

Pupil Premium Strategy Statement

2026-2027

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	513
Proportion (%) of pupil premium eligible pupils	59.6%
9	2025-2028
Date this statement was published	1 st October 2026
Date on which it will be reviewed	1 st September 2027
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
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>	£322,385

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium Strategy is designed to ensure that disadvantaged pupils achieve at least as well as non-disadvantaged pupils nationally, regardless of the barriers they may face. We prioritise high-quality teaching, targeted academic support and wider strategies that improve attendance, belonging, wellbeing and readiness to learn.

For the purposes of this strategy, disadvantaged pupils are those for whom the school receives Pupil Premium funding, including pupils eligible for FSM6, looked-after and previously looked-after children, and service children. We recognise that vulnerability extends beyond Pupil Premium eligibility and therefore also consider pupils experiencing economic hardship, young carers and pupils with social care involvement when identifying and responding to barriers.

Our context is distinctive. In 2025/26:

- 63.6% of pupils were FSM6, compared with 28.9% nationally.
- 29.1% received SEN Support, compared with 14.8% nationally.
- 7.1% had an EHCP, compared with 6.0% nationally.

This means that disadvantage is not experienced in isolation. Many pupils experience multiple and overlapping vulnerabilities, including disadvantage, SEND, attendance, SEMH, safeguarding and wider socio-economic barriers. The school therefore uses its Vulnerability Register to identify these intersections and target support precisely, rather than treating individual barriers separately.

External diagnostic work strengthens this approach. The Spring 2025 ImpactEd Understanding Attendance evaluation involved 334 pupils and benchmarked their responses against approximately 27,000 secondary pupils. It showed that Pupil Premium pupils were broadly comparable with Pupil Premium benchmarks across most diagnostic measures, while the sharper barriers were associated with belonging and overlapping vulnerability, particularly SEND and attendance.

This evidence informs a disadvantaged pupils -first and vulnerability-aware approach: we maintain high expectations for all disadvantaged pupils while directing additional support towards the specific academic, attendance, pastoral or socio-economic barriers affecting individual pupils.

The strategy is built around three evidence-informed tiers:

1. High-Quality Teaching (Challenges 2 & 4)

Excellent classroom instruction is our primary lever for closing attainment gaps. We invest heavily in teaching quality to benefit all pupils, with a deliberate emphasis on our most disadvantaged learners:

- **Planning & Assessment:** Delivery of an effective, responsive curriculum tailored to pupil needs.
- **Professional Development & Appraisal:** Evidence-based staff training and robust appraisal systems to continually improve classroom practice.
- **Mentoring & Coaching:** Targeted support to refine teacher pedagogy as part of professional development.
- **Technology:** Purposeful integration of digital tools to enhance teaching and learning.

2. Targeted Academic Support (Challenges 2 & 4)

We provide structured, evidence-based interventions alongside regular classroom teaching to accelerate progress and close specific learning gaps:

- **Tuition & Mentoring:** One-to-one or small-group instruction.
- **Targeted Interventions:** Data-driven programmes designed to target explicit learning gaps.
- **Teaching Assistant Deployment:** Strategic positioning of trained TAs to deliver planned, high-impact support.
- **Extended School Time:** Additional academic opportunities through after-school sessions or holiday programs.

We focus on diagnosing barriers to learning, allowing us to implement highly targeted academic support and holistic wider strategies that address the root causes of underachievement—such as low attendance or limited enrichment.

3. Wider Strategies (Challenges 1, 3, 5, 6)

We address the non-academic—social, emotional, and behavioural—barriers that impact a pupil's readiness to learn and thrive:

- **SEMH Support:** Dedicated counselling and well-being services to navigate personal and mental health challenges.
- **Attendance & Engagement:** Proactive monitoring and targeted interventions to improve and maintain high attendance.
- **Enrichment:** Access to extra-curricular sports, arts, and clubs to build cultural capital.
- **Nutritional Support:** Breakfast clubs and free meal provision to support daily focus and readiness.
- **Parental Engagement:** Strong home-school partnerships to foster supportive learning environments at home.
- **Enhanced CEIAG:** Tailored careers education, information, advice, and guidance to raise aspirations for the future.

Our Pupil Premium Strategy is reviewed alongside data cycles, with School Development Plan objectives, RAG-rated half-termly. We use the following evidence base to identify priorities and inform our key challenges:

- Behaviour, Exclusions & ImpactEd Surveys: (Challenges 1 & 5)
- GL Assessments & CATs: (Challenge 2)
- Attendance & Persistent Absence Data: (Challenge 3)
- Lesson Observations & Learning Walks: (Challenges 2 & 4)
- GCSE Outcomes & Internal Summative Data: (Challenge 4)
- Wellbeing, Mental Health & Safeguarding Logs: (Challenge 5)
- Homework Completion Analysis: (Challenge 6)

Key challenges

Challenge	Evidence-led analysis
1. Belonging	ImpactEd Spring 2025 external diagnostic, benchmarked against c.27,000 secondary pupils) identified attendance recognition and adult follow-up as strengths. While belonging was the clearest relative priority, disadvantaged pupils were broadly at or close to benchmarks.
2. Year 7 starting points, reading and literacy	CAT/GL and reading assessments identify significant gaps, including reading age, for disadvantaged pupils. A significant minority requires early-stage reading fluency support, as well as numeracy and literacy interventions.
3. Attendance and persistent absence	IDSR and DfE attendance tracking shows overall attendance and persistent absence rates for disadvantaged students are better than the national average; however, attendance remains a key barrier for some disadvantaged pupils, particularly where PP, SEND, and wider vulnerabilities overlap. These are particularly concentrated in the 2025/26 Year 8 and 9 as indicated by higher % severe absences. Students join the school with high levels of PA from Year 6. Of the 2025 Year 7 cohort, 22% joined having been persistently absent in Year 6. IDSR shows this reduced to 13% after 5 terms. Disadvantaged WBR pupils exhibit the lowest attendance and highest rate of persistent absence (PA) in 2024-25 and 2025-26 reflecting a wider national trend. Attendance rates track closely with school belonging; low connectedness directly drives up PA (Evans, 2024).
4. Attainment vs non-disadvantaged students	Disadvantaged pupils significantly outperform national disadvantaged pupils pupils across Key Stage 4 benchmarks but remain below national non-disadvantaged outcomes. In 2024-25, disadvantaged pupils achieved outcomes above national disadvantaged pupil averages in Attainment 8 and English and Mathematics Basics (4+/5+). In 2025-26, disadvantaged pupils continued to outperform national disadvantaged pupil benchmarks, achieving an Attainment 8 score of 40, with 55% achieving Grade 4+ and 35% achieving Grade 5+ in English and Mathematics. However, there is an internal attainment gap, with disadvantaged pupils performing 10 percentage points below their non-disadvantaged peers in Basics (9-4) and 6.5 points lower in Attainment 8 in 2026.
5. Confidence, Self-Esteem, SEMH	ImpactEd 2025-26 does not indicate a general wellbeing deficit: overall wellbeing was in line with benchmark. ImpactEd survey data identifies pupils' self-regard as learners as an important area of focus for disadvantaged pupils, particularly in strengthening confidence, resilience and belief in their academic potential. Career decision confidence correlates directly with a strong sense of school belonging (Evans, 2024).
6. Home learning and study conditions	The school and pupil population are both ranked in Quintile 5 (most deprived) for deprivation. As a result, many families face significant cost-of-living pressures, which can impact pupils' readiness to learn. Common challenges include food insecurity, insufficient sleep, and difficulties accessing appropriate school uniform and learning equipment. Additionally, some pupils experience limited access to technology, reliable internet connectivity, and quiet study spaces at home. These barriers reduce opportunities for independent study, negatively affect homework completion rates, and restrict engagement with online learning platforms such as Seneca, Tassomai, and Sparx Maths. Collectively, these factors can contribute to lower levels of academic progress and attainment.

Intended outcomes and success criteria

Intended outcome	Success criteria by 2027/28
1. Disadvantaged pupils achieve strongly across the curriculum	- Progress 8 for disadvantaged pupils is >0 and above national for all pupils - Disadvantaged pupils Progress 8 moves towards +0.3. - Attainment 8 moves towards 50+ (in line with non-disadvantaged outcomes).

by the end of Key Stage 4 (Challenge 4)	- English and Mathematics Grade 5+ outcomes narrow and at least in line with national for all pupils >45%, supporting increased progression to Level 3 pathways.
2. Disadvantaged pupils develop secure reading, literacy and numeracy foundations across Key Stage 3 (Challenge 2)	- Star testing shows fewer than 5% of disadvantaged pupils require urgent reading intervention by the end of the academic year and >70% read in line with chronological age. - GL assessments show disadvantaged pupils achieve in line with non-disadvantaged students in English and Maths by the end of Key Stage 3. - Greater than 90% engagement with the Tassomai literacy programme. - Accelerated progress demonstrated by targeted cohorts on the Vulnerability Register and Fresh Start phonics. - Quality assurance (learning walks/book looks) confirms consistent, high-impact cross-curricular literacy strategies
3. Attendance improves and persistent absence are reduced, particularly for pupils with overlapping vulnerabilities. (Challenge 3)	- Three-year trend shows PP attendance significantly above the national disadvantaged benchmark and in DfE decile 3 by 2027-28. - PP persistent absence reduces <30% and in DfE decile 3 by 2027-28. - Pupils identified through the Vulnerability Register, particularly those where PP and SEND overlap, demonstrate sustained attendance improvement.
4. Disadvantaged pupils have a strong sense of belonging and inclusion. (Challenge 1)	- "Belonging" and "School-connectedness" ImpactEd measures above national benchmarks. - Participation in enrichment and wider opportunities is equitable for disadvantaged pupils. - Repeat suspension and behaviour incidents reduce for identified vulnerable pupils. Strengths in attendance recognition and adult support are sustained.
5. Disadvantaged pupils experience positive wellbeing and develop confidence in their future pathways. (Challenge 5)	- ImpactEd. "wellbeing" remains at or above national benchmarks. - Personal development curriculum explicitly targets and closes identified wellbeing gaps. - "Belonging", "inclusion" and "self-regard" improve for disadvantaged pupils. - All vulnerable pupils receive adapted careers and transition support. - Level 3 applications and sustained post-16 destinations increase, with 0% NEET. - Attendance at Parents' Evenings is equal between disadvantaged and non-disadvantaged families.
6. Disadvantaged pupils can learn successfully beyond the classroom. (Challenge 6)	- The PP/non-PP homework completion gap reduces from its 2025/26 baseline of 75% vs 82%. - Targeted pupils make sustained use of Homework Club and online learning platforms. - Reduction in homework detentions issued to PP pupils compared to non-PP peers. - Identified barriers relating to devices, connectivity and access to suitable study resources are addressed.

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: £177,000

Activity	Evidence that supports this approach	Challenge
CPD programme on adaptive teaching with a targeted focus on disadvantaged pupils	https://my.chartered.college/impact_article/the-shift-to-adaptive-teaching-a-research-informed-guide/	2, 4

Training on Fresh Start Phonics programme	Although EEF evidence is disappointing, the trial failed. Our own experience is that pupils make progress on this phonics course. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start	2
Targeted CPD for identified departments focused on raising achievement of disadvantaged pupils through curriculum review and coaching to support teachers to improve including: - Consultant support: Geography, Health and Social Care, iMedia, RS, Drama - Stronger together groups: Art, MFL – French, Year 11 Strategy - Central team: coaching GPS/ADS	https://sendfox.com/ruinstitute/c/ggvq06/the-real-impact-of-educational-consulting-what-institutions-need-to-know	2, 4
GL assessments in Y7–9 used to provide diagnostic data to identify strengths, gaps and potential underachievement, particularly amongst disadvantaged pupils, informing targeted intervention, adaptive teaching and curriculum planning in EMS.	https://www.cambridge.org/insight/standardised-testing	2, 4
Accelerated Reader	EEF teaching and learning tool kit- Reading and comprehension strategies	2, 4
All families and pupils and parents have access to ClassCharts (communications platform) to support engagement with school.	EEF teaching and learning tool kit- Feedback Homework Parent Engagement	6
Increased access to ICT resources for disadvantaged pupils	https://pmc.ncbi.nlm.nih.gov/articles/PMC10990165/	6

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge
Literacy & Numeracy small group, Interventions (TAs and teacher led)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2, 4

Fresh Start phonics	Although EEF evidence is disappointing, the trial failed. Our own experience is that pupils make progress on this phonics course. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start	2
EAL 1-2-1 and small group	EEF teaching and learning tool kit- Small Group Tuition	2, 4
Maths Tuition – Action Tutoring Programme	EEF Action Tutoring Trial 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.	4
Saturday and holiday intervention programme	Holiday interventions and residentials to build support and run catch up sessions. Summer schools EEF	1, 3, 4
Extended school day	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	4,5
Adaptive Learning Platforms	Seneca learning - Seneca Online Learning & Tutoring for A Level, GCSE & KS3	4,6

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

Budgeted cost: £123,000

Activity	Evidence that supports this approach	Challenge
Targeted parent engagement: PTA Coffee mornings Information evenings Academic guidance sessions CEAIG evening Parents' events	Parental engagement EEF	5, 6
Enhanced CEIAG - Independent Careers Adviser - UniFrog Platform - Future Frontiers	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Careers_Education_summary_infograph.pdf?v=1780751857	5
Breakfast Club for all	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf	1, 3, 6
Enhanced Education Welfare Officer provision	https://www.nfer.ac.uk/media/fjodcp12/raising_attendance_2_a_detailed_study_of_education_welfare_service_working_practices.pdf	3
Targeted wellbeing and mentoring programmes: Place2Be Future Men	EEF teaching and learning tool kit- Behaviour interventions Mentoring PGS Educators – Year 11 mentoring (impact report CSB Impact Report)	1, 5

Strengthening Minds PGS Educators		
Targeted Mental Health provision including School counsellor through Place2Be Groundworks ASD/ADHD specific counselling	Promoting mental health support Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK	5
Enrichment Programme for all Table Tennis Yr.7/8 timetabled programme Southwark Schools' Learning Partnership Music instrument lessons	https://www.tandfonline.com/doi/full/10.1080/10888691.2023.2260745	1, 3
ALL educational trips & visits free of charge for all including GCSE Geography residential field trip	https://www.psych.ox.ac.uk/news/school-trips-key-factor-in-belonging-at-school-2013-new-survey	1

Total budgeted cost: £ 340,000

Part B: Review of 2025–26

The review below distinguishes areas of demonstrable impact from areas requiring further action. It avoids presenting internal gaps without the national comparator context and links each outcome back to the strategic challenge.

1. Belonging and wellbeing (Challenge 1)

- Leaders commissioned ImpactEd external diagnostic evaluation in 2025/26 to understand the drivers behind absence rather than relying on attendance percentages alone.
- The diagnostic identified important strengths: attendance recognition and rewards were +0.3 above benchmark and in the highest third; motivation through recognition was +0.2; adult check-in after absence was +0.1. Overall wellbeing was in line with benchmark.
- Belonging was the clearest relative priority, at 0.3 below benchmark. PP pupils were broadly at or within 0.1 of the PP benchmark across most diagnostic domains. This moved leadership away from a generic PP response towards targeted support where disadvantage overlaps with SEND, persistent absence and weaker belonging.
- 2025-26 and 26-27 response through Golden 20, vulnerability planning and register, induction and transition work, enrichment, positive narration, adaptive teaching and targeted pastoral/multi-agency support for identified cohorts.
- Attendance and PA benchmarks for disadvantaged students are above national.

2. Reading, oracy and academic writing

- Urgent reading intervention needs reduced from 20% to 9% during 2025/26, demonstrating meaningful movement in the pupils furthest behind.
- 2026/27 priority: reduce urgent intervention below 5%, secure >70% reading in line with chronological age and use book/lesson QA to test disciplinary literacy implementation.

3. Attendance

- PP attendance improved to 88.4% in 2025/26, 1.6 percentage points above the 86.8% national disadvantaged comparator, although below internal non-PP attendance of 93.1%.
- PP persistent absence reduced sharply from 43.1% in 2024/25 to 34.1% in 2025/26, a 9.0 percentage-point improvement.
- ImpactEd helps explain this pattern: PP respondents had attendance of 91.3%, only 0.7 points below the PP research benchmark, while SEND respondents were 2.0 points below the SEND benchmark. This supports targeted intervention where PP intersects with SEND, belonging and other vulnerabilities rather than a generic PP attendance response.
- The 2026/27 strategy therefore retains enhanced EWO, vulnerability tracking and multi-agency support, with targeted belonging and peer-connection work for identified pupils and cohorts.
- ImpactEd 2025/26 identified attendance recognition and adult follow-up as strengths. Attendance recognition and rewards were +0.3 above the ImpactEd benchmark and in the highest third of schools, motivation through recognition was +0.2, and pupils' experience of adults checking in following absence was +0.1 and in the highest third.

4. Achievement and post-16 readiness

- In 2025/26, disadvantaged pupils achieved A8 40.0, English and Mathematics 4+ 55%, and 5+ 35%. These outcomes are significantly above national disadvantaged benchmarks.
- The four-year narrative remains important: PP A8 was 38.9 in 2023, 41.3 in 2024, 38.8 in 2025 and 40.0 in 2026. Published PP P8 improved from -0.05 in 2023 to +0.09 in 2024, materially stronger than the national disadvantaged comparator cited in leadership analysis.
- Analysis shows a positive relationship between intervention attendance and attainment. The intervention programme provided sustained support through subject-specific tuition, supervised study, holiday provision and Saturday schools, with some pupils attending more than 20 sessions. Intervention participation correlated with both Grade vs Target outcomes (+0.34) and Attainment 8 scores (+0.50).
- Disadvantaged pupils who engaged consistently with intervention were among the highest performers in the year group.
- While attendance and engagement remained barriers for a small number of disadvantaged students, particularly those with multiple vulnerabilities, the overall evidence indicates that interventions enabled many disadvantaged pupils to achieve outcomes in line with, or above, their targets
- Subject improvement strategies, including consultant support, brought a strong 2026 recovery in English Language, MFL, Maths and Humanities.
- The Maths Residential had a strong impact on disadvantaged pupils' mathematics outcomes. Thirteen disadvantaged pupils participated in the programme, with the group achieving an average GCSE mathematics grade of approximately 6.0, compared with an average spring mock mathematics grade of approximately 5.2, representing an average improvement of almost one grade across the cohort. The group also achieved an average Grade Vs Target score of +0.9, substantially above the whole-cohort average of +0.03, indicating that participants outperformed expectations. Furthermore, 69% of disadvantaged residential attendees achieved a GCSE mathematics grade 5 or above, with 31% achieving grades 7-9.
- The Maths ActionTution Programme provided small group support over 12 weeks for disadvantage pupils at risk of achieving below grade 4. Tutoring had a strong impact: 17 of the 18 students on the programme achieved grade 4 or above.
- The English Residential had a strong impact on outcomes for disadvantaged pupils. 13 pupils were eligible for Pupil Premium funding. Across the residential cohort, pupils achieved an average GCSE English Language grade of approximately 6.5, compared with an average spring mock grade of approximately 5.6, representing an improvement of almost one grade. Furthermore, 83% of disadvantaged residential attendees achieved Grade 5+ in English Language and 38% achieved Grades 7-9. The cohort also achieved an average Grade Vs Target score of +0.9, significantly above the whole-cohort average of +0.03, demonstrating that participants exceeded expected outcomes.
- The CIAG programme included individual careers guidance interviews, targeted NEET prevention work, employer encounters, apprenticeship promotion, careers fairs, mentoring programmes and the use of UniFrog. Students received sustained and impartial careers education throughout their time at school. Bespoke careers and transition support was provided for pupils presenting multiple vulnerabilities, including those at risk of becoming NEET, pupils with overlapping SEND/disadvantaged, and those with EAL. As a result, the school achieved a 0% NEET rate, with 100% of Year 11 leavers progressing into education, employment or training, including 50% progressing to sixth form, 46.6% progressing to college and 5.7% securing apprenticeships.

5. Wellbeing

- In the ImpactEd report, for PP respondents, inclusion, wellbeing and adult relationships were all at the PP benchmark; the weakest relative questions concerned pride in belonging and connection with friends, both 0.3 below benchmark. This gives leaders a more precise basis for intervention.
- The Unlocking Your Potential mentoring programme was successfully targeted at pupils facing the greatest barriers to achievement. Of the 17 pupils involved, 71% were disadvantaged, 47% were identified as SEND, and 35% experienced the combined challenge of both disadvantage and SEND. Despite this high level of need, participants improved their average mathematics outcome by approximately +1 grade and their average English Language outcome by approximately +1.5 grades from Autumn Mock to GCSE.
- Targeted wellbeing support is reaching disadvantaged pupils and demonstrating measurable impact: in 2025/26, 63 PP pupils accessed 317 Place2Be sessions, while 81% of secondary pupils with completed outcome measures improved on at least one validated measure
- Targeted support for pupils with overlapping vulnerabilities, including safeguarding concerns, disadvantage, SEND and EAL, helped ensure that pupils remained safe, engaged and well supported throughout the year. The number of pupils on the vulnerable register increased from 64 to 74 during 2025/26, this reflected improved identification and support rather than increased risk. The number of pupils receiving Early Help increased from 22 to 23, while those subject to Child Protection or Child in Need plans fell from 16 to 12 (-25%). In addition, elective home education cases reduced from 10 to 5.

6. Home learning and study skills

- GL Assessments at the end of Key Stage 3 are at or above national benchmarks across the core. Year 9 GL: English 100.3, Maths 101.0, Science 104.5.
- PP pupils completed 75% of homework set in 2025/26 compared with 82% for non-PP pupils. This is a 7 percentage-point gap and remains an explicit improvement priority.
- Four eligible pupils received laptops to remove identified digital-access barriers. Year 11 study-skills delivery was adapted into lessons when whole-cohort delivery proved impractical.

Externally provided programmes

Provider	Programme / purpose
Greenhouse Sports	Table tennis / enrichment
ClassCharts	Pupil and parent communication
Accelerated Reader	Reading
Action Tutoring	Numeracy
GL Assessments	KS3 benchmark assessment
Future Frontiers	Careers mentoring
Future Men	Behaviour and wellbeing mentoring
Strengthening Minds	Behaviour and wellbeing mentoring
Groundworks	Mental health and wellbeing
Southwark Schools Learning Partnership	Alternative provision

Provider	Programme / purpose
Place2Be	School counselling
Team EWO	Education welfare
PGS Educators	KS4 mentoring