Sarah Bonnell School

Pupil Premium Strategy Statement 2024-2027 DRAFT

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 2026-2027

School name	**Sarah Bonnell School (PPG allocation)**
Number of students on roll*	1223
Number of students eligible for Pupil Premium*	722
Proportion (%) eligible for Pupil Premium*	59%
Date this statement will be published	December 2026
Date on which it will be reviewed	October 2026
Statement authorised by	Jess Carter - Head of School
Pupil Premium Lead	Becks Griffiths- Deputy Headteacher
Governor / Trustee Lead	A.Hemmings -Director of Education NCL

**n.b. The pupil numbers reported reflect the data used by the Department for Education (DfE) to calculate Pupil Premium funding, which is based on the previous year's census. As such, the figure of 1,223 students does not reflect the school's current roll following changes from September 2026.*

Funding Overview for 2026-2027

Pupil Premium per pupil	£1 100
Pupil Premium funding allocation this school year	£ 794,200
Pupil Premium funding carried forward from previous years	£ 0
Total funding for this school year	£ 794,200

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 2026-27 we are in Year 3 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. Our three school priorities for 26-27 are:



- **Inclusive Teaching**
- **Excellent Engagement**
- **Strong Attendance and Full Roll**

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 remains fundamental to the achievement of all students at Sarah Bonnell School. We maintain a sustained focus on **developing high-quality classroom practice in teaching, learning and assessment** to ensure that all students, including those eligible for Pupil Premium, achieve strong academic outcomes. Our investment in **Steplab,** through a **structured programme of professional development, instructional coaching and focused lesson drop-ins**, supports the consistent implementation of our Teaching, Learning and Assessment (TLA) Policy, **strengthening evidence-informed classroom practice** and ensuring high-quality, inclusive teaching for all students, particularly those eligible for Pupil Premium. This commitment has been central to our Pupil Premium strategy for a number of years and has contributed to the **school's historically strong outcomes for disadvantaged students.**The school has received national recognition from SSAT for the progress and attainment of Pupil Premium students, including the 2025 Educational Outcomes Award, recognising our performance in the top 20% of non-selective schools nationally for attainment

and our strong outcomes for disadvantaged students.

The 2026 GCSE outcomes reflect the continued commitment to high-quality teaching and support at Sarah Bonnell School, with many students achieving strong qualifications across a broad and ambitious curriculum. Notable successes were achieved in Mathematics, Humanities, World Languages, Creative Arts and Triple Science. **55% of students achieved Grade 5 or above in both English and Mathematics**, whilst Mathematics outcomes remained particularly strong, with **62.7% achieving Grades 9–5 and 27.4% achieving Grades 9–7**. Whilst overall outcomes were lower than in 2025, these achievements provide a strong foundation on which to build as we continue to strengthen teaching and learning and secure improved outcomes for all students.

Importantly, **students eligible for Pupil Premium continued to achieve significantly above national disadvantaged benchmarks in 2026**. Pupil Premium students achieved an **Attainment 8 score of 49.62**, compared with the national disadvantaged average of **35.6**. Furthermore, **67% achieved Grade 4 or above in both English and Mathematics**, whilst **52% achieved Grade 5 or above**, substantially exceeding the national disadvantaged average of **27.5%** for the latter measure. These outcomes demonstrate the continued strengths of our approach to supporting disadvantaged students, whilst recognising that further work is needed to improve attainment and reduce gaps between disadvantaged and non-disadvantaged students.

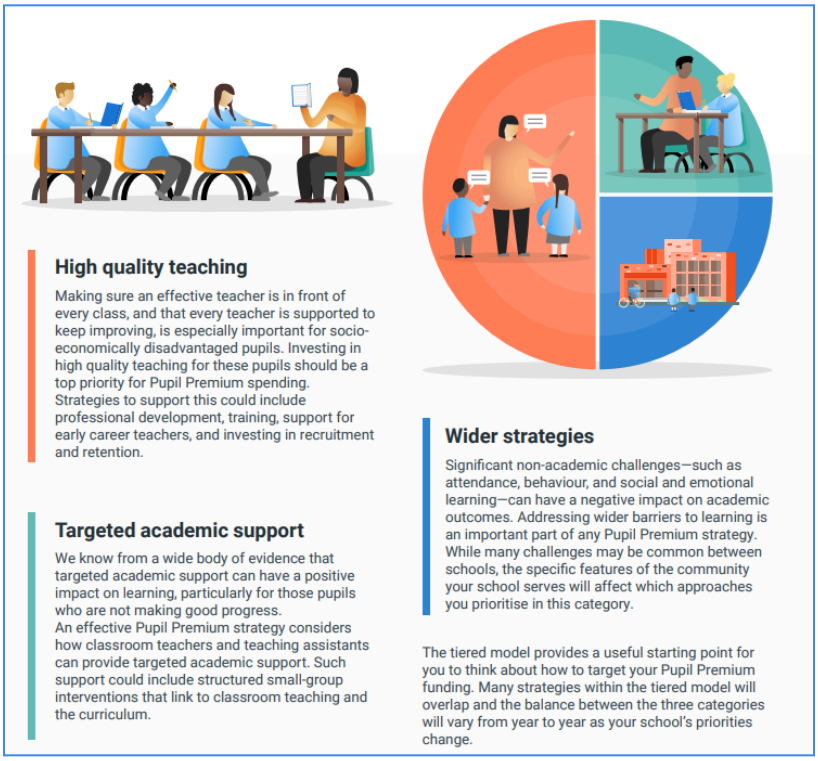
As we enter the final year of our three-year Pupil Premium strategy, our commitment to **Inclusive Teaching** remains central to our school improvement priorities. We recognise that high-quality, inclusive classroom teaching is the most effective foundation for improving outcomes for disadvantaged students. **We will therefore continue to prioritise evidence-informed professional development, consistent classroom routines, effective assessment and targeted academic support.** Particular emphasis will be placed on **improving literacy, reducing attainment gaps for disadvantaged students with SEND and lower prior attainment,** and increasing the proportion of students achieving Grade 5 or above in both English and Mathematics. Alongside this, we will maintain high expectations and appropriate challenge for High Prior Attainers, ensuring that all students, regardless of disadvantage, are supported to achieve their full academic potential.

The school recognises the importance of using **research and evidence to inform decisions about the strategies most likely to improve student achievement and reduce educational disadvantage.** At Sarah Bonnell School, we recognise that a significant proportion of our school community experiences economic, social and emotional barriers to learning. This includes students eligible for Pupil Premium, as well as those who may experience disadvantage but do not meet the eligibility criteria. The local context reinforces the importance of this inclusive approach. **Newham has one of the highest levels of child poverty in the country, with 44.9% of children living in relative poverty after housing costs (DWP, 2026).** Furthermore, the 2025 Indices of Deprivation identify **59.7% of children in Newham as living in income-deprived households**, placing the borough fourth highest nationally on this

measure.

These figures highlight the importance of recognising disadvantage beyond Pupil Premium eligibility alone. Our strategy therefore seeks to ensure that students experiencing financial hardship or other barriers to learning have equitable access to high-quality teaching, an ambitious curriculum, educational resources and wider opportunities. Through this approach, we aim to remove barriers to achievement, promote inclusion and ensure that all students have the opportunity to thrive.

Our Pupil Premium strategy is informed by robust evidence, including our school self-evaluation, analysis of student outcomes and ongoing evaluation of the barriers to achievement experienced by disadvantaged students.



Our approach is underpinned by research from the **Education Endowment Foundation (EEF)**, particularly its *Guide to the Pupil Premium*, which recommends a three-tiered approach to improving outcomes through **High-Quality Teaching, Targeted Academic Support and Wider Strategies**. This evidence-informed framework continues to guide our spending decisions, with high-quality, inclusive classroom teaching remaining our central priority.

We also draw on the **Department for Education's guidance on using Pupil Premium funding**, which recognises that the grant is not a personal budget for individual students. Funding can be used to support other students with identified needs and to deliver whole-class approaches that benefit all learners, provided spending decisions are focused on improving outcomes for disadvantaged students.

Our strategy therefore seeks to address barriers to learning across the school community, recognising that disadvantage extends beyond formal Pupil Premium eligibility. Through investment in inclusive teaching, targeted support and wider opportunities, we aim to ensure that the benefits of our approach reach both eligible students and those experiencing financial hardship or hidden poverty.

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	**Literacy** Reading assessments across Years 7–10 (802 students) indicate that 29% of students have a reading age below their chronological age, presenting a significant barrier to accessing the KS3 and KS4 curriculum. This remains a key challenge within our Pupil Premium strategy, particularly as reading proficiency underpins students' ability to access increasingly complex texts, subject-specific vocabulary and GCSE examination questions. Whilst 71% of students are reading at or above their chronological age, reading gaps remain, particularly for students with SEND, of whom 44% are reading below their chronological age. Among students eligible for Free School Meals, 27% are reading below their chronological age, compared with 26% of their non-FSM peers. Although this gap is small, it highlights the continued need to support disadvantaged students whose literacy needs may present barriers to achievement. Improving reading fluency, comprehension and vocabulary therefore remains a priority, supported through whole-school literacy approaches, regular assessment and targeted intervention to ensure all students can access an ambitious curriculum. 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.
2	**GCSE outcomes 2026:** Analysis of GCSE outcomes, lesson visits and school-based assessments continues to inform our understanding of the barriers to achievement experienced by students eligible for Pupil Premium. In 2026, 67% of Pupil Premium students achieved Grade 4 or above in both English and Mathematics, whilst 52% achieved Grade 5 or above. Although these outcomes demonstrate important successes, we remain ambitious about further improving attainment and narrowing the gap between disadvantaged and non-disadvantaged students. Through our whole-school priority of Inclusive Teaching, alongside targeted academic support, we will continue to strengthen students' confidence, engagement and achievement in English and Mathematics, ensuring that all students are supported to achieve their full potential.
3	**Attendance** The lasting impact of the pandemic continues to be reflected in patterns of attendance and engagement, alongside emerging challenges of persistent absenteeism and emotionally based school avoidance (EBSA). Attendance for Pupil Premium students was 92.6% in 2024–25, compared with 95.6% pre-pandemic

	(2018–19). Our analysis of attendance, behaviour and suspension data highlights the impact of these challenges on disadvantaged students' progress and wellbeing. A number of students require additional support with emotional regulation, resilience and school engagement. Improving attendance, reducing suspensions and strengthening students' sense of belonging remain key priorities within our Pupil Premium strategy. Attendance for Pupil Premium students 2025/26 - 90.87%
4	**Personal Development** there has been a dramatic increase in the number of students being identified through our Inclusion Meetings for additional support with managing 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 high levels of deprivation within Newham, alongside increasing financial pressures on families and reductions in funding for local enrichment initiatives, present barriers to accessing cultural, educational and extracurricular opportunities. The loss of initiatives such as Newham's *Every Child a Theatre Goer* scheme further highlights the importance of schools providing equitable access to these experiences. Sarah Bonnell School remains committed to offering a broad and enriching programme of educational visits and extracurricular activities, carefully monitoring participation and providing additional support to ensure that students eligible for Pupil Premium can access and benefit fully from these opportunities.

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. - The proportion of students reading below their chronological age reduces from the current 29% (Years 7–10) to less than 20%.

2. Improved GCSE Maths outcomes with a focus on 70% of students achieving a Grade 5 or above	- Building on the 2026 outcome of 62.7% Grade 5+, the Maths Improvement Plan and Maths Mastery approach are embedded consistently across the curriculum. - Assessment data demonstrates improved attainment for students eligible for Pupil Premium, particularly those with lower prior attainment and SEND, with an increased proportion achieving Grade 5+ and a narrowing disadvantage gap.
3. Improved attendance and punctuality and behaviour	- Attendance patterns for students eligible for pupil premium improve . Attendance increases in 2026-7 in line with the DFE ABIE 92,8%. - Students and staff report improvement in engagement and progress in lessons evidenced in attainment data and books. - Reduced number of students eligible for the pupil premium at risk of suspension
4. Improved range of academic and therapeutic support as well as mentoring for personal development, welfare and well-being including establishing an Inclusion Hub (in-school alternative provision)	- Students vulnerable to under-achievement and whose access to the curriculum is limited in some way identified through Inclusion Team Meetings. - Identified students (at KS4 to start with) receive support by specialist teaching staff tailored to their needs and improving their access to the curriculum. - Deputy Headteacher for Behaviour and SendCo to monitor the positive impact on student engagement with the curriculum - Students report improvement in engagement and well-being - Students work successfully towards academic outcomes at KS4
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.	- 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. - Every PP student attends 1 after-school activity per week and engages in 1

	educational visit per year.

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

Funding £	Activity	Challenge
181 353	2 x Additional Lead Practitioners - responsible for improving the quality of teaching and learning in these core curriculum areas and across the school.	1 2
112 256	1 x Pastoral Managers 1 x Lead Year Leader (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
38 911	Teaching Assistant Numeracy to provide in-class and small group support to students	2
43 129	Teaching Assistant Literacy to provide in-class and small group support and tutoring with English Language and English Literature	1
7 800	Sparx challenging texts in order to develop their love of reading and improve reading ages.	1
52 010	Here to Listen Counselling Service to provide on-site confidential counselling for students who need support with emotional and mental health	3 4
156 874	Attendance & Admissions Officer x 2 and Safeguarding Officer x 2 to ensure students have attendance above 92.8% school and are protected from harm (check with Becks)	1 - 5
65 000	Music tuition to provide enrichment opportunities and contribute to personal development and engagement in school life	4 5
40 000	Funding of educational visits and enrichment opportunities to ensure all students access additional opportunities to learn and thrive	5 4 3
22 920	50% contribution to the Greenhouse Tennis Programme to fund a specialist tennis coach and improve the attendance and physical	5 3

	wellbeing of students	
57 477	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 inclusion hub)	1 4 3
794 200	Total Spend	

Part B: The impact of Pupil Premium funding on students in 2025-26

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 Literacy	1. The Fresh Start intervention has continued to provide structured support for students with the highest levels of reading need. 2. The launch of the SB Reading Canon, refreshed reading displays, the development of the silent reading room and changes to the Foundation Governor book scheme have helped to create more opportunities for students to access books that reflect their interests and reading abilities. 3. Sparx reading programme delivered in English lessons in Learning Hub for all KS3 students for 1 hour a week 4. Lead Practitioner English provides teaching and learning coaching	*In 2026,* ***83.74% of Pupil Premium students achieved Grade 4 or above in GCSE English Literatur****e, with* ***68.28% achieving Grade 5 or above.*** *Progress (Autumn 2025 to Summer 2026): T****he percentage of pupils reading at or above their chronological age has improved, rising*** *from previous ranges of 62%–68% in Autumn 2025 to* ***70%–74% in Summer 2026.***
2 Progress & Attainment - GCSE Outcomes	1.High quality Professional Learning for all staff resulting in strong GCSE outcomes for Pupil Premium students when compared to national non-pupil premium.	*GCSE 2026 outcomes show that* ***Attainment 8 for Pupil Premium students at Sarah Bonnell was***

	2. Lead Practitioners impact on quality of teaching in English, Maths and Science 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. PixL Maths strategies used to support PLPs for students 6. Practice Exams to support students progress and well-being 7. Moderation across the NCL Maths teams to ensure excellent feedback to students	***49.62**, compared with the whole-school average of 52.04.* ***52% of Pupil Premium students** achieved **Grade 5+ in both GCSE English and Mathematics.*** *The gap between Pupil Premium students and overall school results for Grade 5+ in English and Mathematics was **3 percentage points** (52% compared with 55%).*
3. Attendance	1. Attendance Officer continued to monitor attendance and punctuality closely during the period of partial closure and during the return to school 2. Pastoral Teams(Year Leaders, Tutors and Progress Leaders) managed effective systems to improve levels of attendance and address absenteeism. 3. Effective use of Google Sheets to track communication with home regarding concerns relating to attendance and engagement 4. Effective monitoring of attendance and liaising with the Local Authority with regards CME cases.	*Attendance of students with **FSM was above national average at 90.9% in 2025-26** but aim to increase it to 92.8%*
4. Personal Development	1. Attendance Officer continued to monitor attendance and punctuality closely during the period of partial closure and during the return to school 2. Pastoral Teams(Year Leaders, Tutors and Progress Leaders) managed effective systems to improve levels of attendance and address absenteeism.	

	3. Effective use of Google Sheets to track communication with home regarding concerns relating to attendance and engagement 4. Effective monitoring of attendance and liaising with the Local Authority with regards CME cases.	
5 Additional opportunities	1.Here to Listen Counselling Service provided over 800 x 1 hours sessions to students 2.Safeguarding Team 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 3. Safeguarding provided careful monitoring of all vulnerable students during partial closure 4. Newham Citizens programme engaged students in social action and the development of positive self-esteem, communication and leadership skills 7. Students held school leadership position as Prefects (21 Prefects were Pupil Premium students including 3 out of the 5 in top roles on the team) and KS3 Ambassadors	***134 students accessed counselling support,*** *with* ***76 receiving regular counselling*** *and a further* ***58 accessing the drop-in service.*** *Of the 134 students who accessed H2L between 20205-2026, either for Counselling or Drop-ins,* ***68% (92/134) of them were PPG students.*** *CORE assessment data demonstrated a* ***reduction in emotional distress****, with the proportion of students scoring above* ***20 decreasing from 56% at the start of therapy to 38% at the end of the academic year*** *– an* ***improvement of 18 percentage points.*** ***21 Prefects were Pupil Premium*** *students including* ***3 out of the 5*** *in top roles on the team*

5. Externally provided programmes

Sarah Bonnell School worked with the following external providers during 2024-26

Tennis coaching and mentoring	Greenhouse Sports
Student counselling services	Here to Listen

Mentoring	Joy Uplifts mentoring programme
Creative Arts	Bow Arts Consortium
Developing Citizenship and Social Action	Newham Citizens (TELCO)