

# Pupil premium strategy statement – North Leamington 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

Detail	Data
Number of pupils in school	1484 (Y7-13)
Proportion (%) of pupil premium eligible pupils	18% (232/1338 Y7-12 Eligible)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governing Body
Pupil premium lead	S Taylor
Governor / Trustee lead	J Wright

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 260,140 (est.)
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£260,140 (est.)

# Part A: Pupil premium strategy plan

## Statement of intent

As a school we believe in our values of Commitment, Opportunity, Respect and Excellence for all and in all that we do.

We also understand that for some students this might involve additional support and provision. At the heart of our PP vision is the ethos of inclusivity and Inclusion sits at the heart of our School Improvement Plan (SIP). We take an holistic approach in order to ensure that students who are designated as disadvantaged are given every opportunity to achieve the same personalised goals as their non-disadvantaged peers. Our provision for PP is mapped below against our strategic Wave 1-3 approach (where Wave 1 is universal provision, Wave 2 is targeted support and Wave 3 is bespoke and specialist adaptation). It is also mapped against the SIP reference points.

This translates into action where every student has the opportunity for positive results, positive personal development and positive destinations in the future. The classroom (whether a subject-based one or the tutor time one) is a vital space for ensuring this inclusivity and Wave 1 teaching & learning is the most vital part of our students' experiences.

We put this in a wider context of ensuring World Class Basics in terms of high levels of attendance and engagement.

In order to achieve these aims the following priorities have been identified for 2025/26 – this is rooted in the evidence base (including E.E.F. documentation as well as the Emerging Insights research from CST Inclusion in Practice). It also is rooted in local data - including our understanding of our students on a group as well as personal level:

- *Knowing students well, early and often (Wave 1, SIP 1.1)*
- *High quality and evidence informed teaching practice (Wave 1, SIP 1.1)*
- *Coherent and targeted support (Wave 2 and 3, SIP 4.1)*
- *Strengthening inclusion through relationships and partnerships (SIP 1.2, 4.1)*
- *Inclusion as a strategic and shared responsibility (overarching)*

## Challenges

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

Challenge number	Detail of challenge																												
1	<p><b>Wellbeing and Attendance</b> – we have reduced the number of persistently absent PP pupils over the last 3 years and aim to continue to reduce this further. However we know that absence of our pupil premium children reduces more slowly than their non pupil-premium counterparts. Supporting those with additional complexity of need is equally a challenge.</p> <p>Pupil engagement is naturally more challenging if there is persistent absence as a barrier. Attendance remains the key priority and challenge we continue to address. Evidence (Ofsted, 2025) demonstrates that when our students are in school they perform as well as their non-PP peers.</p> <ul style="list-style-type: none"> <li>• <i>Knowing students well, early and often (Wave 1, SIP 1.1)</i></li> <li>• <i>Coherent and targeted support (Wave 2 and 3, SIP 4.1)</i></li> </ul>																												
2	<p><b>Outcomes</b></p> <p>All students access high quality wave one provision across the school. Staff are given the information to know students well through Go4 Schools and the Individual Pupil records provided. Staff understand through regular CPD the heightened support needed for many PP students, particularly those with multiple vulnerabilities and use a range of strategies to adapt to their needs. As a result where students regularly access the classroom, PP students perform well.</p> <p>In line with the national picture where students face barriers to attendance and have multiple vulnerability indicators that prevent them accessing the classroom regularly, we see a significant impact on outcomes for these individual students within the PP cohort.</p> <p>In 2025 we had the highest attainment 8 score for disadvantaged in the Warwick and Leamington area and were within the top half of Warwickshire (alongside many selective schools) for all disadvantaged attainment and progress measures. However we are committed to continuing to close the gap between our excellent overall outcomes and those for our pupil premium cohort.</p> <table border="1" data-bbox="347 1839 1257 2065"> <thead> <tr> <th></th> <th colspan="2">2023</th> <th colspan="2">2024</th> <th colspan="2">2025</th> </tr> <tr> <th></th> <th>A8</th> <th>%9-5 E&amp;M</th> <th>A8</th> <th>%9-5 E&amp;M</th> <th>A8</th> <th>%9-5 E&amp;M</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>38.5</td> <td>21.7%</td> <td>34.3</td> <td>34.1%</td> <td>36.4</td> <td>32.6%</td> </tr> <tr> <td>All</td> <td>57.1</td> <td>61.5%</td> <td>53.6</td> <td>61.7%</td> <td>57.3</td> <td>67.2%</td> </tr> </tbody> </table>		2023		2024		2025			A8	%9-5 E&M	A8	%9-5 E&M	A8	%9-5 E&M	Disadvantaged	38.5	21.7%	34.3	34.1%	36.4	32.6%	All	57.1	61.5%	53.6	61.7%	57.3	67.2%
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	<p>At post 16 our Average points Score for all students was 37.2, and the disadvantaged cohort achieved an average point score of 39.1, demonstrating excellent attainment.</p> <ul style="list-style-type: none"> <li>• <i>High quality, evidence informed teaching practice (Wave 1, SIP 1.1)</i></li> <li>• <i>Knowing students well, early and often (Wave 1, SIP 1.1)</i></li> </ul>
3	<p><b>Curriculum Access</b></p> <p>As a school we are proud of our broad and balanced curriculum offer which supports excellent overall academic outcomes and destinations for our students.</p> <p>“Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), access the curriculum.” (Ofsted 2025)</p> <p>Our curriculum learning journeys are challenging yet adaptable to suit the needs of all of our learners and in addition to the universal provision we have strategies in place beyond wave 1 provision that support pupil premium students to access learning and succeed. Wave 2 and wave 3 provision (See Annex) supports students to this end. This may include strategies such as targeted academic support with literacy skills, English or Maths; enhanced pastoral support through a caseload worker or a curriculum adaption to best support needs. Whilst this works well for many, there are students particularly with multiple vulnerabilities, or barriers to attendance who have significant gaps or require very high levels of support and resource which can be a challenge.</p> <p>Across our curriculum we embed enrichment opportunities, both within and outside of the school day. Where there are potential barriers to pupil premium students attending we are able to support with financial costs, additional adult support to ensure that they have the same opportunities.</p> <ul style="list-style-type: none"> <li>• <i>Coherent and targeted support (Wave 2 and 3, SIP 4.1)</i></li> </ul>
4	<p><b>Positive Destinations</b> - some of the PP pupils at the school need active encouragement to fulfil their potential. We need to meet the challenge of those who present low aspiration and motivation in every cohort. We have a well established and highly regarded careers programme across school and have improved our targeted CEIAG support at KS4 for disadvantaged students. The latest published data shows 93% of these students now achieve sustained education, employment and training at the end of Y11.</p> <p>Destinations After 16 to 18 are positive with at least 80% of a much smaller cohort going to sustained education, employment or training. However supporting CEIAG and future pathways remains a priority for every cohort.</p>

	<ul style="list-style-type: none"> <li>• <i>Coherent and targeted support (Wave 2 and 3, SIP 4.1)</i></li> </ul>
5	<p><b>Parental Engagement</b> - internal data indicates there is a need for parents/carers of some PP students to better-engage in their child's learning. For example, at Parent Evenings as well as in terms of engagement with their child's general day-to-day school-based experiences. 89% of all parents/carers attend parents evening, compared to 68% of pupil premium parents/carers. We do, however, offer opportunities outside the parent consultation evenings to review childrens' progress with parents and carers, which is a strategy which is successful.</p> <ul style="list-style-type: none"> <li>• <i>Strengthening inclusion through relationships and partnerships (SIP 1.2, 4.1)</i></li> </ul>

## 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 so that they match collectively the performance of non-PP peers and can thereby better engage with learning	<p>Be better than the national average rather than in-line with it – for the overall national as well as for comparable schools</p> <p>Continue to reduce the proportion of PP students in each year group who are classified as persistently absent or and severely absent.</p> <p>Continue to increase the proportion of PP students in each year group who are meeting the school target for attendance.</p>
Closing the attainment gaps	<p>Achieve a narrowing of the attainment gap between disadvantaged and non-disadvantaged (with a focus on Attainment 8 and %9-5 English and Maths).</p> <p>Continue to achieve a KS5 Average points score for disadvantaged that is at least in line with the overall cohort.</p>
Supporting Curriculum access	<p>Continue to provide high quality universal provision, alongside wave 2 and 3 support for any pupil premium child who requires this.</p> <p>Ensure that access to the wider curriculum is equitable between the PP and non-PP students.</p>
Ensuring positive destinations	<p>Ensure all pupil premium students receive bespoke CEIAG support resulting in sustained education, employment and training figures of over 90%</p>

Increasing parental engagement	Increase the percentage of pupil premium students whose parents/carers attend parents evening or an alternative 1:1 meeting where appropriate.
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## 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: £ 107,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing implementation of Wave 1 universal provision strategies through CPD, and quality assurance of these strategies to ensure they are in place in all lessons.	<ul style="list-style-type: none"> <li>• EEF Evidence Base (up to +7 affect size)</li> <li>• Contribution to historical measured outcomes - like A8 and positive destinations</li> <li>• <a href="#">Inclusion in Practice Emerging Insight findings</a></li> </ul>	2
Additional staffing in English Maths and Science to help support high quality wave 1 teaching through smaller group sizes, and to teach additional core lessons as part of our alternative pathway.	<ul style="list-style-type: none"> <li>• EEF Guide '<a href="#">Making a difference with effective tutoring</a>' 2022 (tutoring is aligned to curriculum and uses assessment to identify gaps to address misconceptions or to reteach concepts and adjusts to the right level of challenge)</li> </ul>	2,3
Specific resources for alternative curriculum pathways e.g. Maths for Life, Unit Award Scheme, King's Trust	<ul style="list-style-type: none"> <li>• Feedback from Educational Psychologists</li> <li>• Positive parental voice</li> <li>• <a href="#">Inclusion in Practice Emerging Insight findings</a></li> </ul>	2,3

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

**Budgeted cost: £ 124,791**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of HLTAs to provide academic support in English and Maths	<ul style="list-style-type: none"> <li>• Internal data and QA in EM</li> <li>• <a href="#">EEF evidence base</a></li> <li>• Contribution to historical measured outcomes – like A8 and positive destinations</li> <li>• </li> </ul>	2,3
Deployment and development of Pupil Premium and Key Stage 4 Caseload Worker team to academic support	<ul style="list-style-type: none"> <li>• Contribution to historical measured outcomes – like A8 and positive destinations</li> <li>• <a href="#">Inclusion in Practice Emerging Insight findings</a></li> </ul>	2,3
Deployment and development of Pupil Premium and KS4 Caseload Worker team to affective support and mentoring including sessions on meta-cognition, student leadership, additional CEIAG, peer mentoring	<ul style="list-style-type: none"> <li>• <a href="#">EEF evidence base (including metacognition with affect size +7)</a></li> <li>• <a href="#">EEF toolkit assessing the effectiveness of mentoring</a></li> <li>• Historical provision and review. This is including, for example, the proportionate allocation (versus historical under-representation) of PP students to Student Leadership posts – achieved after training and usual application processes</li> <li>• <a href="#">Inclusion in Practice Emerging Insight findings</a></li> </ul>	1, 3, 4, 5
Supporting Transition - Caseload worker working across the trust to support transition through both academic and affective strategies during Y6 and 7	<ul style="list-style-type: none"> <li>• <a href="#">EEF Evidence Base (+4)</a></li> <li>• Qualitative and quantitative internal data from transition provision</li> <li>• EPAT interventions</li> <li>• <a href="#">Inclusion in Practice Emerging Insight findings</a></li> </ul>	1,2,3,5

Literacy Interventions from English and IEN specialist staff - complementing access to Accelerated Reader in Y7-8	<ul style="list-style-type: none"> <li>• <a href="#">EEF (and other) Evidence Base (+6)</a></li> <li>• Impact on RA (Reading Age) scores</li> <li>• Contribution to measured outcomes</li> </ul>	2,3
Enhanced Transition programme	<ul style="list-style-type: none"> <li>• Parent and student feedback</li> <li>• Contributions towards improved attendance</li> </ul>	

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

**Budgeted cost: £ 28,349**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment and development of Pupil Premium and KS4 Caseload Worker team to parental liaison and attendance support	<ul style="list-style-type: none"> <li>• <a href="#">EEF evidence base</a></li> <li>• Internal data - including, for example, engagement with parental consultations, improved attendance</li> <li>• <a href="#">Inclusion in Practice Emerging Insight findings</a></li> </ul>	1,5
Allocation of caseload to Family Liaison Manager to support engagement and wellbeing	<ul style="list-style-type: none"> <li>• <a href="#">EEF evidence base</a></li> <li>• Internal data - including, for example, engagement with parental consultations, improved attendance</li> <li>• Parent / carer feedback</li> <li>• <a href="#">Inclusion in Practice Emerging Insight findings</a></li> </ul>	1,5
Use of external agencies to provide coherent support	<ul style="list-style-type: none"> <li>• <a href="#">Inclusion in Practice Emerging Insight findings</a></li> </ul>	1,4,5
Careers team support for additional 1:1 interviews	<ul style="list-style-type: none"> <li>• Internal destinations data</li> <li>• <a href="#">EEF evidence base</a></li> </ul>	4
Personalised provision of resources that support engagement and wellbeing (e.g.	<ul style="list-style-type: none"> <li>• Internal evaluations of provision using proforma which is triangulated with</li> </ul>	1-4

equipment, celebration events, music lessons) and funding for engagement with enrichment activities.	student voice and other qualitative feedback	
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**Total budgeted cost: £ 260,140**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Attendance**

PP attendance has improved year on year over the past 3 years. For the end of the 2024-25 academic year this improved 0.4% overall. PP attendance, however, remains below national average and continues to remain a focus for the school. Persistent Absence for PP students has also declined over 3 years and is closer to the national average than overall PP absence.

#### **Attainment**

In 2025 we had the highest attainment 8 score for disadvantaged in the Warwick and Leamington area and were within the top half of Warwickshire (alongside many selective schools) for all disadvantaged attainment and progress measures. However we are committed to continuing to close the gap between our excellent overall outcomes and those for our pupil premium cohort.

	2025	
	A8	%9-5 E&M
Disadvantaged	36.4	32.6%
All	57.3	67.2%

At post 16 our Average points Score for all students was 37.2, and the disadvantaged cohort achieved an average point score of 39.1, demonstrating excellent attainment.

#### **Improved rewards and lower consequences**

As part of our universal provision staff are expected to positively reward all students, but also to use this as a strategy for P students to engage them in their learning. A record number of reward points have been allocated to PP students - who averaged 269 per child across the course of the last academic year.

#### **Positive Destinations**

Some of the PP pupils at the school need active encouragement to fulfil their potential. We need to meet the challenge of those who present low aspiration and motivation in every cohort. We have a well established and highly regarded careers programme across school, as cited in our latest Ofsted inspection. We know PP students are more likely not to sustain their destinations and are always looking to improve our targeted CEIAG support at KS4, particularly for those students with barriers to attendance or

multiple vulnerabilities. The latest published data from 2023 shows 78% of these students achieved sustained education, employment and training at the end of Y11

Destinations After 16 to 18 are positive with at least 80% of a much smaller cohort going to sustained education, employment or training.

Supporting CEIAG and future pathways remains a priority for every cohort.

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

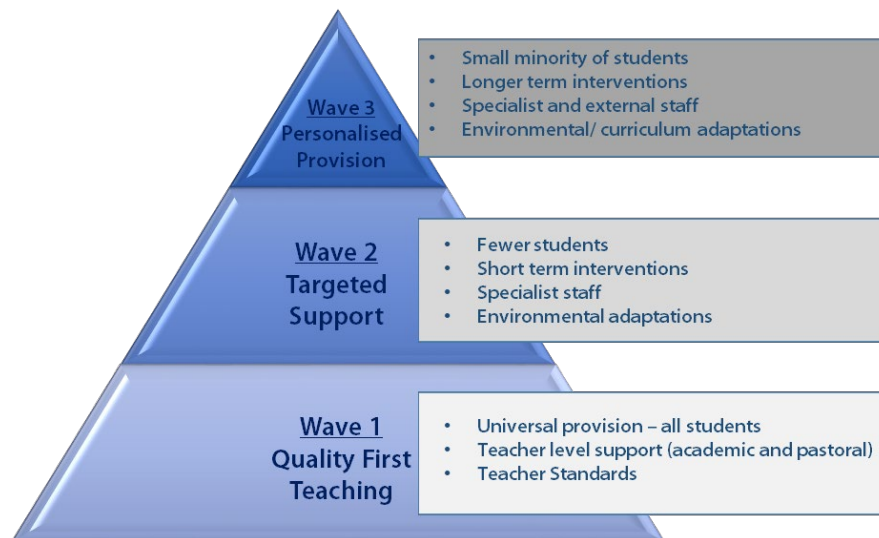
Students received personalised support according to need - including additional CEIAG support and academic mentoring.

**The impact of that spending on service pupil premium eligible pupils**

100% of these students were successful in progressing successfully with a positive academic profile.

## Further information (optional)

We believe firmly in our approach to the provision for PP students and root this in a clear theory as well as evidence base - making use of perennial concepts such as those outlined by Maslow but also the evidence base such as that provided by Hattie and E.E.F. We are acutely aware that those PP students come from a range of backgrounds and that support has to be personalised according to need. That said, we are clear in our view that self-actualisation and academic success founds upon the provision of effective affective and academic provision for all.



- Provision focuses more on the preventative and universal (Wave 1) as well as the historically reactive whereby efforts were largely focused on one year group in particular
- As such, KS3 and Y10 as well as Y11 were and are a focus
- There was a new emphasis on the affective (pastoral) as well as the academic
- With a belief in winning hearts and then winning minds; knowing our students well and building positive relationships with parents and students.
- That said, there is a judicious balance of affective with academic provision
- We aim always for equality of opportunity and aspire to an equality of outcome
- Our PP provision is placed within the wider context of our School Improvement Plan (SIP) and supporting students with a range of vulnerabilities