

Pupil premium strategy statement

Litcham School

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	Litcham School
Number of pupils in school	711
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026 - 2027
Date this statement was published	May 2026
Date on which it will be reviewed	May 2027
Statement authorised by	Ben Phillips (Head of School)
Pupil premium lead	Daniel Kennedy (Associate Assistant Head)
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,650
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£167,650

Part A: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024 – 26:

Challenge number	Detail of challenge
1	Struggle to maintain regular school attendance (>90%)
2	Failing to complete the acceptable amount of schoolwork undertaken at home.
3	Weak numeracy and literacy.
4	Poor personal organisation.
5	Lack of opportunity to take part in trips/visits/extra-curricular clubs.

The impact the Pupil Premium Strategy had on students during 2024 -2026:

Area	Impact and Evaluation
Attendance	Attendance for disadvantaged pupils remained below whole-school averages, although strengthened attendance systems and pastoral support improved engagement for some pupils with historically low attendance. Persistent and unauthorised absence remains a significant barrier and will continue to be a major focus within the revised strategy.
Academic outcomes	Disadvantaged pupils continued to attain below non-disadvantaged peers, particularly in English and Maths. Internal assessment and mock examination data indicate that gaps remain too wide. However, some improvement has been seen where targeted intervention and more consistent classroom practice have been implemented.
Literacy	Literacy, reading fluency and extended writing remain areas of need across both phases. Reading and literacy interventions have supported identified pupils, but inconsistencies remain in students' ability to access and communicate learning

	confidently across the curriculum.
Behaviour and attitudes	Disadvantaged pupils continue to be overrepresented in behaviour incidents and suspensions. However, suspension rates are lower than the same period in the previous academic year and improvements in behaviour systems, routines and pastoral support are contributing to a calmer and more purposeful learning environment.
Personal development and inclusion	Increased advertised financial support enabled more disadvantaged pupils to participate in trips, extracurricular activities and wider enrichment opportunities. Student voice and pastoral feedback indicate that pupils value these opportunities and increasingly feel included in school life.
Aspiration and careers	Careers guidance, mentoring and aspiration-building opportunities supported disadvantaged pupils in considering further and higher education pathways. Most students moved successfully into education, employment or training post-16. Support to remove barriers such as social isolation and transport.
Strategic reflection	Review of the previous strategy identified that some actions lacked measurable success criteria and robust evaluation. The revised strategy therefore places greater emphasis on evidence-informed practice, high-quality teaching, literacy, attendance, behaviour and measurable impact over time.

Part B: Pupil premium strategy plan 2026-7

Statement of intent

The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these students. The funding will be used to narrow and close the gap between the achievement of these students and their peers locally and nationally. As far as its powers allow, the school will use additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. We will aim to ensure that the funding benefits the students who need it most so that it makes a significant impact on their education and lives.

We will seek to overcome:-

- Any educational inequality
 - The limit of opportunity or wellbeing due to financial hardship
 - The impact of low self-esteem on education and learning
 - Any barriers which result in poor engagement with school
-
- The Head of School and Associate Assistant Headteacher, in consultation with the Governors and staff, will decide how the Pupil Premium is spent for the benefit of entitled students.
 - School wide plans for Pupil Premium funding expenditure will consider research into best practice and evidence of successful intervention strategies.
 - The school will assess what additional provision should be made for the individuals.
 - The school will be accountable for how it has used the additional funding to improve the achievement of those students covered by the Pupil Premium and the Head of School (or their nominee) will report to the Governing Body and parents on how effective the intervention has been in achieving its aims.
 - We will ensure that parents, Governors and others are fully aware of the achievement of students covered by the Premium.
 - We will encourage all staff, both teaching and support staff, to suggest innovative and creative strategies to support the progress of these students.
 - We will monitor, evaluate and review the impact of the Pupil Premium funding.

Challenges

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

Challenge number	Detail of challenge
1	Maintaining regular school attendance in line with non-disadvantaged students.
2	Academic aspiration: students are not always aware of further and higher education opportunities.
3	Lower literacy, reading fluency and numeracy levels reduce access to the curriculum for some disadvantaged pupils across both phases.

4	Behaviour: Disadvantaged pupils are overrepresented in behaviour incidents, removals and suspensions, impacting learning time and engagement.
5	Student organisation: Some disadvantaged pupils face barriers linked to equipment, uniform, routines, attendance and readiness for learning.
6	Some disadvantaged pupils enter different key stages with lower prior attainment, particularly in literacy, reading fluency and numeracy. Gaps in foundational knowledge, vocabulary and learning confidence can limit access to the curriculum and contribute to slower progress over time.

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 (linked to challenge)	Success Criteria
1. Achieve and maintain improved attendance for disadvantaged pupils	Attendance for disadvantaged pupils improves year-on-year and persistent and unauthorised absence reduces. Attendance moves closer to whole-school and national averages.
2. Increase aspiration, confidence and awareness of future opportunities	Disadvantaged pupils engage positively with careers education, enrichment opportunities, further education visits and aspiration-building activities. Students move successfully into education, employment or training post-16. Barriers to future goals are removed where possible.
3. Improve literacy, reading fluency, handwriting and numeracy across both phases	Disadvantaged pupils demonstrate improved reading fluency, vocabulary, written communication and numeracy skills. Internal assessment and reading data show improvement over time.
4. Improve behaviour, engagement and readiness for learning for disadvantaged pupils	Reduction in behaviour incidents, removals and suspensions involving disadvantaged pupils. Students demonstrate improved engagement, organisation and participation in learning.
5. Ensure disadvantaged pupils have equitable access to equipment, uniform and learning resources	Financial and pastoral support reduces barriers linked to equipment, uniform, transport and access to learning materials, improving readiness to learn.
6. Narrow the attainment gap between disadvantaged and non-disadvantaged pupils, particularly in English and Maths	Internal assessment, mock examination and external outcomes demonstrate that attainment gaps are reducing over time, particularly in English, Maths and Basics measures.
Improve curriculum access and progress for disadvantaged pupils with low prior attainment	Disadvantaged pupils with lower starting points make strong progress from their individual baselines and access the full curriculum successfully.
Increase participation in enrichment, leadership and wider school opportunities	Increased participation year on year of disadvantaged pupils in trips, clubs, music tuition, sports, leadership roles and extracurricular activities.
Improve wellbeing, self-esteem and sense of belonging	Student voice, pastoral monitoring and participation data indicate that disadvantaged pupils feel supported, included and valued within the school community.

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: £ 61,000

Activity/Action	Evidence that supports this approach	Challenge number(s) addressed
Activity/Action	Evidence that supports this approach	Challenge number(s) addressed
Whole-school focus on explicit teaching, modelling and responsive teaching through CPD and instructional coaching.	EEF evidence identifies high-quality teaching as having the greatest impact on disadvantaged pupils. Explicit instruction, modelling and responsive teaching improve understanding, retention and confidence.	3,4,6
Development of calm classrooms through consistent routines and behaviour expectations.	Consistent classroom routines reduce disruption and increase learning time, particularly benefiting disadvantaged pupils who may experience greater barriers to learning.	1,4,6
Whole-school literacy strategy including disciplinary literacy, reading fluency and vocabulary instruction..	Literacy is a key predictor of future attainment and access to the curriculum. Disadvantaged pupils are more likely to have lower reading ages and vocabulary gaps.	3

Staff CPD focused on adaptive teaching and scaffolding to support disadvantaged pupils effectively.	EEF guidance highlights the importance of responsive teaching and scaffolding rather than lowering expectations for disadvantaged pupils.	3,4,6
Structured use of retrieval practice, checking for understanding and responsive assessment	Regular checking for understanding improves retention and allows misconceptions to be addressed quickly.	3,6
Continued investment in staffing and curriculum capacity in core subjects.	Strong subject expertise and curriculum delivery are essential in narrowing attainment gaps in English, Maths and Science.	3,6
Development of high-quality handwriting and presentation expectations across both phases. Use excellent existing practice and share across phases.	Consistent expectations around handwriting and presentation improve pride, fluency and written communication.	3,4

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

Budgeted cost: £62,000

Activity/Action	Evidence that supports this approach	Challenge number(s) addressed
Activity/Action	Evidence that supports this approach	Challenge number(s) addressed
Small-group tutoring and intervention in English and Maths.	Small-group tuition has strong evidence of impact when targeted appropriately and linked to classroom learning.	3,6

Reading intervention programme for identified pupils with low reading ages. Use of Primary teaching links to support transitioning pupils.	Reading comprehension and fluency interventions improve curriculum access and confidence across subjects.	3,6
Supervised independent study support.	Structured support helps disadvantaged pupils develop organisation, independent learning habits and completion of work.	1,5
Revision resources and curriculum materials provided for disadvantaged pupils. Access to material is advertised directly to parents and available in PP shop	Removing financial barriers improves access to revision and independent learning opportunities.	5
Targeted Year 11 intervention and mentoring programme (e.g. tutor time). Use of PP risk factor spreadsheet.	Regular mentoring and academic guidance improve engagement, motivation and examination preparedness.	1,2,3
Handwriting and literacy intervention across primary and secondary phases.	Explicit support with handwriting and literacy improves written communication and confidence.	3,6
Careers education, guidance and aspiration-building opportunities including visits and speakers. Opportunities for trips and visits sought.	Aspiration interventions and exposure to further education opportunities can improve motivation and future planning.	2
Support for educational visits, trips and enrichment opportunities. Accessible system for financial discounts to be applied for.	Participation in enrichment activities improves belonging, engagement and cultural capital.	2,5
Access to music tuition, clubs and extracurricular opportunities. Accessible	Arts participation is linked to improved confidence, engagement and wellbeing.	2,5

system for Financial discounts to be applied for.		
Transition support for vulnerable and disadvantaged pupils entering Year 7.	Effective transition support improves attendance, engagement and behaviour in the early stages of secondary education.	1,4

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

Budgeted cost: £44,000

Activity/Action	Evidence that supports this approach	Challenge number(s) addressed
Activity/Action	Evidence that supports this approach	Challenge number(s) addressed
Attendance-first approach including monitoring, parental engagement and early intervention. Use of external support services to help improve attendance.	Persistent absence has a significant impact on attainment and engagement. Early intervention improves attendance outcomes.	1
Additional pastoral capacity and mentoring support for disadvantaged pupils. Use of external support services to help improve engagement.	Strong relationships and trusted adults improve attendance, behaviour and wellbeing.	1,4
Behaviour systems focused on high expectations, consistency and relational practice.	Clear expectations combined with positive relationships reduce disruption and improve learning culture.	4
Support for uniform, equipment and essential school items. Access to uniform is advertised directly to parents and available in	Removing practical barriers improves readiness to learn and reduces stigma for disadvantaged pupils.	5

PP shop.		
Financial support for trips, visits and extracurricular participation.	Disadvantaged pupils are less likely to access wider opportunities without financial support.	2,5
Counselling and emotional wellbeing support through school and external agencies.	Targeted wellbeing support improves emotional regulation, engagement and attendance.	1,4
Development of inclusive extracurricular provision at break, lunchtime and after school.	Structured enrichment opportunities improve belonging and reduce social and behavioural difficulties.	4,5
Student leadership, rewards and recognition opportunities for disadvantaged pupils. E.g. – the ‘Litcham Way’. PP representation in all student bodies.	Recognition and leadership opportunities improve confidence, motivation and self-esteem.	2,4
Strengthened communication and partnership working with families. Proactive call making.	Positive parental engagement improves attendance, behaviour and engagement with school.	1,4,5
Targeted support during the start of the school day, key transition points and vulnerable periods.	Timely intervention reduces risk of disengagement and supports inclusion. Use of targeted breakfast clubs.	1,4