Pupil premium strategy statement

This statement details our school's use of pupil 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
School name	Presdales School
Number of pupils in school (Y7-11)	894
Proportion (%) of pupil premium eligible pupils	10.4% (93)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 (Year 2 of 2024-2027)
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Matt Warren
Pupil premium lead	Sylvia Jennings
Governor / Trustee lead	Steve Cove

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025-2026	£117,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£117,905

Part A: Pupil premium strategy plan

Statement of intent

Our objectives for our disadvantaged students are the same as for all our students: to provide an outstanding education that enables all students, regardless of their background and starting point, to achieve and surpass their academic potential and to leave Presdales equipped with the skills, values and attributes to empower them to lead happy and successful lives.

We recognise that there are circumstances in life that present our most vulnerable students with additional challenges, so the purpose of our pupil premium strategy is to identify those challenges particular to our cohort of eligible students and overcome them together.

We follow the Education Endowment Foundation (EEF) guidance on implementation to focus on "fewer, strategic choices and pursue these diligently". Our current pupil premium strategy plan takes the three tiered approach recommended by the EEF to support student progress. In addition to wider research, evidence and guidance from the EEF, the DfE and specialist local networks (e.g. Hertfordshire Virtual School and HfL) we use a range of tracking and monitoring tools and means of communication (e.g. internal assessment tracking data, feedback from students' class teachers, work scrutinies, learning walks, teacher meetings, student and parent/carer surveys and conversations to inform our approaches and to continue to evaluate our approach and adjust our plans.

The Education Endowment Foundation (EEF) consistently emphasises that high-quality teaching has the greatest impact on disadvantaged pupils' outcomes. We prioritise high quality teaching and learning for all. We aim to recruit, retain and continue to develop our teachers who are subject experts, and skilled in teaching to support the needs of all learners. We target specific academic support and wider support strategies where these are most needed. Our strategy focuses on:

1. **Quality first teaching and access to a broad and carefully planned curriculum**:
- Our whole school teaching and learning programme is focused on developing oracy in partnership with Voice 21.
- Continue to implement:
    - Rosenshine's principles of instruction, with a focus on supporting learners with retrieval, checking for understanding, modelling new material, scaffolding, planning to address error and adaptive teaching.
    - enhanced reading programme to develop literacy.
- Extend experiences for eligible students to develop the cultural capital to access and enrich curriculum learning, including through clubs and off-site visits as well as in-school theatre.

2. **Targeting academic support**:
- Provide bespoke support for eligible students where needed and ensure targeted support complements in-class work, through tutoring partner, Learning Academies, and school-led tutoring, including peer mentors.
- Support diverse student needs in-house, including those of our cohort of EAL learners with support needs.

3. **Supporting wider development and well-being**
- Promote attendance, social and personal development and support, rewards and aspirations including careers.
- Promote participation in the super curriculum for eligible students to develop personal development and aspirations
- Support anxieties and wider mental health needs, including bespoke support for CLA and previously looked after families and for children known to a social worker.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: 40% of our eligible cohort had attendance below 90% in 2022/23. Causes vary among the individuals in the cohort, including disruption to routines and changes in life at home, EBNSA, family pressures in the cost of living crisis, medical issues and anxieties. In 2023-2024, 32% of our eligible cohort had attendance below 90%. In 2024-2025, 27% of our eligible cohort had attendance below 90%. Although there have been improvements, this remains a focus with ongoing work.
2	Gaps in prior learning from disruption to education (e.g. during the Covid pandemic, low prior attendance) incurring lower levels of literacy, oracy and numeracy. These potentially impede access to the curriculum, regular reading, confidence in speaking, and cause difficulty accessing exam and assessment questions.
3	Reduced background knowledge in relation to peers (gaps in cultural capital and wider reading) which can hinder access to the curriculum and wider skills for success in life, and confidence to participate in extracurricular clubs and experiences
4	Lack of confidence and guidance in independent work and revision skills
5	EAL, where students have relatively recently begun using English for their curriculum learning and are facing the double challenge of learning English while learning curriculum content, being assessed in English and facing significant wider challenges.

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
Attendance improvement for all students eligible for PP with attendance below 90%	- Pupils eligible for PP to have reached or exceeded the national attendance target (92%) - Pastoral team, Form Tutors and PP champions are supporting individual students to address factors which have previously contributed to low attendance. Qualitative data from student voice, teacher and parent/carer feedback. - Student voice reflects improved student confidence, diminished anxieties, increased resilience.
Gaps in prior learning are diminished or eradicated	- Literacy and reading levels show accelerated progress. - Oracy feedback and student voice shows improved confidence, participation and performance. - Assessments on target areas show progress. - End of year assessments are in line with/ exceeding benchmarks - At Y11 progress 8 for disadvantaged students is in line with or closing the gap with peer group.
Increase the cultural capital of PP eligible students	- Tracking of participation in extracurricular clubs, experiences and super curriculum shows engagement matches or exceeds peer group. - PP spending is monitored to ensure effective support.
Ongoing building of metacognition in the classroom and through explicit workshops and materials translates to student confidence in independent work and revision skills.	- Learning walks, learning conversations and work scrutinies show regular input to build student revision skills. - Full cohort participates in Glia learning workshops and subject specific sessions focussing on exam technique, such as walking talking mocks. - Students are equipped with revision guides and "how to" guides.

	● Students can articulate the revision methods which work for them. ● Assessment outcomes
English proficiency for students with EAL, targeted academic support, guidance for next steps and support with wider issues	● EAL assessment shows rapid improvement relative to starting point and on track to reach/ at level E in all four skills ● Student attainment at Y11 shows strong progress relative to starting point and equips student for appropriate high quality destination ● Student voice reflects integration in the school community, friendships and experiences

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *76,263*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school INSET focus on developing oracy with Voice 21 programme	Oracy narrows gaps enabling disadvantaged students to fulfill their potential. **+6 months** is the additional progress EEF research finds pupils from disadvantaged backgrounds can make through oral language interventions. Source: The Education Endowment Foundation's evaluation of oral language interventions	2, All impacted
Continuation with Accelerated Reader and Reading Plus to accelerate student reading fluency	The **Improving Literacy in Secondary Schools** evidence report (EEF) highlights the importance of a focus on prioritising 'disciplinary literacy' across the curriculum providing explicit vocabulary instruction to help students access and use academic language The EEF toolkit evidences Reading comprehension strategies have a high impact, on average +7 months in the secondary phase.	2-5
Reduced teacher:student ratio Maths/ English/ Science groups (KS3/4)	Reducing class size (EEF) The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive, including increased verbal feedback Small group tuition (EEF) has an average impact of four months' additional progress over the course of a year.	All

Extra - curricular trips and off-site visits with curriculum content/ links	This evidence relates particularly to arts participation (EEF) and references its intrinsic value, which should be considered beyond maths or English outcomes, and to improve academic attainment it is important to identify the link between the chosen enrichment activity/intervention and the outcomes you want to improve. The enrichment and curriculum linked trips and off-site visits are important in developing students' cultural and social capital.	3
Equipment for learning/ curriculum access: including devices for learning; revision guides and learning equipment; departmental resources to provide for students eligible for PPG support	This equipment facilitates self study, building metacognition, cited above, and devices for learning support the retrieval practice and self-quizzing which can increase retention of key ideas and knowledge. Using digital technology to improve learning (EEF Guidance report)	All

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

Budgeted cost: £ *25,470*

Activity	Evidence that supports this approach	Challenge number(s) addressed
One:one/two tuition (Learning Academies and school-led, including Y12 peer mentor volunteers)	The DfE guidance for schools on the NTP states "Strong evidence suggests that the model of targeted academic support, through trained tutors working with small groups and individuals, can make several months' difference to academic progress." Presdales student voice has shown students attributed improved grades and increased confidence and motivation to Learning Academies tuition and to one:one/ small group Easter revision sessions. EEF research on One to one tuition finds it to be very effective at improving pupil outcomes.	1, 2, 4, 5
Easter Revision school		2, 4

Targeted EAL support for relatively recently arrived learners to the UK	Research published by the DfE and The Bell Foundation has indicated that pupils who use EAL were amongst those whose learning was most impacted by the pandemic. International Rescue committee and HfL training recommend support for newly arrived learners includes a safe space, buddy and mentor, visual orientation and timetable, regular interactions with a key adult, building English through the curriculum language and language needed for social interactions.	5
Homework support club and Study support group	The EEF have shown homework to be one of the low additional cost, high impact activities: Homework Some pupils may not have a quiet space for home learning – home learning can be supported (e.g. through providing homework clubs for pupils).	4
Metacognition and revision skills with Glia learning	Explicitly teaching strategies to help plan, monitor and evaluate specific aspects of students' own learning can be effective in advancing student progress 7 months, EEF research has shown: Metacognition and self-regulation	4
Navigating Careers additional careers support	The Gatsby Benchmarks highlight the importance of addressing the needs of individual students and facilitating encounters with further education and careers	3

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

Budgeted cost: £ *16,172*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance for all students is monitored weekly and followed up with the appropriate action or intervention	These attendance approaches are outlined in the DfE's working together to improve school attendance guidance The EEF's REA on Attendance interventions identified targeted approaches specifically to the needs of individual pupils were found to be effective. The importance of: the key adult, knowing the students, working through attendance issues and other barriers to progress, and, where appropriate, sharing key insights for individual students with school staff, as well as improving the intangibles, such as a student's sense of belonging are all highlighted in *Narrowing the Attainment Gap*, Daniel Sobel. Extra-curricular enrichment activities are important contributors in developing students' cultural and social capital. And exclusion from these key experiences can cause isolation. (Turning the page on poverty, Child Poverty Action Group)	1
Key adults and mentors including time with SLT Inclusion lead, Pastoral AHTs and HOYs, Form Tutors and individual champions		1, 4
Extra - curricular trips and off-site visits relating to pastoral and personal development and integration in the school community and experiences, prom / equivalent & leavers hoodies		3
Reading books for KS3 reading groups and super curriculum to support literacy development	Improving literacy in secondary schools (EEF)	3
Counselling and SEMH support, including mentoring (ADHD) and specialist therapeutic provision	State of the nation 2022: children and young people's wellbeing (DfE) found Secondary-age pupils eligible for FSM reported lower wellbeing than those not eligible for FSM early in the 2021/22 academic year Support for students in their self-management of emotions and social and emotional learning can also impact progress according to the EEF Toolkit: Social and emotional learning	1
Family support worker		1

Music - instrumental lessons	EEF work on Arts Participation reports links between music and spatial awareness as well as wider benefits of well-being and a positive attitude to learning besides the moderate impact on academic acceleration.	3
Uniform and other required equipment for learning equipment, including breakfasts, and the BYOD chrome book	Where a uniform is in place it is important to consider how to support families who are not able to afford uniform as well as required equipment for learning and how to eliminate economic exclusion.(Turning the page on poverty, Child Poverty Action Group) The introduction of the BYOD chrome book for students can support organisation (e.g. in place of many different textbooks). Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. Using digital technology to improve learning (EEF Guidance report)	1, 4, 5

Total budgeted cost: £ 117,905

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils 2024-2025

The Progress 8 figure below is from the provisional DfE performance data.

	2025
Y11: Number of disadvantaged pupils	16
Y11: % of year group disadvantaged	9
Progress 8 score	n/a
Attainment 8	39.5
Students achieving grade 4 or above in English and Maths (%)	50%
Students achieving grade 5 or above in English and Maths (%)	18.8%
Students entering the English Baccalaureate (%)	62.5%
Students achieving the EBacc at grade 4 or above (%)	18.8%
Students achieving the EBacc at grade 5 or above	6.3%

The Attainment 8 score of 39.5 was above the national disadvantaged score of 34.9, but not as far above as in 2024 (49.8 compared to the national disadvantaged 34.6, which was significantly above) and the in-school gap has widened this year.

We were pleased to support the students in the cohort through from their earliest years joining us in a bubble, having left their primary Year 6 during the Covid-19 lockdown, to their post-16 destinations. We have also welcomed students during the secondary phase including one student joining us during Year 11. Post-16, six students have continued to Presdales sixth form, two have started post-16 in a new sixth form, and eight have begun a college course.

Teaching and Learning

Oracy has been the focus of the Teaching & learning CPD. While we are early on in the journey, Oracy Learning walks have observed eligible Y7 and Y9 students engaging well with oracy tasks seen across a range of subjects and eligible EAL students benefitted particularly from modelling and paired work.

The survey of eligible students showed: strong engagement with the importance of oracy; good understanding of the different strands; more confidence relating to listening and paired discussions; a range of views around building and summarising in discussion; Lower confidence in challenging, and in giving presentations although there was a range across this. Some students do express confidence in these areas.

Barriers identified by students were very varied rather than showing a group pattern. Students identified: How to express myself when I disagree, messy talk body language and confidence in giving a presentation as their areas needing support for development. A lot of different and specific benefits were identified which showed some positive impact.

Targeted academic support

We have built our tutoring partnership with Learning Academies since the establishment of the National Tutoring Programme (NTP), in addition to school-led tutoring, to give targeted academic support to disadvantaged students. Learning Academies is run by Matthew and Sacha Brakenbury, both NPQH, with leadership experience in secondary schools and special schools and a team of tutors across the core and EBacc subjects.

With rising costs, we have targeted students who benefit from the additional tutoring at the end of the school day or from home. In 2024-2025 these were Y9 and 10 students, identified across the tracking schedule as well as with individuals when meeting to review their progress. In some cases this has been identified as a subject the student was struggling with or needed to improve to be able to go onto their desired destination; in other cases there was an anxiety that had impacted attendance so tutoring has been implemented to support the student in that area. Several students have requested additional blocks with the same tutor, including during holiday time.

Some students have been better suited to face to face tuition which has been provided by current and returning Presdales staff in Maths and English, including the SEND team at KS3 and additional specialist English and Maths groups for Y11, to supplement the strong classroom teaching with in-class support. Easter revision sessions were provided during the Easter break across the curriculum (Science, Art, Drama, Maths, Italian, Sociology, and English language and English literature) for GCSE students, in addition to the many regular term time lunchtime and after school revision clinics run for all students, with a focus on those needing intervention following mock examinations.

Wider strategies

Attendance for the FSM6 group 2024/2025 was 89.5%, just above the national average (88.2%) with a trend of relative improvement. In addition to the robust tracking and application of stages of action by the pastoral team, we recruited a further cohort of staff volunteers to be pupil premium champions. This year thirty-three students have had a champion to ensure regular 1:1 meetings to promote the students' sense of belonging and champion their needs and progress, with a particular focus on supporting attendance. Students were prioritised for a champion where their attendance was below 90% in the previous year, 2023-2024. 58% of the students who were with us the previous year improved attendance compared to the previous year, sixteen students attending above 90% for 2024-2025, with the biggest improvements in Year 11. In a student voice survey, the most popular benefit cited was: *My champion helped*

me think about my goals and how to achieve them. Twenty-four students have been assigned a champion for 2025-2026.

We have targeted students with previously low or no participation in off-site visits and intervened to facilitate all taking up opportunities to build their cultural capital during their Presdales experience. Departments have reviewed their curriculum to identify barriers to access for our disadvantaged students and develop activities and resources to support access and enrich curriculum learning and aspirations.

The care and provision for our eligible students is shared across the staff body. The growing provision for mental health in school has supported several of our previously looked after children and looked after children. The SEND team has arranged therapeutic support for eligible students with complex needs. The role of the Family support worker in school has continued to develop as invaluable support for this group along with her wider caseload.

Externally provided programmes

Programme	Provider
Study skills workshop	Glia learning
1:1 tuition	Learning Academies
Therapeutic support	The Butterfly Room Nessie

Further information

For information on applying for free school meals please visit here to check your eligibility and apply.

To discuss Pupil Premium in relation to your child at Presdales, please contact sjennings@presdales.herts.sch.uk