

Pupil premium strategy statement – *Graham School 2024 - 2027*

This statement details our school's use of pupil premium (and recovery 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

Detail	Data
Number of pupils in school	895
Proportion (%) of pupil premium eligible pupils	42.1%
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)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	February 2026
Statement authorised by	Mr J Newton
Pupil premium lead	Mr G Peattie
Governor / Trustee lead	Mr S Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£395850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£395850

Part A: Pupil premium strategy plan

Statement of intent

As a fully inclusive school our intention is to provide an inspirational learning environment with high quality teaching and learning for all. Our Trust ethos is 'life in all its fullness, a place to thrive' and our goal is that all children within our schools will receive outstanding teaching and support throughout their time with us. Our aim is that no child is left behind socially or academically and we work continuously to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning.

We want all of our disadvantaged students to receive an equitable education in which we recognise that one size does not fit all and that we need to focus resources where they are most needed. We do this through rigorous tracking, careful planning, evaluation, targeted support and intervention. Providing all our children with the access and opportunities to enjoy success and maximise their life opportunities. We focus extensively on times of transition to ensure that we understand the needs of the incoming students and that we communicate effectively with the next provider.

Our disadvantaged students enter the academy with lower overall attainment than their peers. Therefore adaptive teaching that is able to support and challenge each child regardless of their starting points is crucial.

We focus extensively on 'quality first teaching', as this will have the most beneficial impact on all students. We have highlighted Rosenshine's principles of instruction to all staff throughout our CPD and in September (2024) are embedding 'Independent Learning Zone' tasks to develop resilience and determination in all our learners at all stages. We have focussed on the development of questioning techniques, including cold calling, think pair share and directed questioning in which questioning is pre-planned and carefully targeted. We have worked on strategies to improve to Wave 1 teaching and explicit instruction.

We appreciate that we may need to remove barriers to education in order for disadvantaged students to achieve equity with their peers and so we focus carefully on the costs of the curriculum and extended opportunities to ensure that all children have equitable access. We also recognise the importance of shared routines in school and have focused on simple routines in every lesson and at social times. All lessons follow the 'I do, We do, You do' learning cycles and this repetition of simple structures benefits the learning of all.

We have invested significant time and effort in developing robust KS3 assessment and crucially, in preparing students and parents/carers for those assessments.

In order for students to have access to the high quality teaching and support that we provide, children need to be present in school and therefore we have focussed on raising the attendance of all of our students. This will directly benefit disadvantaged students the most as we are focussing our initiatives on these students first, through our disadvantaged first approaches.

Through our assessment processes, we have identified that there are students for whom literacy and numeracy levels are a concern, a high proportion of these are disadvantaged students. We have put in place specific intervention for these students to ensure they improve and are able to fully access the curriculum.

In order for all students to be able to fully access the curriculum and to achieve the outcomes they are capable of, they need to be able to read fluently and to find it a pleasurable experience. As a school we have invested heavily in ensuring that reading is placed at the centre of our provision both as a wider strategy but also in terms of specific interventions to improve reading proficiency for readers at all levels.

We intend for all students to feel involved both within our school and local community and we have focussed aspects of our provision in ensuring access to wide ranging enrichment activities and that disadvantaged students are well represented in all aspects of school life.

We appreciate that the pandemic has had a more significant impact on children from disadvantaged backgrounds and we aim to continue to ensure that we identify and close any academic or social gaps, when they arise.

Our strategies are spread across all year groups, as disadvantage is spread across all year groups, which helps us to avoid 'initiative overload' on specific year groups.

Challenges

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

Challenge number	Detail of challenge
1	Academic Outcomes for disadvantaged students remain below those for non-disadvantaged. The attainment gap has gradually closed over the last few years (2022-23 was 0.48 and 2023-24 was 0.24) although the progress of disadvantaged students remains a concern.
2	Attendance for disadvantaged students is lower than that of their non-disadvantaged peers. We are working to improve attendance for all cohorts. Some of our disadvantaged students experienced significant difficulties during the Covid-19 pandemic and we continue to deal with the impact of this on attendance.
3	Access to enrichment activities . Nationally disadvantaged students have been less likely to go on trips/visits where there is a cost involved and subsequently miss out on a range of opportunities to widen their cultural capital.
4	High levels of social, emotional and mental health difficulties.
5	Lower literacy levels for many disadvantaged students compared to their non-disadvantaged peers. On entry in 2023, percentage of students achieving 100+ in GPS was 56% compared to 72% nationally. Reading was 60% compared to 73% nationally. Maths was 57% compared to 73% nationally. On entry in 2024, percentage of students achieving 100+ in GPS was 62% compared to 72% nationally. Reading was 66% compared to 74% nationally. Maths was 61% compared to 73% nationally.

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	<i>Improved attainment for disadvantaged students across the curriculum with a particular focus on disadvantaged boys.</i>	<p>We intend to see an improvement year on year in Attainment 8 and Progress 8, when it returns.</p> <p>By July 2027 Attainment 8 score of 46.3 and 5+ English and Maths outcomes to be 49%</p> <p>The gaps between Attainment 8 for disadvantaged students and their peers will continue to reduce.</p>
2	<i>Attendance for disadvantaged students to be in line with national average and gap narrowed significantly between them and their peers</i>	Improved attendance year on year and reaching national average by July 2027.
3	<i>Disadvantaged students have improved participation in extracurricular events and trips</i>	<p>All disadvantaged students, who wish to, participate in external trips and visits.</p> <p>Similar proportions attending extra-curricular sessions when compared to non-disadvantaged students.</p> <p>Disadvantaged students well represented on student council and other leadership/ambassador roles for the school.</p>
4	<i>Social, Emotional and Mental health difficulties are identified early and relevant support (internal and/or external) in place when appropriate</i>	<p>All students identified as needing support with their SEMH have a 'care plan' in place and is shared with teaching staff via seating plan software and consistently with learning passports for SEND students.</p> <p>Improved dialogue between school and parents.</p> <p>Positive data from student voice, student and parent surveys and teacher observations.</p>
5	<i>Higher percentage of students reading at or above expected levels due to effective testing and highly effective literacy strategy embedded throughout the school</i>	<p>Disadvantaged students have similar reading ages to non-disadvantaged students. Students tested regularly and results actioned by placing on correct interventions.</p> <p>Improvements seen in book scrutinies and engagement in lessons.</p>

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: £ 195,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning focus on evidence based strategies to support Quality First Teaching. Development of shared approaches and routines using 'Walkthrus'.	<p><i>Supporting the attainment of disadvantaged pupils (DFE, 2015)</i> suggests high quality teaching as a key aspect of successful schools.</p> <p>EEF toolkit: collaborative learning + 5 months</p> <p>Feedback: + 6 months</p> <p>Metacognition and self regulation: + 7 months</p>	1
<p>Trust strategic RAG process (academic, inclusion and reading)</p> <p>Rigorous monitoring, tracking and intervention of student progress through faculties, SEND and SLT link</p> <p>Disadvantaged first focus with focus on English and Maths at 4+ and 5+</p> <p>Use of SISRA to allow for effective data analysis</p>	<p>EEF toolkit: Individualised instruction: + 4 months</p> <p>Small group tuition: + 4 months</p> <p>Extending school time: + 3 months</p>	1, 2, 3, 4, 5
<p>Trust Director support for English, Maths and Science</p> <p>To support disadvantaged students to make positive progress. To monitor and implement appropriate interventions.</p> <ul style="list-style-type: none"> • Progress in each subject area is positive • Support for curriculum leaders 	<p>EEF toolkit: Individualised instruction: + 4 months</p> <p>Small group tuition: + 4 months</p> <p>Extending school time: + 3 months</p>	1, 3

<ul style="list-style-type: none"> • Cross Trust analysis of performance and sharing of good practice • 1-1/small group interventions with disadvantaged students • Aligned curriculums and assessment (2025/2026) 		
Purchase of Edulink to allow staff to access seating plans which have disadvantaged students clearly identified, key data such as reading age displayed and key documents to aid planning as well as embedding of SIP (Subject Intervention Plans) to inform adaptive teaching.	Provides staff with essential information in an easy and accessible format.	1, 4, 5
Train all middle leaders to enable them to empower their teams to support disadvantaged students in their subject area or year team <ul style="list-style-type: none"> • All middle leaders and senior links can clearly identify disadvantaged students and the support they require • All middle leaders fluent with data for use in RAG meetings 	Empowering middle leaders and increasing their responsibility for the progress of all cohorts has a positive impact on outcomes. <p>EEF toolkit: individualised instruction: + 4 months</p> <p>Small group tuition: + 4 months</p> <p>Extending school time: + 3 months</p>	1, 2, 4, 5

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

Budgeted cost: £ 105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of a new SEND Intervention Hub that replaces our previous AP hub. New intervention roles created and secured staffing Use of new interventions and additional support	<p>EEF toolkit: Behaviour interventions + 4 months</p> <p>EEF toolkit: Individualised instruction: + 4 months</p> <p>TA interventions: + 4 months</p> <p>Small group tuition: + 4 months</p> <p>EEF toolkit: Mentoring: + 2 months</p>	1, 2, 3, 4, 5

	EEF toolkit: Parental engagement: + 4 months	
<p>Comprehensive literacy programme - Read, write, Inc. Reading Plus and Fresh start. To improve the reading ages of all learners so they can access the curriculum.</p> <p>GL assessments</p> <p>Success@Arithmetic for Numeracy – disadvantaged focus</p> <p>Develop the use of Reading Plus to embed interventions to support emotional literacy through the new HUB</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with overall attainment.</p> <p>EEF toolkit: Phonics: + 5 months</p> <p>Reading comprehension strategies: + 6 months</p> <p>TA interventions: + 4 months</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools EEF</p>	1, 5
<p>Regular RAG meetings to include SLT, PP Lead, SENCo, Head of Year and Subject leads to identify early interventions required. Disadvantaged learners will be individually discussed first. In-house interventions will be put in place to support</p>	<p>EEF toolkit: Individualised instruction: + 4 months</p> <p>Small group tuition: + 4 months</p> <p>Extending school time: + 3 months</p>	1
<p>1:1 or small group tuition/intervention – subject led using RAG data and progress data – tracked and targeted.</p>	<p>EEF toolkit: 1:1: + 5 months</p> <p>Individualised instruction: + 4 months</p>	1, 5
<p>Key students mentored by members of SLT and other experienced staff. Underperforming students identified and assigned a member of SLT/Other as an academic mentor.</p> <p>This is in addition to our established 1 to 1 Mentor one day per week who has a disadvantaged focus</p> <p>Regular meetings with students and parents. Progress and attitude closely monitored.</p> <p>This will have a disadvantaged boys focus initially.</p>	<p>EEF toolkit: Mentoring: + 2 months</p> <p>Parental engagement: + 4 months</p>	1, 2, 4, 5
<p>Implement disadvantaged boys project with small group through Inspiring Choices linking to the Boys'</p>	<p>EEF toolkit: Individualised instruction: + 4 months</p>	1, 2, 3

Impact Conference training in Sept 2024. New cohort for 2025-26		
All students able to access curriculum and enrichment trips regardless of cost.	EEF toolkit : Arts participation : + 3 months	1, 3
Poverty Proofing awareness in school at all levels so that access to school from a resource or financial aspect is not a barrier	EEF toolkit : Parental engagement: + 4 months	1, 2, 4

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

Budgeted cost: £ 95,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of attendance support team/officers Embedding principles of good practice as set out in DfE's Working together to improve school attendance - GOV.UK (www.gov.uk)	EEF toolkit : Parental engagement + 4 months	2
Enhanced Careers Provision for working with, for example, potential NEET, in house interventions/workshops, focused career interviews.	Good-quality careers education can make a real difference to academic, social and economic outcomes. (New review of evidence on the impact of careers education EEF)	1, 3
Summer School for all during first week of Summer holidays	On average, evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school. (EEF Toolkit)	1, 2, 4
Consistency through whole school behaviour and inclusion policy. Create a purposeful learning environment for all students. Clear expectations and boundaries for students.	EEF toolkit : Behaviour interventions + 4 months	1, 2, 4

Hardship and Support Supporting families with access to school to include uniform, resources, additional curriculum costs as well as ensuring no child is left out due to financial pressures on school trips/events and access to work placements.	Please refer to internal hardship budgets	1, 2, 3, 4
Rewards and incentives for sustained attendance and achievement. Supplementing the One Hundred Club initiative promoting excellent attendance, weekly, half termly and beyond. Supplementing the rewards system (stamps) for good progress and achievement within the curriculum. To support the development of rewards so that all students have a chance of reward through our new system in September 2025.	EEF toolkit : Behaviour interventions + 4 months	1, 2, 4
Parental engagement. Improve the language used in communication Further develop Edulink with parents including alerts to both praise and behaviour logs Mental health support and understanding how to support made available at parents' evenings Electronic parent handbook which will allow families to understand and easily find out about policies and procedures that support engagement with school and students progress.	EEF toolkit : Parental engagement: + 4 months	1, 2, 3, 4, 5

Total budgeted cost: £395,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes:

In summer 2025 PP students improved their attainment 8 score by 4.56 compared to 2024

They also improved in the following Headline figures in comparison to last year:

Increased by 14.3% achieving Grade 4+ in English

Increased by 4.5% achieving Grade 4+ in Maths

Increased by 6.3% achieving Grade 5+ in English

Increased by 1.8% achieving Grade 4+ in English and Maths

Grade 5+ in Maths showed a drop in percentages

Attendance:

PP attendance increased by 1.85% compared to the academic year 2023-2024

PP students who attended 90% or more had an attainment 8 of 43.11 with 75% achieving a grade 4 or better in English and in Maths.

Attendance remains a focus point for everyone.

Enrichment Engagement and Cultural Capital enhancement

Access to enrichment and extracurricular events and activities continued to improve with the average number of events/experiences attended by a PP student increasing from 3.81 (2023-2024) to 5.85. PP represented 39% and FSM6 37% with SEND 9.3%

School Clubs were attended by the following proportions in 2024-2025:

%M	%F	%PP	%NPP	%SEN
52.5	47.5	37.9	62.1	8.3

Disadvantaged engagement was 31.3% in 2023-2024

All data above shows an increase in student involvement in order to increase their additional school experiences and widen their cultural capital.

Social, Emotional and Mental Health

Transformation of AP centre to 'SEND' Hub has been successful. All previous AP students (mainly PP) integrated into main school. Therapeutic interventions being developed to support SEMH, our highest need. Behaviour data showed a reduction in seclusions in 2024-25 for all learners.

Although the percentage of PP Seclusions is similar there has been a clear reduction in seclusions issued to PP by 17.1%. The number of PP Individuals receiving a seclusion remains lower than last year with a 9% reduction. A 14.7% reduction in all students receiving a seclusion compared to last year.

Lower Literacy Levels

Interventions – results show that in reading interventions PP make more progress than NPP. Reading has improved overall

PP achieved an average of 9.5 steps compared to NPP 3.9 steps.

Quality Assurance Processes

Quality Assurance processes indicate that PP students are receiving and engaging in lessons in line with their NPP peers. Through exam analysis progress is clearly defined as having a strong correlation with attendance. Those PP who attended more regularly achieved the best progress.

RAG analysis/meetings show that progress is improved on previous years.

Book looks show no differences between PP and NPP