

Pupil Premium strategy statement – Warlingham School & Sixth Form College 25-26

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Warlingham School & Sixth Form College
Number of pupils in school	1403
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Paul Foster
Pupil premium lead	Paul Kinder
Governor / Trustee lead	Jodee Francis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£279, 510
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£279, 510
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

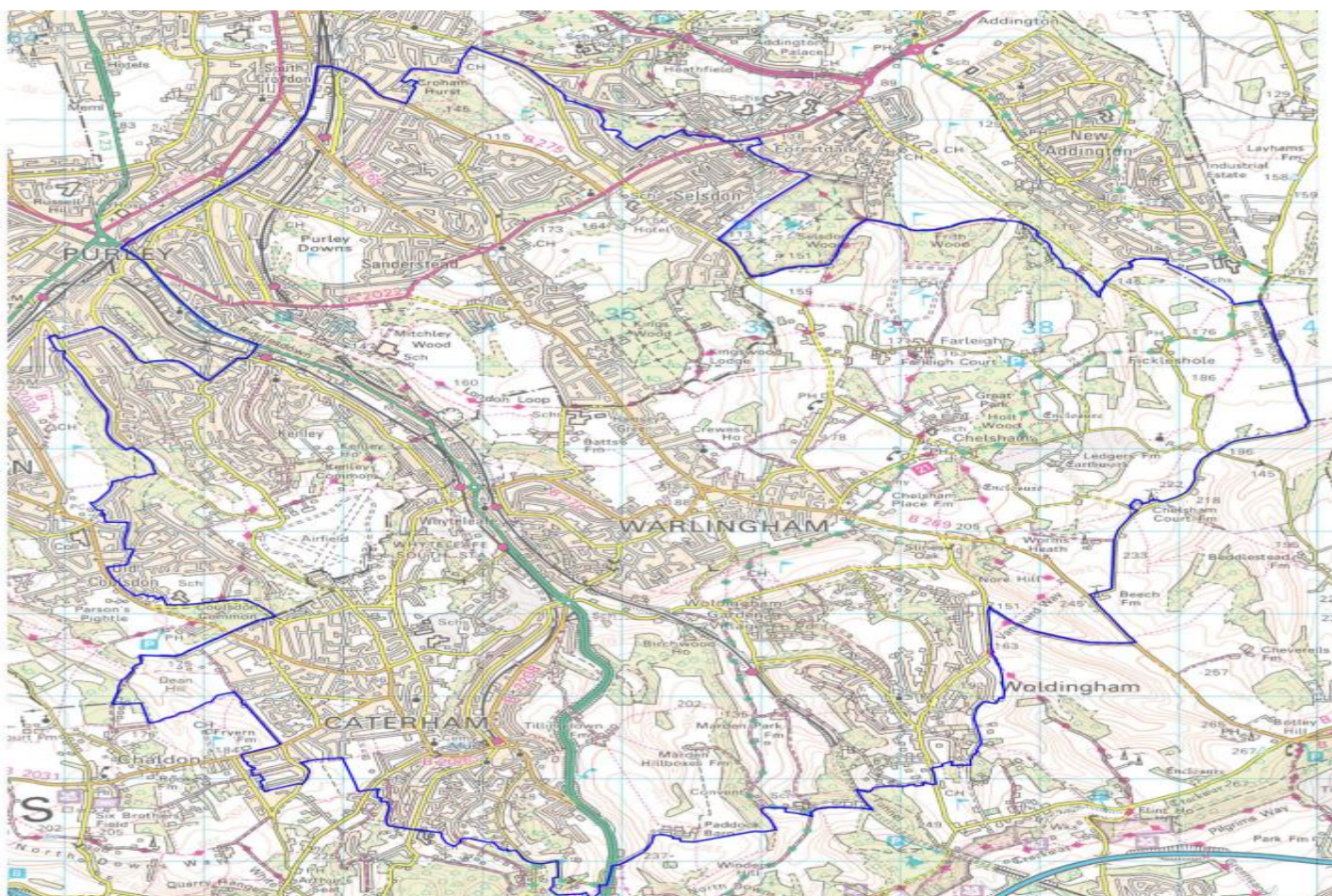
Warlingham School – Contextual statement of provision

At Warlingham School, approximately 23% of students receive Pupil Premium funding, higher than the Surrey average, reflecting the rich diversity of our community. Our school sits on the Surrey–London Borough of Croydon border, giving our catchment a distinctive mix of suburban and semi-rural influences. Families bring a wide range of strengths and experiences: many benefit from stable employment and cultural opportunities, while others face challenges such as financial pressures, limited access to enrichment, or fewer post-16 networks.

This unique context shapes the way we support our Pupil Premium students. We aim to ensure that all students can thrive academically, socially, and personally. Our provision includes high-quality teaching, targeted academic interventions, and a carefully sequenced curriculum that builds knowledge and skills. We provide pastoral support, mentoring, and guidance to raise aspirations, alongside subsidised enrichment opportunities—trips, clubs, music, leadership, and careers experiences—to broaden horizons and strengthen a sense of belonging.

Family engagement is central, with flexible communication and tailored support to help parents and carers navigate learning and transitions. By addressing barriers related to access, opportunity, and confidence, our Pupil Premium strategy ensures every student can achieve their potential and participate fully in school life, reflecting the specific needs and strengths of our community.

Warlingham School catchment map



Part A: Pupil Premium strategy plan - Statement of intent

At Warlingham School we aim to operate a tiered strategy for Pupil Premium spending which will help us balance approaches to improving teaching, targeted academic support, and wider strategies. Our aim is to mitigate against the impacts of socio-economic disadvantage on the lived experience of the students. We aim to do this by building resilience through raising both challenge in the classroom and expectations upon our disadvantaged students, equipping them with the skills and learning attributes that, whilst building their cultural capital, also enables them to thrive both in School and beyond, now and in the future. We focus on getting it right for every learner, in every classroom, every day and steer away from the narrative that success in tackling the impact of disadvantage lies outside of the classroom. We assume nothing, especially prior knowledge.

During the period of our current strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: their levels of literacy and oracy in terms of knowledge, contextual understanding and application, consistency in metacognitive/self-regulation strategies when faced with challenging learning tasks and levels of attendance, particularly persistent absence. The plan also seeks to address challenges around developing student and parental belonging, transition within school between year groups and key stages, to address intersectionality challenges and to shape views to appreciate the importance of school and positive relationships. Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessments, not presumptions about the impact of disadvantage. We will be data driven not assumption led.

Our expectations at Warlingham are that all pupils, irrespective of background or the challenges they face fully access and engage with our curriculum, develop cultural capital and flourish in the lived day to day experience of school life.

It is clear from many research findings that effective learning is the most important lever that schools have in order to improve outcomes for disadvantaged pupils. Using the Pupil Premium grant to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split does not create an artificial separation from whole class teaching.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- Continue to foster a culture and belief that all pupils, irrespective of background or starting point, can attain well and thrive in wider school life.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Identify for the disadvantaged specific barriers to opportunity in the classroom and wider school life and mitigate against them.

Ultimately, therefore, we seek to engineer success for all.

The proposed spend for 25-26 is therefore based around the three core principles.



Supporting and developing teaching and learning

Spending on improving teaching and learning includes professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and is a key priority for our Pupil Premium spending. Our key whole school focus is on narrowing the oracy and literacy gap which we perceive in essence to be fundamental to closing the disadvantage gap. Language is the great social justice lever and background knowledge gaps is a key preventer to achievement. The most effective strategies give staff the capacity, expertise, knowledge and support to help pupils to thrive. The practitioner **IS** the intervention. EEF (Education Endowment Foundation) evidence base shows that the strongest impact comes from investing in high-quality, sustained CPD (especially instructional coaching), embedding metacognitive strategies, and improving feedback and planning.

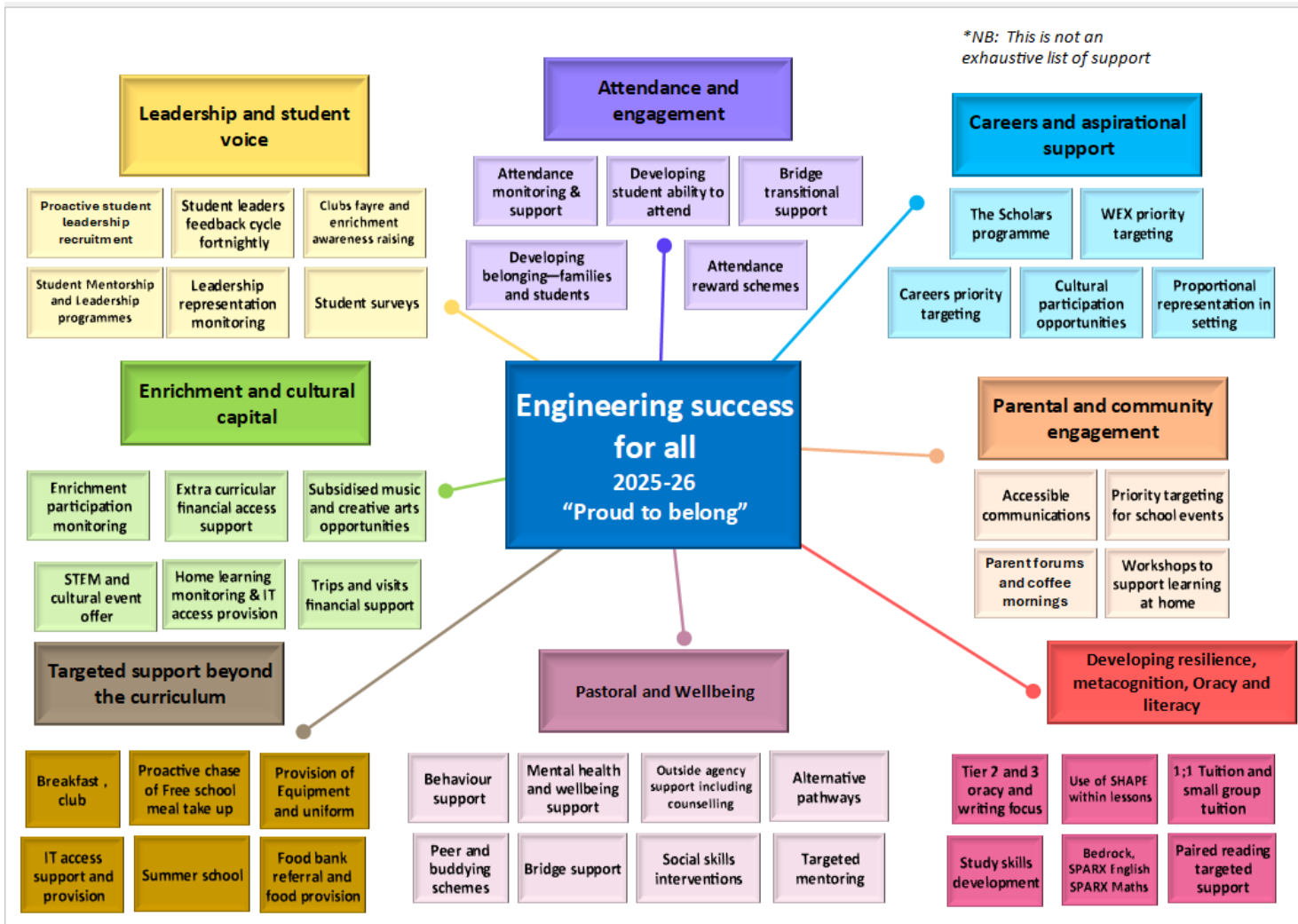
Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is a key component of our Pupil Premium strategy along with external tutoring provision. Small group tuition, 1:1 tutoring, structured reading & maths interventions, and oral language support all have the strongest EEF evidence base of impact.

Wider strategies

Our wider strategies entitled “Areas of focus – Closing the gaps” relates to the most significant non-academic opportunity areas for success in school, including attendance, behaviour, and social and emotional support. While many of these focus areas are common between schools, the specific features of the community we serve affects our spending in this category. Our focus areas are;

- *Building levels of independence (IND)*
- *Growing attendance (ATT)*
- *Raising expectations and aspirations (ASPCAR)*
- *Supporting participation and belonging (PART)*
- *Access to free school meals (FSM)*
- *Building well-being and personal development (SES)*
- *Enhancing parental engagement (ENGM)*
- *Building on the development of oracy and literacy (LNG)*



Challenges

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

Challenge number	Detail of challenge
1 Classroom access and experience	Teacher narrative, learning walks, work scrutiny and student voice show that there is a variance in the quality of experience for students in the classroom – particularly in relation to all students accessing and participating in challenging learning. We also observe that there are differences in the quality and quantity of work that students are producing and a variation in prior knowledge. Our assessment outcomes indicate that our disadvantaged students achieve lower levels of attainment compared to their non-disadvantaged peers . This is particularly noted where there is intersectionality with PP/PA and PP/SEND. Barriers to access are less well known due to a combination of transition information depth and in school focus and clarity of information sharing amongst staff.
2 Oracy and writing	Learning walks, work scrutiny and student voice show that there are some missed opportunities for inclusion in learning related to supporting pupils who lacked background knowledge and language. Our reading assessments indicate that disadvantaged students have a below average reading age compared to their non-disadvantaged peers . This reflects the need to narrow the language gap across all key stages for disadvantaged students and develop writing and oracy through classroom provision.
3 Belonging. Participation &	Participation data, observation and student surveys outcome suggests that disadvantaged participation levels in extracurricular activities, school representation, trips and visits has previously been less than that of their non-disadvantaged peers and students exhibit less clarity on next steps at KS4 which has an impact on the student's sense of belonging causing a potential

parental engagement	disconnection and feelings of not being valued. Whilst we have begun addressing this issue, it remains and area of continued focus for sustaining gains made thus far and the further improve.
4 Progress and attainment	Assessment outcomes show that disadvantaged students are underperforming relative to their non-disadvantaged peers . This gap is most significant in English and mathematics, with disadvantaged pupils making less progress and attaining lower outcomes than expected. This is particularly noted where there is intersectionality with PP/PA and PP/SEND.
5 Metacognition, memory, independence and resilience	Learning walks, work scrutiny and student voice indicate that some disadvantaged students, particularly those with lower starting points, can lack sufficient metacognitive/self-regulation strategies when faced with challenging learning tasks . This is usually evident in some student's preparation for Key Examination Points (KAPs) across the curriculum and is reflected in attainment grades in externally validated exams. The engagement with our distance learning platform and the completion rate of home learning is lower for disadvantaged students compared to their non-disadvantaged peers.
6 Attendance and punctuality	Attendance data over the last 3 years shows disadvantaged students have lower average attendance compared to their non-disadvantaged peers . They also experience higher rates of persistent absence. Additionally, instances of arriving late to school and to lessons are more frequent among disadvantaged students than their peers. Whilst we have seen a slight increase in attendance among disadvantaged students a gap in attendance rates remain.
7 Behaviour, reward and recognition	Analysis of praise and reward data shows that disadvantaged students receive fewer merits, star student awards and recognitions than their peers. This may reflect lower classroom engagement and reduced access to recognition opportunities but could also indicate systemic inequities in how rewards are distributed. Behaviour data shows disadvantaged students receive more behaviour points and detentions , with a small number of recidivists accounting for much of the gap. Factors include limited self-regulation strategies, lack of belonging, attendance leading to gaps in prior knowledge affecting engagement, and misinterpretation of behaviours leading to sanctions rather than support.

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. Strengthen the curriculum so it is ambitious, accessible, and clearly sequenced, with defined end points as progression goals. Provide staff training to raise challenge and expectations for all, especially disadvantaged students, and ensure consistent application of strategies to narrow the gap.	By the end of our current plan in 2025/26 Quality assurance will evidence that we are measuring arrival and adapting the curriculum accordingly for all students using adaptive and responsive teaching. Staff voice will show an improvement in the shared understanding of how disadvantaged provision is implemented and how it ensures we reduce lost learning opportunities and counteracts the impact of absences and lower levels of prior knowledge for disadvantaged students. Student voice for those that are disadvantaged feel a sense of belonging in line with their non disadvantaged peers.
2. Narrow the language gap and improve oracy and writing outcomes for disadvantaged students.	By the end of our current plan in 2025/26 Quality assurance will show a consistent opportunity of access to and participation in lessons and sequences of lessons across the curriculum. Drop ins will show that student participation in learning, particularly those students who struggle with oracy and literacy, is good and that SHAPE is being used by all staff consistently. Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of

	<p>disadvantaged pupils and their non-disadvantaged peers compared to 2023. The average reading age 23/24 of a disadvantaged student compared to the cohort average is year 7's 11y2m compared to 11y10m, year 8's 11y7m compared to 12y, year 9's 12y5m compared to 12y8m, year 10's 13y7m compared to 14y and year 11's 14y compared to 14y1m.</p> <p>The average reading age 24/25 of year 7's 11y7m compared to 13y1m, year 8's 12y2m compared to 13y2m, year 9's 12y5m compared to 13y3m, year 10's 12y7m compared to 13y4m and year 11's 13y compared to 13y6m.</p>
<p>3. Increase disadvantaged student and parent participation in extracurricular activities, trips, and school events so engagement reflects cohort proportions and promotes wellbeing, development, and belonging.</p>	<p>By the end of our current plan in 2025/26 student and parental engagement in extracurricular activities, school representation, trips and visits are at least proportionate to cohort numbers parental/carer engagement at school events is also at least proportionate to cohort numbers. We aim for a more ambitious target however of at approximately 22% for representation however in all areas and within 5% of non-disadvantaged parents attendance figures for parental engagement events such as parents evening. Gaps will reduce at the end of year compared to 2022 data where the % of disadvantages students that attendance at least one trip/visit was 48.98% year 7's, 59.09% year 8's, 61.22% year 9's. In 2023 51.24% year 7's, 60.12% year 8's, 62.81% year 9, attended at least one trip. In 2023 68.8% year 7's, 61.22% year 8's, 52.5% year 9's, attended at least one trip. In 2024/5 58% year 7's, 59% year 8's and 54% year 9's.</p> <p>The parental attendance for disadvantages students for parents evening in 2022 was 73% year 7, 63% year 8, 73% year 9, 68% year 10 and 50% year 11 compared to an overall attendance of 84% year 7, 80% year 8, 77% year 9, 74% year 10 and 74% year 11. In 2023 this was 757%, year 8 46%, year 9 59%, year 10 48% and year 11 69%. In 2024 this was year 7, 58%, year 8, 78.95%, year 9, 71.11%, year 10, 69.05% and year 11, 47.92%. In 2025 year 7, 75%, year 8, 43%, year 9, 77%, year 10, 65% and year 11, 29%</p> <p>Student voice will show an improvement in belonging compared to the 2024 baseline from the student questionnaire. 36.36% PP compared to 22.86% non-PP in July 2024 agree or strongly agreed to the statement 'I feel that i really belong in my school and classrooms'</p> <p>Disadvantaged students will exhibit more clarity on next steps at KS4 with the level of PP NEETs and WEX participation GAP having closed entirely.</p>
<p>4. Close progress and attainment gaps between disadvantaged and non-disadvantaged students.</p>	<p>By the end of our current plan in 2025/26 the progress gap is reduced for disadvantaged students from the 2024 results. The internally calculate progress 8 figure in 2022 for disadvantaged students was -1.1 compared to -0.37, a gap of 0.73. In 2023 this gap reduced considerably to -0.37 compared to -0.13 a gap of 0.24. In 2024 the progress gap increased to 0.78. In 2025 no progress 8 data is available for this cohort of students however outcomes for Students in receipt of Pupil premium funding have marginally improved in terms of attainment 8 from 2024.</p>
<p>5. Strengthen disadvantaged students' metacognitive and self-regulation strategies, particularly around challenging learning and revision.</p>	<p>Quality assurance shows disadvantaged students are developing as outstanding lifelong learners in the same manner as their non-disadvantaged peers via the implementation of the developing belonging and Warlingham Learner strategies. Teacher and student voice suggest disadvantaged pupils are more able to monitor and regulate their own learning. Home learning completion rates across all classes and subjects will improve resulting in the online engagement with Satchel improving for disadvantaged students. The engagement gap on Satchel between disadvantaged and non-disadvantaged students will narrow from 4.9% to a maximum of 2.5% by 2025/26. In 2021/2022 the gap was 0.25%. In 2022/2023 there was a positive gap between disadvantage and non-disadvantage +0.25%, in 2023/2024 the gap remained positive +0.38% and in 2024/2025 the gap of +0.24. Home learning detention rates will be proportionate for the cohort of disadvantaged student</p>

	<p>compared to non-disadvantaged students by 2025/26. In 2024/25 22% of home learning detentions were issued to PP students.</p>
<p>6.Improve attendance and punctuality among targeted disadvantaged students with a focus on persistently absent students</p>	<p>Sustained high attendance from 2025/26 demonstrated by the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 3%. In 2021/2022 the absence rate gap was 7.15%, 2022/2023 the gap reduced to 5.9%, rose in 2023/2024 to 9.44% and reduced again in 2024/2025 to 6.99%.</p> <p>Also demonstrated by the percentage of all pupils who are persistently absent falling to below 10% and the figure among disadvantaged pupils being no more than 3% higher than their peers. In 2021/2022 the figure for disadvantaged students with below 90% was 49% compared to 26.46% a gap of 22.54%. In 2022/2023 that figure was 51.6% compared to 29.3% a gap of 22.3% and in 2023/2024 this figure was 50% compared to 19% which is a gap of 31%. In 2024/2025 the percentage decreased 42.16% compared to 15% a gap of 27.16%</p> <p>Students that persistently late to school and lessons will fall for all students being no more than 5%, and the punctuality gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 3%. In 2024/25 students late to school were 12.77% PP compared to 7.05% non-PP and late to lessons was 11.08% compared to 5.46%</p> <p>The attendance for disadvantaged students in year 8 after the year 7 to 8 transition will narrow. In 2023/24 disadvantaged students end of year 8 attendance was 88.73% compared to their end of year 7 attendance of 91.04%. In 2024/25 end of year 8 attendance was 85.72% compared to their end of year 7 attendance of 85.14%.</p>
<p>7(i). Increase praise, rewards, and recognition for disadvantaged students to close the gap with their peers.</p> <p>7(ii). Better meet disadvantaged students' behavioural needs through an explicit, consistent behaviour curriculum that enables success.</p>	<p>The percentage of disadvantaged students receiving an award at the awards ceremony will be at least proportionate to cohort numbers of PP students however we aim for a more ambitious target of at approximately 25% for representation. In 2024/2025 this figure was 10.1%.</p> <p>The number of merits and star student awarded will be lower for disadvantaged students. By the end of our current plan, we aim for a gap of less than 20%. In 2024/25 the average number of merits awarded for PP compared to non-PP was year 7, 345 compared to 392. Year 8, 222.65 compared to 312.24. Year 9, 199 compared to 219.16. Year 10, 208.12 compared to 242.16. Year 11, 94.37 compared to 105.94.</p> <p>In 2024/25 the average number of points awarded for being a star student for a PP students compared to non-PP was 26.72 compared to 30.37. Year 8, 19.71 compared to 24.89. Year 9, 17.62 compared to 18.48. Year 10, 20.58 compared to 21.95. Year 11, 9.52 compared to 9.80.</p> <p>The number of behaviour points and detentions issued will be higher for disadvantaged students. By the end of our current plan, we aim for a gap of less than 20%.</p> <p>In 2024/25 the average number of behaviour points awarded for PP compared to non-PP was year 7, -58.07 compared to -21.08. Year 8, -126.83 compared to -41.68. Year 9, -56.57 compared to -52.96. Year 10, -83.24 compared to -53.03. Year 11, -50.94 compared to -29.87.</p> <p>In 2024/25 the average number of detentions received for PP students compared to non-PP was year 7, 36.28 compared to 12.49. Year 8, 54.54 compared to 18.82. Year 9, 35.88 compared to 27.21. Year 10, 38.80 compared to 23.87. Year 11, 18.83 compared to 10.67.</p>

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: £53,459

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop and embed a knowledge-rich curriculum which builds cultural capital and knowledge coherently throughout the learning journey.</p> <p>Focus on using the curriculum as a development model which provides high challenge for all regardless of background or starting point.</p>	<p>‘Whole-school ethos of High expectations for all learners –our motto ‘High aspirations and Wide horizons’ is for everyone. No one gets left behind’ as No.1 aspiration to support disadvantaged students’ achievement.</p> <p>Means by which we achieve this – A relentless focus on closing gaps</p> <p>NFER (National Foundation for Educational Research) lists high quality teaching for all as 1 of the 7 key strategies to support disadvantaged pupils’ achievement</p> <p>EEF Toolkit shows Mastery Learning as having positive impact for very low cost (+5 months)</p> <p>In 2024/2025 year 11 progress data Attainment 8, 29.62 disadvantaged students compared to 43.95 whole school. Progress 8, Not available for this year</p>	<p>1, 5</p>
<p>Support the CPD program to deliver teaching strategies across the school – including securing high-quality teaching and learning, assessment, adaptive teaching and metacognition strategies</p> <p>Teaching development based around the two fundamentals of adaptive teaching and consistency to secure quality first teaching.</p>	<p>EEF Toolkit shows Collaborative Learning having positive impact (+5 months)</p> <p>EEF Toolkit lists Feedback as most impactful strategy (+8 months) and Metacognition as high-impact strategy</p>	<p>1</p>
<p>Drive teachers focus relentlessly on closing the Writing and Oracy gap through proactive use of reading ages, implementation of SHAPE,</p>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:</p>	<p>1,2, 5</p>

<p>consistently delivering the reading strategy through tutor time, pre-teaching tier 2 and 3 vocabulary in lessons, and coaching its use through oracy and writing whilst providing a range of examples and non-examples.</p>	<ul style="list-style-type: none"> • explicitly extending pupils' spoken vocabulary. • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction. <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves</p> <p>Marc Rowlands research shows that the language gap is to some extent the disadvantaged gap.</p> <p>The 2012 PISA results also showed that 17% of UK 15-year-olds did not achieve a minimum level of proficiency in literacy and that a quarter 15-year old's still have an age of 12 or below</p> <p>EEF Toolkit indicates oral language interventions (+5 months) and reading comprehension strategies (+ 6 months) have strong impact for low cost</p> <p>EEF Toolkit shows Phonics/Reading Comprehension strategies as high impact for low cost (+4/+6 months)</p> <p>Year 7 standardised reading score for PP students 103 compared to 108 for non PP students</p> <p>The average reading age 24/25 of a disadvantaged student compared to the cohort average is year 7's 11y7m compared to 13y1m, year 8's 12y2m compared to 13y2m, year 9's 12y5m compared to 13y3m, year 10's 12y7m compared to 13y4m and year 11's 13y compared to 13y6m</p>	
<p>To part fund overstaffing to create learning and development groups to offer alternate pathways for students in need of small group support, especially in English and Maths.</p>	<p>Reducing class size has a small positive impact of +2 month</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	<p>1, 4</p>

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

Budgeted cost: £ 75,396

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a culture of self-driven home learning supported with attendance at our Learning resources centre and after school Homework catch up sessions and including proactive disadvantaged student identification and support with year at transition prioritised</p>	<p>In 24/25, 22% of all Homework behaviour issues raised were for disadvantaged students, broadly in line with cohort size.</p> <p>EEF Toolkit shows Homework having positive impact at secondary level (+5 months)</p>	<p>5, 6</p>
<p>Monitor Satchel use and intervene with disadvantaged students where access is below expectations.</p>	<p>In 24/25, 22% of all Homework behaviour issues raised were for disadvantaged students, broadly in line with cohort size.</p> <p>EEF Toolkit shows Homework having positive impact at secondary level (+5 months)</p> <p>EEF Toolkit shows digital technology having positive impact (+4 months)</p>	<p>5, 7</p>
<p>Aspirational targets set for disadvantaged students to offset any previous gap forming and ensure balanced setting with proportional representation of the PP cohort</p>	<p>To challenge prior attainment bias and to better reflect PP student capabilities by reflecting in target setting as appropriate EEF evidence suggests that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them – the prior attainment bias is thus the area to challenge.</p>	<p>4</p>
<p>English and Maths internal intervention tutoring (7-11) - planned English and Maths tutoring interventions for students requiring additional literacy support.</p>	<p>In 2024/2025 year, 11 progress data Attainment 8, 29.62 disadvantaged students compared to 43.95 whole school. Progress 8, not available for this cohort</p> <p>EEF Toolkit cites positive impact of One-to-One Tuition (+5 months) and Small Group Tuition (+4 months)</p>	<p>2, 4</p>

<p>Subject tutoring (7-11) - planned tutoring intervention for students who are significantly underachieving. Subjects vary.</p>	<p>In 2024/2025 year, 11 progress data Attainment 8, 29.62 disadvantaged students compared to 43.95 whole school. Progress 8, not available for this cohort</p> <p>EEF Toolkit cites positive impact of One-to-One Tuition (+5 months) and Small Group Tuition (+4 months)</p>	<p>2, 4</p>
<p>Funding of all course texts and course support materials for disadvantaged students at KS4.</p>	<p>The attainment 8 figure for KS4 (2024/2025) was 29.62 for disadvantaged students compared to 43.95 for the whole school.</p>	<p>1, 4, 5,</p>
<p>Disadvantaged student support mentor appointment for student at transition - this will provide some of our most vulnerable students, at risk of underachievement, with a mentor to support them both academically and emotionally and to act as a link between the student and teachers.</p>	<p>EEF research shows that One-to-one tuition results in Progress: +5 months</p> <p>The attainment 8 figure for KS4 was 29.62 for disadvantaged students compared to 43.95 for the whole school.</p>	<p>1, 3, 4</p>
<p>Part funding of Catch-up Literacy support – Learning development groups for those students identified at transition from primary as needing extra literacy and numeracy support</p>	<p>EEF Toolkit shows Phonics/Reading Comprehension strategies as high impact for low cost (+4/+6 months)</p> <p>Year 7 Reading age comparison for disadvantaged student is 11y7m compared to 13y1m for their non-disadvantaged peers in 2024/25.</p>	<p>1, 2, 4</p>
<p>To further fund, develop and deliver the paired reading, Bedrock English literacy package and teacher led tutor time reading schemes – weaker readers identified and paired with older students to accelerate reading ages</p>	<p>EEF research shows that Peer tutoring that progress: +5 months</p> <p>In cross-age tutoring, for example, an older learner takes the tutoring role and is paired with a younger tutee or tutees.</p>	<p>2, 4</p>
<p>Part funding of Online resources (7-11) – we pay for subscriptions to various programs like SPARX Reader, Bedrock, SPARX Maths, SPARX Science for some of our disadvantaged students. 25% contribution to represent PP students.</p>	<p>EEF research shows that Digital technology can support progress: +4 months alongside EEF Toolkit shows Phonics/Reading Comprehension strategies as high impact for low cost (+4/+6 months)</p>	<p>2, 4</p>

<p>Part funding of reading Pen provision for PP non-SEN students whose standardised reading scores fall below 85 on a standardised reading test which is the trigger point for concessions in exams - 15% contribution to represent PP students.</p>	<p>EEF research shows that Digital technology can support progress: +4 months alongside EEF Toolkit shows Phonics/Reading Comprehension strategies as high impact for low cost (+4/+6 months)</p> <p>2024/2025 we had 41 students who qualified for reading pens based on need, 11 (26.83%) were disadvantaged students.</p>	<p>2, 4</p>
<p>To ensure priority Careers appointments for all Students in receipt of Pupil premium funding in Key stage four and five.</p>	<p>High aspirations for everyone. No one gets left behind' as No.1 way to support disadvantaged students' achievement.</p> <p>Whilst EEF show aspiration interventions to have very low or little impact, these are based on very limited evidence and proportion of NEETS are disproportionately disadvantaged students at school level.</p> <p>2024/2025 all disadvantaged students were offered careers interviews before their non-disadvantaged peers.</p>	<p>3</p>
<p>To deliver the scholars programme for disadvantaged students to raise next steps aspirations</p>	<p>59% 6th form students received a place at university in 2024/2025.</p> <p>The Scholars Programme evaluation update Jan 2025 found that Year 12 that completed the scholars programme are statistically (80% compared to 63% matched group) more likely to apply to a competitive university than students from similar backgrounds and as a result they also progress to a competitive university at a higher rate (48% compared to 38%). They also reported that students who participated in The Scholars Programme in year 10 were 27% more likely to achieve a 9-5 in maths and English at GCSE than students that didn't attend.</p>	<p>3, 7</p>
<p>To ensure laptop provision for all disadvantaged students that do not have access to IT</p> <p>To ensure laptop provision for disadvantaged students upon entry where digital poverty exists.</p>	<p>% Satchel activity July 2025 for disadvantaged students compared to their non-disadvantaged peers.</p> <p>Year 7 96.90% compared to 96.68%</p> <p>Year 8 95.45% compared to 95.31%</p> <p>Year 9 98.36% compared to 98.33%</p> <p>Year 10 100% compared to 98.85%</p> <p>Year 11 95.35% compared to 95.68%</p>	<p>3, 4, 5</p>

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

Budgeted cost: £ 150,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Create student snapshots for all students in receipt of pupil premium funding, working alongside the form tutors to gather information including students' voice. Sharing with key information with staff.</p>	<p>EEF's Pupil Premium guidance is to "diagnose your pupils' needs" thoroughly. By understanding each pupil's background, strengths, and barriers, we are better placed to tailor our Pupil Premium strategy precisely.</p>	<p>3, 4, 6, 7</p>
<p>Assigned mentor upon entry to year 7 and identified students who are disadvantaged joining school in years 8-11 - this will provide some of our most vulnerable students, at risk of underachievement, with a mentor to support them both academically and emotionally and to act as a link between the student and teachers during the exam period and for transition.</p>	<p>EEF Toolkit cites positive impact of One-to-One Tuition (+5 months) and some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p>	<p>1, 3</p>
<p>To part fund a summer school in the Summer holidays to provide additional learning and enrichment opportunities, particularly for Student in receipt of Pupil Premium funding students, to boost confidence. social development, and a smooth transitions while fostering a stronger sense of belonging and engagement with school life.</p>	<p>The EEF "Summer schools" entry in their Teaching & Learning Toolkit states:</p> <p>"On average, evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school."</p>	<p>3</p>
<p>Student support Officer - to liaise with attendance team to address the persistent absence of our disadvantaged students through effective family liaison.</p>	<p>NFER (National Foundation for Educational Research) briefing for school leaders identifies addressing attendance as a key building block (no. 2).</p> <p>Attendance – 2024/2025</p> <p>Disadvantaged students had persistent absence at the end of the school year 50% compared to 19% for non-disadvantaged.</p> <p>Attendance gap reduced from 9.44% to 6.99%</p>	<p>6</p>

	Disadvantaged students' attendance 86.44% Non disadvantaged peers' attendance 93.43%	
To part fund Ed Class provision contribution to provide for disadvantaged students not attending school	EEF research shows that Digital technology can support progress: +4 months This is the use of computer and technology-assisted strategies to support learning although the drive of Ed Class is to provide support for those not in school.	3, 4, 6
Learning development – to part fund a dedicated team of Learning Support Assistants - to provide bespoke support for vulnerable students and their families to try to ensure that these students are attending school and receiving any support required to aid them to deal with challenging emotional issues and to avoid them dipping into PA (Persistent Absence below 90%).	EEF Toolkit suggests that targeted interventions matched to specific students with needs or behavioural issues can be effective, especially for older pupils. Gaps still exist between Non-SEND, Non-FSM and Non-PP compared to SEND, FSM and PP. <u>Attendance data 24/25 shows</u> <ul style="list-style-type: none"> • Non-PP attendance 93.43% • Non-SEND attendance 93.10% • Non-FSM attendance 94.43%% • PP attendance 86.44% • SEND attendance 87.71% • FSM Attendance 88.29% 	1, 4
To engage the services of a Mental health specialist who is employed to provide 1-day in-depth counselling sessions with our most vulnerable students and those at risk emotionally.	EEF Toolkit: Social/emotional learning (+4 months). 82 (28% of students that attended were PP) disadvantaged students attended the bridge in 2024/2025 compared to 121 in 2023/2024.	4, 6
To part-fund alternative vocational provision for disadvantaged students	EEF Toolkit: behaviour interventions. +3 months impact for moderate cost. Average annual behaviour points are -74.59 for disadvantaged students compared to -39.57 for non-disadvantaged students in 2024/5.	1, 3, 6
To part fund CPOMs safeguarding with support contribution	In July 2024, 7.5% of students that completed your voice counts survey said they never felt safe in school.	3, 6
To part fund Pulse aspect of Satchel package solutions questionnaire contribution to target disadvantaged social and emotional learning appropriately	EEF research shows that effective Social and emotional learning (SEL) Results in Progress: +4 months Targeting SEL of pupils appropriately aims to improve their interaction with others and their management of emotions rather than specifically academic goals. Understanding	1, 3,

	needs allows for specialised programmes targeted at students or school-level approaches.	
To part fund disadvantaged student participation in identified alternate pathway interventions and opportunities	EEF Toolkit suggests that targeted interventions matched to specific students with needs or behavioural issues can be effective, especially for older pupils.	7
To part fund in school activities week, and to monitor participation and take up	EEF research shows Outdoor Adventure Learning offers Progress: +4 months Adventure learning typically involves outdoor experiences. They usually do not include a formal academic element although studies show these interventions have positive benefits on learning, particularly for more vulnerable students and teenagers. They require the contributions of well-trained and well-qualified staff and appear to be most effective when they are longer in duration, such as over a week. They can have positive impacts on self-confidence, self-efficacy, and motivation.	3, 6, 7
School uniform provision for disadvantaged students most in need.	Gill Main, University of Leeds, 2018 shows children who were in a low-income household were: 5.6 times more likely to have had to wear old or poorly fitting clothes or shoes 6.7 times more likely to feel embarrassed by a lack of money	3, 7
Funding or part funding trips and visits participation with proactive contact to encourage participation and to monitor participation and take up	Gill Main, University of Leeds, 2018 shows children who were in a low-income household were: 6.7 times more likely to have pretended to their friends that they did not want to do something that cost money 4.4 times more likely to miss out on social activities.	3, 6
To provide part or full funding of peripatetic music lessons and targeted provision of equipment for inclusion in clubs and extra-curricular	EEF findings show that both sports and arts participation yield a +2 months impact at low cost Gill Main, University of Leeds, 2018 shows children who were in a low-income household were:	3, 6, 7

<p>activities and to monitor participation and take up in the extra-curricular offer.</p> <p>To run an annual club fayre event to encourage sign up with students in receipt of PP funding targeted proactively by teaching staff and Tutors.</p> <p>Seeking local business support for part funded out of school activities such as rugby, golf, tennis lesson to encourage participation.</p>	<p>5.6 times more likely to have had to wear old or poorly fitting clothes or shoes</p> <p>5.2 times more likely to have pretended to their family not to need something</p> <p>6.7 times more likely to have pretended to their friends that they did not want to do something that cost money</p> <p>4.4 times more likely to miss out on social activities.</p>	
<p>To part-fund student leadership opportunities, activities, and rewards to promote engagement, aspiration, and belonging among disadvantaged students. The school aims to build confidence, strengthen participation in school life, and close wider attainment gaps through increased motivation, attendance, and pride in achievement.</p>	<p>2025 study by SSAT (Student Leadership for IMPACT) outlines attributes of student leadership that make a difference (goal-setting, responsibility, teamwork, decision-making, equality) and highlights the importance of measuring “contribution through culture, access and impact.</p>	<p>3, 7</p>
<p>To run appropriate family support events</p>	<p>The EEF show that parental engagement has moderate impact for moderate cost of +4 months impact</p>	<p>3, 6</p>
<p>Operate parents evening proactive calling and support</p>	<p>The EEF show that parental engagement has moderate impact for moderate cost of +4 months impact</p> <p>Engaging disadvantaged families is especially important because the potential benefit for their children is high</p>	<p>3, 4</p>
<p>To part fund staffing for provision of home visits and 1:1 support by attendance officer</p>	<p>EEF guidance recommends building a holistic understanding of pupils and families and home visits can be a powerful way to do this: meeting families in their own context helps schools understand barriers to attendance that might not come out in school-based conversations (e.g. transport, family routines, anxiety, practical challenges)</p>	<p>3, 6</p>

<p>Monitoring students that are in temporary accommodation and ensuring key members of staff are aware.</p>	<p>EEF principles emphasise removing barriers, using evidence to target interventions, and providing holistic support.</p> <p>Schools should maintain records, personalised strategies, and communication channels to prevent disadvantage from compounding.</p>	<p>3, 6</p>
<p>We part-fund The Bridge, our mental health and wellbeing centre, to support students in returning to school and reintegrating into the classroom. Disadvantaged pupils are disproportionately affected by persistent absence and mental health challenges, and The Bridge provides targeted support to improve attendance, wellbeing, and readiness to learn, helping to close the gap in educational outcomes.</p>	<p>Department for Education (DfE) reports that the relationship between mental ill health and absence in students aged 13 to 16 shows mental ill-health is a causal factor of absence and that FSM eligibility predicts high levels of absence.</p> <p>Centre for Social Justice: “School Absence Tracker” – Spring 2025 found pupils eligible for Free School Meals were persistently absent at ~33.3% vs ~15% for non-FSM and were severely absent at ~4.6% vs ~1.3%.</p> <p>Public First analysis: Found that pupils eligible for Free School Meals are persistently absent at around double the rate of those not eligible.</p>	<p>3, 6</p>
<p>Develop and maintain the ‘Eliminating Economic Exclusion’ pledge on the school's website including a financial assistance tab signposting parents where to access financial help.</p>	<p>EEF Pupil Premium guidance and Toolkit emphasise addressing non-academic barriers to learning, eliminating economic exclusion is about ensuring that all pupils, regardless of income, can fully participate in school life and access learning opportunities.</p>	<p>3, 4. 6. 7</p>
<p>To operate and fund a Breakfast club including subsidised breakfast for disadvantaged students</p>	<p>Maslow’s hierarchy of needs clearly shows that food is a core provision need in order for learners to engage</p> <p>Gill Main, University of Leeds, 2018 research shows children who were in a low-income household were:</p> <p>4.5 times more likely to have not eaten or not eaten enough when they were hungry</p>	<p>3, 6</p>
<p>To monitor and proactively intervene to encourage free school meal take up</p>	<p>The EEF emphasizes targeted strategies for disadvantaged pupils. FSM take-up is a low-cost, high-reach method of support. FSM take up is currently 75-81%</p>	<p>3, 6</p>

To oversee Food bank referrals	The EEF Pupil Premium guidance stresses addressing non-academic barriers to learning, including food insecurity, poverty, and wellbeing	3
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Total budgeted cost: £ £279, 510

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year is contained in this document as it is a three-year strategy and is updated as a living document.

Externally provided programmes

We include non-DfE programmes that we purchased in the previous academic year to help the Department for Education identify which ones are popular in England

Programme	Provider
Schools Alliance for Excellence membership – Marc Rowland disadvantaged student network partnership and workshops	SAfE (Surrey network)
The Scholars programme	The Brilliant club
Careers	Innovate
Learning Space & Mindworks	Surrey Mindworks
Tutoring	Study box and Brilliant Minds

Further information (optional)

In planning our pupil premium strategy, we evaluated why activities undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We used the EEF's schools impact database alongside our own internal and triangulated data to look at the performance of disadvantaged pupils in schools similar to ours. This ensures that all support and intervention is data driven not assumption led.

We looked at a number of reports, studies and research papers about effective use of Pupil Premium, the impact of disadvantage on education outcomes and how to address educational disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.