



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	1118 (Y7-Y11) 395 (Y12-13)
Proportion (%) of pupil premium eligible pupils	8.4%
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 2026 to Aug 2029
Date this statement was published	Oct 2026
Date on which it will be reviewed	Sep 2029
Statement authorised by	Stuart Matthews Headteacher
Pupil premium lead	Andrea Petri Deputy Headteacher
Governor / Trustee lead	Rebekah Brumby / Chris Purkiss

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,450
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>	£ 111,450



Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intent is that all students, irrespective of their background or the challenges they face, feel a deep sense of belonging, make excellent academic progress, and flourish socially and emotionally as active, valued members of our school and wider community.

Our Pupil Premium strategy is rooted in an inclusive school culture where high-quality, adaptive teaching is supported by proactive pastoral care and targeted attendance support. We believe that true inclusion requires identifying and mitigating barriers to attendance and learning early, ensuring support is preventative. We provide bespoke, evidence-informed support tailored to individual and family needs.

By embedding high expectations and equitable access across all aspects of school life, our strategy ensures that closing attendance and attainment gaps lies at the heart of a whole-school commitment. Our approach seamlessly aligns with our wider strategic priorities, ensuring every student is empowered to overcome obstacles, attend regularly, thrive in their learning, and transition successfully into a fulfilling future.

Challenges

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

Challenge number	Detail of challenge
1	Attendance figures can be lower among some disadvantaged pupils in comparison to their non-disadvantaged peers. Data analysis would indicate that absenteeism is negatively impacting disadvantaged students' progress.
2	Some Disadvantaged students can arrive in Year 7 with existing gaps in Foundational Skills. This impacts their progress in all subjects.
3	Some 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, leading to gaps further on in their education at KS5.
4	Some disadvantaged students can experience a sense of isolation, as well as social and emotional challenges, such as anxiety and low self-esteem, which in turn affects their academic progress.
5	In some cases, financial hardship at home can result in disadvantaged students lacking the resources required to maximise academic progress.
6	In some cases, 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
1. Attendance & Engagement Disadvantaged pupils achieve sustained high attendance above national averages, with persistent absence rates significantly reduced to align with non-disadvantaged peers.	Overall attendance for disadvantaged pupils reaches or exceeds 95%, matching or exceeding national benchmarks with non-disadvantaged pupils. Persistent absence rates for disadvantaged pupils reduce by 2.5%.
2. Foundational Knowledge & Curriculum Access Disadvantaged pupils arriving in Year 7 with baseline gaps in foundational literacy and numeracy receive intervention throughout KS3 and, where needed, KS4, securing independent access to the full curriculum.	Reading age tests demonstrate improved reading age and comprehension skills among disadvantaged students. At least 95% of disadvantaged pupils read at or above their chronological age on standardised assessments. Where they are not achieving this, effective support is in place to narrow the gap 100% of pupils enrolled in foundational literacy and numeracy interventions achieve accelerated progress (gaining on average 12 months of reading or numeracy age within a 6-month period)
3. Key Stage 4 Progress & Attainment Disadvantaged pupils demonstrate strong Progress 8 and attainment outcomes, effectively closing the internal disadvantage gap while sustaining overall school performance above national averages.	Progress 8 score for disadvantaged pupils is above national averages for disadvantaged pupils and in line with the school average for all pupils At least 84% of disadvantaged pupils achieve Grade 4+ in both GCSE English and Mathematics, with 63% achieving Grade 5+, in line with all pupil outcomes Average Attainment 8 score of Disadvantaged pupils is above national averages for disadvantaged pupils and in line with all pupil outcomes.
4. Inclusion, Belonging & Pastoral Support Disadvantaged pupils experience an inclusive school culture, demonstrating a strong sense of belonging, emotional resilience, and active engagement.	Pupil surveys/panels show 100% of disadvantaged pupils agree that they feel safe, valued, and supported at school. 100% of disadvantaged pupils receiving pastoral/SEMH support show measured improvement on standardised wellbeing tools (Warwick-Edinburgh Mental Wellbeing Scale). Parent / Carer feedback indicates strong sense of belonging among pupils.



5. Resource Equity & Barrier Removal Socio-economic barriers to learning are eliminated, with all disadvantaged pupils possessing full, equitable access to required learning tools, digital technology, and revision materials.	All disadvantaged pupils receive required subject revision guides and core learning equipment. Homework completion rates for disadvantaged pupils reach parity with non-disadvantaged peers.
6. Personal Development & Post-16 Progression Disadvantaged pupils participate in co-curricular, leadership, and enrichment opportunities at equal rates to their non-disadvantaged peers, successfully progressing into sustained post-16 education, employment, or training Active parental engagement and barrier-free opportunities drive equal participation of disadvantaged pupils across co-curricular, leadership, and enrichment programs.	100% of disadvantaged pupils participate in at least one co-curricular club, trip, or leadership role during the academic year. 100% of disadvantaged pupils transition into sustained post-16 destinations. Attendance of disadvantaged parents at Parents' Evenings and key school events increases to match whole-school averages Representation of disadvantaged pupils across extra-curricular clubs, trips, and leadership positions to match whole-school averages.

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: £ 56,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional timetabled classes in English and maths in KS4	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: 1. Edgbarrow Essentials Quality First Teaching (focus on: modelling, questioning, active	"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)	3

recall, checking for understanding, oracy) 2. Adaptive teaching for groups of learners 3. Ensuring we know and meet the needs of disadvantaged students	“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)	
Teaching staff undertake departmental CPD on reading fluency and use of subject-specific language, reading in KS4 around subject-specific texts Key staff undertake training to support literacy teaching of phonics and comprehension	Reading comprehension strategies: Very high impact for very low cost based on extensive evidence. This can add an additional 6 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 STAR Reading tests 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: £ 17,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offering small group and 1:1 tutoring with subject specialists.	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 tutor-time interventions with students who	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:	2,3

are below the required reading age. Paired sixth form and Year 10 reading scheme in place to support identified learners with specific focus on disadvantaged.	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)	
Ensuring disadvantaged students have access to the necessary equipment to access the curriculum on an equal footing with their peers. This includes (but is not limited to) books, revision guides, IT equipment and cooking ingredients.	EEF Guide to the Pupil Premium (Tier 3: Wider Strategies).	5

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

Budgeted cost: £ 37,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding towards Lead Engagement Mentor responsible for Disadvantaged Promotion of hardship fund to support the needs of individual students and families – help with access to trips and equipment. Engagement Mentors build relationships with individual students and families to check on welfare	Parental engagement has a positive impact of an average of 3 months' additional progress. (EEF Teaching & Learning toolkit).	4,5,6 1
Monitoring attendance of individual students and supporting reintegration through Engagement Mentors and Study Bugs platform.	"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 2024, page 15)	1
Promote extra-curricular activities among disadvantaged students. Participation will now be tracked and encouraged by the pupil premium co-ordinator.	"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



This includes funding for school trips, Duke of Edinburgh scheme, music lessons, sports activities, etc.		
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: £111,450

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
Sep 2021 - Jul 2022	94%	92%
Sep 2022 - Jul 2023	94%	92%
Sep 2023 – Jul 2024	94%	92%
Sep 2024 – Jul 2025	95%	88%
Sep 2025 – Jul 2026	94%	90%

Our disadvantaged students have a higher attendance than the national average. However, attendance of disadvantaged students is below that of our non-disadvantaged students and therefore we must close the gap.

Intended Outcome 2

Improved reading age among disadvantaged students

2025/26 Year Group	All pupils improved reading age	Disadvantaged pupils improved reading age
7	72.0%	68.8%
8	91.1%	90.9%
9	81.7%	88.2%
10	64.9%	66.7%
11	53.6%	56.3%

STAR reading tests and subsequent interventions demonstrated tangible improvements in reading ages, as noted in the above table. Regular targeted intervention took place through a paired and small group reading scheme delivered by the librarians, HLTAs, sixth formers and SLT, as well as the Lexia programme.



Intended Outcome 3

Improved attainment among disadvantaged students by the end of KS4

Measure	All Students 2026 data	Disadvantaged Students (PP) 2026 data	National Average (2025 data*) Disadvantaged Students	National Average (2025 data*) - All Students
Attainment 8	54.42	41.21	34.9	46.0
Ebacc Entry	76.6%	63.2%	N/A	40.5%
Grade 4+ in English and Maths	83.7%	57.9%	43.8%	64.8%
Grade 5+ in English and Maths	63.2%	36.8%	25.8%	45.4%

** National data to be published October - November 2026*

There were 19 disadvantaged students in Year 11 in 2025/26. We are pleased that their outcomes are above the national average for disadvantaged pupils and that the gap between the outcomes of our disadvantaged students and all students is narrowing.

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 and panels. 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	2025
I am taught and understand how to look after my emotional and mental health	84%	95%	94%
I am taught and understand how to keep myself fit and healthy	89%	91%	96%
I feel safe in school most or all of the time	95%	93%	100%

These are positive results from student voice.

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 £2556 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 £2600 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.

We tracked the attendance of disadvantaged students at co-curricular and enrichment opportunities. The data shows a small gap between non-pupil premium and pupil premium attendance at co-curricular activities and trips. Therefore, this year we are implementing strategies, such as coaching conversations with engagement mentors, to continue to increase participation among Pupil Premium students at co-curricular activities.

All our previous Pupil Premium Year 13s have continued into appropriate destinations ranging from full-time work to university and apprenticeships.

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
STAR Reader	Renaissance UK
Provision Map	TES Global Ltd