Pupil Premium Strategy Statement 2026-2027

# Stalham High School

This statement details our school's use of Pupil Premium to help improve the progress of our students who attract Pupil Premium (PP) funding disadvantaged pupils. 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.

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| 1. Improve PP students % attendance | • Appoint an additional Student Manager to support attendance actions, alongside other roles focussing on but not limited to PP students<br>• Average attendance of PP eligible and Non-PP eligible (91%) is broadly in line.<br>Transport support provided for PP students subject to eviction or relocation<br>• **2024 - 2025**<br>PP Eligible: 86.14%<br>Non-PP: 89.15%<br>**2025 - 2026**<br>PP Eligible: 83.98%<br>Non-PP: 90.84% | In 2025-2026 we saw overall attendance improve. |
| 2. Reduce the % of PP students with attendance below 90% | • Percentage of PP pupils with attendance below 90% reduced. 36.7% students<br>- Students greeted daily by Inclusion manager at the main door once main gains locked to provide support and explore any barriers to school attendance (combat PP lateness)<br>• **2024-2025**<br>PP Eligible: 2.53%<br>Non-PP: 1.38%<br>**2025 - 2026**<br>PP Eligible: 2.47%<br>Non-PP: 1.39% | Data shows the reduction from 24/25 to 25/26 in the % of late marks awarded to PP eligible students. |
| 3. Improve reading ages for PP pupils | • All pupils completed reading age and comprehension tests Reading intervention strategies for PP students included:<br>- Purchase and implementation of Accelerated reader programme Training and delivery of daily Read Write intervention.<br>- Purchase of improved library stock to support targeted ZOP reading level of students at lower-level reading ages.<br>- All TAs received specific training in developing student's reading skills via Read Write Ink and Read Write software<br>• **57%** of PP students improved their reading age<br>**21%** of PP students made strong progress, improving from a reading age below their chronological age to one that met or exceeded age-related expectation<br>**36%** of PP students who received targeted reading interventions (RWI/Lexia) made improvement in their reading age | School's literacy provision is having a positive impact on PP students. Strategies such as regular library lessons and Bedrock learning support reading development, while targeted interventions have provided additional support for students with greatest literacy needs. |
| 4. Reduce PP lateness between lessons and improve organisation and self-care | • Pupils were supported to develop metacognition and organisational skills with additional pages in the school planner.<br>• Improved quality of school planners purchased with better organisational support and more robust for those with poor self-care skills. | |

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| | • All pupils at KS3 are provided with all cooking ingredients for food tech lessons to increase inclusivity, typicality and access for PP students and to increase independence and self-care (cooking themselves a meal) |
| 5. The % of PP students attending trips, events and clubs to be in line with non-PP peers | • PP pupils and those studying GCSE Music were provided with funded music lessons.<br>• PP pupils were supported with the cost of trips and events and the cost of equipment for subjects or extra-curricular activities<br>A MAGT Co-ordinator appointed.<br>• School saw an increase in the overall number of students taking part in clubs, trips, activities and visits from 24-25 to 26-27. Two factors, more clubs, more accessible times of day and funding to subsidise transport. |
| 6. Provide opportunities to enthuse, motivate and inspire PP students with low self-esteem, resilience or ambition | • All KS4 PP students had a 1 to 1 careers interview during the year.<br>-Alternative Curriculum choices provided to meet the individual needs of pupils.<br>• Brilliant Club provision purchased and implemented.<br>• Counselling and mentoring provided.<br>• Fully funded school rewards programme |

**Additional relevant data 25-26 GCSE results**

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| Grade 4+ in Eng & Maths<br>Gap between PP and Non-PP students is 26.7 %<br>All students (85): 57.5%<br>PP (29): 40%<br>Non-PP (56): 66.7% | Grade 4+ in English Language only<br>Gap between PP and Non-PP students is 19.3%<br>All students (85): 57.6 %<br>PP (29): 45%<br>Non-PP (56): 64.3% |

## School overview September 2026

| Detail | Data |
|---|---|
| School name | Stalham High School |
| Number of pupils in school | 493 |
| Proportion (%) of pupil premium eligible pupils | 37.7% |
| Academic year/years that our current pupil premium strategy plan covers | 2026 - 2027 |
| Date this statement was published | September 2026 |
| Date on which it will be reviewed | October 2027 |
| Statement authorised by | Mr Lee McMahon |
| Pupil premium leads | PN, LM, MH, AD |

## Funding overview 2026-2027

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year (Financial year 26-27) | £ 206,556 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ |

## Part A: Pupil premium strategy plan Statement of intent

The purpose of Pupil Premium funding at our school is to secure equity of opportunity and improve outcomes for disadvantaged pupils by removing barriers to achievement, participation and personal development.

We recognise that disadvantage can affect pupils in different ways and that no single strategy will meet the needs of all learners. Our approach is therefore rooted in a detailed understanding of individual need, informed by evidence, and delivered through a combination of high-quality teaching, targeted academic support and wider strategies that promote attendance, wellbeing, engagement and aspiration.

Our intention is that disadvantaged pupils will:

- Achieve outcomes in line with, or better than, those of their peers nationally.
- Attend school regularly and engage positively with learning.
- Access the full breadth of the curriculum and wider enrichment opportunities.
- Develop the knowledge, skills, confidence and resilience required for future success.
- Experience a strong sense of belonging, wellbeing and personal achievement.

Pupil Premium funding will be used to address barriers which may impact educational success, including:

- Gaps in prior attainment and literacy development.
- Poor attendance and persistent absence.
- Financial hardship that limits access to learning, enrichment or essential resources.
- Social, emotional or mental health challenges.
- Low confidence, self-esteem or aspiration.
- Reduced engagement with learning, school life or extracurricular opportunities.

Leadership and governors will ensure that decisions regarding Pupil Premium expenditure are evidence-informed, strategically planned and rigorously evaluated. Funding priorities will be based on identified need, current educational research and an assessment of the impact of previous interventions.

We will:

- Prioritise high-quality teaching as the most effective means of improving outcomes for disadvantaged pupils.
- Use targeted interventions where there is clear evidence of need and impact.
- Monitor academic progress, attendance, engagement and wider outcomes throughout the year.
- Evaluate the effectiveness and value for money of all funded strategies.
- Report transparently to governors, parents and stakeholders on the use and impact of Pupil Premium funding.
- Continuously review our provision to ensure resources are directed to those pupils who will benefit most.

Through this approach, we are committed to ensuring that disadvantage does not determine destiny and that every pupil has the opportunity to thrive academically, socially and personally.

## Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Struggle to maintain regular school attendance (more than 90%) |
| 2 | Lower outcomes in English (reading age v chronological age and / or low numeracy skills) |
| 3 | Lack of opportunity to take part in trips/visits/extra-curricular clubs |
| 4 | Low self-esteem, lack of self-confidence, low resilience, low ambition (increased risk of NEET) |

**Intended Outcomes and Actions 26-27**

| No | Challenge | Intended Outcome | Amount allocated | Actions and Monitoring |
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| In order to provide an effective wrap around support for all PP pupils including support with self esteem, attendance, academic progress and organisation a significant amount of PP funding is used annually to support PP pupils. This includes additional pastoral staff and YMCA mentoring x2 days per week.<br>Cost £93,850 | | | | |
| 1 | Struggle to maintain regular school attendance (more than 90%) | a. Improve PP students % attendance from 25-26<br>b. Reduce the % of PP students with attendance below 90% | 5,000 | • Regular information to students, parents / carers<br>• Use of inclusive funded rewards strategy (badges, trips, certificate, prizes and opportunities) |
| 2 | Low literacy levels reading age v chronological age. Directly impacting widening English outcome gap between PP and non | a. Increase the number of PP students achieving 4+ in English to 60%<br>b. Encourage students to read for pleasure<br>c. Ensure English curriculum supports all learners appropriately | 15,000 | • Complete reading age and comprehension tests<br>• Implement the appropriate reading intervention strategies for PP students with a reading age sig below chronological age<br>• Ensure all staff receive specific training in developing student's reading skills, introducing school wide routines to support weaker readers in class<br>• Introduce Poetry recital at form time as well as ERIC weekly<br>• Support the library stock to align with student reading interests and ability<br>• Invest in Trust English lead to ensure curriculum is robust and meets the needs of all learners.<br>• Allocate KS3 curriculum time to library lessons<br>• Purchase Bedrock learning |
| 3 | Lack of opportunity to take part in trips/visits/XC clubs (Cultural Capital) | a. The % of PP students attending trips, events and clubs to be in line with non-PP peers | 18,000 | • All ingredients for Food and Nutrition lessons.<br>• Provide fully funded peripatetic music lessons<br>• Support with the cost of trips and events (25% or 50%) evaluated on a case-by-case basis<br>• Support with the cost of equipment for subjects or extra-curricular activities |

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| | | | | • Ensure library is staffed and accessible to all students in both lessons and free time<br>• Funded spaces of DofE programme<br>• Fund transport for students on PD days |
| 4 | Low self-esteem, lack of self-confidence, low resilience, low ambition | • Provide opportunities to enthuse, motivate and inspire PP students with low self esteem, resilience or ambition<br>• Support with the cost of uniform, transport etc<br>• To provide opportunities and resources as appropriate as opportunities and needs arise during the academic year<br>• Targeted careers programme to support inclusion of PP to reduce risk of NEET<br>• Enhanced support for WEX for PP students | 15,000 | • All PP students to have a 1 to 1 careers interview during the year<br>• Purchase Brilliant Club provision<br>• Contribute towards cost of specialist counsellor<br>• Contribute to cost of Mentor (Eden)<br>• Additional training / external speakers<br>• Year 11 intervention including tuition and mentoring<br>• MAGT Co-ordinator appointed<br>• Careers Coordinator appointed<br>• Funding of Unifrog (accessible app) to support WEX engagement |
| **Contingency** | | | 5,000 | |

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| **Total** | 58,000 | |