

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2025 – 2026) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Christopher Whitehead Language College and Sixth Form
Number of pupils in school	1325 (years 7-11)
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026 - 2027 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Cath Clark Headteacher
Pupil premium lead	Tess Thomas Assistant Headteacher
Governor	Julie Swan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£326,800
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£326,800

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, attend, make good progress, achieve high attainment across the curriculum, and feel included in our school.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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 are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations regarding achievement
- offer ongoing training for staff relating to expectations and techniques for improving outcomes for disadvantaged students

At CWLC we aim to embed key characteristics and qualities chosen by our students. These include the mantra 'Life is Richer at Christopher Whitehead Language College' and include the following values:

- Respectful
- Inclusive
- Creative
- Honest
- Empathetic
- Resilient

We expect to develop these qualities in all aspects of our school curriculum and wider school life for non-disadvantaged and disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1.	At CWLC, attendance remains a cornerstone for driving student success across all dimensions of education and wellbeing. In 2018–2019, CWLC’s pre-pandemic attendance stood at 95%. Attendance for 2024–2025 was 90.6%, slightly below the baseline improvement expectation of 91%. Similar schools have a median attendance of 91.5%, with the upper quartile reaching 93.3%. CWLC’s current attendance compares closely to both the local authority and national secondary averages; however, it is still below our pre-pandemic attendance levels. These figures highlight the gap between pre-pandemic levels and the potential for improvement toward the strongest-performing schools. Academic research consistently demonstrates that regular attendance is strongly correlated with higher attainment in core subjects and overall academic progress (DfE, 2022; Gottfried, 2014). Beyond academic achievement, positive attendance supports personal development by fostering resilience, social skills, and engagement—key factors in preparing students for future success. Furthermore, safeguarding literature identifies persistent absence as a significant risk indicator for mental health challenges, neglect, and other vulnerabilities (Ofsted, 2023). Being present in school ensures students are visible, supported, and safe within a structured environment. Therefore, improving attendance at CWLC is not simply a compliance measure; it is a strategic priority that underpins academic progress, personal growth, and safeguarding our disadvantaged students.
2.	Maths attainment of disadvantaged students as a cohort is lower than that of their peers; recent assessments show that disadvantaged students also have a lower reading age which may contribute to their ability to access mathematical content and to complete problem-solving questions where written content is high. SAT data for the current Year 7 (2025) shows a 15% gap between PP students and their non-PP peers for maths (81% non-PP At Standard in maths compared to 66% of PP students). This attainment gap in maths appears to be wider by year 11. In 2025, the gap between PP and non-PP students in the attainment of a level 2 pass (9-4) in mathematics was 27%. On entry to Year 7 in the previous three years between 37-40% of our disadvantaged students arrived with below age-related expectations compared to 18-20% of their non-disadvantaged peers, based on SATS outcomes. Therefore, the gap has remained similar over the last four years. CAT data for current Years 8 and 9 show a clear difference in quantitative and spatial ability. (Year 8: Non-PP average spatial SAS is 100 vs PP average spatial SAS is 93 – a gap of 7 points, with an 8 point gap in quantitative; 100 v 92 There is a slightly wider gap in spatial in

	Year 9 than in quantitative, 6 points on average for the former v 4 on average for the latter). The biggest difference between PP and non-PP CATs SAS scores lies in year 7, where there is a gap of 8 points for quantitative and 10 points for spatial reasoning.
3.	The attainment of disadvantaged students in Reading Comprehension is generally lower than their peers on entry to Year 7. On entry to year 7 in the previous two years, between 26-33% of our disadvantaged students arrived below age-related expectations compared to 16-18% of their peers. This gap persists during students' time at our school. Assessment of the reading comprehension ability on entry this academic year (Sept 2025) shows that current Year 7-11 (assessed Sept 2025): 57% of disadvantaged students function below average, compared to 50% of the non-disadvantaged population.
4.	Nationally, 1 in 4 young people have identified issues with their mental health and wellbeing. Internal assessments, observations, and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals), and low self-esteem. These challenges particularly affect disadvantaged students. Teacher referrals for support of external agencies including Social Care and medical services continue to increase. A large proportion of the students who currently require additional support with their social and emotional needs are disadvantaged. The school continues to seek and work with specialist services to support an increasing population. Referrals from CWLC numbered as one of the highest in the county but in line with a school of this size. (62 MHTIS-CAMHS referrals, of which 27 students are PP, so PP students account for 43.5% of the referrals).
5.	A clear challenge is apparent from research led by the National Centre for Social Research, showing that disadvantaged students are significantly more likely to become NEET (Not in Education, Employment, or Training) compared to their peers. This destinations gap highlights a critical barrier to long-term success: disadvantaged young people face greater challenges in sustaining education and securing employment or training opportunities after leaving school. This remains a challenge to ensure CWLC continues to break this national trend and secure low NEET numbers for our disadvantaged children.
6.	National statistics suggest that disadvantaged students are four times more likely to be suspended than non-disadvantaged students. Disadvantaged students are five times more likely to be permanently excluded than non-disadvantaged peers. Students with SEND have the highest exclusion rates in schools. The challenge is to maintain a downward trend of suspensions and

	exclusions for all students but with a particular focus on SEND and disadvantaged students at CWLC. At CWLC Suspensions are significantly below national average over the last three years, according to the IDSR data. This year, 66% 18 of the 27 fixed term suspensions are disadvantaged students. This current year the school has set up 3 Off-Site Directions, all have been disadvantaged students.
7.	We have identified 8 young carers, 5 of whom are known to be accessing support from Worcestershire Young Carers Research shows that young carers, children and young people who provide unpaid care for a family member with illness, disability, mental health needs, or addiction) face significant barriers to educational success. National studies reveal that young carers miss an average of 23 school days per year, with almost half persistently absent, and experience lower attainment and progression rates compared to their peers. These responsibilities often lead to fatigue, stress, and reduced engagement, impacting attendance, punctuality, academic performance, and emotional wellbeing. The long-term effects are profound: young carers are more likely to leave education early, struggle to access higher education, and face limited employment opportunities.
8.	There are an increasing number of children in care nationally. We have 5 children in care at CWLC. Children in care in England's secondary schools face challenges including educational instability from frequent moves, difficulty forming trusting relationships with staff and peers, and trauma-related behavioral and emotional difficulties. This can lead to lower educational attainment, higher rates of persistent absence, and increased risk of exclusion compared to their peers. Without support, the risk of poor attendance, lower attainment, and future exclusion remains high. For CWLC, this means working closely with the Virtual School, social workers, external agencies targeted pastoral support, and flexible interventions to help children in care transition successfully to CWLC.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** (2027-2028) and how we will measure whether they have been achieved.

Challenge	Intended outcome	Success criteria
1.	To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	All stakeholder voices will confirm a strong cultural alignment with CWLC values, emphasizing the importance of attendance. All staff will identify as attendance champions, and students can clearly articulate the school motto that "Attendance Matters." Whole-school attendance meets and then consistently exceeds local and national averages. The gap between PP and non-PP attendance is reduced to less than the national average.
1.	To achieve and sustain improved punctuality for all students, particularly our disadvantaged students	All students arrive at school and lessons on time, with punctuality embedded as a positive cultural norm. Students express pride in being punctual and understanding its link to success. Disadvantaged (PP) students will not disproportionately receive U codes, with rates in line with non-PP peers.
2.	Improved attainment of disadvantaged students across the curriculum at the end of KS4	By the end of our current plan, in 2027/2028 disadvantaged students will have improved their attainment as highlighted by GCSE results. The gap between PP and non-PP attainment is reduced to less than the national average. We have a curriculum which appeals to disadvantaged students, and they understand the importance of achieving so work with the school to improve their attainment
3.	Improved reading comprehension among disadvantaged students across KS3.	The proportion of PP students to have reached age-related expectations by the end of KS3 will have increased and be in line with their non-PP peers. Those who do not reach age-related expectations will continue to be given support and intervention through KS4.

4.	To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing demonstrated by: A whole school approach to improving well-being for all students, including within the curriculum and through extra input. Students being able to articulate how they might support their own well-being or where they may go to find support. A decrease in the number of 'extreme' cases being referred to school support services and external agencies.
5.	To reduce NEET figures for the school and in particular for disadvantaged students	Success will be the accurate monitoring of students at risk of becoming NEET (Not in Education, Employment, or Training) and a measurable reduction in the percentage of disadvantaged students who are NEET, compared to local and national benchmarks. The ultimate goal being zero NEET students. All disadvantaged students will receive a 1:1 careers interview and tailored support with applications to post-16 providers. All disadvantaged students will have practice interviews and guidance to prepare for and attend post-16 interviews. All disadvantaged students will access and engage meaningfully with their Unifrog accounts. CWLC will collaborate closely with the Careers and Enterprise Company to strengthen CEIAG (Careers Education, Information, Advice, and Guidance) provision and improve Gatsby Benchmark scores.
6.	To ensure all students have a key and supportive relationship with a member of staff	All students to have a meaningful relationship with either their Learning Mentor, Director of Studies or an alternative member of the pastoral team. Student behaviour will be reviewed through weekly data checks, fortnightly review by the Director of Study, and half-term review by the Pastoral team. This data will show a reduction in the proportion of behaviour events recorded for PP students. .

7.	Early Identification: All young carers are identified promptly through robust systems and staff awareness. Dedicated Advocacy: A Young Carers Advocate and Champion is appointed within CWLC to lead support, act as a point of contact, and ensure their needs are represented in decision-making.	Regular monitoring systems track attendance, attainment, and wellbeing data for young carers. Attendance and punctuality for young carers improves and is in line with school averages. Academic progress for young carers shows sustained improvement over time. Student voice feedback confirms that young carers feel supported and valued in school.
8.	For Children in Care (CiC) students to achieve academic success, and have a strong sense of emotional and social well-being. This will help them to engage in learning and life. By developing strong relationships, and feeling a sense of belonging at school, students will have improved long-term health and increased potential for future employment.	Improved attendance for children in care, in line with overall school averages. Decreased suspensions and exclusions for children in care which are in line with overall school averages. Academic progress for children in care demonstrates consistent improvement over time. Student feedback indicates that children in care feel supported and valued within the school environment. Robust monitoring systems tracking attendance, attainment, suspensions, exclusions and wellbeing for children in care are in place.

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: £126,501.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding has been allocated to key staff roles, including a Senior Attendance Champion and a Community Attendance Officer. These roles will ensure the strategic implementation of our graduated support-first and holistic approach.	Utilising various strategies and suggestions based on good practice set out in the DfE's guidance on working together to improve school attendance . Summary of evidence EEF	1, 2, 3, 4, 5, 6, 7, 8
In our SDP, we have identified whole school oracy and reading as important areas of focus for our teaching and learning development. Improving oracy has been selected by over 60% of staff as their appraisal target. We have planned ongoing whole school literacy training (PL) using the EEF recommendations to support this development. Until January 2026, we remain part of the EEF Oracy Trial with Voice 21 and will continue to access their resources until August 2026. We are continuing to work collaboratively with our Voice 21 oracy consultant to the benefit of both parties through a transition project that supports students moving from Y6 into Y7 (July 2025 to July 2026).	Oral language interventions EEF (plus 6 months) The school has become a Voice 21 Oracy school showcasing EEF funded research into improving learning and life chances of young people through talk. https://voice21.org/wp-content/uploads/2024/01/Voice21-Impact-Report-2024-web.pdf CWLC personalised impact report expected in January 2026.	2, 3
The school has signed up to a 2-year programme "Transforming the Leadership of Disadvantage and the Leadership of Literacy" that is supported by the EEF	Reading comprehension strategies EEF (+7 months)	3

(currently in the second year) The main focus of this is reading and vocabulary. As a result, we have implemented a new whole-class reading programme which involves all students in years 7 to 11 during pastoral time, with a view to this being extended into curriculum areas in 2026. The focus of this is improving reading comprehension and widening vocabulary and knowledge of different contexts. Continue using the Accelerated Reading programme to assess and monitor students' progress in reading and comprehension. Use Literacy Assessment Online to assess students' reading and spelling ages: reading ages (for year 7 to 11) and spelling ages (for year 7 to 9). Students below age-related expectations to be given additional reading and spelling intervention. Use Spell Zone to support independent tuition in spelling rules and strategies for students below age-related expectations. The school has employed a number of staff to support the effective implementation of literacy programmes. Whole school training delivered by specialist staff consistently takes place to embed the school's overall strategy relating to literacy across the school. RICHER Reading ages and adaptive teaching Use of AI for adapting texts for accessibility	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: EEF Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: Why Closing the Word Gap Matters: Oxford Language Report Reading Together research from the Booktrust The importance of factual books when reading together BookTrust Book: Closing the Reading Gap by Alex Quigley Introducing 'Closing the Reading Gap' Phonics EEF (+5 months) https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support Section 2 High Quality Teaching, Professional Development to Support Implementation of Approaches	
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Appoint a Careers lead to coordinate the careers programme. To appoint a second independent careers adviser to work with the sixth form students in order to give further capacity to the careers offer in the lower school. Purchase Uni Frog to monitor and coordinate the careers programme to support work experience and ensure all students are exposed to high quality careers education.	Research Risk-factors-for-being-NEET-among-young-people 2023 National-Centre-for-Social-Research.pdf	5
Ensure that quality first teaching meets the needs of disadvantaged students and those with SEND. Invest in STEPLAB to formalise and support staff professional development through coaching to ensure that staff get the correct granular training to improve their pedagogy. Focus on building knowledge, motivating staff, developing teaching techniques and embedding effective practice.	EEF Using reliable evidence to support your strategy EEF Effective Professional Development Report Steplab 14 Mechanisms of Effective P D.pdf The EEF guide to the Pupil Premium Section 2 High Quality Teaching, Mentoring and Coaching	2, 3
To support improved behaviour in the classroom, we have set up weekly mentoring reviews from Newbridge behaviour outreach group. Reports identify key student concerns and feedback on behaviour in order to inform our response. Using Make your Mark intervention with Worcester Warriors rugby outreach team. Weekly targeted sessions are linked to contextual PSHE topics and sport. Power Up career mentors work with identified disadvantaged students to mentor students with a focus on aspirational destinations. Deploy two pastoral support staff to work on tailored half-termly interventions with identified disadvantaged students.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Target 5: https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf	6

Assemblies will be delivered to every year group as part of a coordinated approach to support mental health with NHS WEST. Evening parental sessions will also be offered in school to support student mental health. NHS WEST will attend open evenings and other school events to advertise their support. Students will be directed to 'Melo' an external agency who supports families at school. The PSHE curriculum will incorporate lessons that have been designed by Brainwaves and Oxford University with current guidelines and messages for young people.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £130,400.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students requiring additional support accessing the mathematics curriculum in KS3, have been identified and are supported both in-class and through targeted intervention groups which run alongside the main teaching groups. A significant proportion of these students are disadvantaged. Identified students receive additional numeracy support throughout the academic year staffed by intervention teachers, and a Grade 3 LSA.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	2
Analysis and identification of disadvantaged students in Y11 leading to targeted coaching and intervention to support access to external exams.		1, 2, 3, 4, 5, 6 (7 and 8 where appropriate)

Students requiring additional support with reading comprehension in years 7 to 11, have been identified and are supported both in-class and through targeted intervention groups which run alongside the main teaching groups. A significant proportion of these students will be disadvantaged. Identified students receive additional literacy support throughout the academic year staffed by intervention teachers, and 2 x Grade 3 LSAs In addition, identified students are taught by specialist English teachers within their mainstream curriculum.	Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF (+7 months) Teaching Assistant Interventions EEF (+4 months) Deployment of Teaching Assistants EEF Small group tuition EEF (+4 months)	3
To establish an EBSA base. To appoint an EBSA coordinator Tackling EBSA requires a comprehensive strategy that focuses on uncovering underlying causes, delivering tailored support to each student, engaging and working closely with parents, embedding whole-school initiatives that promote a nurturing environment, and maintaining ongoing monitoring and review to secure the long-term success of interventions.	What Attendance Leads Need To Know About EBSA EdPsychEd	1, 2, 3, 4, 5
In order to support both English and maths progress for the least able students we created an additional teaching group which is taught by a qualified primary school teacher, focusing on numeracy and phonics.	Studies in England have shown that pupils eligible for pupil premium typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Phonics EEF	2.

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

Budgeted cost: £69,898.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an Assistant Headteacher as senior attendance champion to lead and support improved attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Embedding good practice set out in the DfE's guidance on working together to improve school attendance.	1
Maintain an additional non-teaching, full-time safeguarding officer whose focus is to support students struggling to attend school consistently.	https://www.sec-ed.co.uk/content/best-practice/a-safeguarding-first-approach-to-attendance/	1
The school has invested in additional administrative and organisational support in the SEND department to support PP students.		1, 2, 3, 4, 5, 6 (7 and 8 where appropriate)
The school has increased the number of hours of internal counselling to support the needs of an increasing number of students who are presenting with significant emotional disturbance.	https://www.mind.org.uk	1, 2, 3, 4, 5, 6, 7, 8

Issues faced by individual students are supported. These include issuing school uniform vouchers, supplying bus passes for identified students and supporting the cost of trips to enhance engagement and opportunity. The school can subsidise school trips for disadvantaged students where those trips meet all of these criteria: Are in the UK Take place during the school day Enrich the curriculum The full cost of trips that are essential to the curriculum is covered for disadvantaged learners. The school supports the access of PP students to the curriculum by providing revision guides, texts and equipment needed for specific subjects where required. Staff are all encouraged to offer additional and extra-curricular opportunities to PP students to support their engagement with school. The purpose is to make students WANT to come to school.	The EEF guide to the Pupil Premium Section 2: Wider barriers to learning	1, 2, 3, 4, 5, 6, 7, 8
Two non-teaching pastoral support coordinators have been employed to enhance our behaviour support team.	https://www.tandfonline.com/doi/full/10.1080/02671522.2019.1615116	1, 2, 3, 4, 5, 6 (7 and 8 where appropriate)

Total projected funding for 2025-2026: £326,800

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the **2024 to 2025** academic year.

Attendance

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	1363	91.7%	92.3%	Close to average	Relative improvement	-
2023/24	1368	89.2%	91.1%	Below	Relative decline	-
2022/23	1337	89.2%	91.0%	Below	Relative decline	-

Last year's Pupil Premium funding helped CWLC move attendance from below national averages to close to average, with a clear trend shift from "relative decline" to "relative improvement". (see Fig 1) At the time of review this trend continues with the first autumn term 2025 sitting close to the national average for secondary schools.

FSM6 Attendance Analysis

Last year's fundings impact can also be seen in FSM6 students showing a significant upward trend in attendance. In 2022/23, the school recorded 80.8% attendance, well below the national average of 86.0%, with a trend of relative decline. In 2023/24, attendance improved to 81.3%, still below the national figure of 86.0%, but marked by a shift to relative improvement. Last year's actions in 2024/25 saw attendance rise sharply to 87.3%, bringing the school close to the national average of 88.2% and continuing the positive trajectory for disadvantaged students. Impact has also been seen in FSM6 students; persistent absence has decreased significantly. In 2022/23, the school rate was 54.2% compared to the national average of 43.8%. Last year 2024/25, the school rate dropped further to 35.1%, close to the national average of 34.5%.

Careers and Destinations

Funding allocated to CEIAG has secured low NEET levels and provided disadvantaged Year 11 students with valuable work experience opportunities. All disadvantaged students have developed the knowledge and skills required for successful progression. All disadvantaged students have actively engaged with our CEIAG programme and accessed a range of personal development opportunities. As a result, every year group is equipped with an understanding of local labour markets, raised aspirations, and clear insight into potential pathways—from option choices to post-16 destinations and the wider world of work.

Progress and Attainment

Despite efforts made to improve quality first teaching and coaching and mentoring of vulnerable students, overall Progress 8 for the cohort was -0.4. For disadvantaged students this was -1.0. *These are internally generated figures as P8 was not reported in 2025.*

The Average points score per disadvantaged students was 2.9 compared to 4.1 for all students. 41% of disadvantaged students being entered for the English Baccalaureate. The Attainment 8 figure for the disadvantaged cohort was 32.0, compared to 43.8 for the whole cohort.

Progress and attainment for all students continued to be a significant challenge, this was more significant for disadvantaged students. Attendance was a significant issue for a core group of around 30 students who failed to complete 8 subjects at the end of KS4. This was due in part to mental health concerns which have influenced our new strategy with a focus on good mental health and wellbeing support.

Numeracy interventions have supported students in becoming more confident with basic numeracy and will continue this year. Significant progress has been seen among students involved in the programme.

Reading interventions have shown a clear improvement in reading ability of students who were involved in the Accelerated Reader programme. However, further investigations of the whole school have identified a more significant concern with a wider cohort of readers, which has led to the reading strategies outlined for the new plan.

Externally provided programmes

Programme	Provider
The Blues Programme for year 9 students to support social and emotional wellbeing	Action For Children
Individual therapeutic service, including play therapy and art therapy	Think Calm
Mentoring for individual students, often supporting transition from primary school to Secondary	Mentor Link
Support for individual students struggling emotionally offered by a Wellbeing Practitioner	Action for Children/Onside charity
Bereavement counselling	Footsteps
Support for students relating to substance and alcohol misuse	Cranstoun
Access to specialist therapeutic and educational services off site for specific individuals	N Able
Access to education off site to support individual students with significant medical and/or mental health needs	The LA's Medical Education Team
Access to off-site provision in core subjects to support individual students with medical, emotional, and/or environmental needs.	Worcester Learning Zone