type: none"> • Reduction in unauthorised absence for all students by 0.2% • Decrease the attendance gap between disadvantaged and non-disadvantaged students by 0.2% • Improve the attendance of disadvantaged girls by 2 % • Surpass DfE minimum attendance target of 87.8% (FSM)
<p>Achievement Improved attainment for all students while narrowing the achievement gap for disadvantaged students.</p>	<p>Improved attainment for all students by 2025/26 demonstrated through:</p> <ul style="list-style-type: none"> • High quality T&L in every lesson. • The academy achieving an average A8 score above 4.0. • Decreasing the A8 gap between disadvantaged and non-disadvantaged students compared to the past 3 years

	<ul style="list-style-type: none"> • Increasing the number of disadvantaged students achieving English GCSE grade 4+ and 5+ compared to the past 3 years . • Increasing the number of disadvantaged students achieving Maths GCSE grade 4+ and 5+ compared to the past 3 years. • Increasing number of disadvantaged students achieving both Maths and English GCSE grade 4+ compared to the past 3 years • Closing the gap at KS3 between disadvantaged and non-disadvantaged students in all core subject diagnostic assessment scores.
<p>Aspirations and motivation To enhance motivation and aspirations among disadvantaged students by fostering a stronger drive to achieve their potential, increasing awareness of future educational and employment opportunities</p>	<p>Increased aspirations, motivation, and expectations for disadvantaged students by 2025/26, compared to data from the past 3 years, as demonstrated through:</p> <ul style="list-style-type: none"> • Reduction in NEET rates among disadvantaged students in comparison to past 3 years. • Destination data showing higher numbers of disadvantaged students progressing to higher level apprenticeships or L3 courses. • Improved attitudes to learning scores for disadvantaged students (via class data, behaviour logs, or learning walks). • Increased attendance and reduced persistent absence for targeted disadvantaged pupils. • Improved confidence and self-belief recorded through student voice, mentoring feedback, or pastoral tracking. • Narrowing the attainment gap between disadvantaged students and their peers. • Higher proportion of disadvantaged students progressing to appropriate post-16 pathways aligned with their academic potential.
<p>Emotional regulation and wellbeing Improved emotional regulation and well being for all students.</p>	<p>Improved and sustained emotional regulation and well being by 2025/26 demonstrated through:</p> <ul style="list-style-type: none"> • Increased school and lesson attendance and attendance among

	<p>students facing barriers due to SEMH issues.</p> <ul style="list-style-type: none"> • Decreased in behaviour difficulties linked to SEMH challenges. • Utilisation of data from assessments such as CORE-YP, GAD, IES-R, and PHQ, along with qualitative feedback from teachers, students and parents, indicating improvements in SEMH.
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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: £ 278, 776

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading and Vocabulary</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance and our Reading and Literacy Operational Plan.</p> <p>We will fund professional development and instructional coaching focusing on TLAC AIR and FASE strategies that build accuracy, fluency, and understanding in reading and vocabulary in all subjects.</p> <p>Embed a reading and vocabulary strand into our QA processes.</p>	<p>Our strategy incorporates research from Improving Literacy in Secondary Schools EEF guidance and the Oxford Language Report word-gap.pdf (oup.com.cn)</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: https://www.oup.com.cn/test/word-gap.pdfss)</p> <p>The National Literacy Trust demonstrates research which shows the issues that can arise when there is a reading deficit. https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-in-2023/</p>	1,3,4
<p>Achievement - Recruitment and Retention</p> <p>Recruit and retain excellent</p>	<p>A DfE report shows that teacher attrition is high, with 20% of new teachers leaving within two years and 33%</p>	2,3

<p>teachers by developing a supportive school culture through -</p> <ul style="list-style-type: none"> -Supporting and nurturing early career teachers, ensuring they access effective professional development. -Develop high quality training for mentors and coaches. -Monitor and evaluate teacher workload. Eradicating unnecessary workload and developing arrangements that support flexible working. -Embedding our agreed workload charter. -Invest in effective, relevant training and career developmental opportunities for all staff, with a particular focus on Curriculum Leadership. -Support teachers with behaviour for learning strategies. 	<p>leaving within five. Research by RAND Europe on teacher retention indicates that although pay and rewards are important, they are not the only factors influencing retention. Teachers place significant value on workplace characteristics, such as workload, school culture, and teaching environment.</p>	
<p>Achievement -</p> <p>Deliver high quality research driven training to develop high quality teaching and learning approaches.</p> <ul style="list-style-type: none"> - Embed Practice for Instructional Coaching - Develop HQ coaches to support Instructional Coaching Programme - Embed the implementation of TLAC into lessons. - Develop the use of IRIS Connect to support T&L - Embed regular QA and praisewalks. 	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve student attainment, particularly for socio- economically disadvantaged students.</p> <p>EEF - Teaching and Learning toolkit</p>	<p>2,3,4</p>

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

Budgeted cost: £ 133,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading & Vocabulary</p> <p>Deliver well-evidenced reading and vocabulary interventions for students that require additional support with reading and reading comprehension</p> <ul style="list-style-type: none"> - Reading plus programme - BRSP - Take back reading - Reading Pros - Reading Leaders - Read to Grow <p>These sessions will be delivered one to one or in small groups.</p> <p>Strengthen the systems used to track and evaluate the impact of each programme.</p>	<p>One to one and small group tuition shows clear evidence of improving student outcomes. Teaching Assistants are more likely to have a greater positive impact when delivering structured interventions than general classroom support.</p> <p>One to one tuition EEF</p> <p>Small group tuition Toolkit Strand EEF Education Endowment Foundation-evidence/teaching-learning-toolkit</p> <p>EEF KS3 and 4 literacy guidance</p> <p>Reading comprehension strategies</p>	1,3,4
<p>Achievement - Intervention and support</p> <p>Deliver high quality subject interventions for targeted students who are underperforming.</p> <ul style="list-style-type: none"> - Saturday school - School led interventions - Period 6 - Holiday academic support - Small group support - 1 to 1 support - Twilight remote tutoring - Subject workshops - Academic mentors - Reading support 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups.</p> <p>One to one tuition EEF</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,3

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

Budgeted cost: £ 133,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aspirations and Motivation Implementation of a comprehensive curriculum and enrichment program aimed at enhancing aspirations and motivation including:</p> <ul style="list-style-type: none"> - Prioritised and enriched Careers Guidance - University visits to broaden educational aspirations. - Hons enrichment prog - Coop Industry Links - Coop live arena - Universify - Financial support to ensure equal participation in school trips and visits. - Exposure to the Arts to enrich cultural understanding. - Engagement in enterprise and sporting activities to develop skills and self-confidence. - Behaviour and engagement support (mentoring) - Structured Homework and Study Support Sessions - Develop Leadership Programmes - Undertake Poverty Proofing Audit 	<p>A study by the <i>Education Endowment Foundation</i> found that students who attend university visits are more likely to view higher education as a viable and desirable option, particularly those from disadvantaged backgrounds.</p> <p>According to the <i>Education Endowment Foundation</i>, providing financial assistance for trips and extracurricular activities helps to reduce barriers to participation, fostering engagement, confidence, and a sense of belonging. Studies also suggest that these experiences can enhance motivation and academic outcomes.</p> <p>A report from <i>Arts Council England</i> highlighted that arts education helps to build confidence, develop critical thinking, and improve overall academic achievement.</p> <p>Research by the <i>Youth Sport Trust</i> and <i>Sport England</i> suggests that sports participation contributes to improved mental health, self-esteem, and motivation, particularly among disadvantaged students. Similarly, enterprise programs promote problem-solving and entrepreneurial thinking, which can increase future aspirations and employability.</p>	2,3,4
<p>Improving Attendance Embedding good practice set out in DfE's guidance on</p>	<p>EEF emphasises the importance of understanding the needs of disadvantaged pupils in individual</p>	1,2,3,5

<p>working together to improve school attendance. Some strategies to include:</p> <ul style="list-style-type: none"> - Implement robust attendance tracking systems to monitor, identify trends and implement targeted interventions. - Providing tailored support and early interventions for both parents and students by identifying the barriers and providing assistance to overcome these barriers. - EBSA Programme - Mentoring or counselling for students experiencing difficulties that impact attendance. - Designated Parental Engagement officer to liaise and engage with our hardest to reach parents. - Acknowledge and reward good attendance with incentives. <p><i>See Attendance Strategy</i></p>	<p>school communities, otherwise strategies to address educational disadvantage cannot be sufficiently targeted</p> <p>Attendance Intervention</p> <p>The DfE guidance demonstrates that consistent engagement from schools will contribute towards improved persistent absence levels.</p> <p>Improving School Attendance</p>	
<p>Social, emotional and mental well-being needs</p> <p>Appropriate support given to students to regulate their behaviour and emotions</p> <ul style="list-style-type: none"> - Counselling - External Agency support - Enhanced transition at Yr. 7 - Training for staff - Roll out Action for Children to all year groups 	<p>The Lancet Child & Adolescent Health study found pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p>	<p>2,3,5</p>

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Total budgeted cost: £ 534,275

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1 - Reading and Vocabulary

Intended Outcome - Enhance reading comprehension skills among disadvantaged pupils across KS3 to narrow the gap in preparation for KS4.

- Data from rising stars assessments show an improvement in comprehension reading test scores compared to previous years. Non disadvantaged students are still performing better than disadvantaged students with an average standardised score difference in each year group of 5.
- Data shows the skill of analysis as the main area for development moving forward
- Reading Plus diagnostic assessments take place online every term and determine student's reading ability, areas of improvement since last assessment and areas of development that are targeted through the software. Outcomes across the year show work is being done to address below age related ability levels
- The majority of identified underperforming KS3 students who engaged in targeted reading interventions have shown improvements. Most of these students were either Pupil Premium (PP)
- All students in KS3 receive one additional hour of reading every week within their curriculum. All students in KS3 are given 30 minutes of reading homework every week. This is delivered through Reading Plus which is an integrated reading programme for all learners. The programme includes adaptive assessment, personalised instructions and practice.
- Students in KS3 are banded using reading age data and allocated a specific reading intervention to increase their reading age. The reading interventions are delivered by trained staff and VI Form students and consist of Better Reading Partnership, Ruth Miskin Fresh Start and Take Back Reading. Students are allocated a particular strand based on their reading age/ability.
- We have trained over 50 staff (all English teachers, Teaching Assistants and Progress Leaders) and 20 VI Form students in The Better Reading Partnership since 2021.
- We have trained 20+ staff (comprising a mix of English teachers, Teaching Assistants and Progress Leaders) in Ruth Miskin Fresh Start since September 2024 and will continue to train staff as part of an on-going roll out.
- As a school we have recognised the need for earlier intervention when students arrived at CAB with already low reading age scores and have begun to introduce a new nurture group strategy.

Challenge 2 - Attendance

Intended Outcome - Achieve and maintain improved attendance for all students, with a focus on disadvantaged students, particularly disadvantaged girls.

- Again attendance continues its positive trend, with an increase of 0.3% (This is in line with the local average). This however is nowhere near pre covid levels, and sits 1.1% behind the national average.
- Encouragingly, our disadvantaged students' attendance exceeded the NA by 1.2%, an increase of 0.1% on previous year. The gap between disadvantaged and non disadvantaged has decreased 0.5% to 5.7 %, some way better than the NA gap of 7.1%. Despite this positivity there is still an above average amount of disadvantaged students who are persistently absent.

- However, we still have concerns about girls' attendance, a similar trend is noticeable in local schools. A particular concern is KS4 girls.
- 160 Attendance Action Plan (AAP) meetings were arranged, 76% of these involved disadvantaged students and female students.
- Free breakfast available for all students. On average 134 students elected to receive the free breakfast each day, 62% of these students were PP
- Period poverty addressed. Supplies available to all girls. Girls who previously cited this as an issue are now attending school more regularly. Attendance of girls made a school priority, a number of student voice sessions have taken place and concerns addressed.
- Hardship fund has been used to fund travel, warm coats, uniform etc.

Challenge 3 - Achievement

Intended Outcome - Improved attainment for all students while narrowing the achievement gap for disadvantaged students.

- Although Year 11 outcomes for both disadvantaged and non-disadvantaged students improved compared with 2024, the gap between the two groups remains stubbornly high. Non-disadvantaged students continue to outperform disadvantaged students across all buckets. Disadvantaged students achieve their strongest performance in the open bucket relative to the others. Encouragingly, the gap has narrowed this year due to the faster progress made by disadvantaged students.
- Gaps between disadvantaged students and non disadvantaged students:
 - 2019 A8 difference = 0.68 P8 difference = 0.47
 - 2023 A8 difference = 0.69 P8 difference = 0.37
 - 2024 A8 difference = 1.14 P8 difference = 0.61
 - 2025 A8 difference = 0.87
- In English and Maths Basics 4+ and 5+, both groups improved across the board in comparison to 2024, however significant gaps remain.

Attainment 2025	9-5 Eng %	9-5 Mat %	9-5 E&M %	9-4 Eng %	9-4 Mat %	9-4 E&M %	A8
All	42.2	34.2	28.9	59.9	54	46	3.74
Non Disadvantaged	53.3	43.5	37	70.7	62	56.5	4.19
Disadvantaged	31.6	25.3	21.1	49.5	46.3	35.8	3.3
Gap	21.7	18.2	15.9	21.2	15.7	20.7	8.86

(School is unable to provide P8 data for this academic year due to the absence of SATs in Y6 during COVID)

- Teaching in the main has been appraised as good in Trust reviews and internal quality assurance.
- All lessons now follow an agreed 5 part lesson structure. This is to ensure consistency and typicality across the whole curriculum. Students will receive the same quality curriculum and teaching across all subject areas in the academy
- CPD included Instructional Coaching, Introduction to TLAC, Trust Lead Subject network meetings and Behaviour for Learning strategies.
- Intervention and revision sessions had a profound impact on students who attended, offering over 350 hours of dedicated support across various subjects. A clear correlation emerged between consistent attendance and improved performance, emphasising the importance of regular engagement. However, despite prioritising

disadvantaged students for these sessions, attendance was higher among non-disadvantaged peers.

- 1-1 mentoring for all Year 11 students.

Challenge 4 - Aspirations, motivation and expectations

Intended Outcome - To enhance motivation, aspirations, and expectations among disadvantaged students by fostering a stronger drive to achieve their potential, increasing awareness of future educational and employment opportunities, and promoting greater involvement in enrichment activities to broaden their cultural capital.

- NEET rate in line with previous years - 3% of PP students. Overall 4 students NEET, 3 PP
- Destination data shows an increase in PP students moving onto higher level apprenticeships or L3 courses
- Increase in year 10 students who engaged in work experience in previous years. PP participation in line with non PP (74PP - 75Non-PP)
- A comprehensive programme to enhance the curriculum which includes: visits to universities; financial support to ensure participation in school trips and visits; exposure to the Arts; enterprise and sporting activities and provision of IT and availability of supervised quiet work spaces has been put into place.
- Careers Fair Jan 2025. All years invited with focus on Yr 9,11 and 12,13
- Year 9 options programme to ensure options selected are both suitable and challenging to the focus student.
- Enterprise Advisor appointed by the CEC - Working with PP girls who are disengaged, resilience and empowerment sessions, some improvement in attendance seen with some.
- 31 students identified to be part of the honours programme in year 10 and 30 outgoing in year 11
- 3 students gained a place on the University programme (3 PP)
- 23 Bebington Honours students trained as Co-op leaders (52%)
- All year 9 students offered a visit to Hope University.
- PP students prioritised for statutory CEIAG 1:1 and offered follow ups.
- Attendance at parents evening has increased, however the attendance of PP parents is still lower than non PP.
- All year 11 students had a 121 with an SLT mentor. PP and SEN students were priority, ensuring parents also attended.
- 12 Yr 9 PP students completed the Coop Reach programme over the year. All achieved an AQA employability qualification. 60 PP students have received the AQA employability qualification to date.
- There has been an increase in the attendance of disadvantaged students to parents evening, giving a vital opportunity to discuss student progress. This figure has been helped by the school moving to full day progress meetings.

Challenge 5 - Emotional regulation and wellbeing

Intended Outcome - Improved emotional regulation and well being for all students.

- Services and programs to support students' social, emotional, and mental well-being have been implemented, with their impact to be continuously monitored throughout the three-year strategy plan. These include:
 - Additional counselling sessions (extra day per week)
 - Support from external agencies
 - Enhanced Year 7 transition program
 - Engagement with the Action for Children Blues Programme
 - Hub Facility

- ELSA programme
- As a result of strategies to identify and support students requiring social, emotional, and mental well-being assistance, there has been an increase in the number of students attending in-school counselling sessions compared to 2024/25.