

Pupil premium strategy statement – Updated November 2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils in the 2025 to 2026 academic year. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact of pupil premium spending in the previous academic year (2024–2025).

School overview

Detail	Data
School name	Perins School
Number of pupils in school	1147
Proportion (%) of pupil premium eligible pupils	14.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Sep 2025 – Jul 2026 (This strategy forms part of a rolling multi-year approach and will be reviewed annually. The three-year plan covers the period 2023-26.
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	M Nevola
Pupil premium lead	G Dixon
Governor / Trustee lead	C Hammel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,274
Recovery premium funding allocation this academic year	N/A
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	£174,274

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive academy, our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. 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 Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, providing all children the access and opportunities to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Staff awareness of PP learners, their barriers to learning and strategies for success
2	Forecast attainment gap for all year groups
3	Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition
4	Overall Progress of PP pupils is lower than Non PP at KS4.
5	High levels of Social, Emotional, and Mental Health problems.
6	Low levels of literacy, especially reading levels/ages on entry to Perins
7	Attendance

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 attainment among disadvantaged pupils across the curriculum at the end of KS4.	By the end of our current plan in 2025/26 we will see a closing of the gap by more

	<p>than 5% at the grade 4 and 5 measures for English and Maths.</p> <p>2025/26 KS4 outcomes demonstrate that disadvantaged pupils close the gap relative to non-pp in key measures, currently at:</p> <ul style="list-style-type: none"> • A8 -18.8 • Standard pass E&M –23.7% • Strong pass E&M -40.5%
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills and reading accuracy among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Data from SparxReader will demonstrate an increase in reading age beyond the time on the programme.</p> <p>Students to have a reading age more in line with their biological age and we will aim to have a consistent reading level as with non-pupil premium students</p>
Improved Maths progress and attainment among disadvantaged pupils across KS3	<p>Tracking of students entering Y9 will demonstrate that the gap has not widened between entry and end of KS2.</p> <p>We will use the Y9 baseline assessment to compare decile ranks of PP Vs Non PP</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Improved attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5% or at least 1% above national, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to negligible

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: £ 81,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff CPD programme to include focussed sessions on classroom level interventions and strategies to engage and promote the progress of disadvantaged pupils. Action research projects to enhance the classroom level provision for all pupils including those that are in receipt of the pupil premium.	The NEU updated research in Sep '24 around the benefits of a trauma informed approach to all young people. High quality CPD has been shown to have a high impact on the quality of learning. Relationships within the classroom are evidenced to improve progress of students due to a better school environment	1, 2, 4
Development of the 'Progress lead' role to continually champion the Pupil Premium and ensure that effective monitoring, timely interventions and engagement of the 'team around the child' contribute to improved progress	https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf Reducing the poverty-related attainment gap (the poverty alliance)	3,4
Embedding 'progress waves' as normal practice across the curriculum, enabling early interventions, clear and consistent strategies to support learners and an informed overview of cohorts and their sub-groups Tutor focus upon supporting tutees who have had multiple referrals for progress- Informal mentoring.	GOV Doc – Supporting the attainment of disadvantaged pupils	2,4
Ensuring that aspirations of disadvantaged pupils are high and they are supported within lessons and their wider school life to achieve these	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	1,5

goals. Ensuring the school mentoring programme prioritises the most vulnerable.		
Develop effective leadership strategies and processes to ensure that closing the gap is a consistent focus in management meetings	The impact of school leadership on school outcomes	1,4
Invest in literacy across the curriculum. Targeted CPD for identified staff elevated to a position to audit, train, monitor and evaluate literacy initiatives across the curriculum. Investment in s and tools to help with driving literacy across the school. Training of a member of staff to drive literacy with a priority focus upon pupil premium students.	EEF – Improving literacy in secondary schools EEF – Reading interventions shown to boost pupil progress Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2,4,6

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

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunchtime and after-school revision to be coordinated centrally to ensure a whole curriculum 'package' is available to all students with invitations in place for disadvantaged students	EEF – How metacognitive approaches can support independent learning and revision	2,4
Targeted mentoring for pupils in Y11	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	2,4
Targeted 'booster' sessions to be planned and delivered to PP students in Y11 in preparation for summer exams	EEF – Making a difference with effective tutoring	2,4
Easter 'revision camp' for all students	EEF – Making a difference with effective tutoring	2,3,4

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

Budgeted cost: £ 27,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train a wider staff in mental health first aid qualification	Healthy Minds - EEF	5
Continue counselling provision through alternative sources, tackling the increase in cost from local partnerships	Healthy Minds - EEF	5
SEMH support from external services for the most vulnerable	Healthy Minds - EEF	5
Student services structure to further support effective communication between school and home. FEO roles to assist in this area.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-communication	1, 3, 5, 7
Inclusion of all students in extra-curricular activities, trips and other opportunities, ensuring that no student is left behind because they cannot afford to access clubs and enrichment activities	https://www.crimsoneducation.org/uk/blog/extracurriculars/benefits-of-extracurricular-activities/	3,5
Books and revision guides provided to students as part of year 11 strategy. To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.	Books and revision guides provided to students as part of year 11 strategy. To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.	3,4
Pupil Premium focus weeks every half term to promote engagement between form tutors, students and families. This will improve early interventions and engagement of parents/carers in their child's education.	EEF – Parental engagement	1,3,5
Forest school intervention for small number of students to	Marjons university study	5,7

promote self-esteem, creativity, confidence and independence		
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Total budgeted cost: £ 174,274

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Summary:

Whilst the attainment gap remains significant it should be noted that the English and Maths rates have made significant improvements with 58% of pupil premium students achieving a standard pass in English and Maths combined which is above the national figure for all pupils.

		2022	2023	2024	2025
A8 APS	pp	22.8	33.1	31.3	33.76
	Non PP	54.5	49.8	48.1	52.27
Difference		-31.7	-16.7	-16.8	-18.51
Standard Pass E & M (%)	PP	15	35.7	13.3	57.9
	Non PP	83.7	73.9	45.3	81.6
Difference		-68.7	-38.2	-32	-23.7

Overview:

KPI 2025

Details				EM Threshold												Attainment 8						
				Entered		Standard Pass						Strong Pass						Sum...	Baskets			
						Both		English ...		Maths ...		Both		English ...		Maths ...						
Name	Pupils	#	%	#	%	#	%	#	%	#	%	#	%	#	%	Score	English	Maths	EBacc	Other		
Basic																						
+	All Students	225	224	99.56	179	79.56	17	7.56	13	5.78	119	52.89	37	16.44	20	8.89	50.71	10.6	10.13	14.98	14.99	
Pupil Premium																						
+	Pupil Premium	19	18	94.74	11	57.89	2	10.53	2	10.53	3	15.79	4	21.05	3	15.79	33.76	7.05	7.37	10.37	8.97	
+	Non Pupil Premium	206	206	100	168	81.55	15	7.28	11	5.34	116	56.31	33	16.02	17	8.25	52.27	10.93	10.39	15.41	15.54	
+	Pupil Premium Gap	-187	-188	-5.26	-157	-23.66	-13	3.24	-9	5.19	-113	-40.52	-29	5.03	-14	7.54	-18.51	-3.87	-3.02	-5.04	-6.57	

KPI from previous years for comparison

KPI 2024

Details		EM Threshold													
		Entered		Standard Pass						Strong Pass					
				Both		English ...		Maths ...		Both		English ...		Maths ...	
Name	Pupils	#	%	#	%	#	%	#	%	#	%	#	%	#	%
▼ Pupil Premium															
+ Pupil Premium	15	14	93.33	5	33.33	3	20	2	13.33	2	13.33	2	13.33	1	6.67
+ Non Pupil Premium	212	211	99.53	149	70.28	21	9.91	17	8.02	96	45.28	39	18.4	18	8.49
+ Pupil Premium Gap	-197	-197	-6.19	-144	-36.95	-18	10.09	-15	5.31	-94	-31.95	-37	-5.06	-17	-1.82

Details		Progress 8								Attainment 8				
		Summary				Baskets				Sum...	Baskets			
Name	Pupils	KS2 A...	Entri...	Sco...	% Positi...	English	Maths	EBacc	Other	Score	English	Maths	EBacc	Other
▼ Pupil Premium														
+ Pupil Premium	15	102.68	11	-0.93	27.27	-0.86	-0.84	-0.72	-1.25	31.27	7	6.53	9.73	8
+ Non Pupil Premium	212	105.75	196	-0.12	45.92	-0.13	-0.14	-0.06	-0.16	48.1	10.24	9.51	14.28	14.08
+ Pupil Premium Gap	-197	-3.07	-185	-0.81	-18.65	-0.73	-0.69	-0.66	-1.09	-16.84	-3.24	-2.98	-4.55	-6.08

KPI 2023

Details		EM Threshold													
		Entered		Standard Pass						Strong Pass					
				Both		English Only		Maths Only		Both		English Only		Maths Only	
Name		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Pupil Premium		14	100	5	35.71	2	14.29	2	14.29	2	14.29	3	21.43	1	7.14
Non Pupil Premium		219	98.65	164	73.87	20	9.01	6	2.7	111	50	48	21.62	11	4.95
Pupil Premium Gap		-205	1.35	-159	-38.16	-18	5.28	-4	11.58	-109	-35.71	-45	-0.19	-10	2.19

Details		Progress 8								Attainment 8				
		Summary				Baskets				Summary	Baskets			
Name		S2 AP	Entries	Score	Positi	English	Maths	EBacc	Other	Score	English	Maths	EBacc	Other
Pupil Premium		99.11	14	-0.43	35.71	-0.7	-0.44	-0.14	-0.54	33.14	8.86	8.29	10	10
Non Pupil Premium		06.42	212	-0.11	46.7	0.04	-0.19	0.01	-0.29	49.84	9.86	9.7	1.88	4.4
Pupil Premium Gap		-7.31	-198	-0.32	10.98	-0.74	-0.24	-0.15	-0.25	-16.7	-4.14	-1.88	-4.4	

KPI 2022

Details		EM Threshold													
		Entered		Standard Pass						Strong Pass					
				Both		English Only		Maths Only		Both		English Only		Maths Only	
Name	Pupils	#	%	#	%	#	%	#	%	#	%	#	%	#	%
+ Pupil Premium	20	17	85	3	15	4	20	0	0	2	10	1	5	0	0
+ Non Pupil Premium	215	213	99.07	180	83.72	19	8.84	4	1.86	135	62.79	39	18.14	7	3.26
+ Pupil Premium Gap	-195	-196	-14.07	-177	-68.72	-15	11.16	-4	-1.86	-133	-52.79	-38	-13.14	-7	-3.26

Details		Progress 8								Attainment 8				
		Summary				Baskets				Summary		Baskets		
Name	Pupils	KS2 APS	Entries	Score	% Positive	English	Maths	EBacc	Other	Score	English	Maths	EBacc	Other
+ Pupil Premium	20	100.15	17	-1.9	17.65	-1.94	-2.03	-1.61	-2.09	22.8	5.2	3.9	7.1	6.6
+ Non Pupil Premium	215	106.94	205	-0.12	47.8	-0.08	-0.27	0	-0.16	54.58	11.56	10.35	16.39	16.28
+ Pupil Premium Gap	-195	-6.79	-188	-1.79	-30.16	-1.86	-1.76	-1.61	-1.93	-31.78	-6.36	-6.45	-9.29	-9.68

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
none	