



Pupil Premium strategy statement

This statement sets out our school's use of Pupil Premium funding to improve the attainment and wider outcomes of students eligible for the funding across our all-through provision, from EYFS through primary and secondary, with support for transition and progression into sixth form or other post-16 provision. Our approach is rooted in our commitment that every child is supported to achieve, feels a strong sense of belonging, and is able to thrive academically, personally and socially.

It outlines our Pupil Premium strategy, how we intend to use the funding during this academic year, and the impact of the previous year's spending within our school.

Our approach is aligned with the DfE's Pupil Premium conditions and is rooted in evidence-informed practice across high-quality teaching, targeted academic support and wider strategies.

School overview

Detail	Data
School name	Simon Balle All-through School
Number of students in school	1666
Proportion (%) of students in receipt of PP funding	10.5%
Academic years that our current PP strategy plan covers	2026-29
Date this statement was published	September 2026
Date on which it will be reviewed	November 2026
Statement authorised by	Rachel Kirk and Mike Moss
Pupil Premium lead	Lucy Owen
Governor / Trustee lead	Sarah Mansfield and Danielle Hall

Funding overview

Detail	Amount
Pupil Premium funding allocation 2026/27 financial year	£162,760
Pupil Premium funding carried forward from previous years	£50,695
Total budget for this academic year	£213,455

Part A: Pupil Premium strategy plan

Statement of intent

Inclusion Vision

“All students regardless of their starting points, or past experiences can access a broad and ambitious curriculum, pastoral support, career information and enrichment that increases social and academic opportunities, as well as significantly increasing the likelihood of improved education outcomes , career opportunities and life chances”.

Our commitment is to continually strengthen our Pupil Premium strategy and improve outcomes for students eligible for PP funding through evidence-informed approaches that support excellent achievement. As an all-through school, we are well placed to use our structure as a strategic advantage: securing smoother transition points, drawing on shared knowledge of pupils, aligning literacy and learning expectations across phases, securing foundational knowledge, and enabling earlier intervention from Reception to Year 13.

Our aim is to secure strong year-on-year progress and improve attainment for students eligible for PP funding. In pursuing this, we recognise that every student is unique and may require individualised support and tailored provision. As a result, our approach at both individual and whole-school level is responsive and carefully adapted to meet the changing needs of our students.

This is reflected in our adaptable Pupil Premium plan, which is implemented, monitored, reviewed and refined to address specific challenges and support students' evolving needs throughout the academic year. Our decision-making around strategies and funding allocation is rooted in a thorough understanding of our school context and informed by external research, including evidence from the Education Endowment Foundation.

We are committed to evaluating the impact of our interventions through a range of measures, ensuring that implementation and outcomes are assessed throughout each academic year. This enables us to make informed, evidence-led adjustments, ensuring that our spending remains effective and that it secures the greatest possible benefit for students eligible for PP funding.

Our vision and purpose centre on transforming lives through a first-class education for every child and young person. We believe deeply in the power of education to change lives and to shape a thriving community. Guided by our values and beliefs, we embrace the privilege of working with children and families from infancy to young adulthood, fostering a strong sense of belonging, nurturing high aspirations, and promoting the understanding that ability, mindset and intelligence can grow over time.

Central to this work is the partnership we build with parents, carers and families. We know that children and young people thrive when home and school work together with trust, consistency and shared ambition. Through clear communication, meaningful engagement and regular opportunities to listen to family voice, we will strengthen relationships that help us understand each child's strengths, needs and context. In doing so, we can remove barriers to learning and wellbeing, support excellent attendance, behaviour and progress, and create a connected network of support around every child, ensuring that families feel welcomed, informed, valued and empowered as partners in their child's success.

Ultimately, we believe that education is the key driver in enabling every individual to fulfil their potential and contribute positively to society. By instilling the highest aspirations for all our students, we are

investing in tomorrow's citizens today, enabling them to flourish, succeed and live well as part of a strong and inclusive community.

At Simon Balle All-through School, we operate a tiered approach to our Pupil Premium spending:

1. High-quality teaching and access to the curriculum:

We will implement a comprehensive set of evidence-based measures aimed at enhancing high-quality teaching to ensure best academic outcomes for students. This will take place through the development of excellent teaching practices and assessment methods that are adapted according to the needs and abilities of each student.

Through robust monitoring and evaluation, mentoring coaching practices we will provide continuous support and guidance to educators. Through these initiatives, experienced teachers, lead practitioners, and external providers will collaborate with colleagues, sharing best practices, providing feedback and fostering a culture of professional growth. This collaborative approach will contribute to the continuous improvement of teaching quality across our all-through school.

To complement this, we will use evidence-informed software and software and technology solutions that have proven efficacy in improving attainment levels and to support personalised learning experiences.

2: Targeted academic support

We will provide focused academic support that addresses the specific challenges faced by our students in receipt of PP funding. Through tailored software programs and interventions, we will target areas such as language development, literacy, and numeracy, equipping students with the foundational skills needed for success across the curriculum. Within this there will be a specific focus on reading, using an evidence-based approach to move from learning to read to reading to learn, as we know how critical this is not only to academic performance and wellbeing but also for students to grow into adults that engage fully in society.

Our teaching assistants will play a crucial role in supporting students in receipt of PP funding. Through careful deployment and training, they will provide targeted interventions, working closely with teachers to deliver personalised support that addresses individual learning barriers. This will include recognition that students in receipt of PP funding may have special educational needs and in such cases we will allocate resources and activities that are tailored to support their learning and enable them to make progress alongside their peers.

Recognising the value of peer collaboration, we will facilitate peer tutoring programs where 6th Form students support their peers. This approach not only fosters a sense of community and builds confidence but also enhances academic achievement through shared learning experiences.

3: Wider strategies

Our vision and ethos as a school mean that we place equal importance on the wider aspects of school life and on the holistic development of our students. We recognise belonging and engagement as core levers for success, underpinning attendance, achievement and long-term outcomes, not simply as pastoral

outcomes in themselves. Therefore we will provide targeted interventions and resources to support the social, emotional and behavioural development of students in receipt of PP funding.

We believe in the power of extracurricular activities to enhance educational experience for students in receipt of PP funding and broaden their horizons. We will offer a wide range of extracurricular activities, including music, sports, outdoor activities, arts, culture and educational trips, ensuring that every student in receipt of PP funding has access to enriching experiences outside the classroom.

We will provide extended school time opportunities, including summer schools and after-school programmes, to offer additional academic support, enrichment activities and targeted interventions. This extended learning time will help students in receipt of PP funding consolidate their learning, address any knowledge gaps, and further develop their skills.

We will actively engage and communicate with families of students eligible for PP funding, recognising the vital role of strong home-school partnerships in improving outcomes for children and young people. We will provide regular updates, offer parent workshops and create meaningful opportunities for families to understand their child's progress, access appropriate support and resources, and engage confidently in their education.

We will take a support-first approach to attendance, working closely with families through early identification of concerns, practical barrier removal and carefully planned transition support to promote strong attendance from the outset. As we recognise the importance of regular attendance for students eligible for PP funding, we will work with rigour and precision to implement strategies that sustain and improve attendance rates.

Disadvantaged students	Pupil Premium per pupil
Students in Year Groups Reception to 6 recorded as FSM Ever 6	£1,550
Students in Year Groups 7 to 11 recorded as FSM Ever 6	£1,100
Looked-after Children (LAC)	£2,690
Children adopted from care under the Adoption and Children Act 2002 1 and children who have left care under a Special Guardianship or Residence Order	£2,690
Service children	
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£360

Challenges

This details the key challenges to achievement that we have identified among our students in receipt of PP funding.

Challenge number	Detail of challenge
1	Attainment: School assessment information shows that students supported through Pupil Premium funding are not yet making consistently strong progress from their starting points to achieve outcomes in line with national measures in some phases.
2	Prior attainment, belonging and transition: Internal assessment and baseline information show that many students supported through Pupil Premium funding enter Reception and Year 7 with lower starting points in literacy and numeracy, including vocabulary and speech and language development. Transition at these key points can also affect confidence, belonging, engagement and readiness to learn, which may in turn impact attendance, participation and progress.
3	Aspirations and motivational levels: For some students supported through Pupil Premium funding, their self-perception as learners, alongside a more limited understanding of educational pathways, can affect their motivation and their short- and long-term aspirations in the secondary phase.
4	Attendance: Attendance rates for students supported through Pupil Premium funding remain below the school target. This includes challenges relating to overall attendance, persistent absence, severe absence and punctuality, all of which can have a negative impact on academic progress, wellbeing and access to wider pastoral support.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current three-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment and progress among students in receipt of PP funding across the curriculum, demonstrated in strong outcomes.	- Students eligible for PP to achieve and attain highly in comparison to PP national data with a P8 of +0.2 or above year-on-year. - Students eligible for PP to achieve and attain highly in comparison to non-PP national data with an average A8 score of 45.0 or above year-on-year. - In non-examination years, internal and external metrics in each phase demonstrate each cohort are performing at age-related standards at least. - The proportion of students eligible for PP funding reaching GLD in EYFS and scoring 35+ in Year 1 phonics screening will increase year on year and move closer to or above national non-disadvantaged averages
High-quality teaching is consistently evident so that barriers to achievement are removed and students eligible for PP make strong progress and achieve strong outcomes.	- Teaching for students eligible for PP is consistently strong across subjects and phases, as evidenced through learning walks, case sampling, Pupil Books Study and Subject Reviews. - Teachers identify barriers to learning early and accurately and use robust assessment to adapt teaching effectively. - Curriculum adaptations and classroom strategies for students eligible for PP are implemented consistently well across the school. - Teaching and assessment prioritises the foundational knowledge and skills that students eligible for PP need for later learning, with sufficient guided practice to secure fluency. - Transition from Reception to Year 1 and from Year 6 to Year 7 is planned coherently, so that students eligible for PP build securely on prior learning, remain engaged and sustain strong progress. - Student voice confirms that students eligible for PP feel supported, can access learning successfully and know how to improve. - Staff training, coaching and monitoring lead to greater consistency and effectiveness in teaching for students eligible for PP.
Students eligible for PP develop secure reading fluency, comprehension, vocabulary and communication, both spoken and written, through consistently high-quality teaching and, where relevant, well-targeted intervention.	- Students eligible for PP make strong progress in reading fluency, comprehension, vocabulary and communication, both spoken and written, from their starting points. - Reading and literacy outcomes for students eligible for PP improve over time so they are above non-disadvantaged national averages for phonics and KS2 reading SATs and there is clear evidence of accelerated improvement in reading ages in KS3. - High-quality teaching consistently develops reading, vocabulary and communication across subjects and phases.

	● Assessment identifies gaps early and informs timely classroom adaptation and, where relevant, targeted intervention. ● Targeted students make measurable gains from baseline assessment. ● In EYFS and KS1, teaching secures strong foundations in language, early reading and fluency. ● Transition points, particularly from EYFS to Year 1 and Year 6 to Year 7, are planned effectively so that students eligible for PP sustain progress in reading and literacy. ● Monitoring, case sampling, Pupil Book Study cycles, Subject Reviews and student voice confirm that provision is implemented consistently well and enables students eligible for PP to access the full curriculum successfully.
Students eligible for PP develop confidence, motivation and ambition through a well-planned programme of support and opportunity.	● Students eligible for PP show improved engagement, effort and attitudes to learning over time, as evidenced through internal monitoring, including ATL grades and House Points. ● Student voice shows that students eligible for PP feel a strong sense of belonging, are motivated to do well and understand the opportunities available ● Students eligible for PP engage fully in the school's wider offer, with each student participating in at least two extracurricular or enrichment activities each year. ● Students eligible for PP are well prepared for their next steps, with progression into 6th form or other suitable post-16 destinations increasingly in line with their peers and 0% NEET. ● Monitoring shows that barriers to participation, ambition and engagement are identified early and addressed effectively.
Strong and personalised parental connection with high levels of engagement with school life.	● 90%+ attendance at all key parents and families events ● Parent voice attests to strong and personalised parental connection ● Parent voice shows they feel informed and equipped to support their child academically and pastorally ● There is a clear action plan to engage and connect with parents for each year group with a focus on how to do this successfully for parents of students eligible for PP.
Students' emotional wellbeing and access to pastoral support are strengthened so that they are well supported, ready to learn and able to engage positively in school life.	● The pastoral team engage in strategic capturing of wellbeing measures ● All students with wellbeing concerns are logged and appropriate support and provision is in place that is commensurate with need ● Students report feeling more equipped to manage their own emotional well-being ● All students eligible for PP engage in two enrichment activities a year ● There is a clear system of support and barrier removal for extra-curricular life at school
Attendance levels are above national figures for all students eligible for PP	● In the primary phase, students eligible for PP to have reached the school's attendance target of 97% year-on-year. ● In the secondary phase, students eligible for PP to have reached the school's attendance target of 94% year-on-year.

Activity in this academic year

This details how we intend to spend our Pupil Premium allocation **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high-quality teaching, assessment and a broad, ambitious curriculum which builds strong foundations, removes barriers to learning and responds effectively to the needs of students across the all-through school.	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1?utm_source=/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1&utm_medium=search&utm_campaign=site_search&search_term=assessing https://www.suttontrust.com/our-research/social-mobility-the-next-generation-lost-potential-at-age-16/	1, 2, 3
Professional development, coaching and mentoring on evidence-based approaches to strengthen high-quality teaching, adaptive practice, assessment and curriculum delivery, including explicit instruction, feedback, reading comprehension, phonics, vocabulary development and mastery learning.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://www.oup.com.cn/test/word-gap.pdf https://www.hfleducation.org/reading-fluency	1, 2, 3

Evidence-informed technology, assessment tools and curriculum resources to strengthen curriculum access, support inclusion and enable responsive teaching for students in receipt of Pupil Premium funding.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 2, 3, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic interventions to strengthen language development, literacy and numeracy, secure strong foundations and support disadvantaged students to make strong progress from their starting points.	• Oral language interventions EEF • Phonics EEF • Supporting struggling readers in secondary school • Telling the story: the English education subject report - GOV.UK • Ofsted report shows reading has improved but writing and spoken language • Improving Literacy in Secondary Schools • EEF blog: Growing the disciplinary literacy tree: a new resource to... • Mathematics subject report • Annual Report 2024: Disadvantage - Education Policy Institute • The reading framework - GOV.UK	1, 2, 3
Targeted provision and resources to meet the specific needs of disadvantaged students with SEND, ensuring that support is well matched to need and enables full access to the curriculum.	• EEF blog: Five-a-day for pupils with SEND – a cluster of adaptive approaches • Introducing our updated SEND pages: Explore our resources for... EEF • Special educational needs (SEN) and disabilities: guidance for school governing boards - GOV.UK • SEND code of practice: 0 to 25 years - GOV.UK • Special Educational Needs in Mainstream Schools EEF	1, 2, 3, 4

Strategic deployment of teaching staff and teaching assistants to provide structured intervention, one-to-one support and small-group tuition that supplements classroom teaching and helps remove barriers to learning.	• Effective Professional Development EEF • Small group tuition EEF • National Tutoring Programme – Evaluation and Reflections - GOV.UK • Teaching Assistant Interventions EEF • EEF launches updated guidance to help schools deploy their teaching assistants • Deployment of Teaching Assistants EEF	1, 2, 3, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted pastoral support to strengthen students' social, emotional and behavioural development, improve readiness to learn and address barriers to attendance, engagement and achievement.	• Improving Social and Emotional Learning in Primary Schools EEF • Mentoring EEF • Social and emotional learning EEF • Behaviour interventions EEF	3, 4
Targeted access to extracurricular activities, including music, sports, and trips, to strengthen belonging, participation and personal development. Extended school time, including summer schools and structured out-of-hours provision, to strengthen transition, improve attendance and provide additional academic and enrichment opportunities.	• Every child achieving and thriving (HTML version) - GOV.UK • Build a culture of community and belonging for pupils EEF • Summer schools EEF • Arts participation EEF • Free school breakfast provision EEF	1, 2, 3, 4

A strategic approach to attendance which identifies barriers early, provides timely support and improves attendance for students in receipt of Pupil Premium funding across all phases.	• Parental engagement EEF • Working together to improve school attendance - August 2024 - GOV.UK • Research Agenda theme: Attendance and Exclusions EEF	4
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Part B: Review of outcomes in the previous academic year

This details the impact that our Pupil Premium activity had on students in the 2025 to 2026 academic year.

Key Stage 1 Phonics screening check:

2026 students eligible for PP funding	2026 - whole cohort
87.5%, 7 out of 8 students eligible for PP funding, passed the Y1 phonics screener	90% of year group passed the Y1 phonics screener

Key stage 2

Percentages	% students meeting ARE	% of PP students meeting ARE	% students meeting GDS	% of PP students meeting GDS
Maths	90.6%	100%	46.9%	20%
Reading	87.5%	100%	43.8%	40%
Writing	85.9%	80%	35.9%	20%
GPS	87.5%	100%	-	-
Combined	81.3%	80%	28.1%	0%

Key Stage 4

Attainment 8 score overall	52.97
Attainment 8 score disadvantaged	39.86