

Upper School Pupil Premium Strategy Statement 2025-2027

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic year) 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 Manor School (Upper School)
Number of pupils in school	1234 (7-11) 268 (6th form)
Proportion (%) of pupil premium eligible pupils	23.04%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2025/6 to 2027/8
Date this statement was published	December 2025
Date on which it will be reviewed	December 2027
Statement authorised by	Russell Denial
Pupil premium lead	Zalika Dale
Governor / Trustee lead	Rajeev Gulati

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£419,250
Recovery premium funding allocation this academic year	£0
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	£419,250

Part A: Pupil premium strategy plan

Statement of intent

At Preston Manor, we are committed to providing equity of opportunity for our disadvantaged students, both academically and pastorally. Our aim is to ensure that disadvantaged students have access to a broad and balanced curriculum, alongside the support they need to achieve high aspirational targets and progress to ambitious destinations.

Students are supported to access a wide range of extra-curricular opportunities and enriching experiences that enhance their personal development. Our comprehensive and dedicated pastoral team responds to the diverse needs of our students, offering mentoring, counselling, careers advice and guidance, and behaviour support where required.

Through a carefully planned combination of academic and pastoral provision, our Pupil Premium strategy seeks to remove barriers to learning and ensure that disadvantaged students are able to thrive and make strong progress, achieving outcomes in line with their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional development & support - Ensuring that students can regulate their behaviors and avoid high level sanctions
2	Recruitment of high calibre staff to ensure quality first teaching
3	Attendance - Disadvantaged students' attendance (although above NA) is currently below the whole school target figure
4	Engagement with enrichment opportunities - Disadvantaged students do not engage with enrichment opportunities at the same rate as their non- disadvantaged peers
5	Pupil progress - The gap between disadvantaged and non-disadvantaged students' attainment and progress has widened during the pandemic
6	Literacy - Key disadvantaged pupils often have lower levels of literacy than their non-disadvantaged peers, which impacts on their progress

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
<p>Curriculum adaptations, including appropriate interventions, support all students to catch-up on missed learning.</p> <p>Disadvantaged pupils achieve exam results in line with their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> ● Departments make changes to key schemes of learning to prioritise the fundamental skills and knowledge of their subject areas ● Narrow the gap between PP and non- PP outcomes for progress ● Match the attainment 8 or Progress 8 score for non- disadvantaged students. ● Narrow the gap between PP and non- PP outcomes for progress ● Ensure that disadvantaged students exceed the national average for all students.
<p>High aspirations and expectations for all disadvantaged pupils</p>	<ul style="list-style-type: none"> ● Maintain the parity in terms of % uptake for disadvantaged and non-disadvantaged pupils. ● Equal take-up of Level 3 courses by disadvantaged and non-disadvantaged pupils, enabling equal access to higher education ● Aspirational destinations achieved
<p>Attendance and punctuality rates for disadvantaged students' improve on prior year data</p>	<ul style="list-style-type: none"> ● Disadvantaged students' attendance exceeds the national average figure. ● Disadvantaged students' attendance is in line with that of their non- disadvantaged peers
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<ul style="list-style-type: none"> ● Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged</p>	<p>Sustained high levels of wellbeing by 2027/28 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.
<p>Reduction in rates of high level sanctions for disadvantaged pupils</p>	<ul style="list-style-type: none"> ● The rates of exclusions (both internal and external), ISR and ECO for disadvantaged students are equal or less than their non-disadvantaged peers

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: £ [80,000]

Activity	Evidence that supports this approach EEF	Challenge number(s) addressed
Recruitment of high quality teachers; offering school placements for ECTs (joining the Wembley Hub). Leading teachers and UPS staff to support with the mentorship and development of ECTs	Recruitment of high quality teachers; offering school placements for ECTs (joining the Wembley Hub). Leading teachers and UPS staff to support with the mentorship and development of ECTs	2&5
High quality classroom teaching to ensure positive outcomes for pupils, with a focus on feedback, challenge and differentiation approaches (including Lead Practitioner support)	<i>EEF Teaching and Learning Toolkit.</i> "Providing feedback is a well-evidenced strategy and has a high impact on learning outcomes."	
CPD use to improve curriculum quality, literacy practice and overall T&L quality including introducing Thinking Classrooms.		
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support using Thinking Classrooms programme.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: <i>Metacognition and self-regulation Teaching and Learning Toolkit EEF</i>	1,3
Smaller class sizes for core subjects at KS4, enabling flexibility of groupings and increased teacher feedback and support.	<i>EEF Teaching and Learning Toolkit.</i> "The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive"	5
Developing literacy practice across all classrooms through Literacy Coordinator role	EEF "Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life."	5&6
Dedicated PSHE lesson every week delivered by form tutors (who know their students best). Themes vital to support students' social, economic and personal well-being are covered comprehensively.	There is significant evidence linking lack of confidence and wider social participation of DA pupils with lower aspirations. The EEF emphasises the importance of supporting pupils' mental health and wellbeing and we believe this approach will support this as well as helping them to build key skills.	1&4

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

Budgeted cost: £ [170,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
In-class interventions to address gaps in learning and increase progress.	EEF Teaching and Learning Toolkit: "Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap."	5
Careers and pathways <ul style="list-style-type: none"> • DIVA and Alpha programme for a select group of year disadvantaged students. • Priority given for appointments with careers advisor. • Recruitment of an assistant careers advisor • Suited and Booted 	Research indicates that students from a disadvantaged background are less likely to go onto further education than their peers and are more likely to be at risk of becoming NEET after year 11. Focusing on post 16 pathways with. We hope to reduce this risk.	1,3,4&5
Mentoring to raise high prior attaining disadvantaged (HPAD) students' aspirations and remove barriers to high achievement and progress. <p>Mentoring strategies inc.</p> <ul style="list-style-type: none"> • 8/9 club for HPAD students • HPAD Mentoring sessions • HPAD SLT Mentors • MPAD Form Tutor Mentoring <p>Teaching & Learning strategies:</p> <ul style="list-style-type: none"> • Purchasing of pencil cases and revision guides • Printing of resources/past papers • Targeted Phone Calls to support attendance at parents evenings ,Walking Talking Mock etc Afterschool CLC intervention Club	EEF Teaching and Learning Toolkit: "it is likely to have a small positive impact on attainment...Both community-based and school-based approaches can be successful"	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>One-to-one or small group tutoring (in the core subjects) to support those students most vulnerable due to gaps in their learning</p>	<p>EEF research shows that one-to-one tuition has high impact (+5 months of impact). Small group work has a more moderate impact (+4 months).</p> <p>Our research shows that in-house tutors have had a greater impact than using external providers.</p>	<p>4&5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [225,500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide laptops and devices to disadvantaged students were required to support access to the curriculum.	Evidence shows that the pandemic and resulting school closures widened the attainment gap between PP and their peers. This was in part due to lack of devices and resources at home.	1,3,4&5
Support high attendance and punctuality to school by removing barriers and providing guidance for improvement.	Evidence shows a clear link between good attendance and progress	1,3,4&5
Develop parental engagement and communication to support their child's learning and maximise their progress.	EEF Teaching and Learning Toolkit: "Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our <u>Teaching and Learning Toolkit</u> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year."	1,3,4&5
<p>Therapeutic Interventions supports students who need it. Mentoring (intensive, peer and stepping stones) and counselling (BCYP and MHST) to prioritise disadvantaged students</p> <ul style="list-style-type: none"> • All Child Intervention • LAC coordinator 	National and school analysis shows that disadvantaged students are more likely to be excluded than non disadvantaged peers	1,3,4&5
Alternatives to exclusions are considered and used when appropriate including; the inclusion room and alternative provision (Short term and long term placements)	<p>Disadvantaged are an overrepresented group that receives exclusions. Students that receive multiple exclusions miss out on learning and can become disengaged with school.</p> <p>Alternative provision (both short and long term) provide a smaller setting and a slightly reduced curriculum. Students receive more attention and are given access to mentors to support them alongside their education. Where possible students can be reintegrated back into mainstream school.</p>	1,3&5

<p>Extensive Pastoral Team to meet the pastoral needs of the most vulnerable students, some of which will be PP.</p> <p>This includes:</p> <ul style="list-style-type: none"> • 3 x PSAs • 1 X LAC Coordinator 5 X ASDs • 1 X Lead Mentor/Inclusion Manager • 1 x Inclusion Support • 1 x Attendance Officer 	<p>Students' well-being and mental health are vital to be happy and safe in school. This will support greater engagement in school and greater progress in the learning.</p> <p>Non-teaching staff have flexibility to meet students when needed.</p>	<p>1,3&5</p>
<p>Students' aspirations and belief in equality of opportunity is further developed by our Careers, Information, Advice and Guidance Programme, which is bespoke to Preston Manor School and our BAME Excellence programme.</p>	<p>Research indicates that students from a disadvantaged background are less likely to go onto further education than their peers and are more likely to be at risk of becoming</p> <p>NEET after year 11. Focusing on post 16 pathways with, we hope to reduce this risk.</p>	<p>1,3&4</p>
<p>Social Inclusion to develop a programme of extracurricular activities and student leadership opportunities</p>	<p>There is significant evidence linking lack of confidence and wider social participation of DA pupils with lower aspirations. The EEF emphasises the importance of supporting pupils' mental health and wellbeing and we believe this approach will support this as well as helping them to build key skills.</p>	<p>1&4</p>

Total budgeted cost: £ [475,000]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

2025 GCSE Grades

- Overall Results

	Measure	Year 11 Results (Final Grades)
1	A8 (250 students)	4.6
2	A8 Eng	4.9
3	P8 Maths	4.6
4	P8 Ebacc	4.6
5	P8 Open	4.4
6	Grade 5+ E & M	40.4%

PP students achieved an A8 of 3.72 compared to 4.85 for Non-PP students.

Exclusions

For 2022/23 PP suspensions/exclusions - 85

For 2023/24 PP suspensions/exclusions - 97

For 2024/25 PP suspensions/exclusions - 64 suspensions for PP students, totaling 119.5 days
(35 PP students)

There has been a decrease in the number of exclusions for PP students.

(Note: some of these are multiple suspensions for the same PP pupil)

Student Well-Being Survey (all students Inc. non-PP)

- Enjoy attending school - 80%
- Feel safe in school - 80%
- If support is needed the staff at school would deal with it sensitively and effectively - 66%
- Director of Students Development has high expectations - 91%
- The school community respects people from different backgrounds - 87%

Alternative Provision

Students have been funded for Alternative Provision due them being unable to access mainstream education due to either mental health or behaviour issues.

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
Thinking Classrooms	Teaching Times
Lexia - reading catch-up programme	Lexia
Counselling Service	Brent Centre for Young People
Mental Health Support	NHS
All Child	All Child

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A