

Pupil premium strategy statement – Eggar’s 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	741
Proportion (%) of pupil premium eligible pupils	19.4%
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)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs S. Holman
Pupil premium lead	Mrs J. Clarke
Governor / Trustee lead	Mrs J. Keen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152, 650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£152, 650

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for our disadvantaged students is to complete and attain highly in a broad and balanced suite of GCSE, leading to successful Post 16 Destinations. Therefore, we intend to be ambitious and to prepare students, regardless of their background, to be active and empowered members of 21st Century society.

We intend to develop their sense of responsibility, respect, and a lifelong enthusiasm for learning. To belong, aspire and achieve is the foundation on which students make progress and attain well. Our current Pupil Premium Strategy works towards achieving our objectives by challenging and supporting students in a stimulating learning environment, as high-quality teaching has the greatest impact on closing the attainment gap for disadvantaged learners.

Through our whole school Teaching and Learning policies and Continuing Professional Development, we intend to focus on the progress of disadvantaged students alongside the sustained improvement of their non-disadvantaged peers. The key principles of our strategy are to consider each student's contextual challenges, offer bespoke support but remain resolute in our approach for all students, high ambitions and expectations. Our approach is diagnostic based on data, analytical, adaptive based on relationships, and responsive. Our approach insists that staff take responsibility for disadvantaged student outcomes and raising expectations for all learners.

All students at Eggar's are encouraged to be active, creative and discover their individual talents and skills. All students have many opportunities to develop these skills with our Eggar's Experience. We have high expectations of our students both academically and through our rich extra-curricular programme. We know our students very well and have created a team around the student to respond to their needs, encourage their curiosity, and help them to pursue bright futures.

Challenges

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

Challenge number	Detail of challenge																												
1	<p>The attainment outcomes for disadvantaged students' in KS4 exams is lower than peers. (SIP 1)</p> <p>The attainment outcomes for disadvantaged students' in KS4 exams is lower than peers.</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>Whole cohort (169 Students)</th> <th>Disadvantaged (34 students)</th> <th>England</th> </tr> </thead> <tbody> <tr> <td>Average Total points A8</td> <td>48.36</td> <td>36.0</td> <td>45.9</td> </tr> <tr> <td>Grade 5 or above in English and maths</td> <td>51.5%</td> <td>27%</td> <td>45.2</td> </tr> <tr> <td>Grade 4 and above in English and maths</td> <td>70.8%</td> <td>44%</td> <td>59.1</td> </tr> <tr> <td>Average A8 Grade</td> <td>4.84</td> <td>3.47</td> <td></td> </tr> <tr> <td>Ebacc average Grade</td> <td>5.26</td> <td>4.42</td> <td></td> </tr> <tr> <td>Open pot A8 grade</td> <td>5.3</td> <td>4.57</td> <td></td> </tr> </tbody> </table>	Measure	Whole cohort (169 Students)	Disadvantaged (34 students)	England	Average Total points A8	48.36	36.0	45.9	Grade 5 or above in English and maths	51.5%	27%	45.2	Grade 4 and above in English and maths	70.8%	44%	59.1	Average A8 Grade	4.84	3.47		Ebacc average Grade	5.26	4.42		Open pot A8 grade	5.3	4.57	
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2	<p>The attainment outcome in English Language for disadvantaged students in KS4 exams, is lower than their peers. (SIP 1)</p> <p>In the 2025 GCSE English Language the average grade achieved by the cohort was 5C and the average for disadvantaged was 4C, a grades difference. 84% of students from the whole cohort achieved a grade 9 – 4, but for Disadvantaged students this was only 61%.</p> <p>16 out of the 24 PP students in year 11 have below age related reading ages. To access GCSEs, you need to be an average of 15 years and 7 months, and all these students were reading below that age when tested.</p> <p>In Year 10 PPE's 13/32 PP students are predicted to get below a 4 in English.</p>																												
3	<p>The attainment outcomes in Maths for disadvantaged students in KS4 exams, is lower than their peers. (SIP 1)</p> <p>In 2025 Yr11 Maths GCSE, the average grade for the whole cohort was 5C and for disadvantaged was 4C, again a whole grades difference. 75% of students in maths achieved grade 9 – 4, but only 56% of disadvantaged students achieved a 4 in maths.</p> <p>In Year 10 PPEs 14/32 PP students are predicted to get below a 4 in Maths.</p>																												

4	<p>Year 7 reading average point score is lower for disadvantaged students than their peers on entry. (SIP 2)</p> <p>Entry level for reading for the whole school is 106 and for disadvantaged students it is 102. The results of the NGRT tests for Year 7 is 106 and 98 for disadvantaged students.</p>
5	<p>Disadvantaged students' organisation skills are a greater barrier to school. (SIP 4)</p> <p>Engagement with home learning is a greater barrier for disadvantaged students, with 25% of homework related behaviour incidents for PP students. Several PP students appear regularly for lack of home learning, losing their Eggar's Way booklet and missing tier 1 support sessions.</p>
6	<p>Disadvantaged students' attendance is lower than their peers (SIP 3)</p> <p>Disadvantaged attendance on average this year in October was 82.8%, non-PP was 93.5 a substantial difference. Last year, our attendance percentage over all was 92.8% with disadvantaged students 88.1%</p>

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
Improve attainment of disadvantaged student in KS4 examinations. (SIP 1)	In 2027/28 KS4 outcomes for disadvantaged students will achieve or exceed their Eggar's target for average point score in English, Maths, EBAC and OPEN pot subjects.
The attainment outcomes for English for disadvantaged students in KS4 exams is lower than their peers. (SIP 1)	In 2027/28 KS4 outcomes for disadvantaged students achieve or exceed their Eggar's target grade English Language. They attend more English period 6 lessons.
The attainment outcomes for Maths for disadvantaged students in KS4 exams is lower than their peers. (SIP1)	In 2027/28 KS4 outcomes for disadvantaged students achieve or exceed their Eggar's target grade in Maths. They attend more Maths period 6 lessons.
Year 7 reading average point score is lower for disadvantaged students than their peers on entry. (SIP 2)	The average New Group Reading Test (NGRT) assessments shows an increase in the average point score for disadvantaged students in line with their non-PP equivalent. The average reading age for students increases.

Disadvantaged students' organisation skills are a greater barrier to school. (SIP4)	Fewer PP students appear on the behaviour log for lack of home learning, losing their Eggar's Way book and missing tier 1 consequences.
Improve the average attendance of disadvantaged students. (SIP 3)	Average attendance of disadvantaged students to be in line with the government targets for all students.

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) check and add to this section

Budgeted cost: £ 76, 325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Though CPD programmes and One Pagers, develop effective in class interventions and high ambition for teaching students in the disadvantaged group. (SIP 2)	The EEF Guide to Pupil Premium states, 'Ensure that professional development aligns with the needs of the school and is supported by school leadership.' We follow the recommended model of: A. Build knowledge B. Motivate teachers C. Develop teaching techniques D. Embed practice	All
Enhance the quality of teaching through continuing professional development programmes, focus on in adaptive teaching. (SIP 2)	In October 2022, the EEF report on professional development supports that "high quality teaching can narrow the disadvantage gap" https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching	1, 2, 3 4, and 6
Embed and enhance 'Every Child Known'. (SIP 2)	EEF Teacher Toolkits suggests that developing metacognitive and self-regulatory skills can have a high impact (7 months) on pupil progression https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	All
Consistently high challenge and	Improve department monitoring, with quality assurance weeks built into the calendar. The	1, 2, 3, 4, 6

expectations in the classroom: high-level thinking, engagement, participation, and teaching to the top (SIP 2)	EEF Teacher Toolkit suggests that mastery (5 months), feedback (6 months), collaborative learning (5 months), and individualised instructions (4 months) can have a notable impact on pupil learning. See EEF Teacher Toolkit	
Highly effective and reliable curriculum planning and delivery with high levels of consistency across departments (Staff expectation)	Schools are advised to focus on high quality curriculum development and resourcing. A broad, balanced, relevant, and inclusive curriculum is key to ensuring that all students succeed. See EEF Evidence brief and associated links	1,2,3,4, 6
Continual use of standardised assessment system NGRT, sharing this information with staff. (SIP 2)	Helping staff to interpret the data, and support students more effectively. If used effectively standardised testing can ensure accurate strategic planning, adaptive teaching and aid with evidence informed decision making. https://tinyurl.com/2s4btd3z	1, 2, 3 and 4
Improving literacy in all subject areas in line with EEF recommendations, by embedding targeted Reading Plus (SIP 2)	Improving reading comprehension and writing is key for students as they learn new, more complex concepts in each subject: https://tinyurl.com/2p8cxbe8	2, 3
Fostering of a vibrant whole school Reading culture by embedding the use of Eggar's Reads (SIP 2)	Improving reading comprehension and writing is key for students as they learn new, more complex concepts in each subject: https://tinyurl.com/2p8cxbe8	2, 3
Improve the teaching of numeracy in maths and other subject areas.	Effective discreet teaching of numeracy in Maths and across subject areas improves student numeracy competence and embeds core skills. https://tinyurl.com/2p8zj67k	4
Embed all subject revision programme of Period 6 for Year 11, half term revision workshops, masterclasses (SIP 1)	Support Year 11 students with their revision, helping them to structure and use active revision strategies. https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model	1, 2 and 3
Create Tier 1 lunchtime support sessions to help students catch up on home learning	Home Learning supported by home learning clubs/ support is shown to have a positive impact on pupils (5+ months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	5

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

Budgeted cost: £38,152.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Special educational needs provision to better support SEND pupils across the school by developing space, capacity, and staff competencies with a new approach of learning mentors (SIP 2)	1:1 and small group provision, teaching assistant interventions are shown to be effective strategies for supporting SEND pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	All
Targeted KS3 support package, supporting pupils becoming secondary ready. (SIP 2)	Small group teaching in English/Maths and interventions groups. In addition to the above, targeted support of this nature is supported by numerous EEF toolkit sections. Reading comprehension, smaller groupings, individualised instructions, small group tuition, parental engagement etc are all addressed by this activity. See https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
Bespoke offer for specifically identified students to be entered for functional English/Maths (SIP 2)	Small group tuition, targeted support and individualised instructions are shown to be effective strategies for raising achievement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2 AND 3
Extended curriculum provides students with a more bespoke curriculum route, more suited to their interests/future goals. (Student impact)	Adapting to the needs of individual students, allows for smaller groups, more practical learning, peer tutoring and helps to motivate. An increase in collaborative learning and mastery can be more easily facilitated. https://tinyurl.com/3mbdmbpy	??
1:1 and small group interventions in maths and English	Small group teaching in English/Maths and interventions groups. In addition to the above, targeted support of this nature is supported by	1, 2, 3 and 4

(SIP 2)	individualised instructions are shown to be effective strategies for raising achievement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
1:1 reading support with SEND trained teacher with targeted support for those with reading age below chronological age (SIP 2)	Reading comprehension, smaller groupings, individualised instructions, small group tuition, parental engagement etc are all addressed by this activity. See EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
Regular data analysis for tracking identification, intervention, and support for disadvantaged.	EEF have found that building leadership capacity of this nature is conducive to effective strategic implementation. https://educationendowmentfoundation.org.uk/using-pupil-premium	All
Embedding the year 11 battle board and progress meetings with core team, and expanding this with a year 7 progress focus group	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support Targeted intervention can have a positive effect on academic achievement.	1 - 4

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

Budgeted cost: £38,152.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure rigorous monitoring and follow up of student attendance, led by Attendance Team. (SIP 3)	There is a clear link between attendance at school and poor academic performance. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	6
Develop student support services, with clear roles and two managers. (SIP 4)	Training of existing staff and expanding the team to support mental health, young carers, and wellbeing provision. Taking a coordinated approach pastoral support leads to improved student emotional health and wellbeing.	5 and 6

	https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing	
Restorative conversations promoted to help students in after school consequences, or 'on called' to maintain positive relationships (SIP 2)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Understanding a pupil's context will inform effective responses to misbehaviour. Every pupil should have a supportive relationship with a member of school staff.	5, 6
Expand and embed a fully comprehensive Careers Information Education Advice and Guidance programme for all years, inc. WEX in Yr10 and KS3 & 4 1-1 personal Guidance. (Student impact)	We work to meet all GATSBY benchmarks. An effective CIEAG programme is important in helping students aspire, engage, and plan for next steps. https://tinyurl.com/25naxjcb	1, 2, 4, 6
Support disadvantaged students to engage with Eggar's Experience opportunities. (SIP 5)	Physical activity (1 month), outdoor learning, metacognition (7 months), extending school time (3 months) and art participation (3 months) are known to support pupil progression. See EEF Teacher Toolkit	6
Improve student leadership opportunities in all years, encourage a focus on PP student's participation. (Student impact)	Collaborative learning (+5 months), participation, strong peer role models and aspiration interventions are all supported by an effective student leadership programme https://tinyurl.com/3mbdmbpy	5, 6
Teaching and Learning Responsibility position to lead support processes for EAL and refugee students, including laptop provision and EAL tutoring. (SIP 2)	Supporting EAL students and student with additional emotional and pastoral needs supports effective learning and links to positive outcomes in later life See EEF Evidence brief	1,2,3 and 4

Targeted interventions, for example Year 11 exam preparation and revision processes including use of Southern Universities Network Widening Participation Programme. (SIP 1)	Extending learning time and small group interventions are shown to be most effective when well structured, led and linked to curriculum. See EEF Evidence brief	1,2,3 and 6
Staffed homework club (SIP 4)	Home Learning supported by home learning clubs/ support is shown to have a positive impact on pupils (5+ months). https://tinyurl.com/yckf9uer	5
Increased our capacity for ELSA and consider a structured support programme for identified students with low attendance	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning - students feel more supported and can access additional support when needed.	6
Contingency fund for support with trips, music lessons, revision resources, stationery, and uniform. (SIP 4)	Based on our experience and those of similar schools, we have identified the need to set aside some money to respond to activities not yet identified.	All

Total budgeted cost: £ 152, 650

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year's statement:

Student data from the previous academic year's national assessments and qualifications, 2024-2025, indicate that disadvantaged students achieved a -1.23 average attainment 8 grade below their peers. This is an improvement on the previous year, but there is still work to do and this will remain a key challenge for Eggar's School. In English, the gap narrowed as in 2023/4 86.7% of students achieving a grade 9-4 in English with only 51.4% of disadvantaged students passing English, with this year those figures 84.6% achieved a grade 9 – 4 with 62% of disadvantaged students passing English. Therefore, we have made considerable progress, but this will remain a school challenge to close the gap further. In 2025 Yr11 Maths GCSE, the average grade for the whole cohort was 5C and for disadvantaged was 4C, again a whole grades difference. 75% of students in maths achieved grade 9 – 4, but only 56% of disadvantaged students achieved a 4 in maths. This is a decline on last year where 77.1% of students in maths achieved a 4-9 grade, with 65.7 of disadvantaged students achieving a grade 9 -4 and will remain a challenge.

Generally, as a school, our Ebacc and average open pot attainment 8 grades were lower than FFT20 predictions, with Average A8 grade of 4.75 for Ebacc, and Average Grade 8 of 4.72. Disadvantaged students' attainment in these areas also fell with Average A8 grade of 3.38 and Average Grade 8 of 3.16 The estimated key stage 2 entry level for this cohort was lower than historical cohorts, therefore this was an expected attainment level, but we are dedicated to improving outcomes for all. As a school we are committed to consistent, high-quality curriculum planning, articulation, and assessment. Termly reviews with Curriculum Leaders will keep a clear focus on this area of attainment and is included in our Pupil Premium and Teaching and Learning Strategies.

Literacy and oracy will continue as school improvement priority. Last year we expanded our provision, appointed a new librarian, continued the work of the Raising Standards Lead, and the KS3 interventions leader. Our library expanded and we purchased new reading resources, promoted the role of the school librarian and English lessons included regular library lessons. We also increased 1:1 and small group intervention provision with an increase in staffing, embedded the NGRT as part of our drive to support students in their learning. Teachers are more familiar with the NGRT data and continue to annotate seating plans to support Pupil Premium students whose reading age is below their chronological age. Students identified as working below age related expectation have 1:1 support and this strategy is used alongside Reading Plus, where students work on bespoke packages with targeted reading to improve their accuracy, fluency, and comprehension. Accurate assessment allows students with below age expectations to be supported, both in the classroom and through bespoke packages. As we come to the end of this 3-year strategy, this area has been a substantial area of focus, and improved data analysis and intervention programmes, we have made substantial improvements to reducing the students reading below their chronological age in KS3.

In Maths lessons a greater emphasis has been placed on core numeracy skills, by including specific numeracy skills lesson each week. The first half term's focus is on addition, with extension skills, questions, and application for the more able students.

We have continued to increase our small group and KS3 intervention programmes to include numeracy from our maths intervention teacher and our Primary School qualified interventions leader. Progress has been made in identifying students that are not on track to achieve their KS3 goals.

Disadvantaged students' wellbeing is generally a greater barrier to school, continues to be a challenge. Surveys, attendance data, and behaviour data shows that there continues to be an increase in wellbeing related challenges for disadvantaged students. We have expanded our wellbeing provision, increased awareness, and appointed a new Curriculum Leader of Cultural Studies, writing a new PSHE curriculum, and PSHE tutor input. We continue with a well-structured assembly programme, which help students prepare for life post 16, understand the need for home learning and help prepare students for assessments/exams. We have expanded our student support team, with the appointment of two Student Support Managers, and revamped student services; we have continued to develop a student peer mentor programme, and we have updated our referral processes. Behaviour of disadvantaged students has improved, with only a small percentage of on calls, suspensions and exclusions being disadvantaged students, but organisational challenges remain high for PP students. This will become a challenge going forward.

High expectations of attendance and inclusion is a key school, priority, with wellbeing and praise forming part of this strand. We have introduced Arbor, and this allows a wealth of data to target students who are falling behind national data on attendance. Our attendance team follows up any queried attendance messages, or frequent absentees, and a clear process of letters, meetings and fines are in place to address attendance. A specific part of the weekly meetings with school leaders addresses any Pupil Premium students who are not attending, with clear support programmes, communication with home and safeguarding visits conducted. At the end of this three-year PP strategy, PP attendance remains a stubborn issue, and a more robust programme is planned to address this. Self-regulation and metacognition were noted as a challenge for our disadvantaged students. Surveys, home learning, behaviour, and participation data shows that disadvantaged students are still behind peers. We have introduced a sensory room to help students to self-regulate and decompress when required and increased our ELSA provision. Improvements have been seen in home learning submissions, with the introduction of Home Learning club being an established offer. The introduction of Arbor has allowed more of a focus on the number of pupil premium students attending Eggar's Experience with proposed strategies suggested to encourage more PP students to attend. We have made some progress in this area, but a more bespoke target to improve the organisation skills of our disadvantaged students will be the challenge going forward.

The 3-year pupil premium strategy had notable success in narrowing the gap from 1.69 grades difference between average grade of PP students and the whole cohort, to 1.37 (A8 Grade). This was achieved through focused CPD, in class intervention strategies and a greater focus on tutoring. As we move forward to the start of a new 3-year Pupil Premium Strategy, we aim to close the gap between KS4 disadvantaged students, and we will continue to focus on ensuring we have high expectations, levels of support and challenge for all PP students. A determined and focused approach to attendance is required, encouraging all students to belong, aspire and achieve.

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***

There are 14 pupils eligible for service pupil premium. Service pupils benefit from money invested in our student support team and have access to ELSA support as needed. A member of staff has been designated to oversee responsibility for the well-being of service pupils and to be a contact point for their families, offering mentoring support if required. Service pupils can attend social gatherings in school if requested. (rather than once a month) In addition to the above, discreet strategies, service pupils benefit from having their needs met by the wider PP strategies implemented across the school.

The impact of that spending on service pupil premium eligible pupils

Over the course of the year our designated teacher for Service families contacted all the pupils and families. Parents felt comfortable making contact regarding any concerns or changes in circumstance. There were monthly opportunities for the service pupils to meet socially in a relaxed environment to share their experiences. Service family pupils were invited to attend additional careers opportunities with visitors from the Armed Forces. The designated teacher ensured that service pupils who wished to take an active role in selling poppies or celebrating Remembrance Day were able to.