

Sarah Bonnell School

Pupil Premium Strategy Statement 2024-2027

This statement details how our school uses the pupil premium funding to improve the attainment of students eligible for Pupil Premium.

Part A is the school's pupil premium strategy. This shows how we plan to spend the funding in each year of the three-year plan.

Part B shows the impact the spending of the pupil premium had within our school in the previous school year.

School Overview 2025-2026

School name	Sarah Bonnell School
Number of students on roll (Oct Census 2025)	1228
Number of students eligible for Pupil Premium	683
Proportion (%) eligible for Pupil Premium	53.7%
Date this statement will be published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Rae Potter - Headteacher
Pupil Premium Lead	David Hudson - Deputy Headteacher
Governor / Trustee Lead	Paul Leslie -Chair of Governors A.Hemmings -Director of Education NCL

Funding Overview for 2025-2026

Pupil Premium per pupil	£1 075
Pupil Premium funding allocation this school year	£ 733,688
Pupil Premium funding carried forward from previous years	£ 0
Total funding for this school year	£ 733 688

Part A - Pupil Premium Strategy for 2024-2027 At Sarah Bonnell we follow the DfE recommendation that a three year strategy supports schools to plan the spending in a way that brings about a sustained impact over time. The strategy is reviewed annually in October each year. Any adjustments to the strategy are based on evaluation of the impact on students' achievement and wellbeing. **In 2025-26 we are in Year 2 of this three year strategy.**

1. Statement of Intent

The Pupil Premium funding is allocated to schools to address the additional challenges faced by disadvantaged students. Sarah Bonnell School ensures that the Pupil Premium Strategy is an integrated part of the school's work to provide an outstanding quality of education for all. To achieve this we ensure that the grant is allocated in line with key actions identified in our School Improvement Priorities. These priorities are agreed by the school Leadership Team following the annual self-evaluation process which uses evidence to identify areas of strength, to embed and further develop, and areas to improve.

At Sarah Bonnell School we are ambitious for all our students and provide a well sequenced and inclusive curriculum that stimulates curiosity and is relevant and appropriate for all students. We provide opportunities for all students to develop a love of learning across a range of subjects and achieve qualifications that enable them to progress to the next stage of their learning. We empower and inspire students to develop as courageous and confident young people ready to make valuable contributions to society. Everything we do is to secure the best possible futures for our young people - enabling them to thrive and achieve.

Quality First Teaching is fundamental to the achievement of all students at Sarah Bonnell School and we maintain a constant focus on further developing classroom practice in teaching, learning and assessment to ensure students, including those eligible for Pupil Premium, achieve exceptional outcomes. **This focus on teaching and learning has been a central focus of our Pupil Premium spending for a number of years and the impact of this work is evident in the excellent results achieved by disadvantaged (and non-disadvantaged) cohorts over time.** The school has achieved national recognition from SSAT for the progress and attainment for Pupil Premium students every year since 2015. For example in 2025 we received the following message *'Congratulations to everyone at Sarah Bonnell School on your excellent KS4 performance in 2024..... your school has won an SSAT Educational Outcomes award for being in the top 20% of non-selective schools nationally for attainment, being in DfE band 1 for student progress, and for achieving high levels of performance from pupils eligible for the pupil premium at key stage 4.'* (SSAT Educational Outcome Awards 2024) . The GCSE outcomes for 2025 demonstrate the sustained impact of our approach as the school remains above national average in the key headline measures for Pupil Premium students with a **A8 Average Grade of 5.4 (up from 52.09 in 2024)**. There is a marginal 3.5% gap between outcomes for Pupil Premium students (54.32) and Non-Pupil Premium students (57.99) at

Sarah Bonnell. In 2025 there is a 0.8 gap between the Average Grade of a student at Sarah Bonnell who is not eligible for Pupil Premium (5.9) compared to a student who is (5.1). Whilst this is still above the national average grade of 5.0 for non-pupil premium students nationally this is still something we are addressing. There is also a 12% gap for Grade 5 -9 in English and Maths and whilst 60% is well above national average for Non- Pupil Premium students we are still putting in additional measures to close this gap.

The school understands the importance of using research and evidence to inform the decisions we make about which strategies are going to have the biggest impact on achievement.

At Sarah Bonnell School we know that a large proportion of our school community experience economic, social and emotional barriers to their learning. We know this includes those eligible for Pupil Premium **as well as many who do not register or qualify for this premium**. Our knowledge of the [Newham context](#) underpins our belief that our strategy needs to support those **students living in deprivation**, who fall outside FSM thresholds, to have access to the resources, support and curriculum to enable them to achieve and thrive.

Our strategy is informed on evidence summarised in our school self-evaluation.



Our strategy is also informed the research provided by The Education Endowment Foundation (EEF) which recommends a three tiered approach focussing on High Quality Teaching, Targeted Academic Support and Wider Strategies (see diagram above from [EEF Guide to the Pupil Premium](#)).

We also use the guidance provided by the Department for Education when planning and evaluating how the grant is allocated. *'Pupil premium is not a personal budget for individual pupils and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. Pupil premium can be*

used to support other pupils with identified needs, or used for whole class interventions that will benefit all pupils' ([DfE 'Using Pupil Premium Guidance for School Leaders 2024](#)).

Our strategy addresses systemic challenges and has a ripple effect across the whole school community, ensuring the benefits reach both **eligible and hidden poverty** groups.

2. Challenges - identified barriers to learning

The table below details the key challenges to achievement that the school has identified amongst our disadvantaged cohort using evidence gathered at a school, local and national level.

Challenge Number	Details of the challenge
1	<p>Literacy</p> <p>Reading Tests conducted in Autumn 2025 identify 30-40% of our students have a reading age below their chronological age in each year group . This is further heightened when we look at the percentage of students eligible for Pupil Premium who have a reading age below their chronological age. This creates barriers for these students who need additional support to access the KS3 and KS 4 curriculum.</p> <p>In KS3 in November 2025 there are 86 students with a reading age below 10, 30-40% of students in each year group have a reading age below their chronological ages .65% of our students are reading at their chronological reading age. 75% of pupils nationally meet the expected standards for reading by the end of KS2 .Pupils need a reading age of 16 to access all GCSE exam papers..</p>
2	<p>GCSE outcomes in 2025, lesson observations and school based assessments indicate that the Covid19 Pandemic and two periods of Partial School Closure continue to have a significant and disproportionate impact on students eligible for Pupil Premium despite the provision made by the school. This remains evident in students' confidence and progress in English and Maths with 73.4% of Pupil Premium students securing a GCSE Grade 4+ compared to 81% of non Pupil Premium students in 2025. Whilst this is above the national average for Non-pupil premium (72.7%) we want to remain ambitious for the outcomes at GCSE English and Maths for Pupil Premium students.</p>
3	<p>Behaviour and Attitudes - attendance has also been adversely affected by the impact of the Pandemic . The attendance of pupil premium students pre-pandemic in the school year 2018-2019 was 95.6%. This fell to 92.6% in 2024-5. Our analysis of attendance and punctuality data indicates that absenteeism is negatively impacting disadvantaged students progress and well-being. There has also been an increase in the number of Fixed Term Suspensions - analysis of Behaviour Points, Reset Data and exclusions data indicates that a number of our disadvantaged students require additional support with the meta-cognition required to self-regulate behaviour and reduce risk of suspension and Permanent Exclusion.</p>
4	<p>Personal Development - there has been a dramatic increase in the number of students being identified through our Inclusion Meetings for additional support with managing</p>

	their emotional health and well-being. Students presenting with reduced confidence, anxiety, low self-esteem, diagnosed eating disorders, self-harm and depression have required access to additional in-school and external support.
5	Additional Opportunities - the restrictions in place during the pandemic reduced the opportunities for all students, including Pupil Premium students, to access the usual variety of educational visits and enrichment opportunities on offer at the school as part of our whole experience of school. The school carefully monitoring the enrichment programme to ensure higher levels of engagement for Pupil premium students.

3.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 for Pupil Premium students	Success Criteria
1.Improved reading comprehension in KS3	KS3 English Assessment data (including Reading Ages) demonstrate a smaller disparity between Pupil Premium students and their non-disadvantaged peers Students report feeling more confident when reading challenging texts. Teachers of all subjects can see improvement in engagement and outcomes in lessons. Less than 20% of students have a reading age below their chronological age
2. Improved GCSE Maths outcomes with a focus on 70% of students achieving a Grade 5 or above	The Maths Improvement Plan has been successfully implemented and Maths Mastery embedded in a way that builds confidence and outcomes for students eligible for Pupil Premium and closes the gap between them and their non-disadvantaged peers with regards achievement of GCSE Grade 5+
3. Improved attendance and punctuality and behaviour	Attendance patterns for students eligible for pupil premium improve . Attendance increases by 0.2 in 2025-6 in line with DfE targets.

	<p>Students and staff report improvement in engagement and progress in lessons evidenced in attainment data and books.</p> <p>Reduced number of students eligible for the pupil premium at risk of suspension</p>
<p>4. Improved range of therapeutic support and mentoring for personal development, welfare and well-being including establishing the Adele Hub (in-school alternative provision)</p>	<p>Students vulnerable to under-achievement identified through Inclusion Team Meetings receive appropriate therapeutic support and /or mentoring to support positive mental health,well-being and engagement. Assistant Headteacher for Personal Development and Access and Inclusion demonstrates achievement of actions in PDBA Action Plan and evaluates impact.</p> <p>Students report improvement in engagement and well-being.</p>
<p>5. Improved access to experiences and opportunities that cultivate confidence and character through specific opportunities to extend the experience of students during Enrichment Clubs, Educational Visits and Events and as part of the curriculum.</p>	<p>Enrichment Data demonstrates an increase in participation levels for Pupil Premium students in after-school clubs and activities and other enrichment opportunities included in the curriculum.</p> <p>Every PP student attends 1 after-school activity per week and engages in 1 educational visit per year.</p>

4.How we plan to spend the Pupil Premium Funding to address these challenges in 2025-2026

Funding £	Activity	Challenge
203 929	2 x Additional Lead Practitioners (Maths and Science) responsible for improving the quality of teaching and learning in these core curriculum areas and across the school.	1 2
90 969	2 x Pastoral Managers responsible for safeguarding, pastoral welfare and provision for Key Stage 3 and Key Stage 4	3 4
16 500	Speech and Language Provision for specialist development of confidence with communication	1
	Targeted support:	2

14 078	1 x academic mentor in Maths Revision resources, seminars and small group intervention for Key Stage 4 students in English and Maths and EBacc subjects	2
37 299	Teaching Assistant Numeracy to provide in-class and small group support to students	2
37 296	Teaching Assistant Literacy to provide in-class and small group support and tutoring with English Language and English Literature	1
14 529	NGRT tests programme to provide students with access to challenging texts in order to develop their love of reading and improve reading ages.	1
53 110	Here to Listen Counselling Service to provide on-site confidential counselling for students who need support with emotional and mental health	3 4
106 603	Attendance Officer x 1 and Safeguarding Officer x 2 to ensure students have attendance above 92.8% school and are protected from harm	1 - 5
65 000	Music tuition to provide enrichment opportunities and contribute to personal development and engagement in school life	4 5
30 000	Funding of educational visits and enrichment opportunities to ensure all students access additional opportunities to learn and thrive	5 4 3
22 500	50% contribution to the Greenhouse Tennis Programme to fund a specialist tennis coach and improve the attendance and physical wellbeing of students	5 3
41 875	Targeted Intervention for individuals and small groups focussing on enhanced pastoral support to improve engagement, behaviour and attendance (funding for PDBA programmes and alternative provision in the Adele Hub)	1 4 3
733 688	Total Spend	

Part B: The impact of Pupil Premium funding on students in 2024-25

Pupil Premium funding was allocated effectively to support eligible students to make well above average progress compared to their national peers and promote their wellbeing and welfare. The quality of pastoral support funded by the Pupil Premium grant was used effectively to promote the welfare and safety of students.

Challenge	Impact	Evidence
1	<ol style="list-style-type: none"> 1.Pupil Premium students received 1:1 Literacy and Numeracy support from Literacy and Numeracy Teaching Assistants 2.Students supported with developing reading through SBS Loves to Read programme. 3.All staff CPD through Teaching and Learning briefings, Action Research Strands and Learning Conversations to develop Oracy and Reading in lessons 4. Reading programme delivered in English lessons in Learning Hub for all KS3 students for 1 hour a week 5. Lead Practitioner English provides teaching and learning coaching 	81% of Pupil Premium students in 2025 achieved GCSE Grade 5 or above in English
2	<ol style="list-style-type: none"> 1.High quality Professional Learning for all staff resulting in strong GCSE outcomes for Pupil Premium students when compared to national non-pupil premium. 2. Lead Practitioners impact on quality of teaching in English, Maths and Science 2. PP students prioritised for additional support and challenge from academic mentors in Maths 3. Numeracy Teaching Assistant provided additional support in lesson time to identified students. Numeracy Schemes of Learning re-written for all TG groups to focus on and close gaps in learning. 4. Maths Mastery approach adopted and integrated with Sarah Bonnell leading Secondary Mastery via North East London Maths Hub 5. Extended Learning Days on life long numeracy and Financial Literacy 6. PixL Maths strategies used to support PLPs for students 	<p>GCSE 2025 outcomes show that A8 for Sarah Bonnell was 54.3 for PPG</p> <p>60% of Pupil Premium students achieved Grade 5+ in GCSE English and maths</p> <p>The gap between PPG and overall school results for 5+ E&M is 2.4%</p>

	<p>7. Practice Exams to support students progress and well-being</p> <p>8. Moderation across the NCL Maths teams to ensure excellent feedback to students</p>	
3	<p>1. Attendance Officer continued to monitor attendance and punctuality closely during the period of partial closure and during the return to school</p> <p>2. Pastoral Teams(Year Leaders, Tutors and Progress Leaders) managed effective systems to improve levels of attendance and address absenteeism.</p> <p>3. Effective use of Google Sheets to track communication with home regarding concerns relating to attendance and engagement</p> <p>4. Effective monitoring of attendance and liaising with the Local Authority with regards CME cases.</p>	Attendance of students with FSM was above national average at 91% in 2024-25 but aim to increase it to 93.1%
4	<p>1. Here to Listen Counselling Service provided over 800 x 1 hours sessions to students</p> <p>2. Safeguarding Team managed 564 concerns, made home visits and established Parent Drop-in sessions, sourced funding for PP student in poor housing, worked with students directly and supported colleagues in each Year Team</p> <p>3. Safeguarding provided careful monitoring of all vulnerable students during partial closure</p> <p>4. Newham Citizens programme engaged students in social action and the development of positive self-esteem, communication and leadership skills</p> <p>7. Students participated well in the life of the school 44 as Prefects and KS3 Ambassadors (44 Prefects were Pupil Premium students and 25 KS3 Ambassadors)</p>	Online Counselling with Here to Listen 100% of thought that mentoring had helped them to think more positively about the future,

5. Externally provided programmes

Sarah Bonnell School worked with the following external providers during 2024-5

Tennis coaching and mentoring	Greenhouse Sports
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Student counselling services	Here to Listen
Mentoring	Joy Uplifts mentoring programme
Creative Arts	Bow Arts Consortium
Developing Citizenship and Social Action	Newham Citizens (TELCO)