

Pupil Premium Strategy Statement 2025 - 2026
Reepham High School

This statement details our school's use of pupil premium funding to help improve the progress of our disadvantaged pupils. It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect of last year's spending on the pupil premium cohort within our school.

Summary Review 2024-2025

Our Pupil Premium Strategy 2024-2025 had a significant positive impact on our pupil premium students. See below:

Attainment Data

	2024-25 GCSE EXAMS	Y11 Mocks	RHSC 2023/24 GCSE	2023/24 National
Updated /2024				
EBACC Standard Pass %	24.5	18.1	24	
Avg Ebacc APS score	3.98	3.7	3.98	4.07
PP Students (like for like)				
No. of students	31	30	30	
PP P8 Score (Average Total Progress 8)	-0.23	-0.44	-0.49	
Non PP P8	0.09	-0.09	0.04	
PP P8 Gap	0.32	0.35	0.53	
PP A8 Grade (Average Attainment 8 Grade)	3.76	3.6	3.54	
Non PP A8	4.71	4.5	4.74	
PP A8 Gap	0.95	0.9	1.2	

Attendance

- PP attendance remained steady, changing slightly from 88% (2023-2024) to 86.8% (2024/2025).
- PA of PP pupils increased slightly from 42% (2023-2024) to 46% (2024-2025), but this is still lower than the PA value of PP pupils in 2022-2023 (47%).

Literacy

- Literacy comparison to be provided by HGY.
- A considerable amount of literacy CPD was completed by staff.
- Sixth Form students have undertaken reading intervention with KS3 PP pupils during tutor time.

Gaps in Knowledge

- In house tutoring used rather than online tutoring
- Targeted literacy and numeracy intervention during LSU sessions.
- Targeted CiC by making use of Virtual Schools funding.
- Curriculum developed in all subjects in line with Rosenshine teaching principles to facilitate and secure knowledge and understanding.
- Do now's embedded to identify gaps in key knowledge and used to support pupils with assessments.

Homework

- Homework set on Arbor to make it more accessible to pupils and parents/carers.
- Homework intervention and support provided during tutor time for PP pupils.

Mental Health

- A significant number of PP pupils gained access to support through staff mentoring scheme and via counselling.
- Additional volunteer mentors used from the community for KS4 PP pupils with EHCPs.
- Grant acquired for 5 staff to complete trauma training to further support PP pupils.

Organisation

- Introduction of Arbor helped PP pupils by sending regular reminders to parents/carers by email.
- Equipment, food and water bottles donated by supermarkets to ensure that PP pupils are equipped.
- Subject equipment provided for all PP pupils e.g. Art sketchbooks.
- Tutors used to check equipment and used to support PP pupils to replace any broken/lost equipment.
- All PP pupils given a £100 budget to buy uniform/equipment.

Pupil Premium Overview 2025-2026

School

Detail	Data
School name	Reepham High School
Number of pupils in school	783
Proportion (%) of pupil premium eligible pupils	178/783 (22.7%)
Academic year/years covered by current pupil premium strategy	2025/26-2026/7
Date this statement was published	Sept 2025
Date on which it will be reviewed	Sept 2027
Statement authorised by	Jonathan Croucher
Pupil premium leads	Amy Gorbould/Nicola Lovett/Henry Gray

Funding

Detail	Amount
Pupil premium funding allocation this academic year	£195,717
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£195,717

Pupil Premium Strategy 2025-2026

Statement Of Intent

The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for our disadvantaged students. The funding will be used to narrow and close the gap between the achievement of these students and their peers locally and nationally. As far as its powers allow, the school will use additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. We will aim to ensure that the funding benefits the students who need it most so that it makes a significant impact on their education and lives.

We will seek to overcome:

- Any educational inequality
- The limit of opportunity or wellbeing due to financial hardship
- The impact of low self-esteem on education and learning
- Any barriers which result in poor engagement with school

To do this:

- The Leadership Team in consultation with the Governors and staff, where appropriate, will decide how the Pupil Premium is spent for the benefit of entitled students.
- School wide plans for Pupil Premium funding expenditure will consider research into best practice and evidence of successful intervention strategies.
- The school will assess what additional provision should be made for the individuals.
- The school will be accountable for how it has used the additional funding to support the achievement of those students covered by the Pupil Premium and the Headteacher (or their nominee) will report to the Governing Body and parents on how effective the intervention has been in achieving its aims.
- We will ensure that parents, Governors and others are fully aware of the attainment of students covered by Pupil Premium.
- We will encourage all staff, both teaching and support staff, to suggest innovative and creative strategies to support the progress of these students.
- We will monitor, evaluate and review the impact of the Pupil Premium funding.

Challenges

We have identified some key challenges to achievement among our disadvantaged pupils:

	Challenge
1	Lower attendance and higher persistent absentees in relation to the full cohort.
2	Low parental engagement acts as a barrier.
3	Lower attainment at GCSE and lower uptake of EBacc subjects.
4	Weaker literacy leading to accessing both school resources and home learning resources more difficult.
5	Lower participation in extra-curricular activities.

Intended Outcomes and Actions

	Challenge	Intended Outcome	Amount Allocated	Actions and Monitoring
1	Lower attendance and higher persistent absentees in relation to the full cohort.	<ul style="list-style-type: none"> • Close the attendance gap between PP pupils and the rest of the cohort. • Reduce Pas. 	£30,000	<ul style="list-style-type: none"> • Attendance Officer to review attendance regularly and share with Pupil Premium Leads and Student Managers. • Continuation of already successful attendance rewards system. • AGB to meet with Student Managers to discuss potential behavioural barriers to attendance for individual pupils. • Learning Support Unit used to support reintegration of PP PAs. • Safeguarding support offered to reduce PAs. • Mentoring used for PP pupils who are <90% attendance. • Tutors to have 1:1 meetings with any PP pupils who fall below 96% attendance in their tutor group.
2	Low parental engagement acts as a barrier.	<ul style="list-style-type: none"> • Increase attendance of PP pupil's parents at Parent Evenings and other school events. • Increased communication between parents of PP pupils and the school (particularly positive communication). • More opportunities for parents to share their views and gain support from the school. 	£5,000	<ul style="list-style-type: none"> • Use of social media to share relevant information such as key dates, sign-posting support and sharing positive events. • Tutors to make positive contact with all PP pupil's parents/carers in their tutor group regularly (either through email or phone call).

				<ul style="list-style-type: none"> • Half-termly positive phone calls made by subject teachers to PP pupil's parents/carers. • Parent voice opportunities throughout the year through surveys created by AGB, NLV and HGY. • Use of language in communications to parents/carers monitored to consider factors such as reading age and first language. • Student Managers to be aware of the PP pupils in their year group and consider positive engagement when communicating with their parents/carers. • Hard copies of planners, which can be used by parents/carers for communication.
3	Lower attainment across subjects and lower uptake of EBacc subjects.	<ul style="list-style-type: none"> • GCSE data of PP pupils to be more in line with the rest of the cohort. • Bring % of PP pupils achieving grade 4 in Maths and English more in line with national average. 	£60,000	<ul style="list-style-type: none"> • Improved use of data analysis to use intervention and inform teaching of PP pupils at KS4. • Improved adaptive teaching through CPD, observations and learning walks with a particular focus on ensuring teachers know who their PP pupils are and can evidence additional support they are given at KS4. • PP pupils to be given additional support and guidance when considering their option subject choices in Year 9.

				<ul style="list-style-type: none"> • Use of Academic Mentors to support any PP pupils who are falling below their targeted grades in Year 11. • Easter revision sessions put on for Year 11 pupils.
4	Weaker literacy leading to accessing both school resources and home learning resources more difficult.	<ul style="list-style-type: none"> • Rapidly increase the reading ages of all PPs with a reading age below chronological age (closing the gap). 	£60,000	<ul style="list-style-type: none"> • Complete reading age and comprehension tests in September and use the data to analyse trends in PP pupil's reading levels. • Targeted interventions for PP pupils with lower reading ages. • HGY and ECL to lead CPD on literacy with a particular focus on improving reading ages for PP pupils. • HGY and ECL to implement a whole school literacy approach. • Whole class reading during tutor time with the tutor reading with/to the pupils and associated literacy tasks. • Literacy interventions with LSAs and the use of the Learning Support Unit to help with this. • Reader pens purchased and used around the school to support PP pupils with their reading. • Yellow key term boxes embedded in lesson PowerPoints/resources used to support the retention and knowledge of tier three vocabulary. • Creation of GCSE revision booklets suitable for PP and SEND pupils and

				<p>KS3 information booklets, to enable PP pupils to access the curriculum at home.</p> <ul style="list-style-type: none"> • Begin to create links with feeder primary schools to support literacy of pupils in Year 6. • OWT to organise a creative writing workshop trip to UEA for PP pupils.
5	Lower participation in extra-curricular activities.	<ul style="list-style-type: none"> • Increase the % of PP pupils attending clubs. • Ensure that educational trips are made available to PP pupils. • House system with events and opportunities for PP pupils to engage. 	£15,000	<ul style="list-style-type: none"> • PP pupils to attend activities such as DofE and signpost support for parents. • Increased range of clubs available during school hours and attendance monitored to assess the attendance of PP pupils at clubs. • Trip leaders instructed to consider funding of PP pupils on any trips offered which are educational. • Financial support available to be used for uniform, trips and school resources. • PP pupil voice continued and school to implement changes based on the wishes of the pupils. • Trips to always be offered to PP pupils regardless of ability.
Other	Costs	Financial support for uniform, trips and equipment where needed.	£25,717	
Total			£195,717	