# Pupil premium example statement (secondary)

The pupil premium statement below is an example, created for a fictitious secondary school. Its purpose is to help you populate the [DfE pupil premium strategy statement](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fassets.publishing.service.gov.uk%2Fmedia%2F66f66e4630536cb927482873%2FPupil_premium_strategy_statement_blank_template.docx&wdOrigin=BROWSELINK) template. All schools that receive pupil premium are required to complete and publish a statement on their school website by 31 December each year, using the above template.

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium) and DfE’s [pupil premium guidance for school leaders](https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

This example statement is not intended to demonstrate any expectations regarding:

* The length of your statement
* The volume and type of activity that you spend your funding on
* The external providers you use, which is why there are references to ‘purchase of a programme’ rather than the name of a provider (you should state the name of any external providers in your statement)
* The targets you should set, or the outcomes to be achieved. For the purposes of this example, ‘X’ and ‘X – Y’ (for a range) have been used in place of specific figures and the Outcomes section demonstrates the type of information to include, without giving specific details.

**Referring to evidence**

As per the pupil premium conditions of grant, you must draw on evidence of effective practice in your decision-making and reference this within your school’s statement. You do not need to cite every piece of evidence you have referred to.

The evidence cited in this example is primarily from the EEF, as the What Works Centre for educational achievement, but you can also draw on additional sources of evidence to support your decision-making – you should satisfy yourself that it is strong evidence and applicable to your school and pupils.

**Funding allocation and pupil eligibility figures**

Where you are required to enter the amount of pupil premium funding you will receive this academic year, you should provide an estimate based on the data available to you at the time you complete your statement. You may wish to amend this when allocations are updated and when allocations for the following financial year are published.

Where you are required to state the percentage of pupils eligible for pupil premium, you should provide the figure you have at the time you complete your statement.

# Pupil premium strategy statement – [*insert school name*]

## 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| --- | --- |
| Detail | Data |
| Number of pupils in school | 950 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)** | 2025/2026 to 2027/2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | June 2026 |
| Statement authorised by | *name,* Headteacher |
| Pupil premium lead | *name,* Senior Deputy Headteacher |
| Governor / Trustee lead | *name,* Vice Chair of governing board |

## Funding overview

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £273,250 |
| Pupil premium funding carried forward from previous years | £10,000 |
| **Total budget for this academic year** | £283,250 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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. 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 strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.  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 section details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | The attainment of disadvantaged pupils in maths GCSE is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.  Assessments on entry to year 7 in the last X years indicate that between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of their peers. Subsequent internal and external assessments show that this gap widens by around X% during pupils’ time at our school. |
| 2 | Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.  On entry to year 7 in the last X years, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of their peers. This gap persists during pupils’ time at our school. |
| 3 | 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. |
| 4 | Our assessments (including wellbeing 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. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support remain high. X pupils (X of whom are disadvantaged) currently require additional support with social and emotional needs, with X (X of whom are disadvantaged) currently receiving small group interventions. |
| 5 | Our attendance data over the last X years indicates that attendance among disadvantaged pupils has been between X - Y% lower than for non-disadvantaged pupils.  X - Y% of disadvantaged pupils have been ‘persistently absent’ compared to X - Y% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |

## 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.

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| Intended outcome | Success criteria |
| Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4, particularly in maths. | KS4 performance measures in 2027/28 demonstrate that disadvantaged pupils achieve an average Attainment 8 score of at least X and at least X% pass GCSE maths at grade 5 or above. |
| Improved reading comprehension among disadvantaged pupils across KS3. | Reading comprehension tests demonstrate a X% improvement in 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. |
| Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects. | Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects. |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. | Sustained high levels of wellbeing by 2027/28 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations. * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2027/28 demonstrated by:   * the overall unauthorised absence rate for all pupils being no more than X% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by X%. * the percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers. |

## 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: **£164,250**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of standardised diagnostic assessments.  Training will be provided for staff to ensure assessments are interpreted correctly. | When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:  [Diagnostic assessment | EEF](https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1697619973) | 1, 2 |
| Developing metacognitive and self-regulation skills in all pupils.  This will involve ongoing teacher training and support and release time.  It will first be rolled out in maths and science followed by other subjects. | 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 | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/) | 1, 3 |
| Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.  We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training). | 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](https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3)  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:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3) | 1, 3 |
| Improving literacy in all subject areas in line with recommendations in the EEF [Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4) guidance.  We will fund professional development and instructional coaching focussed on each teacher’s subject area.  It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities. | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  [Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)  Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:  [word-gap (Oxford University Press)](https://global.oup.com/education/content/dictionaries/key-issues/word-gap/?region=uk) | 1, 2 |

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

Budgeted cost: **£61,400**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.  Tutoring will be implemented with the help of DfE’s guide:  [Tutoring: guidance for education settings](https://assets.publishing.service.gov.uk/media/6644ac3dbd01f5ed32793bea/Tutoring_guidance.pdf) | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:  [One to one tuition | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  [Small group tuition | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 2 |
| Delivering well-evidenced numeracy teaching assistant interventions for pupils that require additional support. | In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:  [Teaching Assistant Interventions | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | 1 |

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

Budgeted cost: **£57,600**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.  This includes training for school staff, collaboration with our local behaviour hub and teacher release time. | There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:  [Cognitive Behavioural Therapy (Youth Endowment Fund](https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/))  Early Intervention Foundation’s report on adolescent mental health found good evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression:  [Adolescent mental health: A systematic review on the effectiveness of school-based interventions](https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions) | 4 |
| Embedding good practice set out in DfE’s guidance on [working together to improve school attendance](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance).  Staff training and release time to develop and implement procedures. Attendance/support officers will be appointed to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. | 5 |
| Drama and dance activities delivered through extra-curricular clubs and cultural trips | As well as being valuable in itself, arts participation can have a positive impact on wellbeing and education outcomes, including English and maths, when interventions are linked to academic targets.  [Arts participation | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) | 1, 2, 4 |
| 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: £283,250**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.  The data demonstrated that [*school would provide an overview of conclusions drawn from this analysis, including reference to school performance measures, once published].*  To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).  The data demonstrates that [*school would provide an overview of conclusions drawn from this analysis*].  We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.  The data demonstrated that [*school would provide an overview of conclusions drawn from this analysis*].  Based on all the information above, the performance of our disadvantaged pupils [*exceeded/met/did not meet*] expectations, and we are at present [*on course/not on course*] to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.  Our evaluation of the approaches delivered last academic year indicates that [*school would highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year*].  We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes. |

## Externally provided programmes

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| **How our service pupil premium allocation was spent last academic year** |
| SPP was used to assign a staff member to act as a Service Children Liaison Officer to plan and deliver pastoral support. Activities delivered included:   * Supporting pupils and families with mid-year admissions. * Acting as the main point of contact for service families daily including liaison with military welfare teams. * Delivering academic support, assessing needs, and tailoring teaching to address learning gaps. |
| **The impact of that spending on service pupil premium eligible pupils** |
| We have observed that these provisions have helped service children to settle quickly and continue learning, minimising disruption effects from school transfers. |

# Further information (optional)

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| **Additional activity**  Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:   * Embedding more effective practice around feedback. [EEF evidence](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) on feedback demonstrates significant benefits, particularly for disadvantaged pupils. * Utilising support from our local [Mental Health Support Team](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#MHST) and local behaviour hub, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged. * Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh’s Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.   **Planning, implementation, and evaluation**  In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year 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 exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.  We looked at several 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 used the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) to help us develop our strategy and will continue to use it through the implementation of our activities.  We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils. |