

Pupil premium strategy statement – Little Ilford School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of students in school	1755 (October 2026)
Proportion (%) of pupil premium eligible students	58% (1018)
Academic year/years that our current pupil premium strategy plan covers	2026/2027 to 2027/2028
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Jenny Evans, Interim Headteacher
Pupil premium lead	Jenny Evans, Interim Headteacher
Governor Lead	Rebecca Hemming (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,105,500
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£1,105,500

Part A: Pupil premium strategy plan

Statement of intent

At Little Ilford School we expect all learners to have; the courage to challenge themselves to do their best; to demonstrate a commitment to their own life-long learning; to show compassion and respect towards their peers. We expect all professionals who work with students to help them to make good personal and academic progress. Our Pupil Premium (PP) strategy focuses on supporting our disadvantaged students.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the PP attainment gap and at the same time benefits the non-PP students in our school too. In order to raise PP students' attainment we prioritise school-based continued professional development (CPD) that includes teachers, Teaching Assistants (TAs), Higher Level Teaching Assistants (HLTAs) and Early Career Teacher mentors (ECT) to ensure that all students receive high quality teaching. The focus for all teaching staff, including TAs in 2026-2027, will be completion of the SSAT Going Further with Embedding Formative Assessment Programme.

Our school Learning Walks (LW) focus has been refined and modified this academic year to concentrate on improving checking for understanding and adaptation strategies used by teachers to ensure that all students can access the learning in the classroom. Learning Walks will consist of learning visits, student sampling and work scrutiny to ensure that vulnerable groups of students (including PP students) are supported to make the best progress possible.

We ensure that targeted and specific support is also available for departments. For this purpose, a team of Lead Practitioners (LPs) are assigned to quality assure the Schemes of Learning (SOL) and Assessments that take place. In the school, we are continually evaluating and updating target groups to ensure that our PP students are being supported to make the best progress possible.

Pastoral teams are supported by an enlarged Safeguarding team so that the Pastoral team can focus on supporting students in their development as young people. A new Pastoral curriculum is in place to enhance the enrichment and character development of our students. Pastoral and SEND (Special educational needs and disabilities) teams work with subject leaders to identify students who would benefit from small group or bespoke support. The school's MER (Monitoring, Evaluation and Review document) is focusing on continuing the work of the EFA by reviewing curricula to ensure that Learning Objectives, Outcomes and Success Criteria are explicit. Ensuring that in lessons, teachers are consistently and effectively adapting lessons to promote the achievement of all students. Establishing targeted intervention to address gaps in

foundational knowledge (Reading, Handwriting, SPag and Numeracy) and develop teachers' understanding of foundational knowledge, including handwriting, so that this is embedded across the curriculum. Establishing appropriate and effective provision for Year 7 students with high needs.

Challenges

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

Challenge number	Detail of challenge
1	PP students have lower KS2 scores in Maths on entry to Year 7 (2026 intake) compared to non-PP students. KS2 scores for English are the same for PP and non-PP students. There has been a gap between PP and non-PP students in Maths on entry for the last four years. Year 7 in 2023 (current Year 10) and our current Year 7 cohort have the largest gap in Maths, 106 (PP) and 108 (non-PP).
2	Lower reading age - Standard Age Score (SAS) on entry to Year 7 of PP students when compared to non-PP students. In 2026, PP students had a SAS of 100 compared to 101 for non-PP students. The average SAS in 2025, was lower for both groups of students. The gap between PP and non-PP students was the same. In 2025, Year 7 PP students had a SAS of 99 and non-PP students had a SAS of 98.
3.	Student attainment and outcomes can be adversely affected by a number of issues. Students may face challenges in relation to housing and concomitant poor physical and mental health. Issues of socio-economic disadvantage also have a significant impact on educational outcomes. Students may not be able to access socially or culturally enriching experiences which enhance their learning, owing to a lack of resources. Additionally, where families are experiencing domestic challenges, this can present as a social and emotional mental health need for young people. This also has a significant impact on behavioural responses to the academic environment, and consequently on academic outcomes.
4.	Students eligible for PP make up 70% of all suspensions and are more likely to be internally suspended compared to non-PP students. PP students are more likely to have Adverse Childhood Experiences (ACE) which can have an impact on their ability to regulate emotions and so can lead to disruptive behaviour.
5.	Attendance data for 2025-2026 shows that attendance for disadvantaged students was 0.94% lower than non-pupil premium 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
Improved attainment among PP pupils across the curriculum at the end of KS4.	The gap between PP students and non-PP students will be reduced as measured by the attainment and progress of students at the end of Year 11.
Improved literacy skills among disadvantaged students across KS3	The majority of students attending the reading interventions (LEXIA) will make expected or better than expected progress. The gap between PP students and non-PP students will be reduced as measured by the updated reading Standard Age Score of students in reading intervention (LEXIA).
Improved mental health and wellbeing of students so that they can achieve expected outcomes	Less absence in school and more students engaged in learning More PP students having therapeutic support and being more involved in whole school activities PP students have less behaviour points
Improved learning behaviours among disadvantaged students across all subjects.	Track and Analyse Behaviour Trends - more praise points per student - less behaviour points per student - more successful completion of reports. Evaluate SEMH Strategies - Through positive: - student feedback - teacher feedback - guardian feedback Monitor Independence and Resilience - Through - less homework related behaviour points - more attendance to academic interventions inc. homework clubs
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	The school seeks to extend the work that it undertakes in partnership with Children's Social Care to support families. The school will - work more closely with Families First/Early Help practitioners to increase the support for vulnerable families - Make further use of the parenting support offer available to parents of students with additional learning needs - Work more closely internally with families, whose needs do not meet the threshold for external engagement - The school has employed an additional member of staff with a focus on safeguarding to support vulnerable students. We will be monitoring the input of this colleague, and seeking to increase the number of

	students with whom this targeted intervention takes place • Increase the availability of counselling sessions for students presenting with social, emotional and mental health needs • Extend the mentoring offer and train additional staff to meet the increased demand for pastoral mentoring
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Persistent Absence (PA) - 16%. (+1%) Severely Absent (SA) - 0.5% (-1.5%) The gap between PPG and Non-PPG students fell from 3.6% the previous year to 1.53% last academic year. Late marks fell for all students in the last academic year and the gap between PPG and Non-PPG was also reduced from 1% to 0.16%. (PPG 0.84% v 0.68% non-PPG) The attendance of students with an Education Health and Care Plans (EHCPs) improved in 2026 to 90.46%, 1.82% below the school average and 4.65% above national attendance for similar students.

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: **£469,882**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD - SSAT EFA programme	The Sutton Trust rightly recognises that the single largest factor in promoting good progress for learners of all abilities is the quality of feedback they receive from their teachers. In LIS all staff complete peer observations to develop their use of formative feedback strategies which benefit all students.	1, 2, 3, 4 and 5
KS3 English nurture groups + KS4 Study Plus and English	It is argued that smaller groups result in an adjustment to teaching	1 and 2

Step Up programme (15 students or less)	approach, leading to higher quality interactions and increased quality and quantity of feedback. Results demonstrate that the addition of Study Plus at KS4 has resulted in improved outcomes in GCSE English for the students assigned to this course instead of a 4th option subject. Since the introduction of Step Up all mainstream students work towards an English qualification by the end of KS4.	
Literacy interventions for struggling readers	Recommendation 7 of the <u>EEF Guidance Report: Improving Literacy in Secondary Schools</u> focuses on providing high quality literacy interventions for struggling readers. It is for this reason that we now provide four waves of intervention at KS3 that include: Reading Quest - phonics instruction Reading mentors - small group reading with a teacher to improve comprehension and fluency Lexia - Timetabled reading intervention focused on improving comprehension Peer readers - Older students (Year 10) reading with Year 7 struggling readers to improve fluency and confidence.	2
Foundational Knowledge intervention		1, 2, 3
Develop the quality of learning and teaching as well as improving learning behaviours in all students. This will involve appointment of staff, ongoing teacher training (CPD) as well as support and release time.	Improving the Quality Assurance systems across subject and pastoral curricula to ensure that the Teaching and Learning experience for students is of a high quality with adaptation as a result of high quality formative assessment a high priority in all lessons. Lead Practitioners work in specific departments and areas to support teachers and Curriculum Team Leaders in implementing new curricula for their subjects and	1, 2, 4, 5

	support on evaluating the quality of work in each subject	
1. To continue reviewing and revising our new three-year KS3 curriculum 2. Implement the new curriculum design for SEN students - both our Bridge and Resource Provision students.	The curriculum design for the SEND students seeks to ensure that we provide meaningful opportunities for students to access learning, participate in the life of the school, engage with learning, work with others and develop life skills. Design of an appropriate curriculum that serves the wide needs of the school and supports achievement for all. This is particularly the case for students taught within the Bridge and Resourced Provision. Lessons are differentiated and adapted to individual needs with consideration of learning levels and EHCP targets. The curriculum seeks to • Develop students' communication and interaction skills • Develop students' social, emotional and work based skills • Support students to become as independent as possible within the home setting and local community. The design and implementation is rooted in the latest educational research, including case studies The design and quality assurance of our new curriculum are aligned with current pedagogical research The quality assurance of our curriculum - intent, vision, long term plan and Schemes of Learning (SoL) - has provided us with opportunities to identify how gaps in student knowledge are going to be addressed.	1, 2, 3, 4, 5
Appointment of a Vocational Curriculum coordinator to quality ensure the increase in vocational qualifications offered	The appointment of a vocational curriculum coordinator has enabled the school to offer more vocational courses, particularly to targeted students. Currently, the school offers vocational qualifications in - Hospitality and Catering	1, 2, 3, 4 and 5

	- Music Practice - Health and Social Care - Creative iMedia - Travel and Tourism	
Increasing the number of school based Counsellors from .8 FTE to 2.0 FTE	There has been an increase in the number of students referred to School Counsellors by pastoral teams. Having counselling support enables students with mental health and wellbeing needs to improve their attendance to school Increasing the counselling offer for students with mental health and wellbeing needs has led to a decrease in negative behaviour points The increased offer of counselling support has allowed pastoral teams to target mentoring support for students in their year group	3 and 5

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

Budgeted cost: **£132,881**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establishing a Reading Recovery programme	Reading intervention will have a positive impact on students' fluency and comprehension of text. Most students attending reading recovery will make expected or better than expected progress.	1, 2, 3, 4 and 5
Teaching Assistants provide targeted support for disadvantaged students who need additional help.	More students attend after school support sessions for completion of homework and exam revision	1, 2, 3, 4 and 5
Implementation of a Personal Development curriculum for students to broaden their personal, academic and leadership experiences by taking part in a range of extra-curricular activities. A significant proportion of the	We offer our students as wide a range of opportunities as possible in order for them to take part in activities that are not just only related to the curriculum they are learning. We believe that students will become independent learners through a varied range of activities that focus on developing, widening and enriching students'	1, 2, 3, 4 and 5

students who will take part will be disadvantaged students.	whole-child experience, such as educational visits, learning debating skills, etc.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£505,512**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide counselling and other support opportunities to disadvantaged students in school to remove barriers to learning.	Early and targeted intervention to remove social, emotional and learning difficulties barriers will improve students well-being and mental health as well as their attendance and punctuality to school, which they will avoid otherwise due to their emotional and mental health.	1, 3, 4 and 5
To provide support to parents and students so that our disadvantaged students improve their attendance and punctuality. This will also include supporting more challenging students by offering off-site support.	We buy in to the Gold standard from the Attendance Monitoring Service in order to support students and parents in getting students into school regularly and on time. We will continue with the support of the LA Attendance team. Off-site support will help challenging students to re-engage with learning and provide a more suitable learning environment so that they remain in education. We are working with Academy 21 to re-engage some learners who find coming to school difficult and have recently begun work with a new partner in this intervention, EDClass.	3, 4, and 5
To provide support to disadvantaged students to improve their learning behaviours	The Pastoral Teams will support teachers and improve students' behaviour to maximise learning and achievement. This includes dedicated 1-1 support, mentoring, counselling referrals, and interventions such as Power2 and Khulisa. A new On Call system seeks to reduce in-class incidents, and facilitates follow-up restorative/reconciliation meetings between staff and students, thereby minimising lost learning time. Satchel One will be used to record achievement and behaviour points and to share information with parents. To support disadvantaged students further, we are introducing trauma-informed practice for all staff, enabling early intervention and empathetic	1, 2, 4, 5

	responses to the impact of adverse childhood experiences. Its effectiveness will be measured by reduced behavioural incidents and improved student well-being. Additional strategies, which the school will employ, include targeted academic tutoring, family engagement programmes, and funded access to extracurricular activities, all designed to foster confidence and inclusion. Peer mentoring and buddy systems will enhance social and emotional support.	
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. The school has a hardship fund, which is advertised on the website. Parents and carers, who are experiencing financial hardship, can apply to this fund to pay for things such as: • All items related to school uniform/PE kit. • Materials or equipment needed to study (e.g. subject revision booklets). • Emergency cost of travel or cost to attend work experience placements. • Educational visits organised by the school. The impact of this funding can be seen in improved school attendance and participation of the students, who might otherwise have experienced barriers to engagement.	1, 2, 3, 4 and 5
Increasing our Breakfast Club to include Y11 students sitting exams to improve their punctuality and attendance to exams	The Breakfast Club has seen a doubling in numbers of students attending from each year group. Breakfast clubs can be an important way of supporting a whole school focus on healthy lifestyles. Breakfast clubs allow students to have a healthy breakfast in a safe and secure environment before school and can be particularly essential for families who do not have the resources or the time to provide breakfast for their children. This also supports students with punctuality and attendance to examinations	3, 4 and 5

Total budgeted cost: £1,105,275

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged students during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

In 2025/26, the Attainment 8 for PP students was 45.81 compared to 46.36 for non-PP students. The gap between PP students and non-PP students' attainment and progress has narrowed since 2022/23. The national Attainment 8 score for all students in 2024/25 was 46.05 compared to 34.92 for PP students.

Internal data for 2025/26 shows that EBacc entry for PP students was 62.75% compared to 66.67% for non PP students. The gap was previously much higher in 2023/24 when the EBacc entry for PP students was 75.19% compared to 88.2% for non-PP students. While the gap is narrowing, we are addressing the remaining gap by ensuring that Year 9 students have access to a wide range of options to choose from.

We continue to prioritise attendance of all students, particularly of those with persistent absence (above 10%) and Severely Absent (above 50% absence).

Overall attendance for PP students improved from 90.4% the previous year to 91.04% this year. The gap with non-PPG students closed to

The figures for our PA and SA students have improved year on year and reduced to the lowest post-Covid figures.

All of our attendance figures for PP and non-PP students are above national figures, and this is also reflected in our figures for students on the SEND register.

We continue to work hard to improve these figures by:

- Working with the borough's Attendance Service to intervene where there is low attendance and to support parents with improving the attendance of their children.
- Making referrals to external support groups (Parent groups), Families First and other social services
- Free breakfasts for all FSM students
- Breakfast clubs for identified students (who are not FSM but may need additional support)
- Informing parents regularly of attendance levels and expectations
- First day calling and follow up meetings where appropriate

Following a post-pandemic surge from 19,615 (2022–23) to 31,617 (2023–24), targeted pastoral support has successfully stabilised recorded behavior incidents at 28,852 (2024–25) and 29,085 (2025–26). This trajectory reflects significant progress, highlighted by year-on-year incident reductions across Years 8, 9, and 10.

Although the gap between PP and non PP students remains, we continue to aim to provide the best possible educational experience to ensure success for all. With many

new systems in place (such as the On Call etc) it will take some time for our systems to be established to track year on year trends.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Programme	Provider
We will offer 1-1 mentoring with teachers as well as counselling services both in school and with external agencies.	SAFE - Khulisa and SALT services Power2 - Teens and Toddlers and Power2Rediscover
Sparx - maths software that builds confidence in maths through creating personalised homework for students Century - Science AI-powered personalised teaching and learning for KS3 and GCSE. Software that helps teachers improve student performance. Twinkl - Resources for teachers to support learning White Rose/Pinpoint - Maths Independent learning platform Classroom 42 - Humanities empowers teachers and unlocks student potential with innovative online learning tools and tailored feedback Zigzag/Smart Interactive - Digital resources for ICT/Media Pixel - equip teachers as they work to improve life chances and outcomes of students Kerboodle online learning - A subscription service matched to your course or specification Lexia online learning	Sparx - £2k Century £5.72k £5.1k £1300 £400 £700 £3.6k £1k £3.3k Total £26.4k
Improve confidence and increase social capital through debate	Debate Mate
Speech, language and communication needs (SLCN) can have a direct impact on children's development and educational outcomes, health and	We use speech and language therapist service; providing a cohesive service for the school

wellbeing. If left unaddressed, they can adversely affect children and young people throughout their lives. The school uses specialist speech and language therapy services to carry out interventions to support young people with their social communication. The school has targeted intervention for young people with social, emotional and mental health needs (SEMH) as well as specialist speech and language therapy input for students with SLCN.	• Safe SLT - students with Social Emotional and Mental Health Needs • Specialist SALT - Resourced Provision • Bridge/Mainstream SALT • SALT for EHC Needs Assessments Total spend: £45,500 - covering 5 days per week for 39 weeks per year
The Resourced Provision Work-Related Learning Programme has allowed KS4 students in the Resourced Provision and Bridge to access weekly work-related learning. This has enabled students to access the wider community, and it supports their personal development	Mudchute farm - 8 week programme £3612. Cycling - Free at Lea Valley Velo park Cafe and shopping - Parents and profits from enterprise projects Birch Hall adventures overnight residential- £1573 Leaside canoeing and kayaking. One visit a month October - June = £450 Total: £5635