

Pupil premium Interim Strategy Statement – Katharine Lady Berkeley's School 2025 - 2026 (Priorities are under review)

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1252 (Y7-11)
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2026
Date this statement was published (updated)	2025
Date on which it will be reviewed	Annually but final review September 2026
Statement authorised by	Hannah Khan
Pupil premium lead	Chloe Landeg
Governor / Trustee lead	Andrew Covell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23/24)	£132,290
Recovery premium funding allocation this academic year	£34,224
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£166,514

Part A: Pupil premium strategy plan

Statement of intent

We believe that our disadvantaged pupils benefit from a whole school approach to raising achievement which includes Quality First Teaching. The aim of our strategy is to ensure that disadvantaged pupils achieve well, participate fully in school life and progress successfully to their next stage of education or employment with the knowledge and skills they need.

Our plan is based on:

Providing Quality First Teaching. We strive to improve outcomes through using effective adaptive teaching and formative feedback to help remove barriers to learning in the classroom. We have adopted a whole school approach whereby staff take responsibility for disadvantaged pupils' outcomes and raise their expectations of what they can achieve. We have funded a CPD platform and teaching communities that enable staff to engage in pedagogy, and film and share good practice within departments.

Providing support for literacy and reading. We have a literacy coordinator who oversees this work across the school, along with the SEN coordinator who identifies opportunities for intervention.

Engaging pupils in school by supporting them with homework and revision in funded after school clubs, as well as funding extra-curricular activities and curriculum enrichment activities.

Providing wellbeing support for the pupil through targeted intervention where needs are identified.

Working closely with parents to ensure strong relationships that ensure parents trust the school and are comfortable to work with us.

Ensuring that all disadvantaged pupils have appropriate post 16 opportunities by ensuring they work closely with the careers department.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress: Internal and external assessment information indicates that disadvantaged pupils attain less well than their peers across a range of key measures. Disadvantaged pupils are also overrepresented within the SEND cohort, creating additional barriers to progress and curriculum access for some students.
2	Literacy and curriculum access: On entry to the school, disadvantaged pupils typically demonstrate lower reading ages and literacy levels than non-disadvantaged pupils. This can affect confidence, access to the curriculum and engagement with reading, particularly in relation to subject-specific vocabulary and extended reading demands across the curriculum.
3	Aspiration and academic pathways: Disadvantaged pupils are underrepresented within some higher attaining pathways, including EBacc entry and higher sets in some subjects. Continued focus is needed to ensure that disadvantaged pupils maintain high aspirations and access appropriate academic and post-16 pathways.

4	Independent learning and study habits: Some disadvantaged pupils experience barriers to independent study, including limited access to quiet study space, resources or support for homework and revision outside school.
5	Attendance and persistent absence: Attendance rates for disadvantaged pupils remain below those of non-disadvantaged pupils, with persistent absence continuing to present a significant barrier to achievement, belonging and engagement with school life for some students.
6	Behaviour, regulation and readiness to learn: Disadvantaged pupils are disproportionately represented in behaviour and suspension data. Some pupils require additional support with emotional regulation, resilience and engagement in learning.
7	Participation in wider school life: Some disadvantaged pupils are less likely to engage fully in extracurricular activities, enrichment opportunities and wider school experiences due to financial, confidence or logistical barriers.
8	Wellbeing and emotional health: Some disadvantaged pupils and families experience social, emotional and mental health challenges which can affect attendance, engagement, confidence and readiness to learn.

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 (2025)
Improved attainment and progress for disadvantaged pupils	Progress and attainment outcomes for disadvantaged pupils improve over time and compare favourably with national disadvantaged outcomes. Internal tracking and external outcomes demonstrate diminishing gaps between disadvantaged pupils and their peers. Department reviews and quality assurance show that disadvantaged pupils are well supported within classrooms and that teachers maintain high expectations for their progress and participation.
Improved English and mathematics outcomes	The proportion of disadvantaged pupils achieving grade 4+ and 5+ in English and mathematics increases over time. Disadvantaged pupils are appropriately represented within higher attaining pathways and intervention/support is targeted effectively.
Improved attendance and reduced persistent absence	Attendance for disadvantaged pupils improves over time and persistent absence reduces. Attendance gaps between disadvantaged and non-disadvantaged pupils diminish and targeted support demonstrates impact for identified students and families.
High aspirations and successful destinations	Disadvantaged pupils access appropriate academic and vocational pathways and progress successfully into sixth form, further education, apprenticeships or employment. Destination data demonstrates sustained participation in education, employment or training. Engagement with parents and carers supports positive outcomes and informed decision-making.
Improved literacy and curriculum access	Reading ages and literacy levels for disadvantaged pupils improve across Key Stage 3. Whole-school literacy approaches support disadvantaged pupils in accessing the curriculum confidently, including subject-specific vocabulary and extended reading/writing tasks. Reading engagement, including library use and wider reading, increases over time.
Improved behaviour, regulation and engagement	Disadvantaged pupils are supported effectively to engage positively with school life. Suspension and internal exclusion data show reduced

	disproportionality over time. Pastoral and inclusion systems demonstrate effective support for pupils requiring additional regulation, wellbeing or behavioural support.
Increased participation in enrichment and wider school life	Participation of disadvantaged pupils in extracurricular activities, trips, leadership opportunities and wider enrichment increases over time. Pupil voice and participation data indicate that disadvantaged pupils feel included, supported and engaged in school life.
Reduced barriers to learning outside the classroom	Disadvantaged pupils access appropriate support for independent learning, revision and homework completion. Attendance at homework support, revision sessions and study facilities increases over time.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support in English and mathematics, including small-group and 1:1 intervention, revision sessions and mentoring	Evidence from the Education Endowment Foundation (EEF) highlights the importance of targeted academic support alongside high-quality teaching in improving outcomes for disadvantaged pupils.	1, 2
Development of a whole-school literacy strategy, including disciplinary literacy, reading interventions and reading for pleasure	EEF guidance highlights the importance of disciplinary literacy and targeted literacy support across all curriculum areas, particularly for disadvantaged pupils and those with lower reading ages.	1, 2
Whole-school focus on adaptive teaching and curriculum accessibility through CPD and professional development	High-quality teaching is the most important in-school factor in improving outcomes for disadvantaged pupils. EEF guidance supports adaptive teaching, effective feedback and curriculum accessibility for all learners.	1, 2, 6
Deployment of teaching assistants and intervention staff to support literacy, numeracy and curriculum access	Evidence indicates that targeted deployment of support staff can improve outcomes when aligned closely with classroom teaching and planned interventions.	1, 2, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of high-quality teaching staff, including ensuring specialist teaching across curriculum areas	Evidence consistently demonstrates that high-quality teaching has the greatest impact on pupil outcomes, particularly for disadvantaged pupils.	1, 2, 3
Use of technology and online learning platforms to support independent learning, revision and curriculum access	Research suggests that effective use of technology can support engagement, independent learning and access to revision resources beyond the classroom.	1, 4, 8
Attendance monitoring and targeted pastoral support for disadvantaged pupils and families	Evidence demonstrates a strong link between attendance, engagement and attainment. Early intervention and family engagement are important in reducing persistent absence.	5, 8
Pastoral, inclusion and wellbeing support, including regulation and reintegration support through the Hub	Evidence supports the importance of relational approaches, emotional wellbeing support and early intervention in improving engagement and readiness to learn.	5, 6, 8
Support to improve participation in extracurricular activities, trips, revision sessions and wider enrichment opportunities	Participation in wider school life can improve belonging, confidence, engagement and aspiration for disadvantaged pupils.	3, 7, 8
Homework support, revision facilities and supervised study provision	Structured support for independent learning can help reduce barriers linked to study space, organisation and access to resources outside school.	4, 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted literacy intervention, including reading support, peer tutoring and opportunities to promote reading engagement	Evidence from the EEF suggests that reading comprehension strategies and peer tutoring can have a positive impact on progress, particularly for	1, 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
	disadvantaged pupils and those with weaker literacy skills.	
Targeted intervention and revision support across the curriculum, including supervised homework and independent study provision	Evidence indicates that targeted small-group support, structured intervention and extended learning opportunities can improve progress, confidence and independent learning skills for disadvantaged pupils.	1, 2, 4
Deployment of trained teaching assistants and support staff to provide targeted academic and pastoral support	Research suggests that targeted deployment of trained support staff can positively impact pupil outcomes when closely aligned with classroom teaching and identified pupil needs.	1, 2, 4, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted pastoral, behaviour and regulation support for pupils requiring additional intervention	Evidence suggests that behaviour interventions, relational approaches and targeted pastoral support can improve engagement, readiness to learn and outcomes for disadvantaged pupils. Whole-school approaches to classroom culture and consistent expectations are particularly important.	5, 6, 8
A broad and inclusive curriculum, including alternative pathways and personalised support where appropriate	Evidence suggests that curriculum flexibility, appropriate pathways and inclusive provision can improve engagement, motivation and achievement for pupils facing additional barriers to learning.	1, 2, 3, 6
High-quality careers education, guidance and aspiration-building opportunities	Research indicates that effective careers education and guidance can improve aspiration, motivation and long-term outcomes, particularly for disadvantaged pupils who may have less access to wider networks and opportunities.	3, 7
Whole-school attendance systems alongside targeted attendance support and intervention	National evidence demonstrates a strong link between attendance, wellbeing and academic outcomes. Early identification, family engagement and staged intervention approaches support improved attendance and reduced persistent absence.	5, 8
Pastoral, wellbeing and emotional literacy support, including mentoring, counselling and family support	Evidence highlights the importance of emotional wellbeing, resilience, self-regulation and supportive relationships in improving engagement, attendance and readiness to learn.	6, 7, 8

Total budgeted cost: £160,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance and wider experiences of disadvantaged pupils using published KS4 outcomes, internal assessment information and pastoral data.

The following evaluation references published outcomes from the previous strategy cycle, including validated KS4 outcomes from 2022, alongside more recent internal school information and pastoral data.

Published outcomes showed that disadvantaged pupils achieved more strongly than national disadvantaged averages in some measures, although attainment and progress gaps within the school remained evident. Internal assessment information and departmental review identified literacy, attendance, confidence and access to independent study as significant barriers for some disadvantaged pupils. Disadvantaged pupils were also underrepresented in EBacc entry pathways.

Targeted intervention in English and mathematics, including additional mentoring and small-group support, had a positive impact for a number of pupils, particularly in mathematics. The school also continued to prioritise pastoral support, attendance intervention and wellbeing provision for disadvantaged pupils and families where additional barriers to learning were identified.

Attendance, emotional wellbeing and engagement remained significant factors affecting outcomes for some disadvantaged pupils. A number of pupils required additional support through counselling, family support and attendance intervention during Key Stage 4.

Destination data remained positive, with the large majority of disadvantaged pupils progressing into education, employment or training following Key Stage 4.

The school continues to develop its wider equity and inclusion strategy to ensure that disadvantage does not become a barrier to participation, belonging or academic success.