

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding for 2025-2028 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	Humphrey Perkins School
Number of pupils in school	864
Proportion (%) of Pupil Premium eligible pupils	20.6% (178)
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	09/12/2025
Date on which it will be reviewed	30/11/2028
Statement authorised by	Della Bartram
Pupil Premium Leads	Rikki Khakhar and Emma Smith
Governor / Trustee Lead	Sarah Pitman

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£167,990
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£167,990

Part A: Pupil Premium strategy plan

Statement of intent

We want to ensure that disadvantaged pupils have the support, motivation, and access to achieve in line with their non-disadvantaged peers.

This strategy document lists, in order of significance, the challenges our disadvantaged pupils face and strategies to mitigate against them.

The key principles of this strategy plan are that every member of our staff is responsible for the day-to-day learning experiences of disadvantaged pupils and, as such, the strategies are woven into other school strategies such as literacy, teaching and learning, extra-curricular, etc. These strategies are measured for their effectiveness through regular reviews of impact.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment outcomes 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 is also integral to wider school plans for education recovery, notably in its targeted support through additional academic support programmes.

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

Challenge number	Detail of challenge
1	Impact of absence and (family) ill health means there will be gaps in threshold knowledge concepts and a widening of the disadvantaged – non-disadvantaged gaps across the school.
2	Attendance of disadvantaged pupils is below that of non-disadvantaged pupils – this negatively impacts progress and attainment.
3	Disadvantaged HAPs/MAPs pupils do not achieve in line with HAPs/MAPs non-disadvantaged pupils.
4	Pupils who are SEND and disadvantaged make less progress than their peers.
5	Context of school means that some disadvantaged pupils have a lower aspiration for university/higher education.
6	Literacy and numeracy – disadvantaged pupils come in below national – do not live in text-rich households and have limited access to tier 2 vocabulary.
7	A greater number of disadvantaged pupils struggle with their application of metacognition skills.
8	Disadvantaged pupils are more likely to have FTE and more likely to have behaviour points and consequences than their non-disadvantaged peers. This is more likely to lead to disruption in their learning. Also, less likely to accumulate as many reward points than their non-disadvantaged peers.

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
Raise the overall attainment and progress of disadvantaged pupils so that it is more comparable with 2025-26 non-PP cohort	Y11 attainment gap has narrowed by at least 0.5 grades
Improve overall attainment and progress of HAPs/MAPs disadvantaged pupils so that it is at least comparative to equivalent non-disadvantaged peers	Attainment/progress of HAPs/MAPs disadvantaged pupils in line or exceeding HAPs/MAPs non-disadvantaged
Improve overall attendance of all disadvantaged pupils with	Majority of disadvantaged pupils to secure 96% attendance or higher over the course of the year

a significant reduction in PA disadvantaged pupils	
All staff and pupils are aware of intervention and support available to them	SLT PP conversations will show pupils identifying support and intervention available. Active involvement in clubs and participation in enrichment activities where disadvantaged ratios are indicative of our whole school proportion (20.6%)
All staff are aware of the barriers that disadvantaged pupils face and have strategies to address them	Identified barriers are monitored and interventions are reviewed to ensure they are having impact in reducing the disadvantaged/non-disadvantaged gap in all year groups
Increased opportunity for disadvantaged pupils to experience: cultural capital experience; careers experience; a university experience	Robust options and careers guidance given for disadvantaged pupils; opportunities assembly, STEM ambassador opportunities embedded into curriculum schemes. Pupil voice will reflect the impact of these opportunities and show that pupils know the pathways available to them, along with entry criteria required
Each disadvantaged pupil will have access to an adult who will be their active champion	Barriers are identified and remedied by key adults with regular reviews.
No disadvantaged pupil to be a NEET or to receive a U in their 2022 GCSE results	100% of disadvantaged with grades 1 or above and in education, employment and training
Disadvantaged pupils can articulate and demonstrate their own metacognitive understanding	Improved progress and increased: <ul style="list-style-type: none"> • attendance to interventions • reduced behaviour points • increased attendance to school • increased reward points

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: £84,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to ensure quality-first teaching for all disadvantaged pupils through very clear staff and pupil expectations	Evidence (EEF) suggests the strongest impact on disadvantaged attainment and progress comes from the quality of teaching they receive within the classroom. Therefore, we need to ensure this is consistently at a high standard. The Learning Scientist outlines key approaches which have a strong evidence base in fostering good pupil outcomes.	1 3 4 6 7
Continue to provide opportunities for high-quality CPD sessions and materials	Staff retention & recruitment	1 8
To embed metacognition approaches are fully embedded within teaching pedagogy at the school (so that pupils can articulate and demonstrate) – in particular the consistent strategic use of low-stakes retrieval, mid stakes formative assessment and high-stakes summative assessments.	The Learning Scientist outlines key approaches which have a strong evidence base in fostering good pupil outcomes. SLT have outlined the expectation that all staff therefore use these key approaches. Evidence (EEF) suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	7
Expectations of all pupils are consistent and to the highest degree; ensure that LET schemes of work, along with SHAPE, SLANT, & STEPS, are consistently challenging throughout all subject areas and year groups. (QA of LET schemes of work)	Evidence strongly suggests (e.g. ‘Making kids Cleverer’ – D Didau) that high expectations, consistency and a knowledge rich curriculum leads to improved outcomes for all pupils, and in particular those from a disadvantaged background. Both whole-school and in terms of disadvantaged demographic. Research (the Education Hub) shows that teachers’ beliefs about their pupils and what they can achieve have a substantial impact on pupils’ learning and progress.	1 3 7
SLT and Subject Leaders to undertake regular work	Evidence from marking scrutinies suggests that there is some discrepancy between expectations	1 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>samples that focus on challenge, expectation and progress of disadvantaged pupils' books/folders in comparison to non-disadvantaged pupils.</p> <p>HoDs to drive and lead with SLT to feed back to Pupil Premium leads</p>	<p>of non-disadvantaged verses disadvantaged pupils; this needs to be addressed. Last year, there were more opportunities for disadvantaged vs non-disadvantaged mark scrutiny comparisons, and this will continue to be built upon and embedded this year. Research also suggests that specific, targeted feedback, followed up by a response and or improvement by the given pupil leads to increased progress over time.</p> <p>Improving Literacy in Secondary Schools</p>	<p>4 6 8</p>
<p>Increasing the profile of disadvantaged pupils (including double disadvantage). T&L staff sessions; agenda point on all Line Management meetings all SLT meetings; in all Action Planning and in Middle-leader meetings</p>	<p>Evidence (EEF) suggests the strongest impact on disadvantaged attainment and progress comes from the quality of teaching they receive within the classroom.</p> <p>T&L briefings and discussions with staff suggest that a proportion of staff were unaware of DD pupils, long-term FSM pupils and how to support these.</p>	<p>3 4</p>
<p>Tracking of individual pupils to ensure intervention has impact and is attended.</p> <p>Underperforming pupils will be provided an individualised support plan.</p>	<p>It is well documented (EEF, for example) that the disadvantaged – non-disadvantaged gap can be exacerbated by a change in circumstances (e.g. extended period at home, not school) and limitations with access to technology.</p>	<p>8</p>
<p>Ensure all pupils (including disadvantaged) have access to the appropriate equipment (both physical and digital) in order to ensure the VLE and other learning platforms can be accessed and utilised by all, especially in light of new 'blended learning' opportunities.</p> <p>Ensure all pupils including disadvantaged are aware of and can access all learning platforms.</p>	<p>With an increasing dependency on digital access for supporting learning, limited (or no) access to this will significantly disadvantage individuals.</p>	<p>1 3 6</p>
<p>Tutor time policy has been launched with all staff: Tutor reading</p>	<p>There is a growing body of evidence (cited in Clark and Rumbold, 2006) which illustrates the importance of reading for pleasure for both</p>	<p>6</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
programme; Year 7s and 8s receive library inductions and tutor groups in each year to have at least one tutor time spent in the library; Teachers are modelling good reading practice; Reciprocal Reading is being used across all subjects and is being rolled out more widely across the school this year.	<p>educational purposes as well as personal development.</p> <p>Evidence (Clark 2011; Clark and Douglas 2011) suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment</p> <p>Reading enjoyment has been reported (OECD, 2002).as more important for children's educational success than their family's socio-economic status</p> <p>Evidence (Clark and Rumbold, 2006) suggests that reading for pleasure is an activity that has emotional and social consequences</p> <p>Other benefits (Clark and Rumbold, 2006) to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge</p>	

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

Budgeted cost: £41,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Some additional capacity in maths, science and English has been built in to increase small group work opportunities throughout the academic year This ensure that subject specialists are able to identify and remedy knowledge gaps with key pupils (with a focus on disadvantaged)	Evidence (EEF) indicates that feedback, one to one tuition and small group tuition all have a positive impact on pupil progress (between 4 and 8 months additional progress).	1 3 6
A whole-school Y11 'Big Revise' events to ensure all disadvantaged pupils are given access to bespoke sessions, targeted directly to their needs (SISRA MLGs)	Attendance and progress/attainment strongly correlated – as demonstrated in a wide range of educational research and literature (EEF, DFE).	1 3 4
HoYs/PP Champions carry out termly one-to-one meetings with all disadvantaged pupils across the school year to ensure they are being challenged	In continuation from 2024/5, disadvantaged pupils will continue to develop a relationship with a key member of staff over the year who will be an additional support, providing instant	2 5 7 8

Activity	Evidence that supports this approach	Challenge number(s) addressed
academically and supported pastorally (vital in identifying and addressing emerging barriers).	feedback and remedy to any potential barriers and to ensure increased holistic provision for all disadvantaged pupils.	
Individual (£75) allocations provided to every disadvantaged pupil to provide bespoke support.	Data continues to show that the majority of disadvantaged pupils and their families utilised the individual allocation to access educational opportunities such as trips and clubs. Others used the allocation for uniform expenses, equipment and revision guides.	1 3 4
The library is staffed with two PP Champions that provide wellbeing and emotional support. Specific tracking to be introduced in order to more effectively track disadvantaged pupils who are referred to and access this service.	Last year many disadvantaged pupils accessed the library for a range of needs, including anger management and managing stress/anxiety.	3 4 7
Increased number of careers and options guidance, including longer guidance meetings, for disadvantaged pupils within HPS.	Evidence suggests that disadvantaged and disadvantaged may require additional support in order to ensure parity of opportunities with their non-disadvantaged peers.	5
Encouraging reading for each Pupil Premium pupil by purchasing a more diverse range of texts. KS3 library-based lessons including 1-1 reading sessions with PP students. Book Buzz – Y7 PP pupils gifted one book, Y8 and Y9 pupils receive two books of their choice. Reading is tracked and monitored.	Research (e.g. Closing the Vocabulary Gap – A Quigley) indicates that language and literacy gaps significantly impact pupil progress; disadvantaged and disadvantaged pupils are particularly susceptible here. The love and encouragement of reading, along with the nature of the content in this book in terms of strategies for success and goal setting, will support a goal-driven, problem-solving approach to their time at school.	5 6
Purple Ruler sessions to be given to key disadvantaged pupils across the course of the academic year. Double disadvantaged prioritised early in the year.	Research (e.g. EEF toolkit) shows that bespoke, one-to-one [and one-to-three] tuition can have a moderate to high impact on pupil outcomes. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 3 4 6
The Chromebook offer is HP/LET providing a secure device to pupils for their life in school (Y7 to Y11). The device can be used at home for homework but will require a	School closures, as a result of the COVID-19 pandemic, are likely to have widened the disadvantage gap. This is because disadvantaged pupils tend to have less access to technology, spend less time learning and have reduced	1 3 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
wireless internet connection, all content is filtered by the schools content filter ensuring that the pupils have safe access to the internet.	support from parents/carers compared with their peers (Parliament UK).	

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

Budgeted cost: £41,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased guidance and information for disadvantaged parents – specific PP parent forums/meetings	Parent and pupil voice shows that often there is uncertainty amongst parents about what the allocation can be used for. Previous under and overspend exists which suggests added clarity would be beneficial.	2 5 6
Development and implementation of a “soft landing” initiative to holistically support pupils when returning from absences which may make integration into school difficult for them.	Data shows that recidivism and persistent absence is high among PP pupils vs their non-PP peers. Academically, pupils who are persistently absent or who have high levels of suspensions from school underperform academically.	1 2 3 8
Targeted use of revision sessions to focus on the “how to” of revision, to build confidence and skill in being able to revise effectively.	Data suggests that although work has been done to close the attainment gap, more can be done. Pupil voice has also demonstrated that some pupils do not feel they know how to revise effectively.	3 4 7
Targeted support and monitoring of all PLAC pupils.	Evidence suggests that pupils who are PLAC are more likely to experience lower academic outcomes and are more likely to experience needs under the SEMH umbrella.	3 5
Targeted use of online booking system for all Parents’ Evenings to ensure all disadvantaged parents are contacted and 80% of	Evidence suggests that one key barrier to disadvantaged outcomes is parental engagement with the school. Increased focus and targeted phone calls home will	1 3 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
disadvantaged parents attend each PE.	ensure that more disadvantaged parents attend vital PE events, or where they cannot, key information regarding their child is disseminated.	
Music lessons bursary	Taken directly from the DfE's 'Importance of Music' report: "It is important that music education of high quality is available to as many of them as possible: it must not become the preserve of those children whose families can afford to pay for music tuition. While music touches the lives of all young people, the disadvantaged can benefit most"	5 7
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures including the Attendance Reward scheme.</p> <p>Attendance/support officers will be appointed to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	2
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: £175,335

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2024 to 2025 academic year.

Our internal assessments during 2024/25 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated, this is partly attributed to the lower KS2 prior attainment for this cohort.

Previously, the in-school progress gap had narrowed 0.14 and key attainment measures had also improved significantly – therefore improving the opportunity for our disadvantaged pupils to access better life-changing future options. Whilst improvements were made in 2024 attainment, we still re-focused our efforts at all levels.

Whilst the in-school attainment gap widened (as although PP attainment improved, Non-PP outcomes improved by a greater margin – see below), key measures (shown below) improved to allow even more students to access post-16 courses.

Average Attainment 8 Grade

Cohort		2024		2025	
		No.	A8	No.	A8
PP	Yes	34	30.7	28	31.6
	No	129	43.0	129	51.7
	GAP	95	12.4	101	20.1

Headline Attainment

Headline Measure	23/24 Exams	24/25 Exams
Average Total Attainment 8	30.65	31.63
Average Attainment 8 Grade	3.07	3.16
Average KS2 Prior Attainment	101	99
Average Estimated A8	39.81	37.78
Average Total Progress 8	-0.88	-0.47
Students Achieving 9-5 in English and Maths	17.6	21.4
Students Achieving 9-4 in English and Maths	38.2	39.3

PP Attendance

PP attendance saw a 3% increase on 23/24 figures. Figures were greatly impacted by high needs students requiring specialist provision or of high-level safeguarding concerns with high levels of external agency involvement.

Pupil Premium	Current Cohort	Attendance %	PA	SA
PP	143	85.9% (82.9%)	45% (60.3%)	10.6% (10.9%)
Non-PP	542	94.9% (91.5%)	17.3% (33.4%)	2.6% (2.8%)

Rewards saw an increase of over 4,000 more reward points for PP students compared to the 23/24 academic year, linked to rewards schemes trialled by the PP Champions, coaching, and pushes for positive discrimination with staff.

Behaviour points increased across the school, linked to "tightening" of measures across the school. However, it was notable that behaviour points increased by just over 10% for non-PP students compared to the previous academic year, but only by 7.8% for PP students.

Our assessment of the reasons for these outcomes points primarily to a renewed focus on PP pupils and a more targeted approach to support and intervention in deploying our highly skilled and experienced Pupil Premium Champions. They had a targeted focus on attendance, behaviour, reward and overall academic interventions.

Where pupils did not do so well, we can see a strong relationship between persistent absence and outcomes. 70% of the highest attaining PP pupils had a greater than 90% attendance, but 91% of the lowest attaining PP students had less than 90% attendance overall. This disrupted the teaching of all subject areas and had a negative impact on these pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used Pupil Premium funding to help provide wellbeing support and targeted interventions where required.

Although overall PP attendance improved, the gap is still 9%, which is why attendance remains a key focus of our current plan.

Humphrey Perkins School Pupil Premium Review – 2024/25

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
1:1 and 3:1 near-age Tuition	Purple Ruler

Further information (optional)

Additional activity

Our Pupil Premium strategy will be supplemented by additional activity that is not being funded by Pupil Premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular 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.

Planning, implementation, and evaluation

In planning our new Pupil Premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of 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 also looked at a number of studies about the impact of the pandemic on disadvantaged pupils. Especially evidence and work led by Marc Rowland <https://vimeo.com/537159174/9dcffaf80a> , <https://www.johncattbookshop.com/addressing-educational-disadvantage-in-schools-and-colleges-the-essex-way>

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it [The EEF Guide to the Pupil Premium | EEF](#) through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.