

Pupil Premium Strategy Statement 2025-2026

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	The Polesworth School
Number of pupils in school	1469
Proportion (%) of pupil premium eligible pupils	22.6% of students in Years 7-11 (278)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was first published (new template)	Dec 2021 Updated October 2025
Date on which it will be reviewed	Reviewed annually (internal reviews throughout year)
Statement authorised by	M. Favell Headteacher
Pupil premium lead	K. Downing Assistant Headteacher
Governor / Trustee lead	A. Rowlands

Funding overview (2025 – 2026)

Detail	Amount
Pupil premium funding allocation this academic year	£277,350.
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	£388,882

Part A: Pupil premium strategy plan

Statement of intent

The Polesworth School is committed to ensuring a curriculum with breadth, balance, coherence and progression for all students including disadvantaged students, in order to:

- Ensure essential knowledge and skills needed to be well-rounded and well-educated individuals who can make a difference to the society in which they live.
- Create autonomous and ambitious learners as preparation for the opportunities, responsibilities and experiences of later life.
- Develop students' potential through personal development, positive relationships and the development of individual talents.

High-quality teaching is at the heart of our academic approach, with a focus on all students acquiring disciplinary skills and knowledge to succeed. This is proven to have the greatest impact on closing the disadvantage attainment gap. The teaching is supported by targeted interventions, particularly literacy and numeracy.

Our pastoral and academic teams ensure that any barriers to learning are quickly identified and that intervention is carefully designed to meet individual needs. All teachers, teaching assistants and governors accept responsibility for disadvantaged students and are committed to meeting their pastoral, social and academic needs within a caring environment.

Although this pupil premium strategy is a long-term plan of action, it is regularly reviewed and our approach will be responsive to common challenges and the individual needs of students at The Polesworth School and rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Literacy skills in disadvantaged students are, on average, lower than their peers. On entry to year 7, 54% of our disadvantaged students arrive with an assessed reading age below their chronological age compared to 24% of their peers.
2	Numeracy skills in disadvantaged students are, on average, lower than their peers. CAT4 testing of Year 7 2025 gives the quantitative mean average standardised score as 90.18 for PP students compared to 96.97 for non PP and a national average of 100.
3	Aspiration among a small number of students, some of whom are disadvantaged, affects their academic progress.
4	<p>Poor behaviour for learning among a very small number of students, some of whom are disadvantaged students, affects their academic progress. Students from disadvantaged households may need more input to support their emotional welfare and well-being.</p> <p>Our data indicates the challenges with behaviour that a small number of disadvantaged students face.</p>
5	Attendance rates for some disadvantaged students are below the school average. These students cannot access the curriculum if absent and therefore their learning is affected.
6.	Difficulties in their home lives are an issue for some of our disadvantaged students. Some struggle with a range of emotional and family issues, making it difficult for them to engage when in school. Some struggle financially, making school engagement more challenging.

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 literacy for Pupil Premium students, particularly in year 7 to year 8.	<ul style="list-style-type: none"> Literacy Skills (monitored through GL assessments and reading strategy) for PP students are in line with those of other students. Termly tracked progress in English is as good for disadvantaged students as for others – in terms of proportions making expected and beyond expected progress. Y11 PP students close the English PP progress gap at GCSE (-0.83 in 2025) to make improved

	progress in English through high quality teaching and targeted intervention strategies.
Improved numeracy for Pupil Premium students	<ul style="list-style-type: none"> Tracked progress in mathematics is as good for disadvantaged students as for others – in terms of proportions making expected and beyond expected progress. Y11 PP students close the Maths PP progress gap at GCSE (-0.43 in 2025) to make improved progress in Maths through high quality teaching and targeted intervention strategies.
Improved levels of aspiration and independence amongst Pupil Premium students	<ul style="list-style-type: none"> Tracked Attitudes to Learning show very good engagement in lessons and extra-curricular activities. Disadvantaged students engage positively with the Careers programme reflected by post 16 destinations.
<p>That Pupil Premium students' behaviour is very good and their health and well-being is effectively supported so they are confident and successful learners.</p> <p>That Pupil Premium eligible students' attendance is in line with the school average</p>	<ul style="list-style-type: none"> That disadvantaged students have positive 'Behaviour for Learning and Attitude to Learning' percentages. That disadvantaged students' attendance overall is at least in line with the national average. That the number of persistent absentees and severe absentees among Pupil Premium eligible students is reduced and in line with non Pupil Premium.
<p>That Pupil Premium eligible students have a positive support network in school via Student Services and the pastoral care team, and the Pupil Premium Lead</p> <p>That Pupil Premium students engage fully with extra curricular and school opportunities such as by accessing visits, extra-curricular activities, uniform, breakfasts etc.</p>	<ul style="list-style-type: none"> That intervention and support systems are used regularly to support disadvantaged students. That disadvantaged students receive more positive praise and rewards from pastoral staff than they did in the previous academic year. Case studies show disadvantaged students overcoming barriers to achievement with support. That the percentage of disadvantaged students engaged in extra-curricular activities and visits etc is in line or better than all students.
Any gaps in knowledge and skills are identified and closed to enable future learning.	<ul style="list-style-type: none"> The curriculum in every subject ensures that essential knowledge is delivered to students in a meaningful way. Teachers are well informed of the knowledge and skills that have been maintained/developed and this information is used to adapt teaching and planning. Students acquire the substantive and disciplinary knowledge to enable them to accelerate

	their progress, leading to positive outcomes and a positive destination.
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Activity in this academic year (2025 – 2026)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Our approach and activities to support our disadvantaged pupils is routed in the EEF guidance

([https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide to the pupil premium - 2024.pdf?v=1727884053](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide%20to%20the%20pupil%20premium%20-%202024.pdf?v=1727884053))

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £159,840 (plus staff time)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching to ensure all students make progress, are challenged and can effectively recall disciplinary knowledge and skills.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>Lead practitioners and educational professionals lead regular CPD to strengthen the school's practice.</p>	<p>EEF outlines the need for high quality teaching. Cognitive strategies such as recall/retrieval are widely practiced at the school. These are supported by metacognitive strategies. Evidence to support can be found here:</p> <p>EEF High quality teaching</p> <p>EEF Metacognition and self regulation</p>	1 - 6
<p>Allocation of additional teaching staff in Year 10 and Year 11 English, Maths and Science to facilitate the creation of additional teaching groups in each of these subjects, therefore reducing class sizes and allowing increased teacher support.</p>	<p>Smaller class sizes allow greater teacher/student interaction and intervention. This has led to class sizes as small as 16 in the core subjects. Much smaller classes allow for adaptive teaching techniques and increased personalisation.</p> <p>EEF Reduced Class Sizes</p> <p>EEF High quality teaching</p> <p>EEF Metacognition and self regulation</p>	1, 2
<p>Curriculum (topics and sequencing) is reviewed by each department and curriculum plans (with necessary adjustments) are quality assured by HoDs and SLT leads.</p>	<p>This is to ensure high quality teaching allowing all students to make progress and ensure that gaps in learning are identified and addressed.</p>	1,2

Assessment – students receive high quality feedback (in an appropriate format for the subject, task, student and class) on an ongoing basis.	<p>Research indicates that high quality AFL ensures that learning is moved forward targeting specific learning gaps and ensures valid conclusions about misconceptions.</p> <ul style="list-style-type: none"> • The Power of Feedback. Review of Educational Research, 77(1), 81–112. Hattie, J., & Timperley, H. (2007) http://www.columbia.edu/~mvp19/ETF/Feedback.pdf • Education Endowment Foundation, Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback • Education Endowment Foundation, Teacher feedback to improve pupil learning Guidance report • Curriculum related expectations: using the curriculum as a progression model, Didau, D. Accessible from https://learning-spy.co.uk/assessment/curriculum-related-expectations/ 	1,2
Utilise CAT4, NGRT, NGST and Progress tests in English and Maths from GL assessment to forensically identify lower performing aspects and knowledge gaps and use this to enhance a collaborative approach to raising outcomes through working in networks.	https://www.gl-assessment.co.uk/assessments/independent/engaging-with-parents/	

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

Budgeted cost: £125.650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group / 2:1 Tutor Interventions involving extra tuition in English and Maths in Y7, Y8 and Y9 with experienced English and Maths Intervention tutors.</p> <p>This intervention is timetabled <u>in addition</u> to English and Maths lessons.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support student progress both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>and in small groups:</p>	1 & 2

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Whole school reading strategy to support the acceleration of reading and improve literacy skills allowing greater access to the curriculum.	EEF Toolkit Reading comprehension strategies	1
Identified Early Readers in Years 7-9 with a standardised assessment score in the NGRT of 74-88 access the Phonics Reading programme (Lexonic Leap).	Improved reading ability allows students to access the whole curriculum. EEF Toolkit Reading comprehension strategies EEF Toolkit Phonics	1
Students identified with lower reading ages in Years 7-9 (those with a standardised assessment score of 89-100 targeted by the Reading Intervention Programmes (Lexonic Advance) to support reading comprehension.	As above	1
Increased time for Reciprocal Reading in tutor time and as part of Library lessons to inspire all students in reading for pleasure and support vocabulary acquisition.	As above Reciprocal Reading research through the EEF toolkit https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading	1
Provision of “Aspire” nurture group for students with high level needs.	Students with high level needs for whom the transition to secondary is more challenging receive greater support while accessing the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing and aspiration/careers)

Budgeted cost: £103,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Restorative behaviour strategy for all students to ensure positive attitudes to learning and strong staff/student relationships.</p> <p>This includes training for all staff and personnel investment in the pastoral team.</p> <p>Pastoral Support Officers and Safeguarding Team to provide bespoke counselling and mentoring for disadvantaged students who are struggling to manage their behaviour and emotional/mental well-being.</p> <p>A dedicated school counsellor and additional counselling through agencies is also accessed for targeted individuals.</p> <p>The Pastoral Support Officer team to lead a variety of workshops and small group interventions to support positive engagement with learning and the school.</p> <p>The SENDco to ensure that appropriate therapeutic/supportive interventions are in place to support PP+SEND students with regulating their behaviour.</p>	<p>Evidence suggests that, on average, behaviour interventions can produce improvements in academic performance along with a decrease in problematic behaviours. Effective approaches can promote better engagement with teaching and learning by reducing challenging behaviour and improving pupil engagement.</p> <p>EEF Guidance report/ Behaviour</p> <p>EEF Behaviour Interventions</p>	<p>3,4,5 & 6</p>
<p>Attendance team and Safeguarding officers with specific responsibility to improve attendance and ensure vulnerable students and families are supported.</p> <p>Pastoral support and Safeguarding Officers with specific responsibility to support mental health and well-being for all students including those eligible for PP.</p> <p>A range of incentives (e.g. merits) and interventions to improve student attendance, so students engage positively with the school and make progress.</p> <p>All Pupil Premium students who are PAs or SAs to have a return to school meeting for any absence longer than two days to establish the reasons for absence and whether barriers to attendance exist that may continue to affect the student.</p> <p>PP students with a pattern of more sporadic attendance will be encouraged to “strive for 10” which encourages and</p>	<p>Ensuring the principles of good practice set out in DfE’s Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>EEF Social and Emotional Learning</p>	<p>5 & 6</p>

incentivises students to maintain a run of ten days of attendance.		
<p>A detailed PSHE, Citizenship and RSE programme delivered through timetabled curriculum lessons, the tutor programme, RSE mornings and through assemblies to ensure all students become respectful, responsible and open-minded adults with a clear understanding of personal safety and their role in the world around them. A focus on discussion led activities allows increased vocal confidence. Additional morning programmes are used to meet statutory requirements for RSE and Careers (Future Pathways morning and a mock interview day with local business leaders).</p> <p>Aspirations and Careers Lead provides increased support to all Y11 and Y13 disadvantaged students to ensure positive post 16 and post 18 outcomes. Y11 students are interviewed at the start of final year and receive individual careers plans and then re- interviewed later in the year.</p> <p>All Y10 students engage in a work experience placement to support their understanding of the workplace and future options.</p> <p>All Y7 students meet with the Aspirations and Careers Lead in the Summer term.</p> <p>Exam preparation and revision strategies delivered through PSHE and Citizenship programme to all years with supporting focus on growth mindset and aspiration. Supporting revision conferences and interventions at KS3 and KS4.</p>	<p>We aim to support all students with their personal development and provide a curriculum beyond the academic. We aim to ensure that all students feel safe, supported and secure and have a robust understanding of their responsibilities as UK citizens.</p> <p>We aim to ensure that the quality of careers information, education, advice and guidance allows all disadvantaged students to make good choices and be aspirational for their future.</p> <p>DfE PSHE and RSE Guidance for Schools</p> <p>EEF Careers</p>	3 & 6
All Y9 disadvantaged students and SEND students are involved in 1:1 or small group interview discussions to better inform their KS4 course choices/pathways and support aspiration.	We want students to feel that they can make informed and appropriate KS4 course decisions which will suit their needs, facilitate engagement, and allow them to achieve their potential in Y11.	3
Ensuring improved engagement with day-to-day curriculum as required through providing stationery, Art and Technology supplies, laptops, uniform, emergency travel support and other aspects to ensure all disadvantaged students can fully access the school's curriculum.	Some students do not have the basic equipment to engage with the learning as they arrive at lessons. This can be disruptive at the start of the lessons and demotivating for some students. Equipment provision allows improved student engagement.	6

Use of government provided laptops to support students with coursework, homework and research.	Equipment provision allows improved student engagement and ability to meet curriculum requirements.	6
<p>Financial support for curriculum visits allocated on a needs basis and prioritised to curriculum essential visits such as the Geography, History and Travel & Tourism trips.</p> <p>Financial support is provided for key revision guides at KS4: English, Maths, Science, Technology, Business St, RS, PE, History and Geography.</p> <p>Financial support, where needed, to allow Y11 students to engage with wider celebration events – Prom, Yearbook etc</p>	<p>Some student families need support in accessing all curriculum areas. We aim to ensure that all students receive an inclusive education and that specific curriculum needs are met.</p> <p>Visits also allow students to develop cultural capital.</p>	6
<p>Increased engagement of all students including disadvantaged students in a wide range of extra-curricular activities and competitions (Approx 50 clubs from all subject areas including the LGBTQ+ Equality forum).</p> <p>Ensuring that there is strong representation from disadvantaged students in competitions.</p> <p>Raising motivation through pastoral systems and the school's rewards system:</p> <p>Recognition boards in all classrooms merits, cards, postcards, texts, phone calls, 'Meet the Head', Celebration assemblies.</p> <p>Encourage PP students to engage with breakfast club.</p>	Students' participation in extra-curricular activities builds wider social skills, emotional well-being and health.	3 & 6
Encouraging disadvantaged students to engage in student leadership roles within the school to promote pride and ownership: Y10 and 11 prefects, peer mentoring, Student Voice, sports leaders etc	<p>We want students to feel that they can make a difference in the life of the school engaging with other students and processes which will instil character values.</p> <p>Role models are established within older years for younger students to aspire to.</p>	3
Parental communication – regular communication to parents, specifically to PP about opportunities for their children and support available.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=working%20with	

Pupil premium students in Years 11 and 10 to be personally invited to Sixth form open evening.		
All Pupil Premium students to be invited to be part of the ambition programme.		

Total budgeted cost: £388,883