



Purbrook Park School: Pupil Premium Strategy

This statement details our school's use of pupil premium funding (including our recovery premium) to help improve the attainment of our disadvantaged pupils. This is a 3-year plan, covering the academic years from 2025-26 to 2028-29.

During this period, the review is updated annually, so that the school can effectively reflect on the previous year's outcomes, adapting accordingly. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year, and the impact that last year's spending of pupil premium funding had within our school.

School Overview

Detail	Data
School name	Purbrook Park School
Number of pupils in school	921
Proportion (%) of pupil premium eligible pupils	24.00%
Academic year/years that our current pupil premium strategy plan covers	2025/26 – 2028/29
Date this statement was first published	January 2025
Date this statement was most recently reviewed	January 2026
Date of next review	January 2027
Statement authorised by	Paul Foxley, Headteacher
Pupil Premium leads	Luke Atiyah, Director of Inclusion
Governor / Trustee lead	Richard Gridley, Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (financial year April 2025-2026)	£243,872
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this financial year (April 2025-2026) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£243,872

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Purbrook Park School, our school ethos is 'Enjoy, Enrich, Excel'. This applies to all pupils, regardless of prior attainment, ethnicity, gender or economic background. We have the highest expectations of every pupil who steps over our threshold, and we work to ensure that all pupils, particularly those who are most Disadvantaged, have the tools to achieve anything they wish.

However, we must appreciate that not all pupils have the same starting points, and barriers exist that, unless mitigated against, can cause gaps in attainment. The purpose of this strategy is to outline how, as a school, we will work towards breaking down these barriers, ensuring that our vulnerable pupils are presented with the same opportunities to achieve well.

This pupil premium strategy addresses the controllable challenges faced by our Disadvantaged pupils, and the actions we will take to help them overcome these challenges. Our strategy aims to focus on learning, rather than labels, and therefore takes into consideration the challenges faced by all Disadvantaged and vulnerable pupils, whether they are in receipt of pupil premium or not.

In line with proven research, collated by the Education Endowment Fund, high-quality teaching is at the heart of our approach, with a focus on areas in which our Disadvantaged pupils require the most support. At Purbrook Park School, this means a focus on reading as a gateway skill, alongside the explicit teaching of independent learning behaviours and a strong foundation in literacy and numeracy. The time spent in the classroom will have the most impact on closing the gap between our Disadvantaged and non-Disadvantaged pupils. High-quality teaching benefits all pupils. This has been shown to have a disproportionately positive impact on disadvantaged learners; this is key in the creation of this strategy.

Where our previous strategies have seen success is through concerted efforts to improve attendance. Nationally, Disadvantaged pupils attend school less well than their peers. This is reflected locally, within the county, and also at our school. It is clear from exam results, and a wealth of research, that pupils with high levels of school attendance, achieve better than those who attend school less well. Therefore, it seems clear that much of our efforts must be focused on attendance, and closing the gap between Disadvantaged pupils' attendance, and non-Disadvantaged pupils' attendance. We have already had success with this, but there is more work to be done.

Finally, it should be noted that this is a three-year plan. Over the course of the three years, the plan will be adapted and changed to meet the emerging needs of the school and its pupils.

Challenges

Challenge number	Detail of challenge
1	<p>Attendance for Disadvantaged pupils, both locally and nationally, remains lower than that of their non-Disadvantaged peers, and this pattern is reflected within the school. While overall attendance for Disadvantaged pupils has improved in some year groups — most notably in Year 11, where attendance is comparatively strong — this is not consistent across the school.</p> <p>Our internal analysis shows that particular groups require more focused attention. In particular, attendance for Disadvantaged girls and for Disadvantaged pupils in Year 9 is weaker than that of their peers and represents a key barrier to sustained academic progress.</p> <p>School data clearly demonstrates that pupils who attend regularly achieve better outcomes, and that improving attendance has a direct and positive impact on attainment and progress. Therefore, while it is important to maintain the strong attendance seen in cohorts such as Year 11, improving attendance for targeted groups — especially FSM girls and FSM pupils in Year 9 — remains a necessary and strategic priority in order to close attainment gaps and secure long-term success.</p>

2	<p>A significant proportion of Disadvantaged pupils are represented within the lowest-attaining readers in the school, particularly within the bottom 30% of pupils by reading age. Weaknesses in reading fluency, decoding, vocabulary, and comprehension act as a substantial barrier to accessing the curriculum across all subjects, not just English.</p> <p>School assessment data indicates that pupils in the bottom 30% of readers make slower progress across the curriculum, struggle more with independent learning tasks, and are less able to engage confidently with subject-specific texts. These challenges become increasingly pronounced as pupils move through KS3 and into KS4, where the reading demands of subjects rise sharply.</p> <p>While targeted literacy interventions, such as the <i>Thinking Reading</i> programme, have demonstrated strong impact, continued focus is required to ensure that Disadvantaged pupils within the lowest-attaining reading cohort make accelerated progress. Improving reading outcomes for the bottom 30%, with a particular emphasis on Disadvantaged pupils, is therefore a strategic priority in order to secure improved attainment, confidence, and curriculum access.</p>
3	<p>School evidence suggests that some Disadvantaged pupils find it more difficult to work independently, sustain focus on extended or challenging tasks, and respond effectively to feedback. This can limit pupils' ability to consolidate learning, develop confidence, and make consistent progress across the curriculum.</p> <p>These difficulties are not always linked to gaps in ability, but to less secure study habits, lower academic resilience, and reduced confidence when faced with challenge. Without explicit support to develop independent learning behaviours, these pupils are at greater risk of disengagement and underachievement as curriculum demands increase, particularly in preparation for KS4.</p> <p>Developing strong independent learning behaviours for Disadvantaged pupils is therefore a key priority in ensuring that improved attendance and reading ability translate into sustained academic progress.</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 attendance for Disadvantaged pupils, particularly targeted groups	<ul style="list-style-type: none"> • Attendance for Disadvantaged pupils improves year-on-year. • The gap between Disadvantaged and non-Disadvantaged attendance continues to close. • Attendance for targeted cohorts, particularly FSM girls and FSM pupils in Year 9, shows sustained improvement. • Strong attendance in cohorts such as Year 11 is maintained.
Improved reading outcomes for Disadvantaged pupils within the bottom 30% of readers	<ul style="list-style-type: none"> • Disadvantaged pupils within the bottom 30% of readers demonstrate accelerated progress in reading age, fluency, and comprehension. • The proportion of Disadvantaged pupils remaining in the bottom 30% reduces over time. • Improved access to subject-specific texts is evident through lesson engagement, book scrutiny, and pupil voice. • Targeted literacy interventions, including Thinking Reading, demonstrate measurable impact.
Improved independent learning behaviours among Disadvantaged pupils	<ul style="list-style-type: none"> • Disadvantaged pupils demonstrate improved ability to work independently, sustain focus on extended tasks, and respond effectively to feedback. • Improved completion and quality of homework for targeted pupils. • Learning walks, book looks, and pupil voice indicate increased confidence, resilience, and engagement with challenge. • Reduced disengagement as pupils make progress through KS3 and into KS4.

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: c. £145,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The single most important factor in improving outcomes for Disadvantaged pupils is consistent high-quality teaching. As such, the school will prioritise the recruitment, retention, and development of excellent teachers, with a particular focus on improving pupils' access to the curriculum through reading, and on explicitly teaching independent learning behaviours.</p> <p>CPD will focus on:</p> <ul style="list-style-type: none"> • embedding disciplinary literacy and reading strategies across subjects; • modelling independent learning behaviours, including planning, monitoring, and evaluating work; • effective scaffolding and feedback to support pupils in sustaining focus on extended and challenging tasks. <p>These approaches are designed to have a disproportionate positive impact on Disadvantaged pupils, particularly those within the bottom 30% of readers and those who struggle to work independently.</p>	<p>The Education Endowment Foundation (EEF) emphasizes the critical role of high-quality teaching in enhancing pupil outcomes. Their research indicates that effective teaching strategies, such as explicit instruction, scaffolding, and flexible grouping, are integral to successful learning experiences. Moreover, the EEF highlights that teaching cognitive and metacognitive strategies within specific subjects and phases can significantly boost pupils' achievement.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>1,2,3</p>

<p>The school will provide targeted CPD to support staff in improving attendance for Disadvantaged pupils, with a particular focus on identified groups including FSM girls and FSM pupils in Year 9. Training will support staff to identify and address the root causes of poor attendance, including wellbeing concerns and emotional-based school avoidance.</p> <p>Staff will be trained in the use of the Emotional-Based School Avoidance toolkit provided by the local authority, alongside strategies for building strong relationships with pupils and families. This targeted approach will support the maintenance of strong attendance in cohorts such as Year 11, while closing gaps elsewhere.</p>	<p>The Education Endowment Foundation (EEF) has examined the impact of school attendance on pupil outcomes. Their research indicates a clear link between poor attendance and lower academic achievement, as well as increased behavioural issues. For instance, in the 2018–2019 academic year, approximately one in ten pupils were persistently absent, correlating with diminished educational outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/attendance-context</p>	<p>1</p>
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Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: c. £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school will prioritise a structured reading strategy. This strategy will support Disadvantaged pupils, with a particular focus on those within the bottom 30% of readers. Dedicated reading lessons will be used to develop pupils' reading for pleasure alongside the explicit teaching of reading strategies, including fluency, vocabulary development, comprehension, and inference.</p> <p>These lessons are designed to improve pupils' confidence and engagement with reading, while also equipping weaker readers with the strategies required to access increasingly complex texts across the curriculum. By embedding reading as a taught, valued part of the curriculum, the school aims to reduce gaps early in KS3 and improve readiness for the demands of KS4.</p> <p>Staff delivering reading lessons will receive targeted CPD to ensure a consistent, evidence-informed approach, with a focus on supporting Disadvantaged pupils and those in the bottom 30% of readers.</p>	<p>The Education Endowment Foundation (EEF) identifies literacy as a key priority for secondary schools, noting that reading proficiency is essential for pupils to access the curriculum across all subjects. The EEF's <i>Improving Literacy in Secondary Schools</i> guidance highlights that structured approaches to teaching reading strategies, alongside promoting reading for pleasure, can improve pupils' engagement, vocabulary, comprehension, and academic outcomes. Early intervention in KS3 is particularly effective in preventing gaps from widening as curriculum demands increase.</p>	<p>2,3</p>
<p>In addition to timetabled reading lessons, the school will continue to deliver targeted interventions for Disadvantaged pupils within the bottom 30% of readers. This includes programmes such as <i>Thinking Reading</i>, which have</p>	<p>The EEF highlights that targeted, evidence-based literacy interventions can have a strong impact on pupils with weak reading skills, particularly when delivered to small groups or individuals. Disadvantaged pupils are overrepresented among the weakest readers and benefit</p>	<p>2,3</p>

<p>demonstrated strong impact in improving reading accuracy, fluency, and comprehension.</p> <p>Pupils will be identified through regular reading assessments, and progress will be closely monitored to ensure that interventions lead to accelerated improvement. Impact will be evaluated through reading age data, lesson engagement, book scrutiny, and pupil voice.</p>	<p>disproportionately from structured interventions that explicitly teach decoding, fluency, vocabulary, and comprehension strategies. Improving reading outcomes for these pupils supports improved attainment and engagement across the wider curriculum.</p>	
<p>Where appropriate, Disadvantaged pupils will receive small group or 1:1 academic support to address barriers linked to reading and independent learning. These interventions will prioritise pupils whose progress across subjects is limited by weak literacy or reduced confidence in working independently.</p> <p>Baseline assessments and end-of-intervention reviews will be used to evaluate impact and ensure that support is targeted effectively and remains time-limited and purposeful.</p>	<p>The EEF emphasises that reading proficiency supports pupils' ability to work independently, engage with feedback, and sustain focus on extended tasks. Weak reading skills can limit pupils' capacity to regulate their own learning and to access increasingly complex subject content. Explicit teaching of reading strategies therefore supports not only literacy development but also pupils' independence, confidence, and resilience when faced with academic challenge.</p>	<p>2,3</p>

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

Budgeted Cost: £18,872

These wider strategies are designed to remove barriers to attendance, engagement, and learning, enabling Disadvantaged pupils to benefit fully from high-quality teaching and targeted academic support.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school continues to work hard with pupils and parents to improve the attendance of Disadvantaged pupils.</p> <p>We will use the Emotional-Based School Avoidance toolkit provided by our local authority. With attendance, we approach each case on an individual basis, and work with pupils and parents to address the root cause.</p> <p>Disadvantaged attendance reports have worked well in the past, and we will continue to use these. Tutors work closely with pupils to identify the root causes of poor attendance.</p> <p>We can assess the impact of this strategy by tracking the attendance of the pupils invited to the course.</p>	<p>Evidence that engagement with parents has a significant impact on progress of disadvantaged parents.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

Part B: Review of outcomes in the previous academic year: 2024-25

Pupil premium strategy outcomes

During the previous academic year, the school saw continued and significant improvement in outcomes for Disadvantaged pupils. Examination results demonstrated that Disadvantaged pupils achieved very strong outcomes across the curriculum, with attainment and progress continuing to improve and comparing favourably with both local and national benchmarks. The gap between Disadvantaged and non-Disadvantaged pupils continued to narrow, reflecting the sustained impact of the school's strategic focus on high-quality teaching and targeted support.

Attendance for Disadvantaged pupils improved notably over the course of the year and was the strongest among comparable schools in the local area. This represents a significant achievement and reflects the success of targeted attendance strategies, strong pastoral support, and effective engagement with pupils and families. Improved attendance has played a key role in enabling Disadvantaged pupils to access learning more consistently and to benefit fully from classroom teaching and intervention.

Analysis of outcomes indicates a clear relationship between improved attendance and strong academic performance. Disadvantaged pupils who attended regularly achieved particularly well, reinforcing the importance of attendance as a driver of equity and attainment. While strong attendance was evident in several year groups, maintaining this success across the school — and sustaining it for targeted cohorts — remains a priority moving forward.

Overall, the combination of improved attendance and high-quality teaching has resulted in excellent outcomes for Disadvantaged pupils. The evaluation of last year's strategy has therefore informed a refinement rather than a redesign of our approach, with continued emphasis on attendance, reading, and independent learning behaviours, to ensure that progress is sustained and built upon in future years.

Further information

Additional activity

Of course, there are many things that our school does that will benefit all pupils, especially those who are disadvantaged. Many of these activities will not be budgeted from this funding, but are detailed below:

- [EEF evidence](#) demonstrates significant benefits for pupils, particularly disadvantaged pupils. Alongside metacognition, the improvement of accurate and diagnostic assessment is a whole school drive.
- We will ensure that all stakeholders are kept aware of our plans. Pupils will be informed about changes to our curriculum, and the support we are offering. Assemblies, and communication with parents will ensure that they are aware of the opportunities being provided, and that they can take part.
- We will be utilising support from our local [Mental Health Support Team](#) and local behaviour hub. We will fund counselling and other interventions for disadvantaged pupils using external agencies: for example YOT, OTR, Y-Services.
- We will offer a wide range of high-quality after school 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.
- The school offers additional opportunities, particularly for Disadvantaged pupils (e.g. Fishing for Schools, College Placements).

Planning, implementation, and evaluation

When developing this plan, we have made effective use of the [EEF's implementation guidance](#), to help us to develop our strategy. We will continue to use it through the implementation of our activities.

Alongside the EEF, evidence has been at the heart of our planning. We have gathered evidence through assessments, book-looks, pupil voice and teacher conversations. These varying types of evidence means that we have accurately identified the priorities, and how we can address them.

We have engaged with reports and studies about the 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 studies about the impact of the pandemic on Disadvantaged pupils.

We have a robust evaluation framework in place for the duration of our three-year approach. We will adjust our plan over time to ensure that we are continually securing better outcomes for all our pupils.