

Pupil premium strategy statement – Rawlins

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1458 (315 in sixth-form)
Proportion (%) of pupil premium eligible pupils	22.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	8 th December 2025
Date on which it will be reviewed	1 st December 2026
Statement authorised by	Bob White (Principal)
Pupil premium lead	Nick Schober (Vice Principal)
Pupil Premium Champion	Andy Higson
Governor / Trustee lead	Ann-Marie Willett, Susan Pinkus

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£291,927
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£291,927

Part A: Pupil premium strategy plan

Statement of intent

As a Church of England Academy, Rawlins is committed to helping our pupils to fulfil their full potential and flourish. Recognising that each pupil is a unique and special individual, our vision is to enable all pupils to live out our motto “Act wisely and make the most of every opportunity” (Colossians 4:5) through Developing Trust, Inspiring Hope, Building Success and Shaping the Future.

Our intention is that all pupils, regardless of their background, should make good progress during their time at the school. Through the development of academic and non-academic achievements, experiences and cultural capital to reach their full potential and enable them to successfully transition onto the next step in their learning journey.

Our strategic use of the Pupil Premium funding is guided by the following principles:

- To ensure pupils are appropriately supported to attend and succeed in school;
- To use evidence, such as the Education Endowment Foundation (EEF) or Department for Education (DfE) guidance documents to inform good practice;
- To ensure that the level of support and challenge in lessons supports high expectations for all learners, regardless of starting point;
- To create appropriate learning opportunities and monitor progress in learning carefully;
- To provide effective feedback to enable pupils to know their next steps in making progress;
- To guide pupils on careers and future pathways. In line with the EEF Guide to Pupil Premium, we use a tiered approach to pupil premium spending to:
- Improve Teaching;
- Facilitate targeted academic support;
- Employ wider strategies to break down barriers to success.

In 2022/2023 we used Maslow’s hierarchy of need, which is of particular relevance post-lockdown, to focus on physiological, safety, belonging and esteem needs. In 2023/24 we used our internal and external data to review progress, and recognise our biggest focus must be on Attendance and enabling strong teaching and learning practice, and support mechanisms that meet the spread of starting points and SEND, exacerbated by lock-down and cost of living pressures.

The details outlined in this statement will also be applied to support other vulnerable young people, such as those that are young carers or have a social worker.

Central to our approach is high-quality teaching, with a focus on SEND and disadvantaged pupils who require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment and progress in English and Maths is lower than that of their peers. Teacher diagnostic assessment indicate that they struggle with long form answers and extended writing and literacy.</p> <p>Attainment on entry indicates that 43% of students are below expected, but the gap widens to 65% by the end of Year 11.</p>
2	<p>Assessments, observations and discussion with KS3 students indicates that disadvantaged students have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.</p>
3	<p>Attendance data over the last year indicates that attendance amongst disadvantaged students has been 10-15% lower than non-disadvantaged students. 52% of disadvantaged student in Years 7-10 were persistently absent compared to 18% of non-disadvantaged students. This gap widens as students progress up the year groups.</p>
4	<p>Analysis of suspension data and teacher referrals indicate that a greater proportion of disadvantaged students struggle to positively engage in learning. 52% of students with repeat suspension are disadvantaged, which is significant given that 23% of the student body is disadvantaged.</p>

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
Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4, particularly in maths and English.	KS4 performance measures in 2025, 2026 and 2027 demonstrate that disadvantaged pupils achieve an average Attainment 8 score of at least 40 and at least 60% pass GCSE maths at grade 4 or above, and at least 60% pass GCSE English at grade 4 or above.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate a 50% improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons, book scrutiny and less

	disparity in internal assessment outcomes between disadvantaged pupils and their non-disadvantaged peers.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
To improve the learning behaviours of all students, including disadvantaged students.	<p>Reduction of behaviours that would result in suspensions by 2026/27 that will be demonstrated by:</p> <ul style="list-style-type: none"> suspension data for disadvantaged pupils is reduced compared to previous data year on year the disparity between the percentage of disadvantaged pupils whose behaviour results in a suspension is reduced compared to their non-disadvantaged peers.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£171,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2
Enhancement of our maths and English teaching and curriculum planning in line with DfE KS4 and EEF guidance.	The DfE non-statutory KS4 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 4 To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: Improving Mathematics in Key Stages 2 and 3 To teach English well, teachers need to assess pupil's prior knowledge effectively, particularly with respect to literacy, and employ strategies to develop literacy for pupils: Improving Literacy in Secondary Schools EEF Teaching English at KS4	1, 2
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	1, 2

<p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>It will be rolled out in maths and English to help raise maths and English attainment for disadvantaged pupils, followed by subjects identified as priorities.</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press)</p>	
<p>Embedding effective professional development for teachers and other classroom-based staff</p>	<p>For high quality teaching to be consistent and embedded across the school, including for disadvantaged pupils, teachers and classroom-based staff required a programme of CPD that is well considered, appropriate and embedded, that is suitable for the aims of the school: EEF-Effective-PD-Mechanisms-Poster.pdf Team Teach has been demonstrated to have had a positive impact on learning behaviours in schools. It is an evidence-based approach to developing and embedding strategies to improve behaviours across a school: Behaviour Support Training Team Teach - Team Teach</p>	1, 2, 4

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

Budgeted cost: **£61,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group pastoral intervention for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p>	<p>Pastoral care (including pastoral-based interventions) have been demonstrated to improve attendance and behaviour within schools, increased attendance and improved behaviour have been demonstrated to have a positive impact on academic outcomes: Pastoral care in education today: its continuing role in promoting mental health in children and young people</p>	1, 2, 3, 4

Delivering well-evidenced numeracy and literacy (high-level) teaching assistant interventions for pupils that require additional support.	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: Teaching Assistant Interventions Teaching and Learning Toolkit EEF	1
Providing pupils with revision guides	Barriers to access of high-quality revision and study material is removed through the purchase of revision guides for disadvantaged pupils: Homework EEF	1, 2
Embedding a whole school reading programme during tutor time	Consistent reading multiple times a week has been shown to improve pupils' access to literacy and comprehension: ‘Now the whole school is reading’: supporting struggling readers in secondary school - GOV.UK	1, 2
Further reading programmes for struggling readers	A reading buddy programme that was introduced in the last academic year will be widened. Reading to others has been demonstrated to develop access, fluency and comprehension. Key staff being trained to deliver more intensive reading programmes, using technology to support has been demonstrated to improve comprehension for struggling readers Reading comprehension strategies EEF New study shows improved reading scores by using Reading Progress Microsoft Education Blog	1, 2

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

Budgeted cost: **£57,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group pastoral intervention for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	<p>Pastoral care (including pastoral-based interventions) have been demonstrated to improve attendance and behaviour within schools, increased attendance and improved behaviour have been demonstrated to have a positive impact on academic outcomes:</p> <p>Pastoral care in education today: its continuing role in promoting mental health in children and young people</p> <p>Mental Health in Schools Team has been demonstrated to have a positive impact on engagement, improving learning behaviours and attendance:</p> <p>It's hard to talk: Expanding Mental Health Support Teams in education Barnardo's</p> <p>Pastoral support (through Heads of Year and Pastoral Managers) has been demonstrated as having a positive impact on parental engagement and engagement of pupils in school:</p> <p>Why pastoral roles are critical for schools Teach First</p> <p>Parental engagement EEF</p>	3, 4
<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>Staff training and release time to develop and implement procedures.</p> <p>Attendance/support officers will be appointed to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount	All

	of funding aside to respond quickly to needs that have not yet been identified.	
Embedding an evidence-based Behaviour Hub support programme (Think for the Future).	An integrated, full-time behaviour hub programme, with students targeted for support. About Think For The Future	3, 4

Total budgeted cost: £290,250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that disadvantaged pupils performed less favourably compared to their non-disadvantaged peers.

- Attainment 8: Disadvantaged pupils scored 26.8, which is 18.1 points lower than the overall average of 44.9.
- English and Maths (Grade 5+): Only 12.5% of disadvantaged pupils achieved grade 5 or above, compared to 44.9% of all pupils.
- English and Maths (Grade 4+): 27.1% of disadvantaged pupils reached grade 4 or above, compared to 68.4% of all pupils.
- EBacc Entry: Just 6.3% of disadvantaged pupils entered the EBacc qualification.
- Positive Signs: The grade 4+ gap in English, Maths, and Science shows early signs of narrowing.

To benchmark performance, we compared disadvantaged pupils' outcomes against both disadvantaged and non-disadvantaged pupils at local and national levels, as well as against our own non-disadvantaged cohort.

Key Insights

Disadvantaged English & Maths GCSE (Grade 5+)

- 2023/24: 12.8% (National: 25.8%)
- 2022/23: 24.4% (National: 25.2%)
- 2021/22: 10.0% (National: 29.6%)

Disadvantaged Attainment 8

- 2023/24: 30.8 (National: 34.6)
- 2022/23: 32.7 (National: 35.0)
- 2021/22: 28.2 (National: 37.6)

Disadvantaged Progress 8

- 2023/24: -0.69 (National: -0.57)
- 2022/23: -0.82 (National: -0.57)
- 2021/22: -1.04 (National: -0.55)

Performance Gap (School vs. Non-Disadvantaged National)

- GCSE Grade 5+: Gap narrowed from -47.0 pp (2021/22) to -28.0 pp (2022/23), but widened again to -40.4 pp (2023/24), and remained similar at -40.3pp (2024/25)
- Attainment 8: Gap reduced from -24.6 (2021/22) to -17.6 (2022/23), but increased to -19.2 (2023/24) and -23.5 (2024/25).
- Disadvantage Progress Gap has improved from -1.20 (2021/22) to -0.99 (2022/23), then further to -0.85 (2023/24).

Positive signs

- Improvement in Progress 8: Clear upward trend, with disadvantaged pupils' progress scores improving year-on-year (from -1.04 (2022) to -0.69 (2024)).
- Attainment 8 gains: Noticeable improvement between 2021/22 and 2022/23, showing capacity for progress.
- Performance gap narrowing (some measures): Particularly in Progress 8, where the gap has reduced significantly over three years.
- Above national average (2022/23 GCSE Grade 5+): Disadvantaged pupils slightly outperformed the national average (24.4% vs. 25.2%).

Areas for continued development

- GCSE Grade 5+ decline in 2023/24: Sharp drop from 24.4% to 12.8%, widening the gap again.
- Attainment 8 remains below national average: Despite improvements, disadvantaged pupils consistently underperform compared to peers nationally.
- Large disadvantage gap persists: Particularly in GCSE Grade 5+, where the gap remains over 40 percentage points in 2023/24.
- Progress 8 still negative: Although improving, disadvantaged pupils are still making less progress than expected compared to national peers.

Overall Judgement

The data shows steady improvement in progress measures for all students, suggesting improved T&L and targeted interventions are having an impact. Case studies show disadvantaged students can achieve very well. However, research shows attainment and progress are closely linked to attendance ([Exploring the relationship between Year 11 absence and GCSE results - FFT Education Datalab](#)) and GCSE E&M Grade 5+ outcomes remain fragile, with significant fluctuations and persistent gaps compared to non-disadvantaged pupils, aligning with the increasing gap in attendance for disadvantaged students. A sustained focus of overcoming barriers to improve attendance, will be necessary to improve attainment and re-continue the long-term upward trend in closing the disadvantage progress gap.

The number of suspensions have reduced in 24-25 compared to 25-26. However, the number of disadvantaged students with at least one suspension is disproportionately greater than those who are non-disadvantaged (just over half of suspensions were for those who are disadvantaged). This is a similar ratio as 2023-24.

This is mirrored for those students who have been issued with more than one suspension: just over 50% of students with more than one suspension are disadvantaged, compared to just under 50% of those who are not disadvantaged. The data demonstrated that a majority of pupils with repeat suspensions are disadvantaged, and this is disproportionate to the overall number of pupils in receipt of pupil premium funding. This also mirrors 2023-24.

The attendance data demonstrates that disadvantaged pupils' have an overall attendance rate of 14.1% lower than their peers, on average, across Year 7 to 11, and 15.4% lower when considering only Year 7 to 10.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils, particularly for SEND students (there is a strong overlap between SEND and Pupil Premium).
- Utilising support from our local [Mental Health Support Teams in Schools \(MHST\) - Leicestershire Partnership NHS Trust](#) and [Teen Health 11-19 | Leicestershire County Council](#), to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities, including through the House system, will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in school through attendance and behaviour data, in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.