

Pupil premium strategy statement – Pakefield High School

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	692
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	September 2026 (year 3 of 3)
Date on which it will be reviewed	September 2027
Statement authorised by	Philip Dougherty
Pupil premium lead	Philip Dougherty
Governor / Trustee lead	Michael Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£289 300
Recovery premium funding allocation this academic year	Nil
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	Nil
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>	£289 300

Part A: Pupil premium strategy plan

Statement of intent

Our intention, as an inclusive school, is to provide an inspirational and inclusive teaching and learning environment with quality first teaching and learning, to support pupils, irrespective of their background or any challenges they may face, in securing the best outcomes and next steps for their future.

Our ultimate goal is that no child is left behind socially or academically because of disadvantage. We strive to remove the soft bigotry of low expectations, raise lifelong aspirations, and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium strategy plan aims to address the main barriers our children face at Pakefield High School and through rigorous monitoring, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

We have utilised the EEF 'menu of approaches' to adopt a strategy which aims to close the gap in a range of factors which currently effect our pupil premium pupils, including but not exclusively; academic, attendance, mental wellbeing, financial pressures, and behaviour support.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: some pupil premium students have lower attendance rates than their peers and are more likely to be persistently absent.
2	Quality of teaching and learning: many disadvantaged students have reading ages lower on transition than their peers. Currently, pupil premium students in KS3 have a reading age that is on average 10 months below their non-pupil premium peers. The attitude to learning of these students is also typically poorer than non-pupil premium students.
3	Parental engagement: limited engagement in school and learning resulting in lack of homework completed, readiness for school and reduced ambition and aspirations.
4	Raising aspirations: some pupils' premium students have low aspirations and expectations of themselves.

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: Improve attendance levels of pupil premium students across all cohorts so that it is in line with the school target of 96%.	• The attendance of PP learners meets the school target of 96%. • Attendance tracked consistently by attendance officer and a clear plan is in place for pupils with low attendance. • Increased parental engagement demonstrated through communication log (home visits/ meeting/ phone calls). • LABS meetings show an improved trend in attendance for PP learners.
Progress: Improve pupil progress and outcomes for all pupil premium learners by addressing gaps in knowledge and writing skills.	• Pupil premium students respond and act on teacher feedback to address gaps in knowledge and skills. • Pupil premium students have access to resources to support learning at home. • Pupil premium students to achieve, or exceed, 4+ basics, in line with national average for all students. • Pupil premium students to achieve, or exceed, P8 averages, in line with national averages for all students. • Pupil voice shows increased confidence and enjoyment in subjects.
Quality of teaching and learning: Improve student behaviour for learning and engagement in lessons to impact positively on progress.	• Students demonstrate improved meta-cognition and self-regulation in their learning. • Students reading ages improve, so that the gap between them and their peers reduced. • Increased engagement, access to the curriculum and progress is evident in classroom observations. • CPD sessions for best practice implemented in the classroom.

	• Raised awareness of pupil premium students and strategies (such as Take 3) to support implemented in the classroom.
Parental Engagement: Parents/carers of Pupil premium students are engaged in school and are aware of their child's progress and understand how to support their child at home.	• The attendance of Pupil premium parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners. • Improved parental engagement evidence by meeting logs and attendance of parents at parental events in school.
Aspirations: Equality of provision ensuring pupil premium students have the same level of opportunity. Cultivate opportunities for enhancing 'cultural capital' through extra-curricular opportunities and experiences. To improve aspirations to secure post 16 destinations.	• 100% of Pupil premium students attend a meeting with the careers officer in year 11. • NEET figures for Pupil premium students are in line with, or lower than, national average. • Prioritised places are available on trips for Pupil premium students to ensure fair access. • Monitoring of extra-curricular/trip activity attendance to show that at least 40% of attendees are Pupil premium. • Teaching staff are aware of the need to promote Pupil premium attendance and promote/invite/prioritise Pupil premium learners. • Additional support for pupil premium families during KS4 options.

Activity in this academic year

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

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

Budget: £127 366

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-Curricular	Findings from research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g., achievement, attendance at school). We found from our analysis that extracurricular activities – specifically offering a wide range of sports and performing arts – are important in predicting intentions to remain in education after compulsory schooling. (Social Mobility Commission research). Essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping engender an appreciation of human creativity and achievement (Ofsted School Inspection Handbook 2022)	1, 4
Welfare and counselling: Offer bespoke SEMH interventions to pupils using a qualified counsellor and work with external agencies to support pupils and families.	Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. (EEF teacher toolkit Social and Emotional Learning +4 months progress) Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to their learning, know	4

	how to study effectively and do so, are resilient to setbacks and take pride in their achievements. (Ofsted School Inspection Handbook 2022)	
Uniform: Improve family home school liaison and relationships by supporting potential attendance barriers.	Removing potential barriers to participation increases attendance.	3
Alternative provision: supports academic progress as well as SEMH support.	Effective Alternative Provision: • Based on trusting, caring relationships • Based on effective assessment of need • Person-centred • Purposeful (outcomes-focused) • Personalised and appropriate • Flexible and accessible • Delivered by highly skilled and trained staff • Monitored and assessed • Supported by the wider family and community. A bespoke curriculum package needs to be established for some learners to engage them back into learning and to give aspirations for future success.	All
Pastoral Team in School: • Pastoral behaviour support workers to positively reinforce attitude to learning. • Attendance officer: ensure all identified pupil premium students with poor attendance. Barriers to	Behaviour interventions will also benefit all pupils in the classroom due to purposeful learning environment. Interventions may well be one part of an effective Pupil premium Strategy, they are likely to be most effective when deployed alongside efforts by Heads of Year and Tutors monitoring to support the attendance, engagement and readiness to learn of Pupil premium pupils - wider barriers to learning, such as attendance and behaviour. (Behaviour interventions strategy from the EEF teacher toolkit +4 months progress).	All

attending school are identified and a personal attendance plan is completed. Curriculum support via the standards team.	Ensure parents of pupil premium students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Attendance officer and year leads arrange appointments at all parent events. (EEF Toolkit Parental Engagement suggests +4 months progress)	
Behaviour and Rewards system: - Offer consistency through a whole school behaviour policy and rewards system. - Sustain a system of rewards and incentives for improved attendance to school. - Personalised rewards and recognition to ensure whole school profile raised.	Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. (Behaviour interventions strategy from the EEF teacher toolkit +4 months progress). The DFE suggests that: - The higher the overall absence rate across KS4, the lower the likely level of attainment at the end of KS4 - Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions - Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs including English and mathematics than pupils that missed 15-20% of KS4 lessons.	All
GCSE raising achievement events	Engaging parents with the GCSE journey to support their children removing barriers to learning at home.	2, 3, 4

Teaching (for example, CPD, recruitment and retention)

Budget: £74 339

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pedagogical T&L focus on strands of WalkThru's (a particular focus on modelling and questioning); to develop the toolkit of our teachers to work more effectively with their students increasing inclusion and progress through quality first teaching.	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Supporting the Attainment of Disadvantaged Pupils suggests high quality teaching as a key aspect of successful schools. (DFE, 2015) Teaching and learning WalkThru's, Tom Sherrington	2, 4
Teachers and Heads of Department closely monitor and intervene where the progress of pupil premium learners is below that of non-pupil premium learners or below that of their expected attainment pathway.	Teachers and heads of departments promote positive engagement and teaching strategies with pupil premium students; tracking Pupil premium students' progress and liaise with pupil premium lead for targeted intervention. Evidence consistently shows the positive impact that targeted academic support can have. Guide to the Pupil Premium (EEF)	2, 4
Disciplinary Literacy	Literacy is key to academic success across the curriculum and is more important than ever as curriculum reforms place new demands on students and teachers. Many disadvantaged students transitioning from primary to secondary school are below the expected standard for reading. Improving Literacy in Secondary Schools (EEF)	2, 4

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

Budgeted cost: £87 595

Activity	Evidence that supports this approach	Challenge number(s) addressed
P6 – Year 10 and 11 45-minute lessons focused on retention and recall.	Long-term memory of learnt material is maximised by frequent and regular, spaced retrieval 'practice' ensuring knowledge is retained in correct schema overtime and more easily accessed by students when required.	2, 4
English and Maths intervention targeting those students falling short of a grade 4 and 5 in English and Maths.	The average impact of the small group intervention is four additional months progress, on average, over the course of a year. Evidence shows that small group intervention is effective and, as a rule of thumb, the smaller the group the better. Small group tuition teaching strategy from the EEF teacher toolkit	2, 4
Small group exam skill focused science intervention.	The average impact of the small group tuition is four additional months progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Small group tuition teaching strategy from the EEF teacher toolkit	2, 4
Lexia	Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others. Reading age has been identified as a key indicator in academic success at GCSE, future earning and ability to access cultural and social factors. The Reading Agency 2015 Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to	2, 4

	comprehend the meaning of what they read. Reading Comprehension Strategies +6 months progress (EEF)	
Homework support club: emphasis on students who may not have internet access at home, those who do not have an appropriate environment to complete home learning and those who need extra support to complete the work.	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Homework strategy from the EEF teacher toolkit	2, 4
Careers mentoring: pupil premium learners prioritised and, where needed, receive additional support.	The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges. Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. EEF Teacher Toolkit Mentoring	2, 4

Total budgeted cost: £289 300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for Disadvantaged Pupils

Outcomes for disadvantaged pupils improved significantly in 2026, reflecting the impact of sustained academic intervention, targeted support and wider Pupil Premium provision. Attainment 8 for disadvantaged pupils increased from 3.4 in 2025 to 4.0 in 2026, whilst the gap between disadvantaged and non-disadvantaged pupils narrowed from 0.7 to 0.3 points. This demonstrates that disadvantaged students are achieving outcomes increasingly in line with their peers.

Particularly strong improvements were seen in the key English and Mathematics measures. The proportion of disadvantaged pupils achieving a standard pass (Grade 4+) in both English and Mathematics increased from 43.3% in 2025 to 60.0% in 2026, representing an improvement of 16.7 percentage points. Importantly, the attainment gap reduced dramatically from 25.1 percentage points to just 4.4 percentage points, one of the most significant indicators of the success of the school's disadvantaged strategy.

At the stronger pass threshold (Grade 5+), disadvantaged pupils also made substantial gains, increasing from 15.0% to 34.0%. The gap to non-disadvantaged pupils narrowed from 20.5 percentage points to 12.9 percentage points, demonstrating accelerating progress and improved academic outcomes.

These improvements were achieved within a cohort that secured the strongest overall outcomes seen by the school in recent years, with whole-school English and Mathematics Grade 4+ outcomes rising to 62.3% and Grade 5+ outcomes increasing to 41.2%. The fact that disadvantaged pupils improved at a faster rate than their peers has led to a significant reduction in attainment gaps and provides strong evidence that the school's Pupil Premium strategy is having a sustained and measurable impact.

Personal Development, Enrichment and Aspirations

Pupil Premium students continue to be a key focus of our enrichment and aspiration-raising strategy. Throughout 2025-26, we invested significantly in ensuring disadvantaged students had access to a wide range of extra-curricular activities, educational visits, careers experiences and cultural opportunities, helping to remove financial and social barriers to participation. Our aim is that no child is disadvantaged by circumstance and that all students can access the same breadth of experiences as their peers.

Our extensive extra-curricular programme has promoted confidence, resilience, wellbeing and a stronger sense of belonging. Participation by Pupil Premium students

increased throughout the year, rising from 26.6% of all club attendance in Spring 1 to 35% in Summer 1, closely reflecting the school's overall Pupil Premium profile of 36.5%. This demonstrates that disadvantaged students are increasingly engaging with wider school life and benefiting from opportunities beyond the classroom. Several clubs, including Art and Board Games, Retro Games, Rounders and Dr Who Club, proved particularly successful in attracting and retaining disadvantaged students.

A particular strength of the school's provision has been its careers and aspiration programme. Careers education begins in Year 7 and develops progressively through to Year 11, ensuring disadvantaged students benefit from repeated exposure to higher education, apprenticeships and employment pathways. Throughout the year, students participated in university visits, STEM events, employer encounters, apprenticeship programmes, college taster sessions and careers festivals.

Targeted opportunities included partnerships with the University of East Anglia, STEM enrichment programmes, health and medicine workshops, apprenticeship awareness events and personalised post-16 guidance. Year 11 disadvantaged students received bespoke support through visits to local colleges and sixth forms, university engagement activities and individual careers guidance, enabling them to make informed decisions about their next steps.

The impact of this work is reflected in the strong participation of disadvantaged students across careers activities. Participation rates broadly matched, and in some cases exceeded, the proportion of disadvantaged pupils within year groups, demonstrating equitable access to aspiration-raising opportunities and broader cultural experiences.

Alongside enrichment, disadvantaged pupils benefited from targeted academic intervention, literacy support, mentoring, attendance initiatives and enhanced pastoral provision. Reading remains a key priority, with pupils accessing structured literacy interventions and wider reading opportunities designed to improve curriculum access and academic attainment. Whilst attendance and parental engagement remain areas for continued focus, strengthened monitoring systems and targeted family support have improved our ability to identify barriers early and provide timely intervention.

Taken together, the significant improvements in attainment, the marked narrowing of gaps, and the high levels of engagement in enrichment and careers provision demonstrate that the school's Pupil Premium strategy is having a positive impact on both the academic outcomes and wider development of disadvantaged pupils. Disadvantaged students are achieving more highly, engaging more fully in school life, and developing the aspirations, confidence and cultural capital needed to succeed in education and beyond

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Scholars Programme	The Brilliant Club
Lexia	Lexia