Pupil premium strategy statement – SJS 2025/28

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, 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.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	593
Proportion (%) of pupil premium eligible pupils	26%
Years	2025/26 2026/27 2027/28
Date this statement was published	01/01/26
Date on which it will be reviewed	01/12/26
Statement authorised by	Marc Cooper
Pupil premium lead	Sam Joyce
Governor / Trustee lead	WeST Community Council – HAB 5

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,768.34
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*	£204,768.34

Part A: Pupil premium strategy plan

Statement of intent

We believe that every child, regardless of their background, should be able to fulfil their academic potential and go on to thrive. We are committed to delivering a high-quality knowledge-rich curriculum with enrichment that expands across year groups and subjects, as we know that this is the most effective way to support deep, future-facing learning. Working within the wider vision of Westcountry Schools Trust (WeST), through the development of disciplinary literacy, we will ensure that every child can read at or beyond age-related expectation so they can access an adaptive and responsive curriculum.

The aim of this strategy is to identify key challenges to educational achievement within our context and remove barriers to provide equitable and ambitious education and support for our socio-economically and socio-culturally disadvantaged students. Curriculum and Reading sit at the heart of our approach, delivered through a lens of effective teacher learning. We recognise that effective teacher instruction has a disproportionately positive impact on the outcomes of children from the most disadvantaged backgrounds (Sutton Trust, 2011).

We will ensure the progression of our non-disadvantaged students will be sustained and improved alongside improved progression for our disadvantaged students. Our strategy takes a multifaceted approach which aims to support students within a wider community context extending from the classroom, the playground, and the canteen, to the home; the approach outlined below will be responsive to common challenges as well as ensuring individual needs are met.

Our strategy is driven by early diagnosis, careful implementation, and evidential research to ensure that impact is high and sustained. Investment in professional development, training and support for all staff will be integral in terms of effectively implementing our ambitious curriculum. We will use national strategies such as school led tutoring alongside early intervention such as Read, Write Inc: Fresh Start.

At Sir James Smith's School, we believe that when children are given the right conditions to thrive and every young person experiences a personalised education, where they will see beyond their own horizons and learn more than they thought possible. Through this strategy, we aim to be the difference that defies disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	**KS4 outcomes** are not in line with non-PP peers. Historically, progress and attainment of PP students is significantly below their non-PP peers in GCSE examinations, particularly in Maths, English and Science. This reduces the access of PP students to FE and employment and thus impacts upon their long-term education and career.
2	**The literacy skills of PP students on entry** to the school is below the level of their non-PP peers, and this gap continues throughout school. We need to close the

	gap quickly in KS3 to support the above two challenges, as well as improve all other aspects of school life.
3	**Lack of aspiration towards education and future career goals** as a result of rural social mobility inhibits the motivation of our students. This can be evidenced in a number of ways anecdotally but is clear in the quantity and nature of application to post-16 courses.
4	**Lack of resilience in assessment and self-regulated learning** prevents PP students from achieving in line with their peers, and benefitting from high-quality teaching as effectively as their non-PP peers.
5	**Wellbeing and attendance of PP students in comparison to their non-PP peers is lower**. This is typical of the national picture, as well as within SJS. This impacts upon their ability to engage in the classroom, and by extension, their disproportionate representation in the college behaviour system.
6	**Parental engagement with the school from PP students' parents is lower** at parents evenings, on the parent forum, and in other school-based events.

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
Academic gap between PP and non-PP closes across key academic measures at KS3 and KS4. a) KS4 P8 and A8 outcomes improve for disadvantaged pupils at KS4, closing the gap and improving outcomes for all. b) There is no gap in KS3 average reading age by the end of Year 9	a) In 2025-26, the school meets the WeST attainment target for strong basics. The P8 gap between PP and non-PP is classed as 'insignificant'. b) End of 2026: school meets WeST target: '**all** children at or beyond an age-appropriate level' in Year 9 NGRT.
All students are able to benefit from assessment practices that meet their needs and allow them to recall and retrieve prior knowledge effectively.	All teachers make regular use of Ten Zone retrieval tasks, Show Me boards, low-stakes quizzing and multiple choice tests that are embedded into curriculum plans and designed specifically to allow students to develop schema and long-term memory of key knowledge. Assessment is regularly researched, discussed and revised as part of department planning.
PP students and their parents are engaged in the school community and life-long learning, allowing them to flourish in their intended pathway. Students leave school with the necessary strategies to manage	Sustained high levels of wellbeing by 2025-26 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. ● A proportional decrease of CP and wellbeing referrals for PP students.

	Sustained high levels of parental engagement in 2025-26 demonstrated by: ● Number of PP parents attending parents evening is proportionate, or greater, to the percentage of PP students in the year group. ● The parents of PP students have improved engagement in school
There is no gap in the attendance of disadvantaged students and their peers, and attendance for all pupils is at or above the national average.	A significant improvement in attendance through: ● a reduction of PA across all students, with PP students being prioritised for home contact. ● The gap between PP and non-PP closes, and attendance is at or above national average for all students.
All students engage with self-regulated learning, completing their homework and taking advantage of the resources available to support and guide them. This engagement supports the achievement of expected outcomes in KS3 and 4.	2025-26: Monitoring and tracking of homework completion, with appropriate intervention is refined and improved with Year 11. This would include the monitoring of usage on GCSE Pod, Sparxs Math & Tassomi. 2025-26: monitoring, as above, across all year groups, and their appropriate platforms. The school continually strives for the best ways to support students with self-regulated learning, and ways to celebrate those that do it well.

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: £92,400.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a specialist HLTA to oversee the literacy Catch-Up and reading strategies in KS3 and deliver phonics-based teaching to the very lowest ability readers. Whole-School 'Literacy Across the Curriculum' coordinator to support the culture of reading at the school, and incentivise reading through competitions, events and rewards..	EEF 'Improving Literacy in Secondary Schools'. 2021 EEF 'Making the Best Use of Teaching Assistants' 2021' Ofsted 'Now the whole school is reading'	1,3,4,6 3, 6
Development and implementation of a cognitive science approach to the CPD curriculum assessment and feedback narrative. ● Use of deliberate practice assessment methods with Curriculum Leaders, teachers and TAs during College Priority Time (CPT) to embed formative assessment strategies. ● Development and implementation of a faculty review system by which accurate and regular appraisal of assessment and feedback practices can be seen and shared.	EEF 'Embedding Formative Assessment' 2018 EEF 'Teacher professional Development' 2021 EEF 'Teacher Feedback to Improve Pupil Learning' 2021 EEF 'Putting Evidence to Work: A school's Guide	1, 2, 5
Develop and embed disciplinary reading as part of a curriculum progression model, and further teacher understanding on how reading is	EEF 'Improving Literacy in Secondary Schools'. 2021 EEF 'Guide to the Pupil Premium' 2023	1, 2

different across subjects through CPD and training.		
Design, implement and resource the tutor reading programme with the main intention of reading for pleasure. Training for staff with regards to planning, preparing and reading (prosody) resources.	EEF 'Improving Literacy in Secondary Schools'. 2021	1, 3, 4
Staff 'Professional Duties' used to facilitate support for students in the Hub and with lower Literacy levels and also to support wellbeing of students.	EEF 'Teacher Feedback to Improve Pupil Learning' 2021	2, 5

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

Budgeted cost: £85,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading team expanded. Planning, training, resourcing and facilitating the following: ● Read, Write, Inc Fresh Start ● Lexia: Powerup ● Catch -Up Reading	EEF 'Improving Literacy in Secondary Schools'. 2021	3, 4
Targeted, student centred meetings (SOC/HN) between key stakeholders: Key Stage Leaders, Year Team Leaders, SENCo and behaviour lead.	Marc Rowland 'Addressing Educational Disadvantage in Schools: The Essex Way' 2021	1, 5, 6
School-Led tutoring En/Ma Y11 to include external agencies working with targeted students to close the attainment gap at KS4 outcomes.	EEF 'One to One Tuition: Toolkit' 2021	1, 3, 4, 5, 7
Paired Reading: Expert readers in Years 10 are paired with weak PP readers in Years 7-9	EEF 'Improving Literacy in Secondary Schools'. 2021 EEF 'Toolkit: Peer tutoring' 2021	1, 3, 6

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

Budgeted cost: £18'400.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading-based events to engage students with the importance of reading in the wider world: visiting authors, poets. Student librarian scheme to engage PP students in school community.	EEF 'Improving Literacy in Secondary Schools'. 2021 EEF 'Guide to the Pupil Premium' 2023 Ofsted/DfE 'Now the Whole Schools is Reading' 2022	3, 4, 6
PTFA organised community events at the college	Crenna-Jennings 'Key Drivers of the Disadvantage Gap' 2018	6, 7
£25 per student allocated for subsidised access to enrichment trips and events.	EEF 'Guide to the Pupil Premium' 2023 EEF 'Improving Social and Emotional Learning in Primary Schools' 2020	6, 7
Breakfast Club As advised by numerous studies, providing sustenance at the start of the day enables a healthier start for the academic day. PP students are provided with £1 a day allowance in addition to FSM.	Crenna-Jennings 'Key Drivers of the Disadvantage Gap' 2018 EEF 'Guide to the Pupil Premium' 2023	6
The Brilliant Club Scholars Programme to help develop knowledge, skills and confidence to access Higher Education.		1, 3, 5
Late buses for Enrichment and Period 6 offer to ensure that all students are provided with the opportunity to engage in extra-curricular activities across KS3 and KS4, as well as further specialist tuition at KS4.	Marc Rowland 'Addressing Educational Disadvantage in Schools: The Essex Way' 2021	3, 4, 5, 6

Taxi for Year 11 Period 6 to ensure that all students at Year 11 are provided with the opportunity to engage in further specialist tuition at KS4.		1, 2, 4, 5, 6

Total budgeted cost: £204,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 4 performance data and our own internal assessments.

For 2025, the Attainment 8 (which is a measure of GCSE attainment across 8 subjects) score was 37.28 for our disadvantaged pupils and 45.1 for our non-disadvantaged. See DfE guidance for more information about KS4 performance measures.

Our disadvantaged Basics 5+ measure showed that 32% of disadvantaged students achieved 5+ in English and Maths, compared with 11.5% the year before. The Basics 5+ for our non-disadvantaged was 47.3% which shows that the gap is narrowing but there is still a gap of 15.3%.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.