



Pupil Premium Strategy Statement – Edgbarrow School

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

Number of pupils in school	1116 (Y7-Y11) 377 (Y12-13)
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	Sep 2023 to Aug 2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	Sep 2026
Statement authorised by	Stuart Matthews Headteacher
Pupil premium lead	Elizabeth McClatchie Senior Pastoral Manager
Governor / Trustee lead	Kate Benson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 98,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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>	£ 98,650



Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intent is that all students, irrespective of their backgrounds and challenges they may face, make good academic progress and develop socially and emotionally to enable them to play a full and productive role in society.

Our Pupil Premium Strategy is underpinned by a focus on high quality teaching, which research supports in conjunction with personalised pastoral care, will benefit both disadvantaged and non-disadvantaged students alike.

Tackling the 'barriers to learning' outlined in this strategy is an integral part of our Pupil Premium approach. We firmly believe in the importance of identifying challenges with a pre-emptive mindset, where support is put in place to mitigate these challenges as opposed to reacting once they have emerged. We also promote a bespoke approach in terms of the support we offer, recognising that a targeted and personalised approach will most benefit our disadvantaged students as opposed to a limiting 'one size' fits all approach.

The approaches we have adopted are also specifically chosen to complement each other and to ensure that closing existing attainment and achievement gaps between PP and non-PP students lies at the heart of a whole school resolve to continue to provide high quality education for all students.

Our strategy is integral to our wider whole school plans for education recovery, notably in our targeted support through the National Tutoring Programme for those students whose education has been most affected, including non-disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	Punctuality and attendance figures can be lower among disadvantaged pupils in comparison to their non-disadvantaged peers. Data analysis would indicate the absenteeism is negatively impacting disadvantaged student progress.
2	Disadvantaged students can arrive in Year 7 with existing gaps in literacy and reading comprehension. This impacts their progress in all subjects.
3	Disadvantaged students can have gaps in their knowledge when compared to their peers. This presents itself as gaps in both Progress 8 and Attainment 8 at the end of Key Stage 4.

4	Some disadvantaged students experience particular social and emotional challenges such as anxiety and low self-esteem, which in turn affects their academic progress.
5	Financial hardship at home can result in disadvantaged students lacking the resources required to maximise academic progress.
6	Lack of student and /or parental engagement can limit the uptake of co-curricular and enrichment opportunities on offer to our disadvantaged students.

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
To achieve and sustain improved attendance for all students, in particular for our disadvantaged students.	Attendance of disadvantaged students to be at least 3% above the national average for disadvantaged students. The gap for disadvantage students' attendance is closing with the attendance of all pupils at Edgbarrow.
To improve reading ages among disadvantaged students.	Reading age tests demonstrate improved reading age and comprehension skills among disadvantaged students. Teachers should also recognise this improvement through engagement in lessons and book scrutiny.
Improved attainment among disadvantaged students by the end of KS4,	Positive P8 for progress made by disadvantaged students and an ongoing narrowing of the gap. Achieve an A8 score for disadvantaged students which exceeds the national average for disadvantaged students by at least 5%. Percentage of disadvantaged students achieving 4+/5+ is better than national average for these students by at least 5%.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of well-being as demonstrated by qualitative data from student voice, student and parent surveys and staff observations. Positive responses to remain at over 90%
To sustain improved access to the necessary educational resources among our disadvantaged students.	Disadvantaged students have access to the resources necessary to allow them to maximise progress. Ensuring they continue to achieve outcomes above national averages for disadvantaged students.
Improved uptake of co-curricular and enrichment opportunities among disadvantaged students.	Attendance of disadvantaged students to co-curricular and enrichment activities in line with other students.



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: £ 54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional timetabled classes in English and maths	Small group tuition: Moderate impact for low cost based on moderate evidence. This can add an additional 4 months progress to disadvantaged learners. (EEF Teaching & Learning toolkit).	2,3
Teaching staff CPD on Quality First Teaching in order to achieve Success for All	"Making sure an effective teacher is in front of every class... Investing in high quality teaching should rightly be a top priority for Pupil Premium spending" (EEF Pupil Premium 2023, page 6)	3
Teaching staff CPD on Ambition through higher challenge and questioning to ensure high levels of student engagement	"Students who are motivated to study, learn, engage and succeed are more likely to do so" (Evidence Based Education, Great Teaching Toolkit Evidence Review 2020, page 24)	3
Teaching staff CPD on reading fluency and use of subject-specific language	Reading comprehension strategies: Very high impact for very low cost based on extensive evidence. This can add an additional 7 months progress to disadvantaged learners (EEF Teaching & Learning toolkit) Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2,3
Funding for Accelerated Reader and reading tests, in order to measure student progress	"Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers" (EEF Teaching & Learning toolkit)	2,3



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

Budgeted cost: £ 11,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing small group and 1:1 tutoring with subject specialists. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) This can add an additional 5 months progress And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF This can add an additional 4 months progress	3
Targeted interventions with students who have below required reading age. This is during tutor times with allocated tutors. Paired sixth form reading scheme in place to support identified learners with specific focus on disadvantaged.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2,3
Ensuring disadvantaged students have access to the necessary equipment to access the curriculum on an equal footing with their peers. This includes books, revision guides, IT equipment and cooking ingredients.		5



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

Budgeted cost: £ 32,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding towards Pupil Premium Co-ordinator Promotion of hardship fund to support the needs of individual students and families – help with access to trips and equipment. Building relationships with individual students in order to check on welfare	Parental engagement has a positive impact on average of 4 months' additional progress. (EEF Teaching & Learning toolkit). "Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding" (DfE Working together to improve school attendance 2022, page 10)	4,5,6 1
Monitoring attendance of individual students		
Promote extra-curricular activities among disadvantaged students. Participation will now be tracked and encouraged by the pupil premium co-ordinator. This includes funding for school trips, Duke of Edinburgh scheme, music lessons, sports activities, etc.	"Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum". (EEF Teaching & Learning toolkit) "There is a small positive impact of physical activity on academic attainment" (EEF Teaching & Learning toolkit)	4,5,6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 98,650



Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

Intended Outcome 1

To achieve and sustain improved attendance for all students, in particular for our disadvantaged students.

Academic Year	Attendance for all students	Attendance for disadvantaged students	Attendance for FSM Eligible students- National average***
Sep 2021 - Jul 2022	94%	92%	89.2%
Sep 2022 - Jul 2023	94%	92%	88.9%
Sep 2023 – Jul 2024	94%	92%	89%
Sep 2024 – Jul 2025	95%	88%	89.4%

*** FSM eligible figures. ([Statistics: pupil attendance and absence - GOV.UK](#))

Our disadvantaged students generally have a higher attendance than the national average. However, there is still some work to be done in closing the attendance gap. This year, however, we supported the Fair Access Panel by taking a Year 11 student with significant attendance issues. However, we offered to take them as we see the importance of a chance to return to mainstream education. This combined with 4 other students with mental health issues impacting their attendance impacted our overall figure for disadvantaged students this year.

Intended Outcome 2

Improved reading age among disadvantaged students

	All pupils improved reading age	Disadvantaged pupils improved reading age
Current Year 8	67%	55%
Current Year 9	60%	63%
Current Year 10	47%	73%
Current Year 11	47%	42%

Reading tests have demonstrated an improved reading age, particularly among disadvantaged students in the current Year 9 and Year 10. The tutor literacy programme involving guided reading and the is having a positive effect. The accelerated reader programme and star testing is partly funded from the pupil premium budget and is now rolled out across all students. Regular targeted intervention took place through a paired and small group reading scheme delivered by the librarians, HLTAs, sixth formers and SLT. We also follow the Lexia program to improve reading for those with the lowest reading ages.



Intended Outcome 3

Improved attainment among disadvantaged students by the end of KS4

Measure	All students	Disadvantaged students	National average Intended Outcome 3 (all students) *	Disadvantaged students National average
Progress 8	+0.49**	-0.33**	N/A	N/A
Attainment 8	54.05*	38.38*	45.9*	34.9*
EBacc entry	68%*	50%*	40.5%*	29.0%*
Grade 4+ in English and Maths	81%*	55%*	64.5%*	43.5%*
Grade 5+ in English and Maths	64%*	40%*	45%*	25.6%*

* Based on the DfE published provisional data (these figures may increase – the school figures are slightly lower than the original ones that I provided you from 4Matrix)

** These figures are estimates based on CATS data, and are not published by the DfE.

There were 20 disadvantaged students in Year 11 in 2024/25. There is clearly still a gap between all students and disadvantaged students, but we are pleased that our disadvantaged students have both a higher EBacc entry and a higher percentage of 4+ En/Ma than the national average. Two students did not attend any exams and a further one did not attend a significant proportion of his exams and consequently did not score higher than a grade 1 in any of his subjects, which has massively affected the overall results.

Intended Outcome 4

To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.

This can only be measured through pupil surveys. Detailed surveys are completed each half term. Results are brought to SLT and heads of year to discuss improvements that need to be made. This is then fed back to students via tutors.

	2023	2024
I am taught and understand how to look after my emotional and mental health	84%	95%
I am taught and understand how to keep myself fit and healthy	89%	91%
I feel safe in school	95%	93%
I feel happy in school	81%	83%

These are positive results from student voice. There has been a slight drop for one of the questions, but it is still a high percentage of our students who are safe. Our strategies to support students' wellbeing do appear to be working.



Intended Outcome 5

To sustain improved access to the necessary educational resources among our disadvantaged students.

Some of the pupil premium budget each year is spent on financial assistance for specific students. Last academic year, we spent £2202 ensuring that disadvantaged students could access school trips. This ranged from fully funding day trips that were an essential part of the curriculum (such as the Year 7 trip to the Natural History Museum) to making a 25% contribution to residential trips that support pastoral development. We spent £1344 providing equipment, books and revision guides as well as making contributions towards music lessons, uniform, meal subsidies and exam re-sit fees. We have also provided laptops for home use where students would otherwise not be able to access online homework.

As budgets reduce, we will have to monitor this spending more closely. However, because of the difference it makes to some of our students, it will clearly remain an outcome on the next strategy plan.

Intended Outcome 6

Improved uptake of co-curricular and enrichment opportunities among disadvantaged students.

Last academic year, we have begun to track the attendance of disadvantaged students at co-curricular and enrichment opportunities. The data shows that 50% of these students regularly attend co-curricular activities. This is encouraging, however, we will continue to track this and implement strategies to encourage more disadvantage students to take advantage of this provision.

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
Accelerated Reading Programme	Accelerated Reader
Provision Map	TES Global Ltd