



Pupil Premium Policy 2025-2026

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Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2025-26) and the effect that last year's spending (2024-25) of pupil premium had within our school.

School overview

Detail	
School name	Lister Community School
Number of students in school	1489
Proportion (%) of student premium eligible students	61.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2025 to 2026 - 2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Alice Clay
Pupil premium lead	Sara Voisey
Governor / Trustee lead	TBC

Funding overview

Detail	
Pupil premium funding allocation this academic year	£856,238
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	£856,238

Part A: Pupil premium strategy statement

Statement of intent

Our pupil premium strategy aims to ensure that all students who attend Lister Community School, irrespective of their background, prior challenges or socio economic barriers, have:

- access to quality first teaching
- opportunities to achieve to their potential and beyond
- wellbeing at the core of their school experience

The school has converted to an academy and is part of the Newham Community Learning Trust (NCL) with three local secondary schools and two primary schools. The key principles which underpin this pupil premium strategy are our trust's key objectives and priorities. Those priorities are to support all schools in the Trust to provide a consistently excellent education while adhering to our core values. This will include:

- (a) developing a highly effective curriculum for our students in each school, drawing on our expertise in both primary and secondary phases
- (b) providing all staff with professional development of the core skills and knowledge they need to be effective in their roles

Challenges

We have identified four challenges which impact our disadvantaged students.

As the cost of living has increased this has had an obvious impact on students and the wellbeing of families in the borough. Factors outside of the school have had a significant impact on our support for students beyond the classroom in many areas such as an increased use of the foodbank being accessed by families. The changes in cuts to school and local authority budgets have a tendency to disproportionately affect disadvantaged and vulnerable children. Following the pandemic, there has been a significant strain on wider support services for children and young people including extensive waiting lists for needs diagnosis. The changes in housing policies both locally and nationally have resulted in a significant increase in the number of families being made homeless, often at very short notice. This can impact negatively on a range of measures such as attendance, achievement and well-being for those students.

Challenge	
1 Attainment & Progress	<p>EEF Research (<i>December 2023</i>) finds the attainment gap between disadvantaged pupils and their peers has widened across all educational phases since 2019. <i>"The link between family income and educational achievement has been further entrenched by the pandemic."</i></p> <p>Following the continued negative impact of the pandemic on pupil's wellbeing and behaviour we are aware from student feedback, observations, assessments and data that some students are falling behind age related expectations. Over 65% of our students speak English as an additional language, nationally this is 20.5%. Over 60 different languages are spoken at Lister. Families typically lack access to new technologies to assist their access to learning and students/families without access are prioritised.</p> <p>The disparity of attainment remains throughout assessment points within school and disadvantaged pupils typically leave Lister with lower attainment than their non-disadvantaged peers.</p>
2 Midphase admissions & EAL Newham has one of the highest population turnover rates in London. The school has also experienced a turbulent roll in recent years.	<p>There is a high number of MPA students joining Lister. In the Autumn term of 2025, 43 students have joined so far. In the year 2024- 2025 113 MPA students joined Lister. The challenge for these MPA students is that the majority of these students are EAL which means it is difficult for them to access English and the curriculum.</p> <p>We have a transient population. 50 students in the Autumn term of 2025 have come off roll. In the year 2024- 2025 120 students came off roll as families moved out of the borough or left the</p>

	<p>country. Proactive and effective parental engagement of these new students is vital in order for the students to be successful.</p> <p>65.5% of students are EAL in the school.</p>
<p>3</p> <p>Admissions, attendance and socio economic factors</p>	<p>Our attendance data shows that our disadvantaged students have lower attendance and higher occurrences of being late to school.</p>
<p>4</p> <p>Cultural Capital</p>	<p>We are aware that there is always a need for students to have wider opportunities and experiences with “the knowledge and cultural capital they need to succeed in life”</p>

Overcoming barriers to learning is at the heart of our pupil premium strategy. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals and allocate a budget accordingly.

Intended outcome

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 quality first teaching for all	<p>Progress 8 scores are not available for the 2025 cohort of students. However, results showed that pupil premium students achieved an attainment 8 score of 42.97 which was lower than non pupil premium students. They also achieved a lower average points score in comparison to their non pupil premium peers. Although this does not take into account starting points, it does highlight a gap that needs to be closed and the school's aim is to close this.</p> <p>All students can access a challenging and ambitious curriculum</p> <p>Disadvantaged pupils to achieve a P8 score above 0.</p> <p>Disadvantaged students to achieve above the national average A8 for pupils.</p> <p>Ebacc entry for disadvantaged students to be the same as non disadvantaged students.</p> <p>Close the gap between P8/A8 scores of PP and non-PP students with a target of equal P8/A8 scores.</p>
Improved reading and literacy	<p>Reading age increased through Lister's Literacy Strategy: as a result of Lister's curriculum, disciplinary literacy, the phonics programme, the reading fluency programme and Sparx Reader</p>

	<ul style="list-style-type: none"> • Phonics screening and intervention in year 7 • Fluency focused training across the whole of Lister • Fluency intervention for particular groups in year 8 • Disadvantaged students' reading ages will improve. The gap between disadvantaged students and non-disadvantaged students in each year group will be reduced. • Focus on disciplinary literacy in lessons • As part of the Reading Recovery Strategy, students with reading age 1-3 years below actual age will be assigned a reading mentor in the school to read with during Friday silent reading <p>Disadvantaged students' reading ages will improve, on average, by 13 months over a year (from December 2023-December 2024).</p> <p>The gap between disadvantaged students and non-disadvantaged students reading age, in each year group, will be, on average, no more than 2 months.</p>
Retain high admission numbers and maintain levels of high attendance (95% national average)	<p>Punctuality and attendance percentages increased for all key groups across the school</p> <p>Sustained high attendance for 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all students being more than 92% (was 90.9% in 2024/25) • the attendance gap between disadvantaged students and their non-disadvantaged students being reduced, with both aiming to at least 92% (Pupil Premium student percentage 91.2% in 2024/25) • the percentage of all students who are persistently absent being below 20% (was 33.37% in 2024/25) • having a smaller disparity between the scores of disadvantaged and non-disadvantaged.
Use cultural capital given to give students access to experiences and skill development	<p>Broaden students' outlooks both nationally and internationally</p> <ul style="list-style-type: none"> • Promote healthy relationships across the community • Increased opportunities for extra curricular educational visits • Widening the extra-curricular provision • Launching a robust scholars programme for high achieving students who may be also receiving pupil premium funding.

Activity in this academic year

This details how we intend to spend our pupil premium academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge
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		addressed
CPL for teaching and learning	<ul style="list-style-type: none"> • Whole school and individual CPL will help teachers obtain new teaching techniques, share best practice and apply fresh approaches to teaching that allows them to improve their ability both for students, as well as expand their own personal opportunity within the teaching industry. Staff will engage in the Steplab programme to do this. • All students need to understand and be able to use the language of the curriculum in order to achieve at or above age expectations • “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.” The EEF guide to pupil premium 	1,2
HLTAs	3 HLTAs recruited to provide bespoke English and Maths interventions to targeted groups of students.	1,2
Provide students with immediate feedback in lessons to support academic progress	<ul style="list-style-type: none"> • Every single classroom at Lister has their own class set of whiteboards and pens to shift the culture towards opportunities for frequent whole class feedback. • Staff routinely provided CPD on strategies and examples of high-quality feedback • All departments create bespoke Marking and Feedback Guidelines to drive progress in their subject area • Termly book looks to ensure feedback and marking is standardised and consistent across departments • Observations of ALL teachers across the year for quality assurance • Use staff training to encourage teachers to be strategic in their seating plan, asking questions and prioritising the feedback of said students - making all teachers aware of their pupil premium students in their class. 	1,2
Careers guidance	<p>All students have a minimum of two encounters with employers/further/higher education each year with the exception of Y7 (GBM 5&7)</p> <ul style="list-style-type: none"> • Regular programmes running to support students being career ready. • Visits to FE/HE institutions and industry happen regularly throughout the year • Celebration of National Apprenticeships Week and National Careers Week <p>All students given personal guidance with a careers adviser and this is repeated where this is required (GBM 8)</p>	1,2,3,4

	School has bought into ELBA which supports students' careers education through visits, workshops and visitors.	
Online resources	Further develop systems to capture student progress in line with quality first teaching.	1,2,4
Anti Bias Training	Training for staff that targets disadvantage (as well as race)	1,2,3,4

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

Activity	Evidence that supports this approach	Challenges addressed
Mentoring 10 & Y11 students under A list intervention programme	<p>According to the EEF Mentoring has been linked in studies to social-emotional development benefits, improvements in youth perceptions of parental relationships, and better prospects for moving on to higher education. Similarly it raises aspirations and outcomes for said students.</p> <p>The students in this programme are in receipt of pupil premium and are not currently passing English and Maths.</p>	1, 2, 3
Targeted Phonics Intervention	Identified students that have a reading age that is below 3 years or more have 1-2-1 or small group targeted Fresh Start Phonics intervention with the Reading Intervention TA.	1
Scholar's Programme	<p>Scholars identified in each year group to receive access to a range of interventions including:</p> <ul style="list-style-type: none"> • scholar's lectures for Y7 -10 at the start of the academic year to raise aspirations and focus their attention on their scholars status. • Weekly scholar seminars run every Thursday at lunchtimes run by different staff members, students and external speakers. • Scholar's Programme has also been designed to have a graduated approach to scholarship with bronze, silver and gold challenges with rewards. • Scholar's programme will also include a prestigious colleges programme to push HPA students to apply for prestigious scholarships. 	4
Homework Support	Homework strategies from the EEF teacher	1,2

	<p>toolkit shows that homework has a positive impact on average five-months particularly with students in secondary schools. "The evidence shows that the impact of homework, on average, is five months' additional progress." The EEF found that: "The quality of the task set appears to be more important than the quantity of work required from the pupil" (EEF).</p> <ul style="list-style-type: none"> • Google classroom used for homework for all students. • Homework support is available after-school in three different ways: <ul style="list-style-type: none"> - Library open both before school (7.30am - 8.25am) and after school (3.00pm to 5pm) - Homework club runs on Tuesdays and Thursday with extra staffing - Achievement Leads run Compulsory Homework Club on for students identified as consistently struggling to complete homework and under-attaining. • Changes made to praise system (+1 for excellent piece of homework and +5 for completing all homework in set in the term) to shift culture around homework 	
Student progress meetings held by SLT with Heads of Year Leader, and Curriculum Leaders	There is a collective responsibility for monitoring and addressing PP students' progress as well as other disadvantaged groups.	1,2,3,4
Subscription to Read, Write Inc phonics programme	PP students often have a lower reading age because they have not received the support necessary to grasp phonics. They make up a large part of the early stage readers at Lister and we target PP students in year 7 with a low reading age so that they can be screened for their grasp of phonics.	1,2
Subscription to Sparx Reader	<p>PP students in nurture groups regularly complete AR reading assessments and have regular reading interventions through Sparx Reader.</p> <p><i>With the change to Sparx Reader, listed below, the measurement of reading ages has changed. Although reading ages have improved collectively, we have yet to gather all reading age data and so it is too soon to measure whether we have seen the changes we set out to achieve for PP students.</i></p>	
Purchase of the HFL fluency project	Reading fluency is key to developing reading comprehension. This is shown by the work of the EEF. PP students with a low reading age in year	

	8 are targeted for fluency intervention.	
Easter and weekend intervention programmes	Easter and weekend intervention programmes for identified students who require additional targeted support to raise grades (subject specific intervention and general study/exam skills).	1,2,3,4
MPA/EAL induction process	Use of the MPA / EAL induction to identify students with a package of support that best meets their needs. EAL intervention support delivered by EAL Lead / House teams	1,2,4
Bridge intervention	A sensory room has been created that allows students with SEND to have time out. The calming atmosphere makes regulation easier and allows them to return to lessons quicker. Some students will access academic support in this room. The Bridge offers a number of interventions including reading fluency, numeracy and colourful semantics. These aim to support progress of students who are underachieving.	1,2,3,4

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

Budgeted cost (minimum):

Activity	Evidence that supports this approach	Challenges addressed
Breakfast club & free school meals (foodbank service)	Identified families/students to benefit from access to healthy food items.	3
Attendance team to track, monitor and improve the attendance of some of our most vulnerable students including use of alternative provision intervention	Tracking and monitoring attendance allows key stakeholders to identify patterns and attendance issues early allowing action to be taken to address the issues in a timely manner.	2,3,4
Range of organisations to support student wellbeing and safety - both charity and local authority	<ul style="list-style-type: none"> - Intervention to support students as part of early help - Targeted support for identified students Examples: <ul style="list-style-type: none"> - REIN - CGL - West Ham Foundation (mentoring sessions) - SHINE - PLACE2B - ALP - Navigate Mental Health 	

Targeted Mental Health Support - P2B	<ul style="list-style-type: none"> - Regular counsellor to support students and staff - Additional sessions to support students who are experiencing poor mental health 	3
Improve range of activities and experiences (cultural capital) for all students to access	<ul style="list-style-type: none"> • Wide range of educational visits • Residentials • CEIAG across all year groups including ELBA • Outward Bound opportunities • Future pathways • Scholars programme - seminars • Debatemate • UKMC - Maths challenge • Careers, college assemblies • WOW week - educational visits to universities • BFI visits • Theatre show visits • Ski trips and international trips • Student led assemblies 	2,4
The Bridge Intervention	A cooking room has been built that offers therapeutic cooking intervention for vulnerable students and students with SEND.	

Part B: Review of outcomes of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2024 to 2025 academic year.

Improved quality first teaching for all

- Increased targeted intervention through use of x 3 HLTAs.
- Coaching sessions for teachers to improve the quality of teaching learning, including Early Career Teachers.
- Staff enrolled on NPQ programmes to develop the school curriculum, pedagogy and leadership capacity.
- Associate ML and LT roles to develop leadership capacity
- Strategies to support adaptive teaching through Assessment for Learning continued to be shared with staff,
- Updated homework policy
- Regular staff training through INSET and Twilights

- Steplab programme used with all teaching staff
- Personalised learning plans for all students on the SEND register and regular sharing of updated strategies to support students with SEND.
- Staff training on specific areas of Special Educational Need and best practice for inclusive teaching.
- Updated feedback and marking policy in use and reviewed

Improved reading and literacy

- Students below reading ages identified in KS3 to have either a Reading Mentor or intervention with library staff.
- All lower sets in KS3 English and KS4 English have an hour a week doing the Sparx Reader Programme.

Provide meaningful support to students with mental health and wellbeing issues

- Parental sessions held to enable parents to support their children.
- Training conducted via twilight providing strategies for coping with mental health issues for both staff and students.
- Mental health initiatives and interventions embedded into the pastoral curriculum.
- Student support centre staffing roles and responsibilities restructured and moved into a new and improved space.
- Alternative provision to support students struggling in mainstream education.

Increased opportunities for students to engage with high quality cultural capital

- Increased the opportunities for school visits for all students using the visits process.
- WOW(World of work) week launched in which students visited various universities all over London.
- Skiing trip and Spain trip
- Met the Gatsby Benchmarks using the careers programme that will increase opportunities for students leaving in year 11.

Outcomes for disadvantaged pupils

Y11 2024/5 Actual Key Stage 4 Summary of Data

Number of disadvantaged pupils in the Progress 8 score 136

Progress 8 score for disadvantaged pupils unavailable

English & Maths at grade 4+ - 59%

English & Maths at grade 5+ - 36%

Average Attainment 8 score per disadvantaged pupil 42.15

% of disadvantaged pupils entering the English Baccalaureate 86.62%

Average EBacc APS score per disadvantaged pupil 3.80

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

Programme	Provider
Debate Mate	After school debate programmes.
Various Sports Programmes	Greenhouse Sports – Basketball Coaching

Service student premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service student premium allocation last academic year?	
What was the impact of that spending on service student premium eligible students?	