

# The Charter School Bermondsey

## Pupil Premium Strategy Statement 2025 – 2026

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	506
Proportion (%) of pupil premium eligible pupils	59.6%
1	2025-2028
Date this statement was published	15/09/25
Date on which it will be reviewed	01/09/26
Statement authorised by	M. Huntley (Principal)
Pupil premium lead	N Green, Assistant Principal
Governor / Trustee lead	Sally Wood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£322,385
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£322,385

# Part A: Pupil premium strategy plan

## Statement of intent

We aim to remove barriers to attainment across the curriculum so that pupils eligible for Pupil Premium Funding achieve at least in line with other cohorts in school and with all pupils nationally. We aim to take a “pupil premium first approach” in everything that we do including high-quality teaching, targeted academic support and wider strategies.

Our Pupil Premium Strategy will be reviewed following data points and the related sections of the School Development Plan RAG rated half-termly for progress against our objectives.

We have used the following sets of data to identify our priorities and make evidence-based decisions. These are:

- GCSE outcomes, GL Assessments and Cognitive Ability Tests (CATs)
- Internal summative assessment data
- Attendance and levels of persistent absence
- Behaviour incidences and exclusions data
- Impact Ed Surveys
- Lesson observations and learning walks
- Wellbeing, mental health and safeguarding concerns

### 1. High-Quality Teaching

This is the foundational category, as it focuses on improving the quality of teaching and learning for all students, with a particular emphasis on disadvantaged pupils. The goal is to ensure that every student receives excellent instruction, which is considered the most effective way to close attainment gaps.

This category includes:

- **High-quality teaching, assessment, and curriculum:** Making sure that what and how students are taught is effective and tailored to their needs.
- **Professional development for staff:** Investing in training and support to help teachers implement evidence-based approaches in the classroom. Appraisal is used to support high quality teaching and learning across the school.
- **Mentoring and coaching:** Providing ongoing support to help teachers improve their skills.
- **Supporting recruitment and retention:** Ensuring the school can attract and keep talented staff.
- **Technology:** Using technology to support high-quality teaching and learning.

## 2. Targeted Academic Support

This category focuses on providing specific, evidence-based interventions for students who need extra help. This support is in addition to what's provided in the regular classroom. The aim is to help students catch up or make accelerated progress in key areas.

This category includes:

- **One-to-one, small group tuition and mentoring:** Providing intensive, individualised instruction.
- **Peer tutoring:** Having students support each other's learning.
- **Targeted interventions:** Using specific programs or strategies to address learning gaps.
- **Teaching assistant deployment and interventions:** Using teaching assistants to deliver specific, planned support.
- **Extended school time:** Providing additional learning opportunities, like after-school clubs or summer schools.

## 3. Wider Strategies

This category addresses the non-academic barriers that can prevent disadvantaged pupils from succeeding in school. These are often social, emotional, and behavioural factors that can affect a student's ability to learn.

This category includes:

- **Supporting social, emotional, and mental health (SEMH) needs:** Providing counselling, well-being support, or other services to help students cope with personal challenges.
- **Attendance:** Implementing strategies to improve and maintain student attendance, as this is crucial for learning.
- **Extra-curricular activities:** Ensuring all students can access enrichment opportunities like sports, arts, or clubs.
- **Breakfast clubs and meal provision:** Providing nutritious food to help students focus and learn.
- **Communicating with and supporting parents:** Building strong relationships with families to support a student's education at home and at school.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Connected Belonging: pupils' lower than national average sense of school membership and belonging</b></p> <p>An externally benchmarked ImpactEd survey in 2024-5 highlighted that pupils' sense of school membership and engagement was below the national average (though wellbeing was in line with the national average and the gap is narrowing).</p> <p>Research shows that "a pupils' sense of belonging impacts their academic outcomes, classroom engagement, motivation, and attendance.</p> <p>Also, having a strong feeling of belonging at school is very important for pupils' happiness and mental health. Research shows that when pupils feel like they belong at school, they tend to be happier, more confident, and do better overall." (Evans 2024, The National Children's Bureau).</p>
2	<p><b>Low levels of attainment on entry to year 7.</b></p> <p>The Secondary Inspection Data Summary Report shows that students arrive at the school well below the national average in reading and writing and mathematics.</p> <p>Baseline data from CAT Tests, GL Assessments and Accelerated Reader indicates that disadvantaged students are behind their non-disadvantaged peers in chronological reading age and English and Maths attainment on entry to the school.</p> <p>The school has a significant minority of students who are at the early stages of English fluency due to English being an additional language (EAL).</p>
3	<p><b>Low attendance of disadvantaged students</b></p> <p>2024-25 attendance data shows attendance of disadvantaged pupils was 7.6% lower than non-disadvantaged pupils and 1.2% below National for disadvantaged students.</p> <p>Attendance rates are closely tied to belonging, with higher levels of connectedness correlating with better attendance, particularly among at-risk pupils. (Evans, 2024- The National Children's Bureau)</p> <p>WBr disadvantaged students are the group with the lowest level of overall attendance and highest PA.</p> <p>Year 6 attendance data for the new Year 7 entry 2025 shows &gt;20% PA.</p>
4	<p><b>Below National levels of attainment</b></p> <p>While our disadvantaged students consistently achieve better outcomes than similar pupils nationally, we need to close the attainment gap between our disadvantaged students and "all"</p>

	<p>students nationally in the core to secure better progression rates to level 3 academic study.</p> <p>In 2024-2025, our disadvantaged students have achieved in line with, or above the National average for disadvantaged students for Attainment 8, and English and Maths 4+ and 5+ measures. However, there is an internal gap in the performance of disadvantaged students and the school's non-disadvantaged cohort across these performance measures. The most significant gap is 10% in the English and Maths 9-4 and 6.5 in Attainment 8 measure.</p>
5	<p><b>Low levels of self-esteem, self-belief and confidence and inaccurate perceptions of learning ability</b></p> <p>Disadvantaged students are disproportionately affected by emotional, social, and mental health needs.</p> <p>Our observations have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This is further evidenced by the increase in the number of referrals made to external agencies for specialised support (CAMHS, Early-Help, Social Care, EWO).</p> <p>The externally benchmarked ImpactEd surveys of highlighted pupils' to have 'a severe lack of confidence in 'self-regard as a learner'.</p> <p>Many pupils and parents lack clear pathways and supportive adult guidance to help them achieve these goals.</p> <p>Careers-based lessons indicate that a proportion of pupils do not know what they want to do when they leave school or do not know what qualifications they require to achieve their goals. "Confidence in making future career decisions often correlates with a strong sense of belonging during school years." (Evans, 2024, The National Children's Bureau'.</p>
6	<p><b>Social and economic factors impacting access to home learning and independent work.</b></p> <p>There are significant social and economic factors impacting access to home learning and independent work.</p> <p>The school location deprivation indicator was in quintile 5 (most deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.</p> <p>In addition to not feeling a sense of belonging in school, students do not always have the support, space and/or resources at home to work independently, including study at home.</p> <p>The cost-of-living crisis has led to more tangible barriers to achievement for our student body, including hunger, lack of sleep, difficulties purchasing uniform and equipment.</p> <p>Some pupils don't have access to laptops at home, or the internet, or a quiet space in which to work, which affects homework and independent study completion, access to revision materials on our online learning platform and access to ICT based educational opportunities such as Seneca, Tassomai and Sparx.</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	RAG
Above average progress for disadvantaged pupils across the curriculum at the end of KS4.	2026-27 KS4 outcomes for disadvantaged students: <ul style="list-style-type: none"> <li>○ Progress 8 above the overall national average and in line with the school's non-disadvantaged cohorts (Progress 8 +0.3) by 2027</li> <li>○ Attainment 8 is above the national average and in line with non-disadvantaged cohorts (A8 47)</li> <li>○ Progress 8 for English, Maths, Science and History 8 +0.3 by 2027</li> <li>○ Attainment for the school's disadvantaged cohorts to be in line with the school's non-disadvantaged cohorts (national average 50.6 in 2024)</li> </ul>	
Improved reading, oracy and academic writing among disadvantaged pupils across KS3.	2026-27 Reading comprehension (GL assessment and STAR) tests demonstrate: <ul style="list-style-type: none"> <li>○ &lt;5% require urgent intervention</li> <li>○ &gt;70% in line with their chronological reading age</li> <li>○ &gt;90 engagement with Tassomai literacy programme</li> <li>○ Closed gaps in the performance of disadvantaged and non-disadvantaged students across Key Stage 3</li> <li>○ Students requiring phonics instruction (Fresh Start) make accelerated progress</li> <li>○ Focused quality assurance shows consistent implementation of strategies for literacy across the curriculum and its impact on disadvantaged groups</li> </ul>	
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>○ Three-year trend in attendance figures show the gap narrowing and attendance data for all cohorts including disadvantaged to be above national figures by 2027/28:</li> </ul>	
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> <li>○ Sustained high levels of wellbeing and positive attitudes to school from 2027/28 demonstrated by:</li> <li>○ ImpactEd surveys on perception of self and school show high levels of well-being and positive attitudes to school amongst disadvantaged students and to be above national benchmarks in these areas</li> <li>○ School identifies gaps in well-being and addresses these through the personal development curriculum</li> </ul>	
To improve quality and frequency of independent learning/study skills including study at home.	<ul style="list-style-type: none"> <li>○ Homework tracking on Class Charts shows disadvantaged students are completing homework in line with the school policy.</li> <li>○ Use of homework club monitored indicating sustained take up amongst target disadvantaged cohort.</li> <li>○ Class Charts shows a reduction in the proportion of disadvantaged students receiving HW homework detention compared to non-PP.</li> </ul>	

	<ul style="list-style-type: none"> <li>Year 11 pilot to take place in English, focussing on a different study skill each week.</li> </ul>	
Disadvantaged students and their parents value academic success and have a clear understanding of the different pathways available Post 16	<ul style="list-style-type: none"> <li>Attendance at Parents' Evenings is the same for disadvantaged and non-disadvantaged students</li> <li>Numbers of disadvantaged students taking up Level 3 academic qualifications in 2027/28 are in line with their non-disadvantaged.</li> <li>Career Aspiration Surveys for Years 10 and 11 show no gaps in ambition for Post 16 academic study, university or equivalent.</li> <li>0% NEET</li> </ul>	
Disadvantaged EAL and SEND students have access to ICT equipment and platforms to support their progress / access to the curriculum	<ul style="list-style-type: none"> <li>Students in need of a laptop identified.</li> <li>Students can access and engage with curriculum outside via online learning platforms.</li> </ul>	

## 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: £177k

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG and next steps
<p>Teaching and Learning Framework</p> <p>24-25 T&amp;L priorities on adaptive teaching with a targeted focus on disadvantaged students through CB2: Planned circulation routes (Focus Five in every class)</p> <p>CPD programme for all teaching and inclusion staff through fortnightly T&amp;L CPD</p>	<p><b>Clever Classrooms (2015) – University of Salford / Holistic Evidence and Design (HEAD) Project</b> [Barrett, P., Davies, F., Zhang, Y., &amp; Barrett, L. (2015). <i>Clever Classrooms</i>. University of Salford]</p> <p><b>OECD – Learning Environments and Spaces</b> (See <i>OECD Learning Environments Evaluation Programme</i>)</p>	1,2,4,5,6	

External targeted support for identified teachers	Maths - English - Science	1,2,4,5,6	
Accelerated Reader - Licence so all students access platform	EFF teaching and learning tool kit- <a href="#">Reading and comprehension strategies</a>	1, 3	
Class Charts - Licence so all students and parents have access to the communications platform to support engagement	EFF teaching and learning tool kit- <a href="#">Feedback Homework Parent Engagement</a>	1, 2, 3, 4, 5, 6	
Increased access to ICT resources for vulnerable learners and EAL students	Guides here to approved frameworks <a href="https://www.gov.uk/guidance/help-with-accessing-and-buying-resources-for-remote-education">https://www.gov.uk/guidance/help-with-accessing-and-buying-resources-for-remote-education</a>	1, 2, 3, 4, 5, 6	
Extended school day: - Years 7 and 8 have a taught curriculum of 26.6 hrs across a 33hr school week. - Year 9-11 have a taught curriculum of 27.5 hrs across a 34hr school week. - Enrichment curriculum	Department for Education <a href="#">Levelling-up</a> John Hattie – Visible Learning EFF teaching and learning tool kit- <a href="#">Extending School Time</a>	1, 3, 4, 6	
GL assessments including - Cognitive Ability Tests - GL Progress Tests Year 9 English, Maths and Science	Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress  </a>	1, 3, 5	

	<a href="#">Education Endowment Foundation   EEF</a>		
Partnerships to support academic outcomes and appraisal objectives - Challenge Partners external review	Subject-based CPD and student-focused activities and events to accelerate progress for disadvantaged students.  EFF teaching and learning tool kit- <a href="#">Small Group Tuition</a>	1, 3, 4	

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

Budgeted cost: £ 40k

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG rate and next steps
Saturday and holiday intervention programmes	Holiday interventions and residentials to build support and run catch up sessions. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>	1, 3, 4	
Literacy & Numeracy Interventions	Intervention to support students will increase confidence, retrieval and attainment. Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3	
EAL 1 to 1 and small group support teacher	10% of our students are EAL and 55% of this cohort are disadvantaged (Sept 2023). These students need support in accessing the curriculum within lessons. EFF teaching and learning tool kit- <a href="#">Small Group Tuition</a>	1, 3, 4	
Maths Tuition	EEF Action Tutoring Trial <a href="#">Targeted small-group secondary maths tutoring programme that aims to close the attainment gap at GCSE maths between pupils from socio-economic disadvantaged backgrounds and their peers.</a>	1, 4, 6	

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

Budgeted cost: £ 123k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted parent engagement <ul style="list-style-type: none"> <li>- PTA</li> <li>- Coffee mornings</li> <li>- Information evenings</li> <li>- Academic guidance sessions</li> <li>- CIAG evening</li> <li>- Parents' events</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	
Sol Attendance	<a href="https://www.solattendance.co.uk/">https://www.solattendance.co.uk/</a>	1,2,3,4,5,6
CEIAG: <ul style="list-style-type: none"> <li>- Independent Careers Adviser</li> <li>- UniFrog Platform</li> <li>- Future Frontiers</li> </ul>	Careers strategy to improve social mobility and rewarding careers <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf</a>	3, 6
Behaviour, attitudes and wellbeing mentoring programmes: <ul style="list-style-type: none"> <li>-Place2Be</li> <li>-Future Men</li> <li>-Strengthening Minds</li> <li>- PGS Educators</li> </ul>	EFF teaching and learning tool kit- <a href="#">Behaviour interventions</a> <a href="#">Mentoring</a>	1, 3, 5
Breakfast Club	As well as reducing hunger, breakfast clubs are perceived to improve concentration and behaviour in class and to improve punctuality for some pupils. Additional positive impacts on pupils' social development and the way in which they help some pupils make wider friendship groups and become more confident. <a href="#">Evaluation of breakfast clubs</a>	2, 3, 4, 5

SILS Task Force	DfE approved taskforce 10-week placements with multi-agency approach to address high needs students EEF teaching and learning tool kit- Behaviour interventions	2, 3, 5, 6
External Education Welfare Officer provision	EWO improves attendance by engaging with parents and students who need it the most. The EWO focuses on students under 90% and works with the family to get attendance up.	2, 3, 5, 6
Mental Health provision including - School counsellor through Place2Be - Groundworks	Promoting mental health support <a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#MHST">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#MHST</a>	2, 3, 4, 5, 6
School reward activities	EEF teaching and learning tool kit- <a href="#">Behaviour interventions</a>	5, 6
Enrichment Programme: - Greenhouse Table Tennis - Yr.7/8 timetabled programme - Southwark Schools' Learning Partnership - Music instrument lessons	EEF teaching and learning tool kit- <a href="#">Behaviour interventions</a>	1, 3, 4
SEMH provisions: - Place2Be - ELSA	Promoting mental health support <a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#MHST">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#MHST</a>	

**Total budgeted cost: £ 340K**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

#### Areas of Strength

- **Progress & Attainment:** In 2024-2025, our disadvantaged students achieved in line with, or above the National average for disadvantaged students for Attainment 8, and English and Maths 4+ and 5+ measures. However, there is an internal gap in the performance of disadvantaged students and the school's non-disadvantaged cohort across these performance measures. The most significant gap is 10% in the English and Maths 9-4 and 6.5 in Attainment 8 measure. There was sustained improvement across the academic year for key benchmark measures and for the attainment of groups. 63% of the cohort were eligible for the Pupil Premium.
- **Literacy:** Significant improvement in reading ages at KS3; urgent intervention needs dropped from 20% to 9%, and 64% of students now read in line with their chronological age.
- **Wellbeing:** ImpactEd surveys and inclusion data show wellbeing scores for PP students are in line with national benchmarks.
- **Access & Engagement:** All EAL students have access to ICT and online learning platforms; high engagement with enrichment and extracurricular activities.
- **Targeted Support:** Attendance to out of school interventions was low, but this was mitigated by timetabled period 7 interventions.

#### Areas for Development

- **Attendance:** Attendance for PP students (86.7%) remains below the national average (91.7%) and below non-PP students. Persistent absence is significantly higher for PP students at 49%.
- **Homework & Independent Study:** PP students completed 75% of homework set, compared to 82% for non-PP; the gap has widened slightly as the volume of homework increased.

- **Subject Progress:** Targeted improvement needed in English Language, MfL, Geography, History, DT, Computing, RS, to further close subject-specific gaps.
- **Tracking & Data:** Some areas (e.g., homework club uptake, detentions, and certain subject outcomes) require more robust tracking and evaluation to inform next steps.

## **Actions & Next Steps for 2025–26**

### **Attendance:**

- Increase capacity of the Education Welfare Officer (EWO) service.
- Embed SOL tracker for attendance and follow up on absences.

### **Quality of Teaching**

- Improve QA of teaching and learning and implement robust follow up to address areas of weakness.
- Provide additional external support/resources for subjects with low residuals.
- Focus on raising attainment in IT, Drama, French, English Language, and Geography through targeted interventions and quality assurance of teaching and learning.

### **Wellbeing & Belonging:**

- Continue to embed strategies to improve school belonging and self-esteem, including expanded counselling provision (Place2Be).
- Roll out regular reward activities and monitor impact via student voice and ImpactEd surveys.

### **Careers & Aspirations:**

- Ensure earlier and more effective use of UniFrog and careers advice for PP students.
- Track and close any gaps in post-16 pathways and aspirations.

### **Data & Evaluation:**

- Strengthen data collection and evaluation processes for all interventions, ensuring timely and accurate reporting for RAG reviews.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Table Tennis Club	Greenhouse Sports
Student and Parents' Communications App	ClassCharts
Reading Programme	Accelerated Reader
Key Stage 3 Benchmark Assessments	GL Assessments
Careers Mentoring	Future Frontiers
Behaviour and Wellbeing Mentoring	Future Men
Behaviour and Wellbeing Mentoring	Strengthening Minds
Mental Health and Wellbeing Support	Groundworks
Alternative Provision	Southwark Skills learning partnership
School Counselling provision	Place2Be
Education Welfare Officer	Team EWO
Key Stage 4 Mentoring	PGS - Educator