



Pupil Premium Strategy Statement

December 2025

This statement details Upton-by-Chester High School's use of pupil premium funding to help improve the attainment of our disadvantaged learners.

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 and recovery premium funding had within our school.

School overview

Detail	Data
School name	Upton-by-Chester High School
Number of pupils in school Yr7-13	1734
Proportion (%) of pupil premium eligible pupils	14.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr L. Cummins Headteacher
Disadvantaged lead	Mrs K. McCarthy Deputy Headteacher
Governor lead	Mr P. Ivison

Funding overview 2025-2026

Detail	Amount
Pupil premium funding allocation this academic year	£325,560 estimated
Recovery premium funding allocation this academic year	Finished end of last academic year
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	£325,560 estimated



Part A: Pupil Premium Strategy Plan

Statement of intent

Our intent is to ensure that all learners at Upton-by-Chester High school, irrespective of their socioeconomic background, special educational need or other vulnerability, experience a high quality education via a suitably ambitious and challenging curriculum which supports them to make progress, which is at least in line with national expectations.

The Upton-by-Chester High School Pupil Premium strategy is embedded within whole school improvements and runs through all of the school's improvement plan objectives and the school strategic improvement plan (SIP) for 2022-2025.

We will continue to adapt our spending of the Pupil Premium funding in 2025/26 following a detailed analysis of our outcomes for disadvantaged learners in 2024/25 and using the EEF's research.

This document outlines Upton-by-Chester High School's approach to closing any attainment gap, whilst maintaining excellent outcomes for non- disadvantaged learners. The strategy outlines how the school plans to utilise the Pupil Premium Grant (PPG) to accelerate the progress and effectively raise standards of attainment for disadvantaged learners, in order to improve their life chances.

At Upton-by-Chester High School we recognise the importance of ensuring all learners, whatever their background or circumstance, are provided with a relevant education of the highest quality. This will ensure that all our learners are equipped with the knowledge and skills they will need to succeed in, and beyond, the school. We understand that strong relationships are the key to success and through a culture of high expectation, demonstrate a relentless ambition for all disadvantaged learners to achieve the best outcomes possible.

To ensure that our strategies are effective we will;

- Ensure that all of our procedures and actions are planned with a focus on supporting the disadvantaged learners at Upton-by-Chester High School.
- Ensure that there is collective ownership, responsibility and accountability for the attainment and progress of disadvantaged learners.
- Plan targeted academic and pastoral interventions in a timely manner to maximise their effectiveness and impact.



Challenges

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

Challenge number	Detail of challenge																																																
1	<p><u>Outcomes</u> Intent: To increase the attainment of Disadvantaged Learners to the schools target of 35% basic measures</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Year</th> <th style="width: 25%;">P8 Overall</th> <th style="width: 25%;">P8 DA Learners</th> <th style="width: 25%;">Gap</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2019</td> <td style="text-align: center;">-0.1</td> <td style="text-align: center;">-0.82</td> <td style="text-align: center;">1.00</td> </tr> <tr> <td style="text-align: center;">2022</td> <td style="text-align: center;">+0.10</td> <td style="text-align: center;">-0.82</td> <td style="text-align: center;">1.18</td> </tr> <tr> <td style="text-align: center;">2023</td> <td style="text-align: center;">+0.40</td> <td style="text-align: center;">-0.31</td> <td style="text-align: center;">0.82</td> </tr> <tr> <td style="text-align: center;">2024</td> <td style="text-align: center;">+0.36</td> <td style="text-align: center;">-0.51</td> <td style="text-align: center;">1.07</td> </tr> <tr> <td style="text-align: center;">2025</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Year</th> <th style="width: 50%;">DA 5+ English and Maths (%)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2019</td> <td style="text-align: center;">17.0</td> </tr> <tr> <td style="text-align: center;">2022</td> <td style="text-align: center;">24.6</td> </tr> <tr> <td style="text-align: center;">2023</td> <td style="text-align: center;">25.6</td> </tr> <tr> <td style="text-align: center;">2024</td> <td style="text-align: center;">23.5</td> </tr> <tr> <td style="text-align: center;">2025</td> <td style="text-align: center;">17.0</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Year</th> <th style="width: 50%;">DA 4+ English and Maths (%)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2019</td> <td style="text-align: center;">36.6</td> </tr> <tr> <td style="text-align: center;">2022</td> <td style="text-align: center;">47.4</td> </tr> <tr> <td style="text-align: center;">2023</td> <td style="text-align: center;">53.8</td> </tr> <tr> <td style="text-align: center;">2024</td> <td style="text-align: center;">45.1</td> </tr> <tr> <td style="text-align: center;">2025</td> <td style="text-align: center;">46.8</td> </tr> </tbody> </table> <p>The progress of DA learners continues to remain around 1 grade below that of non-disadvantaged learners. In 2023 the school made a significant move forward in terms of the outcomes of DA learners with a Progress 8 score of -</p>	Year	P8 Overall	P8 DA Learners	Gap	2019	-0.1	-0.82	1.00	2022	+0.10	-0.82	1.18	2023	+0.40	-0.31	0.82	2024	+0.36	-0.51	1.07	2025	N/A	N/A	N/A	Year	DA 5+ English and Maths (%)	2019	17.0	2022	24.6	2023	25.6	2024	23.5	2025	17.0	Year	DA 4+ English and Maths (%)	2019	36.6	2022	47.4	2023	53.8	2024	45.1	2025	46.8
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0.31 and an increase in the percentage of learners achieving 5+ in English and Maths to 25.6% and at grade 4 increasing to 53.8%.

There was a drop in performance in 2024 and a further drop to 17% 5+ in 2025. This remains an ongoing challenge for the school and one which we are determined to continue to reduce the gap further. Internal assessment evidence over the last two years indicates that this progress gap between disadvantaged learners and non-disadvantaged learners in the core areas remains a challenge for Upton-by-Chester High School. These areas of the curriculum form the foundation of learning in other areas of the curriculum and impact on progress across the curriculum.

2

Attendance

Pupil's absence in schools in England (Gov.uk published 23rd October 2025)

Termly overall absence rates between; 2022/23 Autumn term and 2023/24 Spring term

	2023/24 Autumn term	2023/24 Spring term	2023/24 Summer term	2024/25 Autumn term	2024/25 Spring term
State-funded secondary absence	8.15%	8.94%	9.73%	7.66%	8.59%
% of persistent absentees- (10% or more sessions missed)	23.44%	25.58%	29.64%	21.09%	24.09%
% of severe absentees- (50% or more sessions missed)	3.14%	3.64%	4.13%	3.19%	3.67%

Last Inspection Data Summary Report (released 15th November 2023)

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	254	88.9%	88.2%	Close to average	Relative decline	-
2023/24	249	89.1%	86.0%	Above	Relative decline	-
2022/23	226	89.8%	86.0%	Above	Relative improvement	-

2018/19	226	89.6%	91.8%	Below	Not available	-
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Absence

- Overall National attendance FSM6 was 88.2%% (2024/24) compared to 88.9% at Upton-by-Chester High School +0.7%
- The absence rate at Upton-by-Chester High School for FSM eligible learners declined on the previous year by 0.9%

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	254	31.5%	34.5%	Close to average (non-sig)	No sig change	-
2023/24	249	30.9%	42.5%	Below (sig-)	No sig change	-
2022/23	226	30.1%	43.8%	Below (sig-)	No sig change	-
2018/19	226	27.0%	24.7%	Close to average (non-sig)	Not available	-

- Persistent absence for FSM6 for 2024/ 25 at Upton was 14.1%
- Persistent absence for FSM6 for 2024/ 25 National was 21.1%

Whilst the attendance of learners at Upton-by-Chester High School remains above national, the attendance of some DA learners remains a challenge and a focus.

3

Literacy

Intent: To develop the Literacy skills, and in particular the reading proficiency, of Disadvantaged Learners through the DRIVE strategy

All key data, both quantitative and qualitative, indicates that disadvantaged learners in KS3 have lower levels of literacy and reading comprehensions and fluency than their peers. This is having an impact on their progress in all subjects.

School evidence of need- gaps in reading ages

4

Engagement

Intent: To achieve and sustain improved wellbeing, behaviour and engagement of Disadvantaged Learners in all areas of the curriculum and co- curriculum (Engage@upton)

Data would suggest that learners in the main, and particularly those who are disadvantaged, have been impacted by partial school closures to a greater extent. This has particularly affected routines in school, self-regulation and engagement in activities to support wellbeing and personal development.

The school actively monitors the engagement of DA learners in all aspects of school life and uses this information to target individual learners and cohorts of learners.

5

High Quality Teaching

Intent: To ensure that all teaching is high quality (QFT) through the Maximising Success Model (MSM) and employment of the SHARP Strategy with a high focus on Formative Assessment.

To ensure high quality teaching in every lesson which supports good or better progress for every learner in a class, particularly disadvantaged learners. The MSM is built from current research on how learning is most effective. There is consistency across every classroom in the delivery of lessons to maximise progress.



	<p>The SHARP strategy insists on the highest standards for our DA learners.</p> <p>S - Seating – seating must be strategic with DA learners placed where the teacher has easiest access to support. (there may be exceptions to this for example if there is a SEND need and learners need to be placed at the back)</p> <p>H - Homework – All homework quality and completion is monitored closely, especially for the DA learners</p> <p>A - Addressing Misconceptions through Formative Assessment – Effective questioning with a higher proportion of questions going to the DA learners to ensure any misconceptions are identified and addressed. High quality formative assessment e.g Use of mini whiteboards to pose hinge questions and check understanding in order to adapt teaching to learners emerging needs.</p> <p>R - Retrieval Practice – retrieval and spaced retrieval activities take place every lesson to help learners to remember and strengthen long term memory. This also provides an opportunity for those who have had an absence to catch up.</p> <p>P - Positive relationships and Knowing our learners. We understand that strong relationships are the key to success and through a culture of high expectation, demonstrate a relentless ambition for all disadvantaged learners to achieve the best outcomes possible.</p>
6	<p><u>Parent Partnership</u></p> <p>Intent: To continue to review and develop Parental Partnership opportunities for Disadvantaged Learners and their families</p> <p>As a school we believe that we can continue to involve parents and carers more in the education of their child / children, particularly the parents of disadvantaged and/ or vulnerable learners. We want to develop best practice in terms of how this can be done and build a range of opportunities over time.</p>
7	<p><u>Curriculum</u></p> <p>Intent: To continue to implement a Curriculum that is ambitious for all learners and supports the progress of Disadvantaged Learners.</p> <p>As a school we are firmly committed to the delivery of a highly ambitious curriculum for all learners. This includes those learners who are disadvantaged and have special educational needs. We work to ensure that the curriculum is as individualised as it can be to support the progress of all learners. Teachers use adaptive teaching to ensure all learners can access the curriculum being taught.</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
1	To increase the Progress 8 of	In 2022/23 the performance of disadvantaged learners increased in English and Mathematics from 17% (Grade 5 or



	<p>Disadvantaged Learners</p>	<p>above) to 25.6%. This is the highest the school has achieved. In 2024 this decreased to 23.5% and further decreased to 17% in 2025.</p> <p>In 2025/26 the target is to continue to increase this to 35% aiming for a further improvement by the end of the current strategic plan. This would significantly reduce the gap between the disadvantaged learners and the non-disadvantaged learners.</p> <p>In 2024 the percentage of DA learners achieving 4+ in Maths and English was 45.1% this rose to 47% in 2025.</p> <p>By 2026 this needs to have increased to 60% to reduce the gap between disadvantaged and non-disadvantaged learners.</p> <p>In 2023 the school's Progress 8 for disadvantaged learners was -0.31. This was a significant improvement on previous years. In 2024 P8 for DA learners was -0.51, although a drop from 2023 this is still an improvement on years previous to 2023. The school is focussing on ensuring DA learners make positive progress in 2025/26 and beyond.</p> <p>The strategic plan highlights the aim to remove any gap.</p>
2	<p>To continue to increase the attendance of Disadvantaged Learners.</p>	<p>To improve on the current absence levels which are in the top 30-40% of schools nationally and rank 2nd (FSM) in the local authority (20 schools)</p> <p>To reduce the % of PA in the disadvantaged cohort of learners.</p> <p>To reduce the % of SA in the disadvantaged cohort of learners</p> <p>To maintain the attendance of disadvantaged learners as they progress through the school.</p>
3	<p>To develop the Literacy skills, and in particular the reading proficiency, of Disadvantaged Learners through the DRIVE strategy</p>	<p>Robust systems are in place to identify learners reading ages at Key Stage 3 and 4.</p> <p>A clear and highly effective wave model of interventions, which support the diagnosis of more complex reading difficulties, is in place and impacting positively on the reading age of learners across KS3 in particular and KS4 where appropriate.</p> <p>Clear evidence of a well-planned and implemented reading curriculum is in place across KS3 and KS4 and is accessible to all learners, particularly those who are disadvantaged.</p>

		<p>Well planned approach to whole school reading as part of PLaN (Pastoral, Literacy and Numeracy) provision.</p> <p>Ensuring that no disadvantaged learners have a reading age below 9 Years.</p> <p>Effective interventions ensure that very few learners, particularly those who are disadvantaged, have a reading age of no more than two years below their chronological age.</p> <p>Wave 1 supports all DA learners in the development of their reading fluency and vocabulary acquisition.</p>
4	<p>To achieve and sustain improved wellbeing, behaviour and engagement of Disadvantaged Learners in all areas of the curriculum and co-curriculum.</p>	<p>Quantitative data on ATL grades indicates that learners are nearly always engaging well in their learning across all curriculum areas.</p> <p>Quantitative data from learner voice, pastoral support staff and parental feedback indicates a positive trajectory in terms of behaviour for all disadvantaged learners.</p> <p>Engage@Upton data shows that DA learners participate in line with their non-DA peers (15% or more)</p>
5	<p>To ensure that all teaching is high quality through the Maximising Success Model</p>	<p>The schools model of learning and teaching (Maximising Success Model) effectively supports high standards for all.</p> <p>High quality teaching is impacting on all learners and particularly those who are disadvantaged.</p> <p>The SHARP model is embedded across all curriculum areas and is positively impacting the progress of DA learners.</p> <p>All staff are participating in a two Year Embedding Formative Assessment Programme (SSAT) and we are already seeing the positive developments in teaching which effectively identifies misconceptions and enables staff to adapt teaching to address them.</p>
6	<p>To develop Parental Partnership opportunities for Disadvantaged Learners and their families</p>	<p>Increased parental engagement which supports the other success criteria highlighted above.</p> <p>Lead staff member (Parent Partnership) coordinates a full programme of opportunities for parents/ carers to be part of their child's learning journey Yr 7-13. The attendance gap to those events between Disadvantaged and Non-Disadvantaged families is zero.</p>

7	<p>To continue to implement a Curriculum that is ambitious for all learners and supports the progress of Disadvantaged Learners.</p>	<p>There is a further increase in the attainment for all groups of DA Learners irrelevant of their prior attainment.</p> <p>The curriculum is engaging for all disadvantaged learners and inspires learners to come to school regularly.</p>
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Activity in this academic year 2025-2026

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: £ 132,117 (strands 1,5 and 7)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to implement a CPD model that addresses all areas relating to teaching and learning.</p> <p>Implement consistently the maximising success model of learning and teaching across the whole school</p> <p>To embed SHARP and DRIVE strategies across all areas of the school curriculum, with a focus on Formative Assessment</p>	<p>The Sutton Trust have identified quality first teaching and learning as having the biggest impact upon the progress of disadvantaged pupils. The evidence for this can be seen here: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</p> <p>Using this as the evidence base a CPD programme has been developed that has its focus on developing</p> <ol style="list-style-type: none"> 1. Highly effective and reflective classroom practitioners. 2. At Upton-by-Chester High School we are participating in a Whole School Embedding Formative Assessment Programme (SSAT) which is evidence based and supports the schools maximising success model. This is a two year course and has already had a positive impact on teaching and learning. 3. A high challenge knowledge rich curriculum that has been designed and implemented using the research provided by OFSTED in their latest set of webinars. This has been delivered alongside the extending of the KS3 curriculum from two years to three years 	<p>5</p> <p>1, 5</p> <p>1, 5</p>

	https://www.youtube.com/user/Ofstednews 4. High quality assessments based on a common assessment criteria that produces accurate feedback that is acted on by all classroom based staff	1, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 64,398 (strand 3)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing a high quality wave intervention model which supports the development and improvement of reading, mainly at KS 3.	The diagnostic test package we implement has been developed by GL assessments. The data provided from the assessments allows us to target interventions towards KS3 students to ensure they are 'caught up' by KS4. KS3 Assessment Package - GL Assessment (gl-assessment.co.uk)	3, 5
Employment of a HLTA to oversee the reading / literacy interventions for SEND and DA learners across the school.	The Wave intervention model is based on the EEF guidance for improving literacy in secondary school – Strand Seven. Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	3, 5
Training of all Teaching Assistants in evidence based reading interventions including phonics.		3, 5
Development and implementation of a whole school strategic literacy plan.	The evidence above indicates that a whole school evidence based literacy plan can have a significant impact on the provision and standards across the school. Upton-by-Chester High School has developed, and is implementing, a strategic action plan based on the above report.	3, 5
Engaging with the National Tutoring Programme to provide a blend of tuition,	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one	3, 5



<p>mentoring and school-led tutoring for students whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the learners who receive tutoring will be disadvantaged.</p> <p>This will be coordinated by the appropriate Director of Key Stage.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>At Upton-by-Chester High School we will be delivering both methods of tuition.</p>	<p>3, 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 129,045 (strands 2, 4 and 6)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of revised attendance strategies including the employment of an Educational Welfare Officer to support</p>	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>An Educational Welfare and Attendance Officer is funded to improve attendance.</p>	<p>2, 4</p>
<p>The appointment of a HLTA to lead on learners who are experiencing SEMH challenges. This post will support mainly disadvantaged learners who are not able to access their lessons fully.</p>	<p>The wave model of intervention for SEMH difficulties will be developed and implemented based on best practice guidance.</p> <p>Embed EBSN practices across the school and invest in staff training</p> <p>https://www.cheshirewestvirtual.school/page/ebsn-good-practice-guide-for-schools/124614</p>	<p>2, 4</p>
<p>The appointment of a Pastoral Support Manager and oversight by the Deputy Headteacher of</p>	<p>We know that where parents are encouraged to engage in and support their child education this can have a very significant impact on the progress that learners make.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>6</p>



Culture and Ethos focussing on parental engagement		
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Total budgeted cost: £ 319,842



Part B: Review of outcomes in the previous academic year 2024-25

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on learners in the 2023-2024 academic year.

We have analysed the performance of our school's disadvantaged learners during the 2024-2025 academic year using Key Stage 4 performance data.

In 2025 the A8 for DA learners was 36.2 and for non-DA 51.5.

The National figure for Ebaac entry for disadvantaged learners in 2024-2025 was 29%. At Upton-by-Chester High School this was 29.8%

The National Ebaac Average Point Score (APS) for disadvantaged learners was 3.02. At Upton-by-Chester High School this was 3.01

2024-25	All Learners	%
Disadvantaged	47/276	17%
Non- Disadvantaged	229/276	83%

2024-2025	All Learners	
	Disadvantaged	Non-Disadvantaged
A8	36.2	51.5
9-7 in English and Maths	2.1%	17.5%
9-5 in English and Maths	17%	48.9%
9-4 in English and Maths	46.8%	71.2%
9-5 in English	51.1%	72.5%
9-5 in Maths	17%	52%
9-4 in English	68.1%	84.7%



9-4 in Maths	53.2%	75.1%
Ebacc (% entered)	29.8%	37.1%
Ebacc (Strong Pass)	0%	21.8%

Attendance

Attendance for disadvantaged learners at Upton-by-Chester High School has remained above National and Local Authority averages. That said, we recognise our FSM v Non-FSM gap and continue to have a relentless drive to reduce the gap. A specialist Pastoral Manager is deployed to work closely with disadvantaged learners and their families.

Upton-by-Chester High School received 2 accolades from FFT that recognised learners attendance as being in the top 10% nationally.

The table below shows data for academic year 2024-25:

Academic Year 2024-25				
	All Learners	Disadvantaged Learners	Non-DA Learners	Gap
7	95.2	92.8	95.8	3
8	93.3	86.8	95.1	8.3
9	92.4	86	93.9	7.9
10	94.5	89.1	95.7	6.6
11	91.5	83	93.3	10.3
Yr7-11 Totals	93.4	87.5	94.8	7.3
12	94.6	90.5	95.3	4.8
13	93.3	89	93.8	4.8
Yr 12-13 Totals	94	89.8	94.6	4.8
Whole school Yr7-13 Total	93.5	88.2	94.7	6.5

DA attendance in the academic Year 2022-23 was 89.7% compared to 90.2% 2023/24, which was an improvement of 0.5%.

DA attendance in the academic Year 2021-22 was 88.2% compared to 89.7% in 2022/23, This was an improvement of 1.5%.



DA attendance improved from 88.2% to 90.2% (+2%) between 2021-22 and 2023-24.

Therefore, the DA attendance data from 2024-25 was disappointing, where a decline of 0.4% was seen on the previous year. This was in part due to an increasing number of severely absent learners.

The table below shows CURRENT data for academic year 2025-26 (Sep 1st- 29th Nov)

Compared to the same point last year, attendance for all learners (whole school) has decreased by 0.1%

The attendance for DA learners including 6th form has decreased by 0.8% and increased by 0.5% Yr7-11.

The attendance for NON DA learners including 6th form remains the same at 95.5% and the same for Yr7-11 at 95.4%. The challenge to improve DA attendance remains unchanged. The gap has grown from 5.4% to 6.2%.

Sep 2025- 29th Nov 25				
	All Learners	Disadvantaged Learners	Non-DA Learners	Gap
7	97.6	96.8	97.7	0.9
8	94.5	91.4	95.2	3.8
9	93.5	86.6	95.4	8.8
10	93.1	86.3	94.5	8.2
11	93.4	89.9	94.4	4.5
Yr7-11 Totals	94.4	90.2	95.4	5.2
12	96.2	85.7	97	11.3
13	93.8	85.3	94.5	9.2
Yr 12-13 Totals	95	85.5	95.8	10.3
Whole school Yr7-13 Total	94.5	89.3	95.5	6.2



Externally provided programmes

Programme	Provider
N/A	

Service Pupil Premium funding

Upton-by-Chester High School has a sizeable cohort of service learners. In 2024/25 there were 69 service learners on roll. Much of our activity with the Service Pupil Premium was to ensure a successful transition between Upton-by-Chester High School and the school in Cyprus to ensure a continuity of education and pastoral care. This included a visit by the Headteacher from the school in Cyprus and numerous online discussions.

For the 2024/25 academic year, the school received £23,018 in service pupil premium funding.

This funding is managed by Mr J Keegan (Assistant Headteacher) and Mrs D Bassett (Service Learners Mentor)

Regular feedback on this cohort in the school is given to the Governing Body on a termly basis.

Measure	Details
How did you spend your service pupil premium allocation for 2024/25 academic year	<p>Service pupil premium was spent on the following activities.</p> <p>Employment of dedicated mentor for Service Pupil Premium learners £ 13,516</p> <p>Summer School for Service Pupil Premium leaders £ 500</p> <p>Additional educational resources and welfare support £ 4,502</p> <p>Tuition support for service learners. £4,500</p> <p>Total: £ 23,018</p>
Planned expenditure for 2025/26 financial year	<p>Ongoing employment of service learner's mentor £ 13,786</p> <p>Summer School (If Required) £ 500</p> <p>Additional educational resources including welfare support £4,500</p> <p>Tutoring Support for Service Learners £ 4,500</p> <p>Left remaining to allocate £281</p> <p>Total Planned Expenditure: £ 23,567</p>