

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Bemrose School
Number of pupils in school	1446
Proportion (%) of pupil premium eligible pupils	50.3% Overall Primary (37.3%) Secondary (55.4%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Neil Wilkinson
Pupil premium lead	James Dachtler, Chloe Woodhouse, Sophie Emms
Governor / Trustee lead	Linda Dawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£799,850.00
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£799,850.00

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

Improving outcomes for disadvantaged pupils, through strategic use of Pupil Premium funding, is at the heart of our school improvement work. Our intention is that all pupils, regardless of their background or challenges they face, make improved and sustained progress.

At The Bemrose School, we have developed a three-year strategy which encompasses all aspects of school life and ensures that teachers and the pastoral team work together to address the key challenges faced by our pupils. All staff have high expectations of what students can achieve and work tirelessly with families and other agencies to raise the attainment and broaden the experiences of our students.

All pupils will be able to access high-quality teaching, which is proven to have the greatest impact on closing the disadvantage attainment gap and will, in turn, benefit non-disadvantaged pupils. This is crucial when working with students who have high levels of mobility and lower starting points in literacy and numeracy.

All pupils will have the opportunity to study a broad and balanced curriculum, which is enriched with wider opportunities and experiences, enhancing their social, moral and cultural development. This also aims to raise self-discipline, aspirations and self-belief of all our learners.

Challenges

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

Challenge number	Detail of challenge
1	High Mobility High mobility and fractured education has resulted in gaps in learning and underachievement in terms of progress.
2	Material Barriers, Cultural Capital and Family Engagement Material barriers to curriculum access and lack of exposure to wider activities that would develop pupils' cultural capital outside of school. Reduced access to ICT and online learning at home. Lack of family engagement in and out of school
3	Literacy and Numeracy Attainment Lower initial starting points in literacy and numeracy and oracy. Reading ages below chronological age impacting ability to access curriculum fully.
4	Wellbeing and Behaviour Pupil wellbeing; mental health and physical health. Social and emotional wellbeing. Impact of behaviour on progress and attainment.
5	Attendance – Absence and Persistent Absence Impact of low attendance on progress and attainment.

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
1. To support students with high mobility, working to reduce gaps in learning and ensure progress is improved and sustained. New starters needs are swiftly determined and appropriate support and interventions are put into place.	New starters are assessed so that they are placed in the most appropriate groups and have access to a curriculum that meets their needs.

<p>New starters have a bespoke programme, which ensures a smooth integration into the school community.</p>	<p>Analysis of termly progress data shows that students with high mobility are on track to meet their targets.</p> <p>Area Reviews show that access to learning is appropriate for all learners including SEND/EAL/HPA/GD/PP pupils</p> <p>Teachers and leaders will have an accurate overview of the pupils to allow for correct pathways to be in place.</p> <p>Where outcomes are not in line with expectations LD/PPLs//Leadership will use area reviews, line management meetings, pupil progress meetings and performance management to action interventions with staff.</p>
<p>2. To ensure that there are no material barriers and that all students have equal access to the curriculum.</p>	<p>Extra-curricular is well represented by PP/SEND learners and comparable with other learners who attend.</p> <p>We offer a range of wider activities, that develop students' 'Cultural Capital.'</p> <p>Staff across school foster family engagement and liaise with external agencies, e.g. NCAT to further develop links with families in our community and so increase family engagement in the life of the school.</p> <p>Disadvantaged students are given appropriate IT devices to enable effective home learning.</p>
<p>3. To raise students' literacy and numeracy attainment, regardless of starting point.</p>	<p>Disadvantaged students make good progress and achieve the challenging targets set by their teachers.</p>

	<p>Disadvantaged students' achievement across school is at least in line with National.</p> <p>Disadvantaged students improve independent literacy skills as demonstrated through reading ages and stanines.</p>
<p>4. To ensure that all students are supported in terms of their wellbeing and behaviour.</p>	<p>Staff work effectively to support students' mental and physical health, ensuring they are receptive and ready to learn.</p> <p>Staff aim to ensure that students develop positive behaviours for learning, which is shown by the number of sanctions applied across phases.</p> <p>The Bemrose Survey shows, due to interventions and support in place, students have a high regard for wellbeing, behaviour for learning, careers and aspirations, classwork and home learning.</p>
<p>5. To improve the attendance of all our disadvantaged students.</p>	<p>Disadvantaged pupils' attendance increases and is in line or above national average.</p> <p><u>PP attendance:</u></p> <p>Overall 90%, Primary 92.1%, Secondary 89.2%</p> <p>The number of dis. pupils who are persistently absent is reducing</p> <p>Whole School 2.7% reduction compared to this time last year. Secondary 2.5% reduction compared to this time last year. Primary 3.3% reduction compared to this time last year.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £ [£210,658]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EEF tiered approach – 1</p> <p>Teaching support – 4 x AHT (£101,416), SISRA (£11,000), 5 x PPL (£15,242), Offsite (£30,000). Teaching support – Academic mentoring (£33,600) AIP bids (£20,000)</p> <p>Rigorous tracking & evaluation conducted throughout the year, by AHT’s & PPL’s, to ensure that interventions are effective.</p> <ul style="list-style-type: none"> • PP SIP reviews presented at key points to the leadership team & linked governors. • Regular LM held with PPL’s to as- 	<p>Pupil premium: monitoring checklist The Key Leaders (thekeysupport.com)</p> <p>Pupil premium - GOV.UK (www.gov.uk)</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>Guide for governing boards EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2& 3</p>

<p>sess effectiveness of strategies implemented.</p> <ul style="list-style-type: none"> • Additional TA/teacher support focused on PP pupils within classrooms. • Offsite providers, as required, linked to alternative provision. • Providing resources for DA students 		
<p>Removal of material barriers, to ensure all students can access the curriculum.</p>	<p>Previous years have shown increased participation by disadvantaged students across a range of academic opportunities such as Food technology, music tuition and Physical Education lessons. This is supported by https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>2</p>
<p>The secondary tutor time programme focuses on a balance of academic and pastoral content to allow students to develop autonomy and be strategic learners.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>

<p>Due to the nature of our context, our students benefit from additional time in school to help support with gaps in learning and to consolidate and strengthen the learning in the classroom. Additional time is used for this which helps to support staff well-being and workload. Lesson 6 (now Strive for Success runs across the secondary phase Years 8 – 11)</p>	<p>The following research, by the EEF demonstrates while there is a cost, it has a positive impact: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2 & 3</p>
<p>Using assessment systems and platforms to have an accurate overview of pupil progress. From individual starting points, strategies are then deployed effectively ensuring outcomes for all pupils continue to improve.</p> <p>Use of area reviews, line management and progress meetings alongside performance management to help track actions and their impact</p>	<p>Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

<p>PP funding linked to AIPs is tied to clear and specific measurable outcomes for disadvantaged pupils against which leaders are held to account.</p>	<p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	<p>1-5</p>
--	--	------------

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

Budgeted cost: £ [£128,830]

Activity EEF tiered approach – 2 (27%) Literacy support (£41,123), (Academic mentors) (£33,800), PP staff costs (£53,907),	Evidence that supports this approach	Challenge number(s) addressed
Literacy teaching and intervention: <ul style="list-style-type: none"> • Room 18 (reading): Small group work focusing on improving Literacy skills. • English HLTA: The HLTA English is employed to work with small groups focused on literacy improvement. • Deputy Head T&L – Literacy: Oversee the delivery and 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Literacy Development Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/secondary-literacy</p> <p>Closing the Vocabulary Gap: word-gap.pdf (oup.com.cn)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	3

<p>evaluation of Literacy interventions.</p>		
<p>Targeted intervention strategies: Intervention teachers in Primary and Secondary Phases. PP Intervention</p>	<p>Selecting interventions tool.pdf (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Tutoring Guide 2022 V1.2.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1,3</p>

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ [£451,950]

Activity EEF tiered approach – 3 (16%) Lead inclusion (£36,228), Inclusion support (£189,120.50, Heads of Years (£98,982.50, Night school (£31,290), CEIAG (£11,530), DofE (£500), Music tuition (£19,300), Enrichment (£60,000), Rewards (£5,000)	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion</p> <ul style="list-style-type: none"> • Lead inclusion - Employment of lead inclusion officer to manage and lead the pastoral team (including attendance) to support the behaviour and wellbeing of all students. • Heads of Year 	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>https://bit.ly/3pUDL1Y</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2,4 & 5</p>

<ul style="list-style-type: none"> • Night school • Inclusion support (Attendance of- fice, Family Liaison of- ficer, NCAT, deputy DSL) • Breakfast club 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement - NAPCE	
<p>CEIAG (Careers education information, advice and guidance)</p> <ul style="list-style-type: none"> • Employment of careers link to empower students and reduce NEET figures 	NEETs: Strategies for engaging pupils at risk (sec-ed.co.uk)	2
<p>Wider strategies</p> <ul style="list-style-type: none"> • D of E • Music tuition • Enrichment/Rewards • Cultural capital • Promote good oral health 	https://www.dofe.org/wp-content/uploads/2019/06/Schools_DofE_Flyer-LONDON.pdf https://www.gov.uk/government/publications/child-oral-health-applying-all-our-health https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital/ The Benefits of Music Activity for Disadvantaged Children Music Mark	2, 4 & 5

Total budgeted cost: £ 681,280

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 the 2024 to 2025 academic year.

Aim	Outcome																																
<p>1. To ensure that the academic and vocational curriculum, and teaching, learning and assessment, equip disadvantaged pupils with the literacy, skills and knowledge needed to make good progress so that they have the best opportunity for success in their next phase of education, employment or training</p>	<p><u>EYFS:</u></p> <ul style="list-style-type: none"> • 52 children in cohort, 48% GLD (25 children) • 15 PP children (2 children achieved GLD) <p><u>Phonics:</u></p> <ul style="list-style-type: none"> • 2024 – 2025: PP Year 1 53% (9/17 PP students) achieved working at. • 2024 – 2025: PP Year 2 71% (17/24 PP students) achieved working at. <p><u>KS2:</u></p> <table border="1" data-bbox="708 1218 1541 1344"> <thead> <tr> <th colspan="2">Combined R/W/M - At/Above expected Standard</th> </tr> </thead> <tbody> <tr> <td>Whole Cohort</td> <td>58%</td> </tr> <tr> <td>Disadvantaged</td> <td>52%</td> </tr> </tbody> </table> <table border="1" data-bbox="708 1384 1541 1590"> <thead> <tr> <th colspan="2">Reading - At/Above expected Standard</th> </tr> </thead> <tbody> <tr> <td>Whole Cohort</td> <td>74%</td> </tr> <tr> <td>Disadvantaged</td> <td>52%</td> </tr> <tr> <td>Average Scaled Score</td> <td>102.9</td> </tr> <tr> <td>Nat. Average Scaled Score</td> <td>106.2</td> </tr> </tbody> </table> <table border="1" data-bbox="708 1630 1541 1756"> <thead> <tr> <th colspan="2">Writing - At/Above expected Standard</th> </tr> </thead> <tbody> <tr> <td>Whole Cohort</td> <td>61%</td> </tr> <tr> <td>Disadvantaged</td> <td>59%</td> </tr> </tbody> </table> <table border="1" data-bbox="708 1796 1541 2002"> <thead> <tr> <th colspan="2">Maths - At/Above expected Standard</th> </tr> </thead> <tbody> <tr> <td>Whole Cohort</td> <td>81%</td> </tr> <tr> <td>Disadvantaged</td> <td>78%</td> </tr> <tr> <td>Average Scaled Score</td> <td>103.7</td> </tr> <tr> <td>Nat. Average Scaled Score</td> <td>105.6</td> </tr> </tbody> </table>	Combined R/W/M - At/Above expected Standard		Whole Cohort	58%	Disadvantaged	52%	Reading - At/Above expected Standard		Whole Cohort	74%	Disadvantaged	52%	Average Scaled Score	102.9	Nat. Average Scaled Score	106.2	Writing - At/Above expected Standard		Whole Cohort	61%	Disadvantaged	59%	Maths - At/Above expected Standard		Whole Cohort	81%	Disadvantaged	78%	Average Scaled Score	103.7	Nat. Average Scaled Score	105.6
Combined R/W/M - At/Above expected Standard																																	
Whole Cohort	58%																																
Disadvantaged	52%																																
Reading - At/Above expected Standard																																	
Whole Cohort	74%																																
Disadvantaged	52%																																
Average Scaled Score	102.9																																
Nat. Average Scaled Score	106.2																																
Writing - At/Above expected Standard																																	
Whole Cohort	61%																																
Disadvantaged	59%																																
Maths - At/Above expected Standard																																	
Whole Cohort	81%																																
Disadvantaged	78%																																
Average Scaled Score	103.7																																
Nat. Average Scaled Score	105.6																																

3-year average:

Attainment (Reading, Writing & Maths – Expected Standard)

Disadvantaged Pupils

- **3-year average:** 39% vs 47% national disadvantaged → *Close to average*
- Gap with non-disadvantaged: -29 points
- **Trend:** Gap narrowing in 2024–2025

Summer DD3 reflects increase in progress for PP students in practical subjects when compared with Aut DD1.

% increase on/above track

- Yr9 PE: 11% increase for on track
- Yr9 DT: 11.9% increase for on/above track
- Yr8 Art: 3.2% increase for on/above track
- Yr8 PE: 17% increase for on/above track
- Yr10 Art: 58.1% increase for on/above track
- Yr11 Art: 10.4% increase for on/above track
- Yr11 DT: 35% increase for on/above track

Strive for Success (previously Lesson 6) is established across Yr8-11. Timetable in place and common reg system set up. This offers additional tutoring to students across English, maths and Science at KS3 and across core and option subjects at KS4.

Sessions attended and number of PP sessions below:

Yr8: All – 583. PP - 273

Yr9: All 644. PP - 180

Yr10: All – 770. PP - 208

Yr11: All – 942. PP - 340

Secondary Outcomes 2025:

2025 P8 for PP –0.52

	<p>2024 P8 for PP -0.68</p> <p>2023 P8 for PP -0.549</p> <p>2023 EBACC P8 PP -0.455</p> <p>2023 EBACC Non PP -0.088</p> <p>2023 EBACC overall -0.284</p> <p>2022 P8 for PP pupils -0.821</p> <p>2021 P8 for PP pupils -0.129,</p> <p>2020 P8 for PP pupils -0.35;</p> <p>2019 -0.58. Whilst the P8 score has improved year on year for PP pupils so has the P8 score for Non PP pupils and the gap has returned to that of 2019 with the gap widening in maths.</p>
<p>2. Ensure that Pupil Premium funding is managed and allocated effectively so that it supports strategies which have a positive impact on removing barriers to achievement for disadvantaged pupils</p>	<p>Plan has been discussed in regular meetings and reviewed at LT and Gov level with extended meetings held at key points to allow planning and evaluation.</p> <p>PP funding allocated through new system. This new allocation continues to work well and helps to ensure bids consider the exact needs of the child rather than generalisations/assumptions.</p> <p>PP % overall on/above track comparing DD1 to DD2</p> <ul style="list-style-type: none"> • Yr 8 = DD1 44.2% DD2 46% • Yr9 = DD1 49.6% DD2 53.2% • Yr10 = DD1 40.3% DD2 37% • Yr11 = DD1 30.8% DD2 31.9% <p>There were three phases of interventions in primary with disadvantaged pupils a priority. Each child made progress on individual targets that were set, because of each intervention.</p> <p>Our night school provision is funded through PP. We currently have 9 students attending this provision, all of which are PP. These students would be unable to access main-</p>

stream education due to their behaviour. This provision allows these students to remain in education and continue their studies through to and beyond GCSE.

Secondary phase

Heads of Year work closely with families of all students, but PP students in particular. When behaviour issues arise, the pastoral team contact home to make families aware and invite parents in to discuss behaviour and next steps. This ensures that PP students are fully supported in all aspects of school life. Heads of Year have PP focused target groups.

3. To ensure that the pastoral curriculum and pastoral leadership, as well as wider school culture, enables disadvantaged pupils to thrive during their time at the school and beyond

Priorities	Aut 1
All	93.5
Without G/R	94.8
Primary	95.2
Secondary	93.1
SF	89.8

2026 (Aut 1&2): 90% attendance for PP | 95.4% for non-PP

2025:89.8% attendance for PP | 95.8% for non-PP

2024:91.3% attendance for PP | 96.2% for non-PP

2023: 90.8% attendance for PP | 94.9% for non-PP

2022: 89.3% attendance for PP | 94.5% for non-PP

2021: 89% attendance for PP | 94% for non-PP

2020: 93% attendance for PP | 96% for non-PP

2019: 93% attendance for PP | 95% for non-PP

Our attendance officer has worked tirelessly to improve attendance for PP and this was maintained across 2022-23.

Comparing attendance of DA students at Bemrose to the National picture:

	Aut Term 24/25	Aut Term 25/26
All	92.1	93.5
Boys	92.5	93.8
Girls	91.8	93.2
FSM	88.9	90.7
PP	88.8	90.9
Non-PP	95	96
SEND	88.8	92.2

Median	93.8	96.9
Without G/R	93.4	94.8
Primary	94.7	95.2
Secondary	91.3	93.1
6th Form	89	89.8

PA (Persistent Absence)

%	Aut Term 24/25	Aut Term 25/26
All	22.3	21%
PP	34.3	29.4
Non PP	12	11.6
Secondary	25	20%
Primary	14.6	15%

Behaviour data:

	24/25 Buddies Aut 1	25/26 Buddies Aut 1	24/25 BSR Aut 1	25/26 BSR Aut 1
All	420 (152 students)	255 (123 students)	189 (108 students)	112 (82 students)
PP	307 (108 students)	194 (90 students)	155 (88 students)	86 (67 students)
PP + K code	16 (7 students)	30 (10 students)	20 (8 students)	11 (6 students)

There have been changes to the behaviour system and use of BSR as students were choosing to go there rather than it acts as a deterrent. BSR is used for pre-booked sanctions rather than buddies and pastoral team have built in work on restorative conversations to keep students in classrooms which is having a positive impact. PP remains disproportionately reflected in behaviour data and the team continues to explore approaches to help reduce this further.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.