

Pupil premium strategy statement – EKC Sheppey Secondary

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	404
Proportion (%) of pupil premium eligible pupils	53%
1	2025-26 2026-27 2027-28
Date this statement was published	February 2025
Date on which it will be reviewed	February 2026 – July 2026 – February 2027 – July 2027 – February 2028 – July 2028
Statement authorised by	Ms J Lorman
Pupil premium lead	Ms J Lorman
Governor / Trustee lead	Mr A Horton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,760
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>	£212,760

Part A: Pupil premium strategy plan

Statement of intent

EKC Sheppey Secondary is a small, oversubscribed secondary school which opened in September 2024. Our staff work tirelessly to ensure our students experience a first-class education, tailored to meet the needs of all regardless of their starting points, backgrounds, abilities or beliefs. Our ambitious curriculum and effective pastoral care enables every young person in our care to achieve or exceed their full potential. We have consistently high expectations and high aspirations for every child in our care.

EKC Sheppey Secondary staff and leaders see it as their role to remove the barriers that can prevent students from achieving highly and being able to pursue appropriate and fulfilling opportunities. The school's context aside, our stakeholders echo our school's high aspirations and want the students stretched and challenged throughout their time with us.

Our overriding intention for our disadvantaged students is that they achieve at least as highly as our more advantaged students, and that they are able to pursue future opportunities that are appropriate and fulfilling. To achieve this we have a holistic approach to eliminating the barriers to achievement our students face. Our approach can be summarised as the following:

- High-quality teaching: Ensuring every student receives excellent instruction in every lesson.
- Targeted academic support: Providing additional support for students who require extra help.
- Excellent pastoral care: Offering comprehensive support to address students' social, emotional and mental health needs.
- Enrichment opportunities: Providing a broad range of extracurricular activities to broaden students' horizons.

Through careful implementation, monitoring and evaluation of student achievement we will regularly review the impact of these interventions to ensure all students achieve meet our high aspirations.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Currently there is a -2.4 gap between the attendance of our pupil premium students and their non-pupil premium peers. In addition to this, currently 49% of PP students have attendance below 90% compared to 36% non-pupil premium students.
2	Behaviour and Engagement Pupil Premium students are over represented in both classroom behaviour data and suspensions/exclusion data. Consequently, Pupil Premium students are more likely to miss learning time due to removal from lessons or missing school due to a suspension. The most common reasons for negative behaviour being logged was for defiance (22%) and low level disruption (19%).

	So far, 75% of fixed period suspensions were issued to PP students who make up 53% of the school population. In total 176 days of school were lost to PP students due to suspension. The most common reasons for the suspension were for persistent disruptive and defiant behaviour (64%) and physical assault against a student (17%).
3	Literacy and Numeracy Our data shows that students from disadvantaged backgrounds tend to arrive at school with poorer literacy and reading skills compared to others. This gap widened following the national lockdowns in response to Covid-19.
4	Mental Health, Wellbeing and Social Support The most deprived area in Kent according to the IDACI is within Sheerness ward in Swale with a score of 0.54 which equates to 54% of children in that area live in income deprived families. Students from deprived backgrounds often face a complex interplay of factors that can significantly impact their mental health and wellbeing. These factors may include socioeconomic stressors like financial instability, housing insecurity, or food insecurity, which can lead to increased anxiety and depression. Furthermore, limited access to quality healthcare, mental health services, and social support networks can hinder early identification and intervention of mental health issues. These challenges can compound, making it difficult for students from deprived backgrounds to reach their full potential and thrive.
5	Parental Engagement Parental engagement is a challenge. Parents from less advantaged backgrounds may face additional barriers to engaging with the school, such as language barriers, lack of time due to work commitments or negative experiences with education. These challenges can hinder effective communication between home and school, limiting opportunities for parents to support their child's learning and development.
6	Progress and Attainment Although EKC Sheppey Secondary will not have KS4 attainment data until 2027, we are acutely aware that under achievement and the gap between non-pupil premium and pupil premium students is a national concern, and therefore it is vital that this forms part of our pupil premium strategy. In the year 2023-2024, the previous trust experienced a 10% gap in attainment, which may not appear to be too concerning (National Average is currently 9%). However, this is due to the underperformance of all students. The last progress 8 score was -1.64.
7	Extra-Curricular Opportunities Historically, our students were less likely to have opportunities to access outdoor learning, or extracurricular opportunities.

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	Review 1					
1. Attendance of all students is improved and sustained, but particularly those who face Disadvantage.	By the end of this plan (2028), we have achieved sustained high attendance, with the overall absence rate not exceeding 5% for all students and the gap between pupil premium			Feb 25	July 25	Feb 26	July 26
		EKCSS	PP	85.8%	86.8%	87.9%	87.1%
			Non PP	90.6%	90.9%	90.8%	90.4%
		National Average	PP	87%	86.4%	87.4%	86.3%
			Non PP	93.7%	93.4%	93.9%	91.57%

	and non-pupil premium students will be in line with national average.																																																							
2. Significantly reduce the number of Pupil Premium students who are removed from lessons and/or suspended from school, thereby increasing their overall attendance and engagement in learning.	A decrease in the number of behaviour incidents logged for Pupil Premium students, particularly those related to not following instructions and not completing work. A noticeable shift in the overall behaviour culture among Pupil Premium students, characterised by increased cooperation, respect and a willingness to learn.	<table><tr><th>2024/25 Suspension students</th><th>PP</th><th>Non PP</th></tr><tr><td>Y7</td><td>11</td><td>3</td></tr><tr><td>Y8</td><td>13</td><td>8</td></tr><tr><td>Y9</td><td>7</td><td>4</td></tr></table>	2024/25 Suspension students	PP	Non PP	Y7	11	3	Y8	13	8	Y9	7	4																																										
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3. Reading and writing abilities are improved for disadvantaged students in Years 7-9 in preparation for the demands of Key Stages 4 and 5.	CAT4 tests show an increase in reading comprehension scores for disadvantaged students. Teachers identify greater command of spoken and written English by disadvantaged students. Reading interventions have a positive effect on writing outcomes at both Key Stages 3, 4 and 5	KS3 reading age data from testing cycle 1 of academic year 25/26. Students were tested using STAR Reading on Renaissance Learning. <table><tr><th></th><th>PP</th><th>Non PP</th><th>Difference</th></tr><tr><td>Y7</td><td>9.2</td><td>9.3</td><td>-0.1</td></tr><tr><td>Y8</td><td>9.2</td><td>9.6</td><td>-0.4</td></tr><tr><td>Y9</td><td>9.8</td><td>10</td><td>-0.2</td></tr><tr><td>Y10</td><td>10.0</td><td>10.5</td><td>-0.5</td></tr></table> Cycle 2 of reading age testing was completed 9 months after the initial data. This progress data is as below comparing like-for-like completion. Year 10 were not tested in this cycle. <table><tr><th></th><th>PP</th><th>Non PP</th><th>Difference</th></tr><tr><td>Y7</td><td>9.7</td><td>9.8</td><td>-0.1</td></tr><tr><td>Y8</td><td>10.3</td><td>10.7</td><td>-0.4</td></tr><tr><td>Y9</td><td>10.7</td><td>10.8</td><td>-0.1</td></tr></table> Importantly, there is a limited gap in progress across the year between PP and Non PP students, with Year 9 students in particular showing higher progress for students in receipt of PP. <table><tr><th></th><th>PP progress</th><th>Non PP progress</th><th>Difference</th></tr><tr><td>Y7</td><td>+0.5</td><td>+0.5</td><td>0</td></tr><tr><td>Y8</td><td>+1.1</td><td>+1.1</td><td>-0.3</td></tr><tr><td>Y9</td><td>+0.9</td><td>+0.8</td><td>+0.1</td></tr></table> To further support reading development, a subscription for The Day has been purchased at a cost of £934 to provide differentiated current affairs resourcing to be used in English, SEN and Mentoring.				PP	Non PP	Difference	Y7	9.2	9.3	-0.1	Y8	9.2	9.6	-0.4	Y9	9.8	10	-0.2	Y10	10.0	10.5	-0.5		PP	Non PP	Difference	Y7	9.7	9.8	-0.1	Y8	10.3	10.7	-0.4	Y9	10.7	10.8	-0.1		PP progress	Non PP progress	Difference	Y7	+0.5	+0.5	0	Y8	+1.1	+1.1	-0.3	Y9	+0.9	+0.8	+0.1
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4. To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2023/24 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations. • At least 80% of all students participate in more than one enrichment activity per year, tracked through Tutor and Club logs. • Qualitative and quantitative data indicates impact – bespoke per student.	Parent surveys given at parents evening and followed up by relevant members of staff. SLT have completed teaching observations as part of learning walks and performance management observations. Student voice is collected at multiple points during the year and forms part of any teaching staff interviews. Students are encouraged to attend clubs. A range of clubs are available to students throughout the school day with a variety of trips and enrichment activities offered to students throughout the year. We have a focus to gather the qualitative and quantitative data which will be bespoke to each student to ensure that impact can be measured appropriately.																
5. To significantly improve parental engagement among families of Pupil Premium students, fostering stronger partnerships between home and school.	A higher number of Pupil Premium parents attending school events, such as parent-teacher conferences, workshops, and open evenings. A more positive perception of our school among Pupil Premium families, characterised by increased trust and confidence in the school's ability to support their child's education.	60% (320) of parents attended Pupil Progress evening. A significant increase from the predecessor school. Of this 65% 65% (209) are Pupil Premium. Open evenings are well attended by a total of families. Most of our pupil premium families have a positive perception of EKCSS, which they openly share in the community. This is also evidenced in the positive feedback received through the parent surveys including: 98% reporting that they feel their child is safe in school; 100% reporting that our school has high expectations of their child; 90% reporting that the school supports the wider personal development of their child and 93% reporting that they would recommend our school to another parent. Again, where responses needed to be followed up, they are done so by the relevant staff (SEN, LAC etc)																
6. Improved attainment for all disadvantaged students at the end of Key Stage 4, with a particular focus on outcomes in GCSE English and Mathematics.	By the end of the current plan (2028), the gap between pupil premium and non-pupil premium students will have been removed.	<table><tr><th colspan="4">November Mocks</th></tr><tr><th>3+</th><th>PP</th><th>Non-PP</th><th>Gap</th></tr><tr><td>En</td><td>18%</td><td>15%</td><td>-3%</td></tr><tr><td>Ma</td><td>12%</td><td>13%</td><td>1%</td></tr></table> The national average for the gap in PP and non PP at GCSE is 4% and the picture from our November mocks demonstrates that our PP students are out performing our non-PP students.	November Mocks				3+	PP	Non-PP	Gap	En	18%	15%	-3%	Ma	12%	13%	1%
November Mocks																		
3+	PP	Non-PP	Gap															
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7. Improved opportunities for all students to attend clubs, take part in trips and access outdoor	By the end of the current plan (2028), our forest school will be completed and the gap for	<table><tr><th></th><th>Total clubs running</th></tr><tr><td>24/25</td><td>35</td></tr></table>		Total clubs running	24/25	35												
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learning, with costs for PP students significantly reduced.	attendance to extra-curricular activities and trips between non-pupil premium and pupil premium students will be diminished.	<table><tr><td>25/26</td><td colspan="2">88 (+ School Show)</td></tr></table> Extra curricular provision has expanded to cover break time, lunch time and after school and provide something of interest for every student across sport, art, music and other interests and skills. The majority of clubs run at break time and lunch time to remove the barrier buses or transport home. All clubs provide resources e.g food in cooking, materials in STEM, equipment in sport, instruments on loan in music, to allow all students the ability to participate fully. To support the successful running of additional clubs a total of £5,261.98 was spent from September 2024 to February 2026 in materials. During the academic year 24-25, the number of individual students who went out on a trip totally 524. This is across 32 trips. This number does not include whole school speakers such as University Talks, Careers Day, the Kent Health Roadshow or the Anti Bullying Performance (total cost £214.80) The total financial support provided for PP students on trips during this time period £1,1389.90. <table><tr><td></td><td colspan="2">Total Trip Attendance</td></tr><tr><td></td><td>PP</td><td>Non PP</td></tr><tr><td>24/25</td><td>71.2%</td><td>28.8%</td></tr><tr><td>25/26</td><td>58%</td><td>42%</td></tr></table> During the academic year 25/26, not including end of year rewards trips, the total amount of individual student experiences was 1329. This was across a total of 70 trips and visits. The spit of PP to Non PP attendance per year group is as follows: <table><tr><td></td><td>Total</td><td>PP attendance</td><td>%</td></tr><tr><td>Y7</td><td>309</td><td>241</td><td>78%</td></tr><tr><td>Y8</td><td>299</td><td>166</td><td>56%</td></tr><tr><td>Y9</td><td>502</td><td>246</td><td>49%</td></tr><tr><td>Y10</td><td>227</td><td>117</td><td>52%</td></tr></table>	25/26	88 (+ School Show)			Total Trip Attendance			PP	Non PP	24/25	71.2%	28.8%	25/26	58%	42%		Total	PP attendance	%	Y7	309	241	78%	Y8	299	166	56%	Y9	502	246	49%	Y10	227	117	52%
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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: £42,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing an integrative specialist support practitioner to develop relationships based practice	There is a world of research which identifies this practice as being one of the most effective when working in educational settings in areas of the highest level of deprivation.	1, 2, 4, 5, 6
Enhance the impact of teacher feedback: Through targeted training, improve the quality and effectiveness of teacher feedback, particularly for Pupil Premium students, leading to enhanced student learning and progress.	The effectiveness of high-quality feedback on student achievement is widely supported by educational research. Numerous studies have demonstrated the positive impact of high-quality feedback on student achievement. Effective feedback can help students to identify areas for improvement, develop self-regulation skills, and deepen their understanding of the subject matter. EEF Guidance: The Education Endowment Foundation (EEF) has highlighted the importance of specific, timely, and actionable feedback in improving student outcomes. Impact can be as high as 6 months for low cost	2, 3, 6
Review and refine the curriculum to ensure that the curriculum is accessible, engaging, and challenging for all students, particularly those from disadvantaged backgrounds	Numerous studies have shown that a well-designed and differentiated curriculum can significantly improve student outcomes, particularly for disadvantaged learners. EEF Guidance: The Education Endowment Foundation (EEF) has highlighted the importance of high-quality teaching and curriculum design in improving student achievement.	2, 3, 6
Recruiting and Retaining High-Quality Teachers: To attract and retain high-quality teachers, particularly those with expertise in supporting disadvantaged learners.	Numerous studies have shown that high-quality teachers have a significant impact on student achievement, particularly for disadvantaged learners. EEF Guidance: The EEF has highlighted the importance of effective teacher recruitment and retention in improving student outcomes.	2, 3, 6
Implement an effective whole-school reading strategy to improve literacy skills, particularly for Pupil Premium students, through a comprehensive whole-school reading strategy	The EEF identifies reading comprehension strategies as having very high impact (6 months+) for very low cost based on extensive evidence	2, 3, 6

Implementing a new homework strategy to ensure that all students are set and complete high quality work outside of the classroom. This includes providing them with the resources to compete them.	EEF: Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.	2, 3, 6
Maximising NPQ participation at all levels to increase the number of teachers participating in National Professional Qualifications (NPQs) to enhance their professional development and improve student outcomes.	The EEF has highlighted the importance of ongoing professional development for teachers. The Department for Education has emphasised the role of NPQs in raising standards and improving teacher quality.	2, 3, 6
Improving and embed data-driven decision making to enhance the use of data to identify and address underperformance among Pupil Premium students.	The Education Endowment Foundation has highlighted the importance of using data to inform teaching and learning	3, 6

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

Budgeted cost: £ 59,573

Activity	Evidence that supports this approach	Challenge number(s) addressed
Afterschool subject interventions to drive student progress.	EEF Guidance: The Education Endowment Foundation (EEF) has highlighted the effectiveness of tutoring and mentoring programs in improving student outcomes.	3, 6
Use diagnostic assessments to identify students' specific reading needs and strengths. Target interventions based on individual student needs include (but are not limited to) Lexia and Accelerated Reader, small-group reading and one-to-one support.	The EEF has conducted extensive research on effective interventions and has found that high-quality, targeted reading interventions can have a significant impact on student outcomes. Lexia and Accelerated Reader: These programs have been extensively researched and evaluated, demonstrating positive impacts on student reading outcomes. National Literacy Trust: The National Literacy Trust has highlighted the importance of early intervention to prevent literacy difficulties.	3, 6
Targeted Interventions with Teaching Assistants	Education Endowment Foundation: The EEF has conducted research on the effective deployment of TAs and found that targeted interventions delivered by well-trained TAs can significantly improve student outcomes.	2, 3, 6

	EEF recommends that TAs should be deployed to support specific learning needs, rather than general classroom support. Institute of Education (IOE): Research from the IOE has shown that TAs can have a positive impact on student achievement when they are deployed effectively. It is important to ensure that TAs are well-trained and have clear roles and responsibilities.	
Provide a range of targeted behaviour intervention strategies to support improved behaviour for learning for targeted students, in particular those who are disadvantaged.	The EEF Teaching and Learning Toolkit evidences that 'behaviour interventions seek to improve attainment by reducing challenging behaviour in school'. It further suggests a targeted and universal approach to interventions can have a positive overall effect on learners. This has guided our approach, which will see interventions such as the use of clubs alongside behaviour support and mentoring, each of which has proven over the last three years to have a positive impact on learners.	2,4,5

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

Budgeted cost: £ 138,294

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing an Attendance Advisory Service to work with families in order to improve attendance	Department for Education: The DfE has emphasised the importance of good attendance in improving educational outcomes. The DfE has provided guidance on strategies to improve attendance, including working with external agencies.	1, 2, 4, 5, 6
Provide a range of School-Based Counselling both internally and through external agencies	Department for Education: The DfE has recognised the importance of mental health support in schools and has encouraged schools to provide access to counselling services. Mental Health Foundation: The Mental Health Foundation has highlighted the impact of mental health on educational attainment and has called for increased investment in school-based mental health support.	1, 2, 4, 5, 6
Increase extracurricular opportunities, including subsidising trips and visits	Department for Education: The DfE has emphasised the importance of extracurricular activities in promoting the personal and social development of students. The DfE has encouraged schools to offer a wide range of activities to cater to the diverse interests of students.	1, 2, 4, 5, 6, 7
Providing essential support, such as uniforms and bus passes	Department for Education: The DfE has recognized the importance of addressing barriers to education, such as poverty and disadvantage. The DfE has provided guidance on supporting vulnerable students, including those eligible for Pupil Premium EEF: Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process	1, 2, 4, 5, 6

	which includes the development of a school ethos and the improvement of behaviour and discipline	
Revise and implement a parent/carer engagement plan to include (but not limited to) workshops, surgeries, tea mornings, parent voice and social events.	EEF: Parental engagement has a positive impact on average of 4 months' additional progress	5, 6
Implement a Peer Mentoring Programme	Education Endowment Foundation: The EEF has highlighted the importance of mentoring programs in improving student outcomes. Department for Education: The DfE has encouraged schools to implement effective mentoring programmes to support student development.	1, 2 4, 7
Invest in pastoral staffing, including, but not limited to Pastoral Support Managers, Safeguarding officers and Wellbeing staff	Numerous studies have shown that strong pastoral support can significantly improve student well-being, mental health, and academic achievement. Department for Education: The DfE has emphasised the importance of pastoral support in improving student outcomes, particularly for disadvantaged students. The DfE has provided guidance on effective pastoral care practices. Mental Health Foundation: The Mental Health Foundation has highlighted the impact of mental health on educational attainment and has called for increased investment in school-based mental health support.	1, 2, 4, 5, 6
Improve student behaviour and engagement, particularly for Pupil Premium students, by explicitly teaching learning behaviours	Education Endowment Foundation: The EEF has highlighted the importance of explicit instruction and behaviour management in improving student outcomes. Research has shown that teaching students specific learning behaviours can lead to improved engagement and achievement. John Hattie's Visible Learning: Hattie's research has shown that effective feedback and explicit instruction can significantly impact student learning. Teaching learning behaviours can be seen as a form of explicit instruction that can improve student outcomes.	1, 2, 4, 5, 6
Provide a range of targeted behaviour intervention strategies to support improved behaviour for learning for targeted students, in particular those who are disadvantaged.	The EEF Teaching and Learning Toolkit evidences that 'behaviour interventions seek to improve attainment by reducing challenging behaviour in school'. It further suggests a targeted and universal approach to interventions can have a positive overall effect on learners. This has guided our approach, which will see interventions such as the use of cooking, gardening and bicycle clubs alongside behaviour support and mentoring, each of which has proven over the last three years to have a positive impact on learners.	1, 2, 4, 5, 6
Train staff in effective positive behaviour management strategies	The EEF has highlighted the importance of effective behaviour management in improving student outcomes. Research has shown that positive reinforcement and clear expectations can significantly reduce disruptive behaviour	1, 2, 4, 5, 6

Total budgeted cost: £ 240,419

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

NA – This data will not be available until 2026.
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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.

Programme	Provider
NA – This data will not be available until 2026.	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

EKC Sheppey Secondary is firmly committed to ensuring that the most vulnerable children receive the support and opportunities they need to succeed. We prioritise their needs through targeted interventions, additional resources and personalised support. They are also at the forefront of our policies and practice. For example, Pupil Premium students are prioritised for trips and visits.

By fostering a positive and inclusive learning environment, we empower our pupil premium pupils to reach their full potential.

Strategic leadership of EKC Sheppey Secondary's Pupil Premium Strategy:

The Pupil Premium leads for the school is the Headteacher. This decision signals a strong commitment to addressing the needs of disadvantaged students. It indicates that the school prioritises:

- **Equity and Social Justice:** The school is dedicated to ensuring that all students, regardless of their background, have equal opportunities to succeed.
- **Data-Driven Decision Making:** The school uses data to identify the specific needs of Pupil Premium students and to allocate resources effectively.
- **Targeted Interventions:** The school is committed to providing targeted interventions to address the unique needs of disadvantaged students.
- **Collaboration and Partnership:** The school values collaboration with parents, carers, and community organisations to support student success.
- **Continuous Improvement:** The school is committed to monitoring and evaluating the impact of the Pupil Premium strategy and making adjustments as needed.

However, leaders across the school are all accountable for the delivery and success of this strategy. Evaluation and Monitoring

- **Data Collection:** The school will collect and analyse a range of data on a regular basis to monitor the impact of the strategy. This will include (but not limited to) progress and outcomes data (both internally and externally validated), reading age data, attendance data, behaviour data (including suspensions and exclusions), trips and visits data, attendance to clubs and activities and student, staff & parent voice feedback.
- **Review and Evaluation Process:** This strategy will be reviewed twice a year in the Autumn and Spring terms of 2025/26 and 2026/27 academic years.

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.