

Pupil Premium Strategy Statement

King Edward VI School, Lichfield

This statement details our school's use of pupil premium (and recovery 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 and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail				Data
School name				King Edward VI School
Number of pupils in school 1264 (7-11) (Data Nov 2025)				Total number of students: (years 7 – 13) 1617 (years 7-11) 1264
Year	PP Students	% of PP students in year group	FSM	
Year 7 (253)	44	17.4	27	
Year 8 (253)	50	19.8	38	
Year 9 (252)	39	15.5	30	
Year 10 (259)	40	15.4	23	
Year 11 (247)	45	18.2	32	
Proportion (%) of pupil premium eligible pupils				17.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)				2025-2028
Date this statement was published				December 2025
Date on which it will be reviewed				December 2026
Statement authorised by				Mrs C Forster
Pupil premium lead				Mr D Butler & Miss Z Love
Governor / Trustee lead				Mrs F.Spratt

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£188,200
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0



Part A: Pupil Premium Strategy Plan

Statement of Intent

At King Edward VI School, we want to provide the best possible education and personal development opportunities for all our students. We know that disadvantaged children generally face additional challenges in reaching their potential at school and we therefore aim to reduce barriers that these vulnerable young people face so that they have the same opportunities as students who are not disadvantaged. Each child is an individual and our provision for and intervention with Pupil Premium students is targeted to address their individual barriers to learning and achievement.

Our Pupil Premium strategy statement has been devised following careful diagnostic assessment to identify the main challenges faced by disadvantaged children at King Edward School. Our strategy is based on the Education Endowment Foundation's (EEF) principles. This is a tiered approach:

Tier 1 – High Quality Learning and Teaching

High quality teaching is proven to have the greatest impact on closing the attainment gap. Our curriculum is carefully planned and sequenced to provide regular opportunities for knowledge recall, development of literacy skills and opportunities for cultural capital regardless of the subject area. We ensure that all students are supported (and appropriately challenged) by the work set.

Tier 2 – Targeted Academic Support

Assessment data is carefully interrogated to ensure that we intervene early and appropriately. Additional staffing capacity in English, Maths and Science is planned carefully to enable us to target students who may need additional support to catch up. Our Sixth Form academic mentors receive training to support them in their vital peer mentoring role, and they will be deployed in the first instance to work alongside our disadvantaged students.

Tier 3 – Wider Strategies - These are non-academic challenges that pupils are facing that can negatively affect their education and impact their access to teaching, for example:

- Attendance and levels of persistent absence
- Social and emotional challenges
- Wellbeing and mental health
- Access to technology and educational materials
- High mobility

We ensure that all students (and particularly our disadvantaged students) can access a wide number of opportunities available at our school such as Duke of Edinburgh, extra-curricular PE, music lessons and clubs, Gifted and Talented club and many, many more. These are essential opportunities that raise aspirations, build confidence, and provide opportunities for success. We monitor carefully the uptake of opportunities for our disadvantaged students, remove financial barriers (where applicable) and tutors conduct termly one to one learning conversations with disadvantaged students to identify individual barriers and enable participation in wider school opportunities.

Our strategy is reviewed formally annually. The evaluation of individual strategies deployed is an on-going process.



Challenges

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

Detail of Challenge				
1. Literacy skills and reading comprehension of students eligible for PP are lower than for other students. This impacts their progress in all subjects.				
	Average Reading Age in Year 7		Average Reading age for PP students in Y7	Average Reading age for non-PP students
7	13yr 4.5mnths	12yrs 1mnth	13yrs 8.7mnths	
8	13yrs 10mnths	12yrs 9.5mnths	14yrs 0.1mnths	
9	13yrs 9.5mnths	12yrs 7mnths	13yrs 11.9mnths	
10	13yrs 10.9mnths	13yrs 6.8 mnths	13yrs 11.7mnths	
11	13yrs 8.5mnths	12yrs 8.3mnths	13yrs 10.5mnths	
2. Attendance of disadvantaged students to school is historically lower than their non-disadvantaged counterparts. This negatively impacts disadvantaged students' progress. 25/26 - Whole School, 95.42% PP, 92.63% (Autumn term only) 24/25 - Whole School, 95.23% PP, 92.97% (Whole school year)				
3. Behaviour - Disadvantaged students are more likely to receive a higher number of negative behaviour points, higher suspensions, and isolations. Although the numbers are reducing, improvement is still required.				
4. Gaps in knowledge and understanding , due to lower attendance or lack of home support/parental engagement. This is reflected by the lower attendance at parents' evenings for PP students.				
Parents Evening Attendance Data				
Year group	Total Students	Overall Attendance 2024/2025	PP Attendance 2024/25	PP Attendance from Previous Year 2023/2024
7	253	88% (223)	77% (38 out of 49)	n/a
8	252	71% (181)	46% (17 out of 37)	86% (37/43) Year 7
9	259	90% (233)	70% (28 out of 40)	57% (24/42) Year 8
10	251	82% (206)	65% (28 out of 43)	59% (27/46) Year 9
11	246	80% (196)	62% (24 out of 39)	Data not available from Year 10
5. Well-being - Discussions with students and contact with families have identified social and emotional worries for many students. This includes low self-esteem and anxiety. Our evidence identifies that this is particularly the case for our disadvantaged students.				
6. Our observations and discussions with students show that disadvantaged students are more likely to lack independent learning and organisational skills . Top 10 Lack of Equipment or Homework evidenced example:				
<ul style="list-style-type: none"> • Year 8 Autumn Term 6/10 PP =60% (Nov 2025) • Year 9 Autumn Term 3/10 PP =30% (Nov 2025) 				
7. Aspiration - Discussions with students/families have revealed a lack of aspirations and fewer opportunities. This is often related to not being able to see beyond their current circumstances/social status.				



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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	<p>2025/2026 outcomes demonstrate that progress for disadvantaged students is in line with the progress of other students, including for E/M 4 and 5+, and Attainment 8.</p> <p>Intervention strategies in English, Maths and Science are robust and focus primarily on disadvantaged students.</p> <p>Metacognition and independent learning strategies as identified in the Quality of Education plan are widely implemented.</p> <p>An increased number of disadvantaged students meet the entry requirements for sixth form.</p> <p>Peer tutoring builds confidence for Key Stage 3 students.</p>
Curriculum aspirations for disadvantaged students are high whilst maintaining a focus on supporting individual needs	<p>To ensure a broad, balanced, and aspirational curriculum to support disadvantaged students in the next steps.</p> <p>Continue to increase the number of disadvantaged students meeting the sixth form entry requirements.</p>
Improved overall attendance figures for disadvantaged students	<p>The gap in attendance rates between our disadvantaged students and non-disadvantaged counterparts nationally continues to close.</p> <p>Reduction in unauthorised absences and persistent absenteeism for disadvantaged students in line with their non-disadvantaged counterparts nationally.</p>
High levels of progress in literacy, reading and comprehension for all pupils eligible for PP	<p>Improved literacy and comprehension skills among disadvantaged students. This will be demonstrated through internal assessments and national assessments and testing.</p>
PP students receive targeted guidance, support and mentoring to ensure equality of progress and attainment in lessons, and opportunity and participation in the wider school life	<p>An increase in participation in wider school and enrichment opportunities, particularly amongst disadvantaged students. Examples include School Council, PE clubs, House Activities.</p>
Wellbeing of all pupils, including those who are disadvantaged, is improved. Support for improvement in negative behavior and the reduction of negative logs.	<p>King Edward VI School builds on the work completed as part of achieving the Wellbeing Award for Schools.</p> <p>All students have access to support in line with their level of need.</p> <p>'Paceful' approach and emotion coaching strategies are used to support all students but especially those who are classed as vulnerable. Time is devoted to staff training to ensure vulnerable students are fully supported.</p> <p>Learning Snapshots conducted by Form Tutors provide an opportunity to develop key relationships with students and designated adults.</p> <p>We regularly review student needs via our inclusion meetings ensuring timely interventions for individuals.</p>



Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching and Learning - Budgeted cost: £96,358

Activity	Evidence that Supports this Approach	Challenge Number
<p>Strong whole school focus on improved teaching and learning as the biggest influence on achievement of disadvantaged students. 2025-2026 overarching focus:</p> <ul style="list-style-type: none"> • Adaptive teaching • Embedding the KES Way (L&T strategies) across lessons. This includes a focus on 'knowing' our students and effective use of seating plans • Continue to embed metacognitive strategies as part of disadvantaged strategy and bespoke after school training sessions on raising the attainment of disadvantaged students 	<p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p>1. High-quality teaching EEF</p> <p>Rosenshine's Principles in Action The EEF toolkit indicates metacognition and self- regulation approaches can provide +8 months additional progress.</p> <p>Metacognition and self-regulation EEF</p>	1,4,6
<p>Whole school training on adaptive teaching strategies (November 2025) Caroline Bentley-Davies. Two members of staff are completing the adaptive teaching 'train the trainer' programme months</p>	<p>Home Caroline Bentley-Davies</p> <p>Adaptive Teaching: Train the trainer Ambition Institute Develops classroom teachers' expertise so that they can adapt their teaching to a diverse range of student needs and ultimately improve learning for all.</p> <p>Reading comprehension strategies EEF + 7</p>	1,4,6,7
<p>Introduction of our whole school reading and literacy strategy, including our universal approach across lessons as well as targeted interventions. Universal offer includes:</p> <ul style="list-style-type: none"> • Whole staff training delivered, and reflection time given to provide targeted vocabulary instruction in every subject, prioritising the teaching of Tier 2 and 3 vocabulary. • Developing and encouraging a culture of reading via lessons, registration, the library and interventions. • Opportunities for academic reading promoted across departments at all key stages. • Form time reading introduced two mornings per week for Year 7 students. Tutor training to support and model reading completed with tutors • Accelerated reader completed with all Year 8 	<p>Improving Literacy in Secondary Schools EEF</p> <p>Review: Closing the Reading Gap by Alex Quigley Research indicates that disadvantaged students have lower reading ages and confidence than their non-PP peers.</p> <p>New CPD: Supporting reading in secondary school - LARA</p> <p>Accelerated Reading Program Renaissance</p>	1



<p>students in morning registrations. Delivered and tracked by our librarian. Form tutors and sixth form students provide additional support during the sessions as needed.</p> <p>Data analysis and tracking student achievement. Our calendar of data review includes careful tracking and analysis of the progress of disadvantaged students. Achievement Leaders do this across Year groups and each department separately analyse this within subjects, recording actions moving forward in their DRDPs (Department Review and Development plans)</p>		
<p>Implementation of our More Able action plan, to support Higher Prior attainers, including those who are disadvantaged through lesson design and delivery and other opportunities such as the Scholars programme.</p>	<p>Circa 50% of students who access the Scholars programmes at KES are in receipt of pupil premium funding.</p> <p>Assessing the impact of the Scholars Programme</p>	
<p>Quality Assurance measures focus on monitoring the most vulnerable. Whole school QA calendar developed and published at the beginning of the year</p>	<p>Learning walks, work scrutinies and student voice activities routinely include a focus on our most vulnerable learners.</p>	1,3,4,6
<p>NGRT assessments for all Year 7 students. To take a forensic look at the skill level of our students. Results for students are added to GO4Schools and individual profiles created for students who don't meet expected reading standards. (see further information in targeted interventions.)</p>	<p>Diagnose your pupils' needs EEF</p>	1,4
<p>Class sizes – Using the Pupil Premium to enable us to keep average class sizes down: KS3 Average 28 students per class, KS4 Average 25 students.</p>	<p>Reducing class size EEF</p>	1,4,5,6
<p>Purchase of T&L packages / resources:</p> <p>English – Accelerated reader & Bedrock</p> <p>Languages – Kerboodle Science - Kerboodle</p> <p>Maths - Sparks & Active Learn</p>	<p>Digital Literacy Curriculum Bedrock</p> <p>Learning Sparks Maths</p> <p>Pearson Active Learn</p> <p>Kerboodle: Secondary Online Learning Oxford University Press</p> <p>Accelerated Reading Program Renaissance</p>	1,4,6



Targeted Academic Support (for example, tutoring, one-to-one support and structured interventions)

Budgeted cost: £53,488

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Learning Hub Provision We are continually developing and expanding our Learning Hub to meet the needs of individual learners. The Hub provides continuous access across the full timetable (25 out of 25 periods per week), ensuring that when required, disadvantaged students benefit from personalised support, targeted interventions, and a consistent learning environment that promotes progress and engagement.	Mentoring EEF Student voice and parental feedback showed a positive impact use of the Learning hub and subsequent support had for those students who accessed it.	1,2,3,4,5,6
To support our disadvantaged students via the homework club which is staffed by a member of the Learning Support Team 5 days per week. – Early intervention to support organisation.	Homework EEF Homework Logs now included in Learning Conversations, Form Tutors to advise pupils and ALs of those who need to attend.	1,4,6
Academic mentoring. Selected sixth form students to complete mentoring training and provide subject specific peer mentoring for Year 7 and 8 students identified as needing support.	Peer tutoring EEF	1,3,4,6
Year 7 pupil premium students to receive a book from the Bookbuzz collection and follow up activities with the school librarian. Book Trust - Boo Buzz. <u>Reading interventions</u> <ul style="list-style-type: none"> • Year 7 pathways – EPATT and peer mentoring sessions • Year 8 pathways – EPATT and weekly literacy lessons Individual student reading profiles are shared with teaching staff for students who haven't met the required standard in reading. These are also uploaded to GO4Schools. Please see our whole school literacy and reading strategy for further information.	Reading comprehension strategies EEF Reading comprehension strategies support pupils to comprehend the meaning of what they are reading. The strategies focus mainly on language comprehension, i.e. how to access the meaning of the ideas expressed in the text. There are other aspects of reading, such as decoding (see Phonics) and fluency, which are not the main focus of this evidence base. Education Endowment Foundation - Accelerated Reader EP Literacy Approach - Staffordshire County Council	1,4



Where there is overstaffing in core subjects, disadvantaged students are prioritised for intervention.	<u>Small group tuition EEF</u> <u>One to one tuition EEF</u>	4,6
Targeted English and Maths Support – Kingshill House Small group sessions are timetabled in English and Maths at Kingshill House to provide focused support for disadvantaged learners. This targeted intervention is available throughout KS3 and KS4. In addition, the curriculum is tailored to offer alternative courses such as ASDAN and learning support, if required, to maximise impact on the progress and attainment of disadvantaged students.	<u>Collaborative learning approaches EEF</u> <u>Small group tuition EEF</u>	1,4,6
Access to resources and opportunities, e.g., revision materials, textbooks, food ingredients and trips/visits.	To remove barriers to learning and support individual learning needs FSM get books/revision guides automatically for Core subjects. Other areas parents can apply and will be granted support. ZZL has equipment to be handed out to all PP if needed. Ingredients can be provided in food lessons and applications can be made for any other financial support via departments or parents to DJB <u>Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</u>	4,5



Wider Strategies (for example: related to attendance, behaviour, wellbeing)

Budgeted cost: £38,394

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Attendance – Strengthening capacity with enhanced administrative support. This investment has increased the efficiency of our attendance team, enabling the team to coordinate timely early interventions aimed at improving attendance among disadvantaged students. (See Attendance Strategy).	Working together to improve school attendance Attendance interventions rapid evidence assessment EEF	2,4
Praise system to celebrate successes and improve parental engagement for our disadvantaged students.	The Impact of Praise on Behaviour SEL Team Satchel E-mails are sent directly home to inform of Gold and Platinum awards as well as Certificates given out by tutors. Termly Celebration assemblies. House system promotes community and pupils are rewarded for participation.	3,4
Pupil Premium Co-ordinator to work alongside the Guidance Team and oversee the progress, attainment, and personal development of our Disadvantaged students.	Additional capacity and support to create opportunities, monitor engagement and champion our disadvantaged Students. Learning snapshots prepared and monitored, etc	1,2,3,4,5,6
Wellbeing action plan embedded following accreditation of the Well-being Award for Schools to increase the sense of belonging for all students in school.	WAS - Wellbeing Award for Schools AwardPlace	5
Staff CPD to help support the behaviour, wellbeing and attendance of all students, most notably our disadvantaged students. <ul style="list-style-type: none"> - Trauma aware and a PACEful approach - Emotion coaching - Restorative practice 	Improving Behaviour in Schools EEF Peaceful approach and emotion coaching strategies are used to support all students but especially those who are classed as vulnerable. Time has been devoted to staff training to ensure pupils are fully supported.	3,5,6



<p>Extracurricular opportunities. We offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour attendance and aspiration. These include:</p> <ul style="list-style-type: none"> - Duke of Edinburgh - A range of PE clubs and fixtures - School council - Peer mentoring - Chess - Debating - Music tuition <p>A full list can be found: Extra-Curricular - King Edward VI</p> <ul style="list-style-type: none"> - Where there is a cost for these opportunities, they are funded for pupil premium students. Places reserved for PP students on the Duke of Edinburgh Award scheme. 	<p>EEF - Arts Participation</p> <p>EEF - Aspiration Interventions</p> <p>The value of extracurricular activities Paradigm Trust</p>	<p>2,4,5,7</p>
<p>Alternative Provision and Work Placements – Bridge Placement and Eagles Nest</p> <p>Where appropriate, we use targeted alternative provision and structured work placements, such as Eagles Nest and Burton Albion, to provide tailored pathways for pupils who benefit from a more practical or specialised learning environment. These opportunities support engagement, build confidence, and develop employability skills, ensuring disadvantaged students access experiences that prepare them for successful progression beyond school.</p>	<p>Investigative Research into Alternative Provision</p> <p>The 2018 <i>Investigative Research into Alternative Provision</i> (IFF Research, Mills & Thomson) found that alternative provision (AP) plays a critical role in supporting pupils at risk of permanent exclusion.</p>	<p>2,5</p>
<p>Tracking and Support for Vulnerable Students</p> <p>We maintain a robust system for identifying and supporting our most vulnerable students to ensure appropriate next-step pathways and timely interventions. Our inclusion team meets fortnightly to review the vulnerable student list, discuss progress, and agree on key actions. Each student on the list is assigned to a designated key person who oversees their support and acts as a consistent point of contact. In addition, we operate a referral system that enables key staff to add students to the vulnerable list, ensuring that emerging concerns are addressed quickly and effectively. This structured approach strengthens accountability, promotes early intervention, and ensures disadvantaged students receive the appropriate guidance to improve outcomes and well-being.</p>	<p>Teaching and Learning Toolkit EEF</p> <p>The Education Endowment Foundation (EEF) Teaching and Learning Toolkit emphasises that interventions are most effective when schools use data-driven monitoring and structured support systems. Assigning responsibility to key staff and reviewing progress frequently leads to measurable gains in student progress.</p>	



<p>Systems in place for appropriate information, Advice and Guidance to ensure that disadvantaged students are on appropriate, aspirational pathways. Disadvantaged students are prioritised for careers appointments.</p>	<p>As part of the year 9 Options process a portion of disadvantaged students are given further interviews to ensure correct subject choices.</p> <p>Kelly Baker – Ensure all PP in year 10 are prioritised for Careers meetings and support, and offered additional meeting in year 11 if required.</p>	<p>7</p>
<p>Relationship building with the local Military Defence Services Barracks to ensure best provision in school for Service Family Students.</p> <p>Working with Service Family students in school to ensure sense of belonging.</p>	<p>Barriers to learning for SFC are around attachment and supporting their emotional needs. Stronger relationships between school and the Barracks ensures needs are met as opposed to blanket strategies.</p>	<p>2,3</p>



Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in **2024 to 2025**.

Intended outcome	Review																								
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	<p>36 students were included in the outgoing Year 11 disadvantaged data.</p> <p>Attainment 8 score for disadvantaged pupils was 38.0 (vs 36.2 last year, and 38.3 the year before) compared to 50.3 (vs 50.0 last year) for England non-disadvantaged pupils.</p> <p>52.8% of disadvantaged students secured English and Mathematics at grade 4+ (compared to 54.8% last year) and 27.8% of disadvantaged students secured English and Mathematics at grade 5+ (compared to 33.3% last year)</p> <p>King Edward VI has been classified as a Category 1 school by the LA (Staffordshire). <i>'Disadvantaged pupils achieved higher than the national disadvantaged average for Attainment 8 and 9-5 in English and Maths.'</i> Autumn 2025</p> <table border="1"><thead><tr><th>Disadvantaged</th><th>Average Attainment 8</th><th>Progress 8</th><th>9 to 5 in E&M %</th><th>EBacc Entry %</th><th>EBacc APS</th></tr></thead><tbody><tr><td>National</td><td>3.5</td><td>N/A</td><td>25.6</td><td>29.0</td><td>3.02</td></tr><tr><td>Staffordshire</td><td>3.3</td><td>N/A</td><td>19.9</td><td>20.7</td><td>2.74</td></tr><tr><td>King Edward VI School</td><td>3.8</td><td>N/A</td><td>27.8</td><td>11.1</td><td>3.24</td></tr></tbody></table>	Disadvantaged	Average Attainment 8	Progress 8	9 to 5 in E&M %	EBacc Entry %	EBacc APS	National	3.5	N/A	25.6	29.0	3.02	Staffordshire	3.3	N/A	19.9	20.7	2.74	King Edward VI School	3.8	N/A	27.8	11.1	3.24
Disadvantaged	Average Attainment 8	Progress 8	9 to 5 in E&M %	EBacc Entry %	EBacc APS																				
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Curriculum aspirations for disadvantaged students are high whilst maintaining a focus on supporting individual needs.	<p>Options pathways cater for all students.</p> <p>As part of the Options process meetings take place with parents and disadvantaged student to discuss both pathways and options choices. This was a development for 2025 and more of these students are secure in their courses.</p> <p>Positive discrimination is used where a student might be on a cusp of a Pathway or in the case that we feel a different pathway may be more beneficial.</p> <p>The Options students may take at Key Stage 4 are wide and varied with additional options for those that need additional support.</p> <p>10 of our PP students have stayed on to our 6th form from year 11, in Sept 2025</p>																								



<p>Improved overall attendance figures for disadvantaged students.</p>	<p>Attendance figures for disadvantaged students at KES continue to be higher than national. This continues to be an area of focus, particularly the improvement of the persistent absence figures.</p> <p>KS3/4 (not including KS5) PP: 91.02% / PP PA - 20.35% (35 students) Non PP - 95.2% / Non PP - PA 7.73% Whole school attendance 94.4% / Whole school PA - 12.5%</p> <p>National Average for Free School Meal Students (FFT Aspire Attendance) was 89.8%.</p> <p style="text-align: right;">Data from 2023-24</p> <table border="1" data-bbox="494 482 1136 848"> <thead> <tr> <th>Year Group</th><th>All</th><th>Non PP</th><th>PP</th><th>PP</th></tr> </thead> <tbody> <tr> <td>7</td><td>95.8%</td><td>96.54%</td><td>93.27%</td><td>92.94</td></tr> <tr> <td>8</td><td>95%</td><td>95.59%</td><td>92.15%</td><td>91.39</td></tr> <tr> <td>9</td><td>95.2%</td><td>95.72%</td><td>92.89%</td><td>90.08</td></tr> <tr> <td>10</td><td>93.3%</td><td>90.75%</td><td>94.02%</td><td>87.49</td></tr> <tr> <td>11*</td><td>92.1%</td><td>93.78%</td><td>84.40%</td><td>80.48</td></tr> <tr> <td>12</td><td>95.38%</td><td>95.63%</td><td>92.16%</td><td>91.73</td></tr> <tr> <td>13</td><td>93.3%</td><td>93.54%</td><td>88.95%</td><td>89.34</td></tr> </tbody> </table>	Year Group	All	Non PP	PP	PP	7	95.8%	96.54%	93.27%	92.94	8	95%	95.59%	92.15%	91.39	9	95.2%	95.72%	92.89%	90.08	10	93.3%	90.75%	94.02%	87.49	11*	92.1%	93.78%	84.40%	80.48	12	95.38%	95.63%	92.16%	91.73	13	93.3%	93.54%	88.95%	89.34
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12	95.38%	95.63%	92.16%	91.73																																					
13	93.3%	93.54%	88.95%	89.34																																					
<p>Wellbeing for all pupils, including those who are disadvantaged is improved.</p>	<p>All students including disadvantaged students have weekly wellbeing tutor time activities delivered by their form tutor. These ensure that students are equipped with skills and understanding of how to promote their wellbeing and where to access support.</p> <p>King Edward VI School secured the Wellbeing Award for Schools in December 2022</p> <p>Direct support offered for those students in need via: <u>Figures from 2024/25</u></p> <p>School Councilor 38% PP (14) 62% Non PP (23) Street Wyze 63% PP (5) 37% Non PP (3) Lichfield Mentors 32% PP (6) 68 % Non PP (13)</p> <p>We had 88 overall suspensions last academic year which is lower than the previous academic year (121). 52 of these suspensions were disadvantaged students. This figure is lower than the previous academic year where 75 suspensions were for disadvantaged students. Suspensions for PP students were highest in year 11 (30 suspensions) and lowest in year 7 - 0 suspensions. Although the numbers are reducing its still needs improvement.</p> <p>Negative logs were 13674 for PP which is lower than previous year of 14705.</p>																																								
<p>High levels of progress in literacy, reading and comprehension for all pupils eligible for PP</p>	<p>Continued staff training opportunities are available whole school.</p> <p>Bookbuzz via LRC continues to prioritise PP in year 8 and meet the author opportunities given to year 7 PP.</p> <p><u>At the beginning of Y8 2024</u> 54% of our PP students had a reading age BELOW where it should be 30% of our PP students had a reading age, where it should be 16% of our PP students had a reading age ABOVE where it should be <u>At the end of Y8:</u> 40% of our PP students had a reading age BELOW where it should be 44% of our PP students had a reading age, where it should be</p>																																								



	<p>16% of our PP students had a reading age ABOVE where it should be An overall improvement - from 46% to 60% of PP students, who are reading at/above their reading age.</p> <p>For World Bookday year 7 PP were invited specifically to an author visit. We run Bookbuzz with all students who are PP in year 7 and/or have a low reading level (evidenced by the NGRT test, at the beginning of Y7) Y7 also have a library lesson, once per half term. They are encouraged to take part in World Book Day - we always run a competition/have an assembly/give out the vouchers which can be swapped for books.</p>
<p>PP students receive targeted guidance, support and mentoring to ensure equality of progress and attainment in lessons and opportunity and participation in the wider school life</p>	<p>Guidance support mentoring spreadsheet. School Councilor 38% PP (14) 62% Non PP (23) Street Wyze 63% PP (5) 37% Non PP (3) Lichfield Mentors 32% PP (6) 68 % Non PP (13)</p> <p>Prioritisation to PP in year 10/11 for Careers interviews and support.</p> <p>Learning snapshots termly from form tutors.</p> <p>Encouragement to join sports clubs, music group (with paid for music tuition), school council, and other extra curricular groups. A wider variety of these are now on offer in school. Directing pupils to towards the school website.</p> <p>D of E 3 pupils were given funding of £180 each</p> <p>Trips 39 Students were supported with trip funding, ranging in costs.</p> <p>English Workshops for KS 3 & 4 44 Students were supported with funding, ranging in costs.</p> <p>Music Tuition 15 Students were supported with funding, at £300 per student.</p>



Externally Provided Programmes

Non-DfE programmes that were purchased in the previous academic year.

Programme	Provider
Brilliant Club	Scholars Programme
Book Buzz	Booktrust
Accelerated Reader	Renaissance
Maths Challenge	UKMT
Physics Olympiad	University of Oxford

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> Resources to support students in their independent learning. Time for staff to visit the Barracks and work with families. Time for trips out <ul style="list-style-type: none"> University – Links to Barracks Community worker and links with Student Support fostered. Remembrance Service – Staff and students attended the Service at the Barracks, to support links with the families and to show respect for our Service Families. Pastoral Support Assistants (and Pastoral Lead) engagement with students beyond the classroom.
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> Resources both physical and practical support SFC students with their independent learning. Improved relationships with the barracks, although direct contact with parents is still proving difficult. Relationship with Barracks continues to grow with a voice for the parents in the Barracks. Parents feel they have a voice. Ongoing pastoral support means that SFC students in school feel secure and a part of the school.



Further Information

Our pupil premium strategy will be supplemented by additional activity that doesn't have direct funding from our pupil premium or recovery premium. This includes:

- Development of Learning conversations. These take place after each report for disadvantaged students. Tutors discuss academic achievement, extra-curricular participation and any support that may be required. (Challenge 1,2,3,4,5,6)
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, attendance, and aspiration. (Challenge 2,3,5)
- Early interventions to improve attendance <93% is first support/intervention trigger compared to <90%. (Challenge 2,4)

Planning, Implementation, and Evaluation

In planning our Pupil Premium Strategy, we evaluated the impact of previous strategies and carefully reviewed the context of our school. We conducted student voice activities to identify barriers to learning, conversations with parents and school staff and monitored our internal qualitative and quantitative data. We explored the reports and studies about effective use of pupil premium and attended the National Forest Teaching School three-part training on using the pupil premium. In addition to this we also attended the Challenge Partnership remote training offer (RADY project).

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it to evaluate our activities. This is a 3-year strategy which we will adjust and amend at least annually to ensure the best possible outcomes for our students.

