

Pupil premium strategy statement

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	William Perkin C of E High School
Number of pupils in school	1486 (1055 in Yr 7-11)
Proportion (%) of pupil premium eligible pupils	29%
Academic year that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Amy Newman (Headteacher)
Pupil premium lead	Ceceliah Muya, Assistant Headteacher & Stacie Long, Deputy Headteachers
Governor / Trustee lead	Ian Gibb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£299,925
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£299,925

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>GCSE results 2025 have shown that 78% of PP students secured a grade 4+ in maths, compared to 91% of non-PP students.</p>

2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. Many disadvantaged pupils also struggle with extended writing tasks and structuring their language effectively to express their ideas. This impacts their progress in all subjects.</p> <p>GCSE results 2025 have shown that 84% of PP students secured a grade 4+ in English, compared to 96% of non-PP students.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. Internal monitoring systems during lockdown showed a correlation between disadvantage and lack of engagement with remote learning. This was exacerbated by lack of study facilities at home.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in reading, maths and science.</p>
4	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.</p> <p>This is exacerbated by lack of study facilities and sometimes lack of an effective academic support network at home.</p>
5	<p>Our assessments (including the annual student survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been on average 3% lower than for non-disadvantaged pupils.</p>

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 disadvantaged pupils	By the end of our current plan in 2025/26, the % of disadvantaged pupils entering the English Baccalaureate (EBacc) will be in line with that for non-disadvantaged students. (In

<p>across the curriculum at the end of KS4, with a focus on EBacc subjects.</p>	<p>2024/5 this figure was 76% for disadvantaged students and 91% for non-PP students.)</p> <p>We aim for the 2025/26 KS4 outcomes to demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • % achieving En & Maths is in top FFT 5% for PP students • an average Attainment 8 score in line with non-disadvantaged pupils • Attainment 8 score is in the top FFT 5% for PP students • EBacc average point score in line with non-disadvantaged pupils • % of disadvantaged students entering EBAC is in line with whole school
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Ongoing and end-of-year assessments in reading comprehension demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
<p>Improved writing among disadvantaged pupils across KS3.</p>	<p>Ongoing and end-of-year assessments in writing demonstrate improved skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by prep and homework completion rates across all classes and subjects as well as students' participation in and understanding of the Retention & Recall (metacognitive) strategies taught and practised through the pastoral self-review programme.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Achieve and sustain high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • an increase in participation in extra-curricular activities, particularly among disadvantaged pupils.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Achieve and sustain high attendance demonstrated by:</p> <ul style="list-style-type: none"> • 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 be negligible. (In 2024, the absence rate was 7% for non-PP students and 9% for PP students)

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| | <ul style="list-style-type: none">• the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 5% lower than their peers. |
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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: **£150, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Refresh of standardised diagnostic assessments (NGRT). Training will be provided for key staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1 2
<p>Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund additional maths input e.g. Sparx (homework) provision and intervention support groups where necessary.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p>	1 3

	KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and a school-wide instructional coaching focussed on each teacher's subject area.</p> <p>We will also fund additional literacy classes, in the timetable, for students with a SAS below 100 (with an additional programme for students with an SAS below 85) on entry. We will fund staff training and resources to renew and refine literacy programmes to include phonics instruction for the lowest ability.</p> <p>We will fund activities to encourage students to read for pleasure, such as book clubs for each key stage, Carnegie book club, and BookBuzz and Form libraries, as well as a termly Love Literacy week with events for students to partake in.</p> <p>We will fund the annual 'Speak Out' competition to improve students' fluency and confidence in oracy.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>'Reading at the transition' https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Publications_EvidenceBrief_ReadingAtTheTransition.pdf</p> <p>Reading programmes for secondary schools https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Reading_Programmes_for_Secondary_Students_Evidence_Review.pdf</p>	2 3
<p>We will fund the provision of study support, including staffing, (study club) as an after-school provision for students less able to access technology or support at home. This is staffed by a</p>	https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	3 4

teacher and gives students access to laptops and school resources.	<i>“Programmes that extend school time have a positive impact on average (but are expensive and may not be cost-effective for schools to implement.)”</i>	
We will fund prep, intervention and support booklets for all subjects (produced by teachers to ensure direct correlation with lessons), enabling students to undertake additional study outside of lessons to consolidate their learning.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1 2 3 4
Funding time and training for focus group of curriculum staff to develop and refine nurture/core curriculum and assessment strategy to better cater to the needs of SEN, SEN K and least able students		1 2 3 4

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

Budgeted cost: **£50, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2 3
Funding for teachers at the school to provide after-school or lunchtime intervention classes for students not on course to meet their GCSE / A-level targets	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) And in small groups:	3 4 5

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Funding for the Literacy Raising Achievement Cohort groups, following each internal assessment point. RAC cohort are provided with additional support to meet targets based on behaviour, attendance and progress. Reward trips, monitoring cards and support through small group reading activities. Y7-9	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	2 3 5

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

Budgeted cost: **£100,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding of salary for the Head of Inclusion (running our Intervention and Inclusion base which is in operation daily and caters for all vulnerable students, including PP, PLAC and LAC students) and also the Inclusion officer, supporting all aspects of the running of the Inclusion centre	https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018_-_print.pdf “Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.” “Essential life skills (or ‘character’) are important in determining life chances and can be measured in a robust and comparable way”	all
Part funding of the salary for the Assistant Headteacher with responsibility for PP		all
Funding the salary of a learning mentor with responsibility for vulnerable students,	Mentoring methods research advocating a consistent point of contact for mentoring provision and social skills training https://youthendowmentfund.org.uk/toolkit	all

<p>including PP and LAC students.</p> <p>The mentor provides a range of interventions for wellbeing, mental health and academic progress, particularly in literacy.</p>	<p>https://youthendowmentfund.org.uk/toolkit/mentoring/</p>	
<p>Part funding of TLR for CIAG coordinator who provides a pathways guidance programme for disadvantaged students not planning to continue on to A-level.</p>	<p>https://youthendowmentfund.org.uk/wp-content/uploads/2021/03/YEF-INSIGHTS-BRIEF-Final.pdf</p> <p>https://youthendowmentfund.org.uk/toolkit/social-skills-training/</p>	4 5 6
<p>Part funding of TLR for AHOY 11 to provide mentoring programme for students requiring help with organisational skills, behaviour, self-regulation, CIAG and any subject-specific support required.</p> <p>Funding courses on emotion coaching and working 1:1 with vulnerable children.</p> <p>Funding courses on PACE model for SLT, disseminated to teachers, and</p>	<p>Mentoring methods research advocating a consistent point of contact for mentoring provision and social skills training</p> <p>https://youthendowmentfund.org.uk/toolkit</p> <p>https://youthendowmentfund.org.uk/toolkit/mentoring/</p> <p>https://youthendowmentfund.org.uk/toolkit/social-skills-training/</p> <p>https://youthendowmentfund.org.uk/wp-content/uploads/2021/03/YEF-INSIGHTS-BRIEF-Final.pdf</p>	4 5 6
<p>2 counsellors are employed, one day a week each, and are particularly targeted towards those students who qualify for Pupil Premium and especially those who are looked after children.</p>	<p>Key findings from CCMH reports show that counselling services are effective in reducing mental health distress; depression and anxiety are the most common student concerns; and there has been an increasing trend in student uptake of counselling (CCMH, 2019)</p> <p>https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-</p>	3 5

	school-counselling-revealed-in-new-research/	
Funding to allocate a period per week for 4 senior members of staff to hold a strategy meeting (Equality, Diversity, Achievement Group) focussed on disadvantaged students, in addition to weekly Vulnerable Group meetings with a regular item on PP students in the relevant year group.		3 6
Funding for 1:1 music tuition, for students who would not have access to this service otherwise (internal peripatetic lessons) available to all PP students.		5
Funding or part funding, or subsidised, for trips / residential trips available to all PP students.		5
Embedding principles of good practice set out in DfE's Working together to improve school attendance statutory guidance. Staff will get training and release time to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	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

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Total budgeted cost: £300,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Whilst our external assessments (the results of public exams) during 2024/25 showed a reduction in the ISV for PP compared to 23/24, the performance of disadvantaged pupils remained lower than their non-disadvantaged peers in key areas of the curriculum. Internal outcomes demonstrate that in certain year groups the PP ISV is within tolerance (Year 7 0%, Year 10 4%) but in others it is on or above the targeted threshold of 10% (Year 8 11%, Year 9 10%).

The outcomes we aimed to achieve were therefore not fully realised, but we have made positive progress in comparison to the previous academic year.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and online lessons.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and to part fund the running of our Intervention and Inclusion centre, and targeted interventions where required. We continue to build on this approach with the aim of furthering narrowing the gap between disadvantaged and non-disadvantaged pupils.

External Outcomes (GCSE)

	WPN		
Year 11 GCSE outcomes Summer 2025	PP Students	Non-PP Students	All students
Number of students	45	152	197
% 4+ in English and Maths	76%	90%	86%
% 5+ in English and Maths	58%	72%	69%
% 4+ Maths	78%	91%	88%
% 5+ Maths	60%	76%	73%
% 4+ English	84%	96%	93%
% 5+ English	80%	90%	87%
EBacc Average Points Score	5.3	6.3	6.1
% Entered EBacc	76%	91%	88%
% Achieving EBacc (grades 9-5)	40%	63%	58%
Attainment 8	5.6	6.4	6.2

Attendance and Conduct data for 2024-2025

	Cohort	% Attendance (Yr 7-11)	% Punctuality (Yr 7-11)
WPN	Non-PP	93.2%	96.8%
	PP	90.6%	95.9%

		Conduct Points (Average per student)	
	Cohort	Achievement (Positive)	Behaviour (Negative)
WPN	Non-PP	687	43
	PP	726	60

Internal Outcomes (internal assessments)

William Perkin C of E High School					
Quarter 4		PP	Non-PP	Reading age below chronological age (on entry)	All
Year 07	No. of students	85	127	63	212

Year 07	Overall	63%	63%	65%	63%
Year 07	English	65%	67%	63%	66%
Year 07	Mathematics	61%	73%	44%	68%
Year 08	No. of students	60	144	36	204
Year 08	Overall	54%	65%	63%	62%
Year 08	English	59%	67%	64%	65%
Year 08	Mathematics	59%	73%	50%	69%
Year 09	No. of students	46	168	66	214
Year 09	Overall	52%	62%	56%	60%
Year 09	English	77%	76%	80%	76%
Year 09	Mathematics	50%	63%	35%	60%
Year 10	No. of students	59	143	46	202
Year 10	Overall	56%	60%	56%	59%
Year 10	English Language	74%	74%	74%	74%
Year 10	Mathematics	49%	54%	52%	53%

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity 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 triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.