Pupil premium strategy statement – King Ecgbert 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	1577 (Y7-13) 1169 (Y7-11)
Proportion (%) of pupil premium eligible pupils	23% (Y7-11)
Academic year/years that our current pupil premium strategy plan covers	2023 24 2024 25 **2025 26**
Date this statement was published	December 14, 2025
Date on which it will be reviewed	December 1, 2026
Statement authorised by	Paul Haigh, Headteacher
Pupil premium lead	Charlotte Bowyer
Governor / Trustee lead	Andy Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 265,852
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*	£ 265,852

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all our students' time at school to be safe, inclusive, happy and fulfilled, regardless of background. 23 % of our Y7-11 students are Pupil Premium. Our school serves a very diverse catchment, including a large disparity in financial status, which means we have an additional imperative to poverty proof all areas of school to ensure the full inclusion of our Free School Meals students academically and socially. We are also rich in diversity of heritage and language. 16 % of Y7-11 students are EAL, representing 37 languages other than English, and 44 % are from one of 40 ethnic minority groups. In January 2023 we became the first school in the nation to receive the Bronze Anti-Racist School Award (Leeds Beckett University) and we are the Sheffield Chamber of Commerce 2023 'Equality, Diversity and Inclusion Champions' for our work to ensure inclusivity.

To achieve this positive experience, we focus on three core values: **Excellence, Respect** and **Aspiration**. To achieve **Excellence**, we maintain high academic standards with high quality teaching, and support those with learning barriers, lower proficiency in reading or gaps in learning to accelerate their progress. Our ethos of showing **Respect** is underpinned by our Dignity and Respect Policy, behaviour curriculum to promote a climate conducive to learning, and our work to become an Anti-Racist School. **Aspiration** encompasses ambitions outside and after school and our support is mapped out in our Personal Development programme, including our extra-curricular provision and comprehensive careers education and advice.

In November 2024 we had an Ofsted inspection which found our provision 'Outstanding' in every category (Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management and Sixth-form Provision). These are some of their findings:

"The school is determined that the quality of provision for those most vulnerable nationally, including pupils with SEND, will be central to the work of the school. They assert 'if we get it right for our most vulnerable, then we'll be getting it right for everyone'.

"Pupils succeed in living up to the school's ambitions for them to achieve highly, to be respectful and to aspire and have goals that extend beyond their time in school. Pupils, including those with special educational needs and/or disabilities (SEND), achieve exceptionally well across a very wide range of subjects in the school and the sixth form. These impressive outcomes open doors to a wide range of opportunities when leaving School."

"Pupils who arrive at school needing support with their reading are identified quickly and receive support that is carefully matched to their needs. Their reading improves rapidly. This allows them to access other subjects successfully."

"Expectations around behaviour in school are very high. Pupils live up to these high standards. School is a calm and welcoming environment where pupils show respect to each other and to adults. Pupils enjoy attending school. They feel safe."

"King Ecgbert School serves a diverse community. The annual diversity week which celebrates the many cultures present within the school community through a range of events, culminating in a biannual 'KEStival' night, is a highlight of the school year for many pupils and staff and reflects the culture of respect for others. One sixth-form student summed things up perfectly saying, 'We are a community. No one is ever left out in the cold.' "

"Pupils across school are able to follow academic and vocational courses that meet their current interests and future ambitions. The school works closely with employers to ensure that pupils taking vocational courses are well prepared to seek employment in appropriate industries. For example, in the 'Design, Engineer, Construct' course, students use industry standard software and present their work to representatives of high-profile companies such as HS2.

"The 'L@kes' curriculum, and 'enhancement' lessons in the sixth form, provide pupils with the knowledge and skills they need to help keep themselves safe and be productive members of the community. The curriculum has been designed, with pupils' input, to ensure that it meets the needs of pupils at the time they need it. Pupils develop a strong knowledge of issues such as protected characteristics and an understanding of the role that faith plays in people's lives. This provision is highly effective in meeting the needs of young people as they grow up.

The EEF – Education Endowment Fund – is an independent organisation which uses evidence to support schools to improve teaching and learning to break the link between family income and educational achievement. Our Pupil Premium Strategy follows guidance from the EEF to focus first on **high quality teaching**. A main focus for our teaching (and therefore teacher training and quality assurance) is strategies to promote literacy. Every lesson is an opportunity for a reading and literacy intervention, by expanding vocabulary, reinforcing our active reading strategy and modelling the language of each subject (disciplinary literacy.) Next, we use **targeted academic support** to help disadvantaged students to make accelerated progress to close gaps. This includes our NTP literacy and numeracy catch up sessions in Y7, English and Maths tutoring in Y10-11, School Led Tutor sessions focusing on literacy, EAL intervention sessions and targeted revision sessions run by departments. We also have many **wider strategies**, now embedded, to overcome financial barriers and reduce any costs of school. Part of the Pupil Premium Fund is used to ensure free school meal families do not have to pay for individual music lessons, breakfast, revision materials or curriculum costs. Our uniform policy is designed to keep costs low, and there is additional support for Free School Families using preloved uniform as well as 'welcome packs' of new uniform for students when they start with us. Also, pastoral strategies have developed to ensure a holistic approach to disadvantaged students with additional needs (our Vulnerable Learner strategy), and we are placing a greater focus on attendance strategies to ensure our disadvantaged students benefit from maximum time in school.

Strategic leadership is involved with national conversations around PP developments, e.g. PP lead presented at the SecEd Conference March 2025 and the Education People Show Yorkshire November 2025. Two senior leaders participated in a course led by Huntington Research School 2023-24 which has helped us to set goals and monitor progress and impact according to the EEF guidance.

Our strategy plan is built on the principle that it is the responsibility of everyone in school to improve pupil premium outcomes by understanding the challenges faced by disadvantaged students and by getting to know and supporting individual students: their strengths, barriers and aspirations. Integral to this principle is the understanding that the needs of disadvantaged students should be put first in all strategic planning, and that non-disadvantaged will also benefit from these approaches.

Challenges

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

Challenge number	Detail of challenge
1	Summer results show there is a gap in the progress of disadvantaged students and non disadvantaged students (Y11 outcomes P8). In 2025 our Attainment 8 figure for PP was our highest to date, and the gap with non PP students the smallest to date. Our PP outcomes are above average attainment of non PP students nationally, but the in school gap remains a challenge for us.

	2019		2023		2024		2025	
	A8	P8	A8	P8	A8	P8	A8	P8
PP	**41.65**	*-0.31*	**43.89**	*-0.20*	**42.13**	*-0.18*	**44.16**	*N/A*
Non PP	59.90	0.98	58.55	0.97	59.95	1.07	59.35	N/A
All	55.57	0.68	55.45	0.77	56.37	0.82	56.18	N/A

We want our students to have the necessary grades to progress to their next stage of education, widen opportunities and increase social mobility. Therefore targeted work took place to support students to achieve 5 passes including 9-4 in English and Maths. We have seen year on year improvement in all these measures and this year saw a closing of the gap for the first time.

	2019		2023		2024		2025	
	5 x 9-5 inc EM	9-4 inc EM	5 x 9-5 inc EM	9-4 inc EM	5 x 9-5 inc EM	9-4 inc EM	5 x 9-5 inc EM	9-4 inc EM
PP	**28.3**	*45.7*	**33.3%**	*53.3%*	**36.6%**	*56.1%*	**41.9%**	*72.1%*
Non PP	68.9	83.8	70.1%	81.7%	73.6%	84.9%	69.9%	87.7%
All	59.3	74.7	64.4%	77.3%	66.2%	78.4%	64.1%	84.5%

Our PP outcomes have been affected by poor absence and lack of homework/revision by a minority of students; measures were put in place to address these, shown in improved results in this cohort and they are starting to show even greater impact this year.

Challenge number	Detail of challenge
2	KS2 data shows that there is a gap in the reading age (RA) between disadvantaged students and non disadvantaged students when they start in Y7. In our current Y7, 21 % are PP, but 44% of our students significantly below their chronological RA are PP, and 30 % of our students below their CRA (Chronological Reading Age) are PP. Our own reading age tests show that the number of students in Y7 and Y8 with a RA significantly below CRA halved last year, as a result of additional literacy lessons (Accelerated Reader and Guided Reading), whole schooling literacy strategy and interventions; however, there is still a gap in vocabulary and reading comprehension which affects progress in all subjects. Even with accelerated progress in reading, some students find it difficult to move from significantly below CRA to confidently reading texts and questions in a GCSE exam or equivalent at Y11.
3	Attendance data (since covid) shows that while our recovery is above national average, it mirrors national trends in being below pre-pandemic levels, and there is a gap between attendance of disadvantaged students and non disadvantaged students. Poor attendance in Y11 contributes to lower than expected outcomes.

		We have improved our attendance procedures last academic year and saw positive results whole school, and we are now seeing a positive impact in our PP cohort too.			
		2021-22	2022-23	2023-24	2024-25
	PP	**88.6 %**	**89.8 %**	**88.1 %**	**90.9%**
	Non PP	92.3 %	94.2 %	92.2 %	95.6%
	All	91.5 %	93.3 %	92.2 %	94.5%
4	78% of non PP students are taking part in extra-curricular provision compared with 65% of our PP students (student voice and participation data October 2023.) Some of our PP students may find it difficult to participate in school-run extra-curricular activities because of financial costs, poor bus service, out of school commitments or lack of confidence. This can have additional consequences of widening gaps in aspiration (confidence in interviews, evidence for applications, leadership opportunities.) Last year we negotiated a change of focus for our Heads of House to address this further and extra-curricular are in place this year for targeted students.				

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. Improved outcomes and Post 16 options for disadvantaged students as a result of targeted intervention, effective revision and mentoring	1. For our PP students (Y11 leavers 2026) to have a A8 of 50+ Increased 5+ GCSE passes including English and Maths to 50%+
2. For our readers who are below expected reading age to make accelerated progress to close reading gaps	2. For the number of students below expected reading age in Y7 and 8 to reduce by ½ (from starting point); for all students with reading intervention to make accelerated progress (above 12 months' progress in reading age in an academic year) on average
3. Improved attendance of all students, especially disadvantaged students, through engagement with parents and inclusive practices	3. For our overall attendance to be 96%+ and our PP attendance to be 94%+
4. For our extra-curricular provision to be exceptional and inclusive; to increase participation of all students	4. For our Heads of House to lead opportunities for targeted students to participate in a bespoke extra-curricular offer.

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: £ 132,926 (c.1/2 of funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
QA of teaching and learning to ensure it responds to the needs of pupils (main focus on 100% participation, effective questioning, developing literacy, meeting SEND needs, and retrieval practice). CPD delivered in 'morning sessions' which involve all teaching staff in isolated aspects of good practice	Evidence from our QA (from external reviewers, SLT led, ML led and peer led) triangulated with student voice and data of outcomes is used to identify needs, guided by definition of 'exceptional' quality of education in Ofsted EIF EEF Guidance Report Improving Literacy in Secondary Schools; Recommendation 3 Develop students' ability to read complex academic texts p.14-17	1, 2
Whole school reading policy, adapted to each key stage. Staff are equipped to develop academic language, create word rich learning environments and encourage reading for pleasure.	'Closing the Vocabulary Gap', Alex Quigley, 2018 Academic reading as a grudging act: how do Higher Education students experience academic reading and what can educators do about it? Mason and Warmington, 2024	2
Home learning and revision: new homework sanction ensures greater completion rates of homework (including reading) and revision by PP students	Following good practice identified in EEF toolkit on homework (provision of homework clubs, setting work linked to classroom work, timely feedback, purpose communicated clearly) reinforced by our internal student voice matched with our data on homework quality and completion.	1
Technology and resources to support high quality teaching and learning, including AI, visualisers, chrome books, Sparx Reader. Staff are developing different ways of using digital technology to improve quality of explanations and modelling, supporting retrieval practice and for more accurate and timely feedback.	Guidance followed from EEF Report Using Digital Technology To Improve Learning. Which suggests that technology can be useful where a need is identified and the technology is well matched to meeting that need and may offer something that other elements of teaching cannot (e.g. monitoring of reading done at home)	1

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

£66,463 (c.1/4 of funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed

One to one and small group academic tuition delivered by School Led Tutors (general literacy KS3, support for Eng Lang and Lit GCSE in KS4)	In school monitoring of impact (improvements in reading ages.) Good practice followed using EEF Guide 'Making a difference with effective tutoring' 2022 (tutoring is aligned to curriculum and uses assessment to identify gaps to address misconceptions or to reteach concepts and adjusts to the right level of challenge)	1, 2
One to one academic tuition provided by Learning Mentor (all years) and for Y11 students by senior staff, pastoral leaders and subject teachers (Y11 Mentoring)	Good practice followed from the EEF toolkit assessing the effectiveness of mentoring. (important to assess mentor pairings regularly to check they have a positive impact, ensure clear support, structure and expectations for mentors; meetings should be regular, e.g. weekly	1
Targeted revision after school for KS4 (subject led)	In school monitoring of attendance, engagement and links to outcomes	1
External tutors Targeted intervention to support literacy and numeracy in Y7 , English Language and Maths in KS4 (Action Tutoring) Recruitment and retention: School Led Tutor (part NTP financed) to improve literacy/English	Internal data of 4 years' monitoring impact of Action Tutoring showing considerable impact when students attend well and are engaged. Internal audit to ensure we follow good practice outlined in Ofsted report on NTP KS4 tutoring takes place either after school or instead of Core PE to minimise lost learning. Tutoring is targeted on English Language and Maths, matching school curriculum. Students are in groups of 2-3 to maximise engagement and impact.	1, 2
Students with a reading age significantly below chronological reading age have targeted intervention (led by tutoring, EAL, SEND and IR staff) to accelerate awareness of phonics, decoding and comprehension skills	'The Inclusive Classroom' by Sobel and Alston,Bloomsbury, 2021 The importance of teaching accurate word reading to struggling readers, highlighted in Ofsted report Oct 22	2
Paired reading. 6th formers hear Y7 and Y8 students read aloud	Alex Quigley Whole-class-reading-approaches.pdf	2

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

Budgeted cost: £66,463 (c.1/4 of funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs: Vulnerable Learner strategy to have a 'multi-agency' approach to students with many risk factors (PP, EAL, SEND, safeguarding, in-year-starter) Our approach was shared in an article in Sec Ed March 2023.	Research underpins our approach which seeks to see the whole child and put in place bespoke strategies to support the individual: SecEd Vulnerable Learner supplement January 2021 and March 2023	3

Supporting attendance by increasing capacity for parental engagement, following guidance to reduce school-related anxiety. Urdu speaking learning mentor to support conversations with Urdu speaking parents. Increased capacity has facilitated more home visits and robust consistent challenge to non-attendance and targeted interventions.	Guidance (to school leaders) from the report Listening to, and learning from, parents in the attendance crisis Sept 2023 which demonstrates the importance of understanding individual circumstances and the need for schools to listen to parents and children and to put in additional support where possible, e.g. for anxiety.	3
Extracurricular activities. Our intent for extra-curricular activities ensures high quality provision through financial inclusivity, celebrating diversity and effective links to curriculum teaching, careers and aspiration. E.g. financing individual music lessons and using PP fund to cover all costs of curriculum trips for FSM students. Heads of House roles have been adapted to include bespoke targeted extra-curricular opportunities.	Evidence from student voice and internal audits of participation, guided by definition of 'exceptional' personal development in Ofsted EIF	4
Extended school time. Staffing of library before and after school for homework support. After school revision clubs and tutoring. After school extra-curricular offer (sports club, arts and performance)	Education Policy Institute review of evidence (and caveats for effective extension of school time.) Sept 2021	1
Breakfast clubs and uniform provision and ensuring all curriculum costs are free to FSM families. Uniform support includes carefully chosen uniform to reduce costs, availability of pre-loved uniform and support to buy uniform. Our approach was shared in an article in Sec Ed March 2023.	Evidence from research shows the best approaches are inclusive and seek to reduce stigma (e.g. same breakfast provision for all), the importance of poverty proofing all school initiatives and ensuring staff have relevant training to make it a whole school approach. NEU guidance Turning the Page on Poverty Children's Society report: Leave Poverty at the school gates	3
Communication with parents; support for parents. Strategies include staff training, additional pastoral support, use of translation, changes to communication, e.g. clarification around financial support and removal of any request for trip contributions from FSM families. Priority booking for parents' evenings. New information evening for parents of students in Y11 with subject talks to explain support in school and guidance for parents on supporting their children at this stage.	Focus on recommendations 2 and 3 in EEF Report Working with parents to support children's learning	1, 3

Total budgeted cost: £ 265,852

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of the second year of this PP strategy 2024-25. The four challenges we focused upon in that period were

1. Improved KS4 outcomes
2. Closing the Reading Gap
3. Improving the Attendance of Disadvantaged Students
4. Increased participation in Extra-Curricular Activities

1. Improved KS4 outcomes.

The data from external exams demonstrates that at KS4, there is an improving trend for our PP outcomes. P8 could not be calculated this year, but our A8 shows an improving trend with our highest attainment so far this year (44.16%) and smallest gap. There is also a 4 year improving trend (using years with external exams) of 5 passes at Grade 4+ and 5+ (including English and Maths). From 2019-2025 passes at 5+ EM have improved from 28.3 to 41.9% and passes at 4+ EM have improved from 45.7 to 72.1% This is partly due to targeted work including mentoring, revision workshops and tutoring (NTP).

To make more rapid improvements, in 2025-26 we are continuing with tutoring (although NTP funding has stopped), and have appointed a middle leader to arrange and evaluate mentoring. Outcomes will also improve as a result of renewed attendance focus and the focus on making the setting of homework effective. We will also trial an information evening to help parents support their children with the approach of exams.

2. Closing the Reading Gap

The reading skills of all our students continue to improve, and interventions with the weakest readers have secured accelerated progress. For a third year in a row, we have halved the number of students significantly below their chronological reading age (Y7-8).

All students are supported in their reading with the 'PRISE' approach, which is monitored through our Teaching and Learning QA. Reading for pleasure is also promoted through 'DEAL' – Drop Everything and Listen' – form time reading and Guided Reading, which introduces students to a range of genres. Sixth formers offer 'paired reading' and hear students read as part of their library lesson.

We aim for every child with a reading age below their chronological reading age to have additional intervention. Students with KS2 scores below the expected standard in reading received tutoring. In 2024-25 40 Y7 students received maths or literacy tutoring through Action Tutoring: 85% of the students were disadvantaged. Students receiving literacy tutoring made an average of 14 months progress in reading (from tutoring baseline and progress tests.) Student feedback is positive about how much it helps them. School Led Tutoring has also been effective and will continue this year. The tutor supports the library lessons to help targeted students to meet their reading targets.

Last year 'Sparx Reader' was introduced to all Y7 and Y8 students to promote more accurate reading comprehension. This contributed greatly to the reduction of students below chronological reading age, and accelerated reading skills of all abilities. The success has been reinforced by the new homework sanction which ensures greater completion rates.

3. Improving the Attendance of Disadvantaged Students

Overall, the attendance figures were improved this year for all cohorts, and above national averages and the best amongst Sheffield schools. In December 2024, attendance of PP was 90.8%. At the same point this year it is 92.2% and the gap between PP and non PP has narrowed from 5.1% to 3.6% points.

At the beginning of this 3 year cycle we increased our messaging to parents to explain the impact of lost learning. We also appointed a Learning Mentor who speaks home languages of many of our families, helping us to communicate well and establish good relations with families who have either Urdu or Panjabi as their first language. Staff received training in their role in supporting good attendance. Many individual students improved their attendance as a result of this intervention.

In 2024-25, a member of SLT joined the attendance team each morning to provide the capacity needed to set up a more robust approach to attendance. She also leads a consistent approach to interventions, which are targeted where most effective, in liaison with the LA team. This year the attendance office is fully staffed. Increased capacity to attendance and pastoral teams has facilitated a robust challenge to non-attendance, improved relationships with key families and increased home visits.

4. Increased participation in Extra-Curricular Activities

At the beginning of this 3 year cycle, a middle leader was co-opted onto SLT and led aspects of Personal Development including Extra-Curricular Activities and our House System. She mapped out our curriculum offer ensuring appropriate and balanced offer to all year groups. Consideration is given to maximising participation, e.g. lunch time clubs which are easier for many to attend than after school. The House Team offers a range of inter-house competitions, games and challenges which are very popular and inclusive. We have capacity to pay for up to 20 students to have individual music lessons funded through the PP fund. This has supported students to take music exams, join school performances, and choose Music GCSE as an option. The fund is also used to make it possible for students to play sport at local and regional levels, supporting their aspirations and conduct in school.

Audits of participation highlighted that advantaged students are still more likely to take up the offer of voluntary clubs at lunch time and after school. Therefore we reviewed the role of Heads of House to create capacity for a more targeted approach. This is in place for this year.

Last year, there was not the staffing to run the Duke of Edinburgh award, but that is in place for this year, and PP students participating in the programme have financial support from school.

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
NTP	Action Tutoring
Mentoring	Dame Kelly Holmes Foundation

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
We have followed advice not to comment in this section as we do not want to comment here on support for individual students.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity and routines which will include:

- Ensuring a positive school environment through clear and consistent expectations to help regulate behaviour plus a rewards policy which is inclusive and succeeds in providing an incentive to students
- Embedding more effective practice around supporting students who benefit from explicit teaching and a greater understanding of learning barriers
- Embedding the principles of Personal Development throughout school, in our L@kes lessons (PSHE), House system, form-time, teaching and extra-curricular activities
- Liaison with local Holiday Activities and Food programme over holidays, raising awareness with families and supporting application