



# Preston School

A Business & Enterprise Academy

**Bringing Learning to Life  
& Life to Learning.**

# Pupil Premium Strategy

Staff Link: **Jessica Gray**

Governor Link: **Karen Parr**

Last Updated: **September 2025**

Valid Until: **September 2027**



# Table of Contents

---

Pupil Premium Strategy Statement .....	3
School overview .....	3
Pupil Premium Strategy Plan .....	4
Challenges.....	5
Intended outcomes.....	6
Activity in this academic year .....	7
Teaching (for example, CPD, recruitment and retention).....	7
Targeted academic support (for example, tutoring, one-to-one support structured interventions).....	9
Student Case Study – Student A.....	12
Student Case Study – Student B.....	14

# Pupil Premium Strategy Statement

---

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 the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Preston School
Number of pupils in school	997
Proportion (%) of pupil premium eligible pupils	26.05%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023/2024-2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Matt Doble
Pupil premium lead	Jessica Gray
Governor / Trustee lead	Karen Parr

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 256,100
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 256,100

# Pupil Premium Strategy Plan

---

## The key principles of our strategy plan

When creating our Preston School PP Strategy, we have used research carried out by the EEF and recognised literature (such as 'Addressing Educational Disadvantage' by Marc Rowland) to support decisions made around the planning, implementation and evaluation of different strategies.

Common barriers to learning for our disadvantaged students can include weak language and communication skills and lack of confidence which in turn can lead to low aspirations. Attendance and punctuation issues as well as more frequent behaviour issues also act as barriers. There may be complex situations that prevent children from realising their potential and we recognise that the challenges are varied and there is no 'one size fits all'.

As signposted by the EEF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focusing on key elements of 'The Preston Way' such as *Teaching to the Top*, developing *Meta Cognition Strategies* and using effective *Targeted Questioning* techniques.

The strategy plan is based on the following principles:

- That we promote an ethos **for all students** that promotes the school's motto of "**Bringing Learning to Life & Life to Learning**",
- That we embed our key value of "fostering ambition and independent spirit by valuing each individual's abilities, aspirations and desire to explore and create".
- That we are an **evidence-based school** and that decisions and interventions should be based on research and data
- That the most effective method of addressing disadvantage is through a strong focus **on improving teaching and learning**, as advocated by the EEF
- That **developing literacy** of students, especially where literacy is below chronological age is essential so that students can access the wider curriculum.
- That providing **high quality pastoral and CEIAG support** is essential to meet the wider needs of all students
- That the use of a robust monitoring system, **focused on outcomes**, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of PP funding
- That specific interventions should be based on **identification of needs**.
- That PP funding is leveraged to benefit **as many students as possible**, including non-PP students.

## Our ultimate objectives are:

For all PP students to play a full and successful part in the academic and wider school community. To achieve this we aim to:

- To ensure that all PP students **participate** in the academic and wider curriculum to the same extent as their peers
- To ensure that PP students on average make **increasingly good progress** year on year (i.e. achieve on average a value-added Progress 8 Score within 3 years)
- To increasingly address and **remove the barriers** faced by our PP students e.g. literacy, poor attendance, lack of social capital, etc.
- For PP post 16 destination data to reflect an increasing number of students accessing **level 3 pathways**

## How we will work towards achieving those objectives

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	Consistency across the school in embedding the Preston Way culture of challenge and stretch for all students – lack of consistently effective scaffolding/differentiation for our LPA/SEND PP students.
2	Historic lower attainment of PP pupils at GCSE (avg non-PP A8 score 2024-2025 = 4.80 – avg PP A8 score 2024-2025 = 3.94 (gap -0.86), avg P8 non-PP = 0.17 – avg PP P8 = -0.74 (gap = -0.91). PP pupils not receiving sufficient additional academic support to catch-up with non-PP peers.
3	Consistency across school in terms of interventions being deployed effectively. Consistency of use of PP WHMMAL's and their use for teacher planning (understanding their PP students' barriers to learning/needs)
4	PP pupils are overrepresented in levels of suspension and 'high-tier' levels of negative behaviour points. Pastoral support/mentoring for PP pupils.
5	Historic poor attendance for PP pupils in comparison with their non-PP peers (based on outside influences). 'Buy in' from students and parents are improved attendance lacking; lack of information r.e. the importance of good-attendance and regular attendance correspondence (including celebratory correspondence).
6	Ensuring PP students engage with wider-curricular opportunities and experience culture capital.

## 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. Improve student outcomes at GCSE	. For the gap in KS4 P8 and A8 scores to be inline or better than the national average by 2027
2. Improvements in quality of teaching and learning with 'Preston Way' in all classrooms.	Learning walks, book checks and department deep dives identify that all students experience lessons that enable at least good progress to be made. Pupil Premium P8 & Attainment 8 targets met Appropriate use of WHMAAL's in all classrooms to support learning of PP pupils
3. % Grade 5+ in English, Maths & Science	Reduce the percentage PP / non-PP gap by 50%
4. Improve overall PP Attendance	Attendance of PP children will improve (2022-44 90% FSM6). Attendance GRD followed – higher numbers of PP EHA's and Attendance Meetings held, leading to improved attendance.
5. Reduce levels of PP suspensions and negative behaviour points.	PP suspensions lower by 25% each academic year, becoming level with non-PP peers by 2027-2028,
6. Provide high quality CEIAG provision to all PP students	All disadvantaged students provided at least two meaningful encounters with a careers adviser. For all PP students to have been catered for in all eight areas of the Gatsby Benchmarks by end of Year 11 0% NEET PP students leaving in Year 11
7. Improve the literacy of PP students through academic intervention and additional reading opportunities at KS3. Promote a culture of reading at Preston School, allocating dedicated 'Reading for Pleasure' time.	Outcomes of literacy activities assessments – PP students to be in line with non-PP students by June 2027 (Coordinated by Literacy & Oracy Lead) PP pupils to engage with more specific reading activities both in school and as home learning through Sparks Reader platform. Reading proficiency to be in line with non-PP students by June 2027
8. PP students to engage in a wide range of enrichment activities to the same level as their Non-PP Peers	An effective system of tracking of participation is put in place – use of Preston Portal to monitor PP engagement in extra-curricular activities. Levels of engagement for PP students is in line with Non-PP students by 2024

## 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: £87,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>THE PRESTON WAY: All teaching staff are embedding the Preston model of the 'Teach Like a Champion' approach of improvement of progress for all students in all classes.</p> <p>Three areas of 'The Preston Way' which are instrumental in improving disadvantaged students' outcomes are:</p> <p>Teaching to the Top</p> <p>Meta-cognition</p> <p>Targeted Questioning</p> <p>We will effectively use Teaching to the Top so that all students are challenged academically in every lesson so that they can reach or exceed their target grades.</p> <p>We will effectively use meta-cognition strategies so that all pupils learn how to plan, monitor and evaluate their learning. Evidence of this will include teacher modelling, opportunities for reflection, explicit teaching of metacognition strategies e.g. Plan, Do, Review</p> <p>We will effectively use Targeted Questioning so as to improve progress for all students. This will work in conjunction with our practice of 'cold calling'. This approach will ensure that our disadvantaged students will be actively engaged and suitable 'stretched' in lessons.</p> <p>New SEND GRD to identify where pupils require additional support/assessment/provision to improve progress and attainment of PP pupils</p> <p>Financial support for PP pupils with educational materials at GCSE (revision guides, necessary stationary, trips).</p>	<p>Teaching to the Top</p> <p>DfE - Supporting the attainment of disadvantaged pupils- Briefing for school leaders</p> <p>Whole school ethos of attainment for all</p> <p>"More successful schools have an ethos of high attainment for all pupils. They view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – they never assume that all disadvantaged pupils face similar barriers or have less potential to succeed."</p> <p>Meta-cognition and self-regulation</p> <p>Education Endowment Foundation – Teaching &amp; Learning Toolkit</p> <p>"The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective."</p> <p>SecEd - Pupil Premium: General and targeted interventions</p> <p>Written by: Steve Burnage   Published: 21 March 2018</p> <p>This article identifies the positive impact and recommendation of using effective targeted questioning:</p> <p>"Target Pupil Premium learners for questioning and ask them to respond in full sentences. Use Bloom's Taxonomy to extend and stretch their answers. Ensure Pupil Premium learners know exactly where they are working at or what they are aiming for in the lesson."</p>	1, 2, 3
<p>Literacy &amp; Oracy skills – embed reading and comprehension programmes across school through Class Reads Initiative,</p> <p>Literacy Activities programme: Sparks Reader. All KS3 pupils engage in dedicated 'reading for pleasure' lessons fortnightly, w/1x reading homework per week.</p>	<p>The English-Speaking Union of the Commonwealth charity (ESU)</p> <p>Disadvantaged children are 2.3 times more likely to be identified as having speech, language and communication needs than those in more affluent areas (The Communication Trust)</p>	3

	<p>Education Endowment Foundation – Teaching &amp; Learning Toolkit</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	
Academic review meetings held with Pupil Premium students and their families to support GCSE preparation, review academic progress, identify barriers to learning, and strengthen the partnership between home and school.	<p>Education Endowment Foundation – Teaching &amp; Learning Toolkit</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	5
<p>Alternative sanctions for high-tariff pupils (including PP pupils) to reduce levels of suspension.</p> <p>Staff bulletin celebrating/outlining staff merits, increasing staff engagement with merit system and encouraging increased levels of merits (including PP pupils). Merits are then celebrated in year-group/school-wide celebration events with a focus on PP students.</p> <p>Behaviour GRD to ensure behaviour is effectively monitored and necessary interventions are in place to support pupils (inc PP pupils).</p>	<p>The correlation between eligibility for free school meals (FSMs) and higher exclusion rates underscores the presence of socioeconomic disparities affecting educational experiences. Research has shown that semi-permanent exclusions were four times more prevalent among FSM-eligible students compared to their non-eligible counterparts (National Statistics, 2023), suggesting that a student's family wealth could influence the likelihood of exclusion.</p>	5
Additional staff-wide CPD to address SEND/PP support within lessons. Development of the PP Non-negotiable for all staff and dedicated planning time for staff to consider 'high-tariff' pupils' WHMAAL's to increase pupil engagement within lessons.	<p>Learning Walk evidence of teacher use of PP passports and how this impacts on planning and delivery</p> <p>Prior evidence (through SLT Intervention Portal) shows that the following specific interventions are having the most impact on progress:</p> <p>Targeted Stretch It Questions, Exam technique / practice, Focussed Tasks</p>	3, 4
<p>Home learning GRD to ensure completion of home learning is effectively monitored and necessary interventions are in place to support pupils (inc PP pupils).</p> <p>Home Learning Club, held three times a week and run by support staff, provides students with access to technology, assistance with their work, and a quiet environment to concentrate.</p>	<p>Homework clubs are specifically mentioned by the EEF as a way to help overcome barriers faced by disadvantaged students, such as lack of a quiet space, access to devices, or parental support.</p>	3

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

Budgeted cost £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving PP attainment through Year 12 after school tutoring programme in Maths	Education Endowment Foundation – Teaching & Learning Toolkit Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school. – 5+Months	2
Timetabled interventions during AM registration, PE and PSHE for Maths, English and Science. Interventions with subject specialists focusing on developing knowledge and understanding and exam technique.	Education Endowment Foundation Extra lessons with a class teacher can positively impact learning by providing targeted support, reinforcing concepts, and improving academic results, especially when delivered in a structured, explicit, and additional way to normal lessons.	2

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

Budgeted cost: £231,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increasing PP attendance through the development and implementation of a more robust attendance tracking and intervention programme.</p> <p>Implementation of a bespoke Pupil Premium Positive Message Attendance Programme – includes regular positive message phone calls, emails and parent &amp; student texts – administered by Attendance officer/PFSA/BIOS</p> <p>Use of PPSO to support families with PA's. Parental support through 'Tuning into Teens' programme, fortnightly drop-in sessions in school where families can seek support, advice and guidance.</p>	<p>There is a considerable amount of published evidence for the link between improved attendance and improved progress.</p> <p>Chapters from Marc Rowland's 'Addressing Educational Disadvantage' as well as several DfE papers highlight specifically the positive impact a robust programme would have on disadvantaged students.</p> <p>The Key for School Leaders have published the following tips for improving attendance:</p> <p>"Clearly allocate responsibilities for attendance among staff</p> <p>Track attendance data rigorously over time, analysing it by pupil group</p> <p>Targeting pupil premium funding</p> <p>Have clear procedures in place for day-to-day management of attendance"</p>	5
<p>Pastoral Support/ Wellbeing Programmes</p> <p>Vulnerable Groups Mentoring</p> <p>1-2-1/small group mentoring, delivered by relevant BIO's to support pastoral needs of pupils (including SEND).</p> <p>Head of Year 1-2-1 mentoring to support pupils with significant pastoral needs.</p> <p>DSL/Safeguarding Officer mentoring to support Pupils (incl PP) with significance safeguarding needs</p> <p>Wellbeing Bus:</p> <p>Vulnerable PP pupils prioritised, offering a quiet space for pupils during social times with permanent pastoral staff.</p>	<p>Evidence to support this approach can be seen in our use of PP Passports and how they can aid teacher understanding of PP student needs.</p> <p>Further evidence of impact can be found from the Education Endowment Foundation – Teaching &amp; Learning Toolkit Mentoring:</p> <p>"Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support." (+2 Months)</p>	6
<p>Cultural Capital - Careers / preparing for Higher Education (KS4)</p> <p>We plan to continue our work with PP students on providing additional careers support though additional diagnostic interviews, post 16 application workshops and support.</p> <p>Launch of Preparation for the Workplace &amp; Higher Education workshops / programme delivered by bespoke PP mentor and representatives from leading Universities.</p>	<p>Gatsby Good Career Guide</p> <p>"Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance."</p> <p>Although there is no published evidence from EEF on the link between raising aspirations and improvements in progress, we live in a rural area where, historically, a considerable number of our</p>	6

Our workshops will be designed to provide them with 'the big picture' in order for them to make more informed choices about their future	disadvantaged students lack confidence or families have a limited knowledge or understanding of Higher Education opportunities.	
<p>Cultural Capital – Duke of Edinburgh (KS4)</p> <p>Funding and support is provided at KS4 for PP students who wish to embark on this Award. This covers enrolment fees, kit and expedition costs. This is a continuation of the initiative which is now in its 4th year</p>	<p>PP students from previous years who have completed the Award have developed more resilience as well as confidence. Although this may not always transfer to improvements in academic progress, it has definitely helped them with their well being</p> <p>Education Endowment Foundation – Teaching &amp; Learning Toolkit</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	6
Ten-week workshops with players from Yeovil Town Football Club working on self-esteem and developing resilience.	Education Endowment Foundation Interventions that combine self-esteem building with academic support are more likely to be effective in improving outcomes for disadvantaged pupils.	4

## Student Case Study – Student A

<b>Name</b>	Student A							
<b>Current Year Group</b>	Year 8							
<b>Year 11 in</b>	2025							
<b>Student Groups</b>	PP	✓	SEN	✓	EAL		LAC	

### Reason for case study

Student A has low confidence and self-esteem, doesn't understand her ADHD and how it impacts on her behaviour. It was identified by the Learning Manager and concerns shared by Mum that Student A would benefit from mentor support in school.

### Information

Potential barriers to learning and achievement	Support/provision provided
<ul style="list-style-type: none"> <li>Confidence and self-esteem</li> <li>Building friendships</li> <li>Understanding ADHD and how it affects concentration in class.</li> </ul>	<ul style="list-style-type: none"> <li>Communication with LM</li> <li>1:1 regular meeting with Pupil Premium Mentor in school</li> <li>Communication with parents</li> <li>Understanding ADHD and how it impacts a person's behaviour</li> <li>Creating a daily diary of her feelings/things that go wrong for her</li> <li>Creating a Self-Care Plan</li> </ul>

### Impact of support on learning

Student A's issues do not impact her learning but her wellbeing – mainly confidence and self-esteem which if continued could go on to affect academic achievement in the future. So far, we have explored ADHD (Young Minds Website) – Student A is aware she has ADHD but does not know how it can affect her, as at home it has never been spoken about it. We looked at... What is ADHD?

How can ADHD affect me?

Advice on how to manage ADHD

ADHD and your mental health

Student A has the links to the resource on the Young Minds Website which she can explore further as and when needed.

We looked at famous people who have ADHD. Student A found all this beneficial and helpful, she is now able to relate her own experiences to ADHD and to talk about her own feelings and behaviour related to ADHD.

Student A has also created a self-care plan to include strategies to manage her anxieties which she is actively taking part in.

We updated her 'What helps me as a learner plan' for teachers to see what Student A needs in class to help her remain focussed.

Student A is progressing well and is feeling more positive about managing her anxiety/worry issues in school. She has begun openly talking to her parents about her day. Student A shares her daily diary we implemented with her family which is helping to alleviate her anxieties and not carry them around with her. Her confidence in managing conflict in school has greatly increased along with appropriate ways to manage it.

Overall, Student A is progressing in gaining confidence which is helping to lessen worries/anxieties in school and help to build friendships all of which will benefit her academic achievements in school.

### **Feedback from parent**

*I cannot tell you both the differences I have seen in Student A since we spoke following the open day. The Pupil Premium Support Officer is having a fantastic effect on her and every day she is coming home telling me the good parts and the bad parts of the day. The negatives are usually kids being kids and she seems to be having more confidence to stand up for herself when she needs to.*

Student A's aim for this academic year is -

*"I would like to become more confident and worry less about what other people think".*

## Student Case Study – Student B

<b>Name</b>	Student B							
<b>Current Year Group</b>	Year 10							
<b>Year 11 in</b>	2024							
<b>Student Groups</b>	PP	✓	SEN	✓	EAL		LAC	

### Reason for case study

Student B was identified as a student who needed support to increase attendance in school initially recorded as 25%. The relationship between home and school was not as it should be, and Student B was not accessing quality teaching and learning regularly.

### Information

Potential barriers to learning and achievement	Support/provision provided
<ul style="list-style-type: none"> <li>Difficulties in interacting with other students.</li> <li>Attendance in school</li> <li>Inability to manage emotions</li> <li>Lack of boundaries</li> <li>Poor routines</li> </ul>	<ul style="list-style-type: none"> <li>Communication with LM/AM</li> <li>Support to parents in the family home</li> <li>1:1 discussion with Student B in school</li> <li>Clear and consistent expectations on attendance</li> <li>Family Action Plan</li> </ul>

### History

Student B is diagnosed with ADHD and can at times struggle with understanding and following instructions/boundaries, managing his emotions and communicating with his peers and/or adults in school.

What did we do to support this family?

We completed an assessment, compiled an action plan and following this we carried out regular home visits. From this we identified Mum was struggling to implement boundaries around:

Bedtime routines.

Behavioural expectations both in and out of school.

Limitations on the use of IT resources.

Attendance in school.

In addition to this the communication between parent and child often resulted in heightened emotions from both parties. The relationship of parent and child was not clearly defined.

Meeting with both Student B and his Mum identified that the lack of boundaries in the family home were contributing to Student B's nonattendance in school. When Student B became upset (often hysterical) Mum felt sorry for him, he was then allowed to stay at home as Mum openly admits she felt sorry for him.

Student B relayed information to mum, on the difficulties he was having in school, often in a way that angered mum – resulting in mum contacting the school and placing the blame on them for Student B's reluctance to attend school.

In school Student B would often be late to lessons using his reliance on his digital timetable as an excuse.

### **Impact of support on learning**

From our sessions together we were able to empower mum to implement strict boundaries which had a positive impact on Student B - both in home and at school. Student B had a clear routine for both the mornings and evenings with clear guidance around expectations of his behaviour and natural consequence for not adhering to boundaries.

Mum now has a sustainment plan to refer to should she need it with information on ongoing support, including direct contact with Pupil Premium Support Officer in school. Student B is aware of the boundaries and mum's confidence in implementing them.

Previously Student B was reluctant to share any difficulties in school with adults but now has the confidence to do this when needed.

Student B now attends school regularly and attendance has increased to 87.5% with no further absences.

In school Student B's Academic Mentor and Pupil Premium Support Officer work together to rapidly tackle issues that arise before they become an issue for him and a reason to avoid school.

Mum is now able to manage Student B's emotions in a more positive way supporting him in feeling understood.

There has been a marked improvement in the contact between home and school, barriers to engaging with the school have been removed and a successful home/school partnership is now in place that benefits both Student B and his education.

Student B's engagement in learning currently stands at Good and Outstanding across all subjects.