



Closing the **Disadvantaged** Gap



## Pupil premium strategy statement – Katherine Warrington 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	1121
Proportion (%) of pupil premium eligible pupils	18.21%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	David Martin - Headteacher
Pupil premium lead	Sarah Hobson - Deputy Headteacher Craig Gardener - PP Champion
Governor / Trustee lead	TBC



## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,025
<del>Recovery premium funding allocation this academic year</del>	<del>£0</del>
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)  <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>	£0
<b>Total budget for this academic year</b> <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>	<b>£158,025</b>

## Part A: Pupil premium strategy plan Statement of intent

The inclusive culture at Katherine Warington School is underpinned by a commitment to supporting students eligible for Pupil Premium (PP) funding. This is an integral part of ensuring equitable academic and pastoral opportunities for these underserved learners. The strategy's primary aim is to outline the key factors enabling PP eligible students to engage positively with their learning, thus raising their aspirations, outcomes, and self-esteem, cultivating a strong sense of belonging within the school community. We strive to achieve this for our PP learners through:

- Quality First Teaching: Implementing engaging teaching practices that directly increase the attendance and attainment of PP eligible students to thrive
- Cultural Capital and Experiences: Providing targeted opportunities for cultural enrichment and experiences that strive to build positive memories, develop character and enhance belonging.
- Aspiration Development: Ensuring PP learners are supported to develop an ambitious outlook for their futures and education.

These key approaches seek to primarily reduce the attainment gap between those eligible for PP funding and those who are not. Critically, the strategy's benefits and support are also extended to include all other categories of disadvantaged learners. The overall aim is that all of our disadvantaged learners leave school well-prepared, in a strong position to be successful in their next ventures, feeling a genuine sense of belonging within the school, and able to contribute positively as confident, well-rounded members of the community.

## Challenges



Challenge number	Detail of challenge
1	Oracy - Student's ability to communicate fluently and effectively in speech
2	KWS Leaver / attainment- achievement gap
3	Belonging and wellbeing - mental health and self-confidence
4	Parental engagement - Lack of parental engagement in student learning and attendance
5	Behaviour for Learning - Lower aspirations and understanding the importance of education

## 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
Oracy	<ul style="list-style-type: none"> <li>● Research conducted into oracy as a teaching and learning pedagogy</li> <li>● Creation of an oracy assessment framework that fits into KO model</li> <li>● Staff twilight PD focused on oracy pedagogy, linked with PP Champion</li> <li>● Creation of an oracy teaching and learning newsletter to develop a whole school culture of oracy within the classroom</li> </ul>
<p>KWS Leaver / attainment-achievement gap</p> <p><i>Students in receipt of PPF make equitable progress to those who aren't, closing the current attainment gap -0.14 (GCSE 2024)</i></p>	<ul style="list-style-type: none"> <li>● Students come to lessons <i>Ready to Learn</i> in line with school policy. They have the correct equipment, a fully charged Chromebook and a positive attitude to the lesson.</li> <li>● Students attendance improves and they engage with all their end of year exams</li> <li>● Students are able to revise effectively and engage with any interventions positively</li> <li>● Students destination data highlights all those in receipt of PP are in education, employment or training</li> <li>● Students who stay on at 6th form go on to higher education, potentially breaking generational cycles</li> </ul>
<p>Belonging and wellbeing- Mental health and self-confidence</p> <p><i>Improved wellbeing and engagement in learning and education, feeling safe in school</i></p>	<ul style="list-style-type: none"> <li>● A reduction of internal truancy figures for students in receipt of PP</li> <li>● Surveys indicate students feel safe at school</li> <li>● Students reduce their attendance to pastoral</li> <li>● Students attend all lessons</li> </ul>

	<ul style="list-style-type: none"> <li>• Students achieve better outcomes and make better progress</li> </ul>
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<p>Parental engagement - Lack of parental engagement in student learning and attendance</p> <p><i>Improved parental engagement in supporting better attendance to school</i></p>	<ul style="list-style-type: none"> <li>• Parents work with the school for improved attendance for their children</li> <li>• Parents and students work positively with interventions</li> <li>• Relationship between the school and parents improves</li> <li>• Reduction in safeguarding concerns for students</li> </ul>
<p>Behaviour for Learning - Lower aspirations and understanding the importance of education</p> <p><i>Improved behaviour with raised aspirations to seek better outcomes academically and pastorally</i></p>	<ul style="list-style-type: none"> <li>• Students have improved attitudes towards education and aspirational goals</li> <li>• There is better engagement with career focussed interventions</li> <li>• Students are inspired to do better and engage in lessons effectively</li> <li>• Attendance to school and lessons improves</li> <li>• Students engage effectively with P7 opportunities</li> <li>• Students engaged with their learning and feel it's appropriate for their futures</li> </ul>

## 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: £52,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve literacy instruction across the school and map key vocabulary through curriculum maps	Alex Quigley - Closing the Vocabulary Gap and Closing the Reading Gap GL Assessment highlights the importance of reading in the rest of the curriculum	1, 2, 3
Embed Collins style writing into subject areas and evaluate impact on writing of PP students	Voice 21 worked with the Oracy APPG to develop these findings and advice about the importance of Oracy in schools	1, 2, 3
Opportunities to develop skills of oracy both in and outside of the classroom	Tom Sherrington - Bridging the Disadvantage Chasm	1, 2, 3, 5
Ensure we teach an inspiring, evidence informed and knowledge based curriculum	EEF Guidance - Improving Literacy in Secondary Schools. Most notable is point 7. Our interventions are bespoke to student need and help students with poor phonics ability and students who are struggling with basic literacy skills	1, 2, 3, 5
All PP students to improve literacy practice through Bedrock Literacy	EEF - Improving Behaviour in Schools	1, 2, 3, 5
Increasing the number of positive recognitions - CPD linked to positive behaviour for learning and using technology to rapidly identify and praise PP students	<a href="#">The impact of pupil behaviour on wellbeing and outcomes DfE</a>	2
Raising profile of PP students in subject areas through targeted discussions	PP Champion work, spotlighting PP profiles in pupil centric briefings	2

around progress and attainment	CPD pathway with research driven strategies and interventions  Luke Mitchel - Positive Regard Inset all staff  Oracy Framework	
CPD focused on using a broad range of data to intervene in the classroom for PP students		1, 2, 3, 4, 5
Delivery of CPD around KWS curriculum principles to reference positive impact of curriculum approaches on student groups including PP		1, 2, 3, 5
Embedding training for all teachers in particular early career teachers to ensure a research driven approach to understand the impact on PP students e.g. understanding socio-economic segregation		1, 2, 3, 4, 5

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

**Budgeted cost: £50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Implement opportunity for all students to access 1-1 provision and teaching through our Achievement Centre where there is a need</p>	<p>EEF Guidance - Making Best use of Teaching Assistants This indicates that TAs should be used to enhance learning - we feel they can do this both in class and in the achievement centre</p>	<p>2</p>
<p>Provide intervention to those who need specific access to support with key skills (literacy and numeracy). This includes use of Bedrock, spelling intervention, phonics intervention, basic maths skills intervention and nurture group sessions</p>	<p>EEF Guidance - Improving Literacy in Secondary Schools. Most notable is point 7. Our interventions are bespoke to student need and help students with poor phonics ability and students who are struggling with basic literacy skills</p> <p>EEF - Improving Behaviour in Schools There is a focus on the teacher's ability to motivate students and influence effort scores with strong classroom teaching</p>	<p>1, 2, 3, 4, 5</p>
<p>Targeted year 9 intervention through the Brilliant Club programme. Raising aspirations during options period to support progress and drive across the KS4 curriculum</p>	<p>The Brilliant Club initiative</p>	<p>2, 4, 5</p>
<p>Targeted academic intervention programmes based on effort/attainment scores implemented and tracked across Edukey. Impact evaluated through pupil progress panel meetings</p>	<p>Becky Rothwell - HfL review</p>	<p>1, 2, 5</p>
<p>Eligible PP students to access Entry Level and Functional Skills certificates to improve progress and positive attitudes towards learning</p>	<p>Sixth form mentoring</p>	<p>2, 3</p>
<p>Library Lessons built into curriculum with read aloud opportunities for PP students</p>		<p>1, 3</p>

<p>Targeted sixth form mentoring sessions that focus on raising aspirations, understanding the importance of education and creating a sense of belonging within the school community</p>		<p>1, 2, 3, 5</p>
<p>1:1 Tutoring opportunities targeting year 10 and year 11 PP students</p>		<p>1, 2, 3, 5</p>

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

**Budgeted cost: £50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP students are to be given priority access to careers talks, sessions and platforms which allow them to be able to make informed decisions about their careers</p>	<p>Gatsby benchmarks / Compass platform</p> <p>Careers trips e.g. Oaklands college and careers fayres</p>	<p>3, 5</p>
<p>Provide opportunities to Y9 students eligible for PP funding to engage with University study and other career options</p>	<p>Brilliant Club involvement for all year 9 PP students</p> <p>Teaching with Poverty in Mind by Eric Jensen - explains the importance of empathy and understanding your students as individuals</p>	<p>2, 3, 4, 5</p>
<p>Students eligible for PP funding have access to and use UniFrog to improve understanding of career</p>	<p>Closing the Vocabulary Gap - SecEd There is a focus in this article</p>	<p>5</p>



opportunities	on the fact that extra curricular participation can have an impact on cultural capital and vocabulary acquisition	
KWS Uniform Bank and the PP Equipment store which allows students to have the opportunity to come to school equipped and in the correct uniform. Numbers of families/students who are accessing service to be tracked throughout the academic year.	Staff student centric briefings	3, 4
Students have access to a broad curriculum both in Pastoral and PSHE that helps them to understand what positive wellbeing is and all students have an understanding of the 5 ways to wellbeing	Pupil Premium spotlights Pupil Premium Passports	3
Raise the profile of PP students through PP spotlight so staff can work to encourage and motivate.	Whole school mental health plan	2, 3, 5
In year admission students are identified on processes chart so that the pastoral team is engaged with support immediately.	Material from the Rise DfE conference for disadvantaged students	2, 3, 5
Form tutors work with students to promote P7 and clubs on a personal basis to ensure PP students are engaging with		3, 5

opportunities. PP students given		
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first preference of P7 activities		
All students eligible for PP funding have access to counselling or therapy where there is a need.		3
Mentoring with SfYP and STEP / Haven Hope to support PP students in need of extra guidance and support		3, 5
Review of attendance system with trigger warnings and set actions/intervention opportunities for students whose attendance shows a negative downward trend		2, 3, 4, 5
PP 'Getting to know you' – all PP students interviewed to gain insight into likes/dislikes/attitudes towards school. Information to be collated into PP Passports and shared through Classcharts. Teaching staff to use data to attempt to improve relationships with PP students.		3, 4, 5
Consideration of the development and engagement with alternative provision to meet the needs of students		2, 3, 4, 5



Consideration of form deployment at transition from KS2 to KS4		3, 5
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**Total budgeted cost: £152,052**



## Review of the previous academic year (24/25)

### Academic Attainment and Pastoral Support

While the school's Progress 8 score for Pupil Premium (PP) students exceeds the national average, a clear attainment gap remains between PP and non-PP learners. Data suggests this gap widens before Year 11, prompting a shift toward earlier intervention through new Raising Achievement Plan (RAP) meetings and small-group teaching. Pastoral support has been highly effective, with "PP Spotlights" and student focus groups successfully raising staff awareness. To build on this, the school is rolling out progress panels to all year groups and creating "PP Passports" to provide more bespoke, tailored support for individual student needs.

### Attendance and Behaviour for Learning

Behavioural standards for PP students have improved significantly, with the ratio of positive recognitions to consequences now meeting the 90% school target. While most "Ready to Learn" metrics are now in line with peers, challenges remain regarding uniform and Chromebook charging. Attendance, however, remains a critical area for improvement; PP attendance (86.65%) lags behind the school average, largely due to a small group of persistently absent students. To combat this, the school has appointed a full-time Attendance Manager and a family support worker to strengthen home-school links and address barriers to attendance.

### Aspirations and Enrichment

The school has been successful in providing high-quality careers guidance, ensuring all PP students receive one-to-one talks and priority access to university trips and extracurricular "P7" options. These efforts have successfully enabled all PP learners to progress to their desired next phase of study. However, internal analysis shows that general take-up of elective extra-curricular activities is still lower among PP students. Future efforts will focus on the "Getting to Know You" project to better understand and remove the specific barriers preventing these students from fully engaging in the wider life of the school.