

Pupil premium strategy statement – The Elton High School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1026
Proportion (%) of pupil premium eligible pupils	22.41%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	J Wilton, Headteacher
Pupil premium lead	C Davies, Assistant Headteacher
Governor / Trustee lead	I Mckay, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£247,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£247,250

Part A: Pupil premium strategy plan

Statement of intent

At The Elton High School, our vision is to develop in students a love of learning that enables them to fulfil their potential and supports them to become articulate, resilient, socially aware young adults. Our current pupil premium strategy is guided by three core principles:

1. **Equity in Education:** We provide evidence-based, targeted instruction that benefits all students, with a particular focus on addressing the needs of disadvantaged pupils.
2. **Targeted Support:** We use diagnostic assessments to implement structured interventions, including small group tutoring and specialized literacy and numeracy programmes.
3. **Holistic Development:** We prioritise emotional wellbeing, resilience, and attendance through comprehensive support mechanisms.

Our strategy includes a multi-faceted approach:

- Implement rigorous, evidence-informed teaching methods
- Provide tailored academic support, such as one-to-one tutoring and group interventions
- Promote mental health and emotional resilience
- Address attendance barriers proactively

By implementing this strategy, we aim to:

- Achieve sustained improvements in the attainment of disadvantaged pupils
- Enhance core academic skills
- Create an inclusive and supportive school culture
- Increase consistent student engagement

The success of our strategy will be evaluated annually through a combination of quantitative data, such as attainment and attendance records, and qualitative insights from staff, students, and parents. Adjustments will be informed by ongoing evaluations to ensure maximum impact for our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge																											
1	<p><u>Attendance</u> Our attendance data for 2024/25 indicates that disadvantaged pupils have lower levels of attendance.</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance of PP pupils</th> <th>Attendance of Non-PP pupils</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>92.8%</td> <td>96.4%</td> <td>3.6%</td> </tr> <tr> <td>Year 8</td> <td>84.2%</td> <td>94.1%</td> <td>9.9%</td> </tr> <tr> <td>Year 9</td> <td>87.3%</td> <td>93.8%</td> <td>6.5%</td> </tr> <tr> <td>Year 10</td> <td>86.6%</td> <td>91.6%</td> <td>5%</td> </tr> <tr> <td>Year 11</td> <td>85.4%</td> <td>91.4%</td> <td>6%</td> </tr> </tbody> </table>					Attendance of PP pupils	Attendance of Non-PP pupils	GAP	Year 7	92.8%	96.4%	3.6%	Year 8	84.2%	94.1%	9.9%	Year 9	87.3%	93.8%	6.5%	Year 10	86.6%	91.6%	5%	Year 11	85.4%	91.4%	6%
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2	<p><u>Reading and Vocabulary</u> Our reading assessments completed on entry to Year 7 in the last two years show that disadvantaged pupils have lower levels of reading and literacy. These students often lack access to books at home and may not receive adequate support in developing reading fluency.</p> <table border="1"> <thead> <tr> <th></th> <th>% of PP pupils with a reading age <12</th> <th>% of Non-PP pupils with a reading age <12</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>58%</td> <td>35%</td> <td>23%</td> </tr> <tr> <td>Year 8</td> <td>60%</td> <td>43.9%</td> <td>16.1%</td> </tr> </tbody> </table>					% of PP pupils with a reading age <12	% of Non-PP pupils with a reading age <12	GAP	Year 7	58%	35%	23%	Year 8	60%	43.9%	16.1%												
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3	<p><u>Homework</u> Homework completion among our disadvantaged pupils is often inconsistent, primarily due to factors such as lack of a conducive study environment, limited family support, and the competing demands of home life. This inconsistency not only affects their academic performance but also their ability to develop essential study skills.</p>																											
4	<p><u>Progress and Attainment</u> Our disadvantaged pupils frequently demonstrate significantly lower levels of attainment compared to their peers. This gap in attainment limits their future educational and career opportunities.</p> <table border="1"> <thead> <tr> <th>June 2025</th> <th>% of PP pupils achieving a 4+</th> <th>% of Non-PP achieving a 4+</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>English Lang.</td> <td>50%</td> <td>80.9%</td> <td>30.9%</td> </tr> <tr> <td>English Lit.</td> <td>57.1%</td> <td>80.9%</td> <td>23.8%</td> </tr> <tr> <td>Maths</td> <td>42%</td> <td>83%</td> <td>41%</td> </tr> <tr> <td>Science</td> <td>17.9%</td> <td>51.6%</td> <td>33.7%</td> </tr> </tbody> </table>				June 2025	% of PP pupils achieving a 4+	% of Non-PP achieving a 4+	GAP	English Lang.	50%	80.9%	30.9%	English Lit.	57.1%	80.9%	23.8%	Maths	42%	83%	41%	Science	17.9%	51.6%	33.7%				
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5	<p><u>Emotional Support</u></p> <p>A significant number of our disadvantaged pupils face emotional and psychological challenges that hinder their learning and overall well-being. Factors such as anxiety, low self-confidence, and unstable home environments often result in difficulties with fully engaging in school life.</p>
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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>1. Attendance</p> <p>To achieve and sustain improved attendance for all pupils, especially our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • The gap in attendance between PP and Non-PP should decrease • The number of persistent absentees should decrease, especially among disadvantaged pupils
<p>2. Reading and Vocabulary</p> <p>To improve reading comprehension at KS3 in preparation for KS4.</p>	<ul style="list-style-type: none"> • Improved reading fluency and accuracy is observed in lessons. • An increase in reading comprehension scores for PP compared to entry tests • The gap between reading age and chronological age will narrow • The gap in reading age scores between PP and Non-PP should decrease
<p>3. Homework</p> <p>To close the gap in homework completion between disadvantaged and non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Reported homework quality and completion from teachers • Detention numbers for incomplete homework should be low for all pupils
<p>4. Progress and Attainment</p> <p>To provide quality first teaching and foster an environment of academic rigour for all pupils.</p>	<ul style="list-style-type: none"> • Teaching materials (PowerPoints) and lesson resources (worksheets/booklets) contain high-level, rigorous content • High participation ratio is observed in lessons • Exercise books show progress over time • GCSE outcomes • The gap in attainment between PP and Non-PP should decrease
<p>5. Emotional Support</p> <p>To promote and encourage emotionally healthy, strong positive behaviours for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Data from student voice and teacher observations to indicate improvements in wellbeing • The number of disadvantaged pupils removed from lessons should decrease • The number of pupils getting multiple detentions/suspensions should decrease

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,648

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revisit and sustain 'The Elton Way of Teaching' to limit in-school variance.	<ul style="list-style-type: none"> Our approach to teaching and learning emphasises consistency across classrooms and establishes a clear practice of teaching. <p>Hattie, J. (2015) What works best in education</p> <ul style="list-style-type: none"> Our practice of teaching aligns with current best practices, including embedding routines, implementing explicit teaching (Direct Instruction) and promoting literacy (oracy, reading and writing) across the curriculum. <p>Cottingham, S. (2020) Small habits, big changes McCrea, P (2024) The power of routines National Institute for Direct Instruction Project Follow-through</p>	2, 4
Implement mastery learning approaches across the curriculum.	<ul style="list-style-type: none"> Pupils are expected to meet learning outcomes and achieve at least 80% on unit quizzes and tests. Mastery learning, shown to accelerate progress by an average of +5 months (EEF), ensures deep understanding. Pupils who do not meet this benchmark receive targeted additional support to achieve mastery. <p>EEF Mastery Learning</p>	2, 3, 4
Focus on oracy.	<ul style="list-style-type: none"> Year 7 pupils receive one hour of timetabled oracy intervention each week, while all curriculum areas plan oracy activities into lessons, for example, I say, You say; turn and talk; and traverse. Oracy interventions have been found to have +6 months progress (EEF). <p>EEF Oracy interventions</p>	2, 4, 5
Purchase of books for our staff library.	<ul style="list-style-type: none"> To maintain high-quality teaching, we must develop a culture of professional development. In our CPD, we carry out small group or whole staff training in routines and instructional approaches which benefit disadvantaged pupils. <p>Hattie, J. (2003) Teachers make a difference</p>	2, 4

The SSAT Embedding Formative Assessment programme.	<ul style="list-style-type: none"> The Embedding Formative Assessment (EFA) programme is a two-year, whole-school professional development programme that has positively impacted student achievement and teacher behaviours in over 400 schools. <p>EEF Embedding Formative Assessment</p>	3, 4
Funded opportunities for external CPD.	<ul style="list-style-type: none"> Effective CPD can help to close the attainment gap. Subject-specific CPD can significantly improve teachers' subject knowledge, leading to better pedagogical practices. <p>EEF Professional Development Report</p>	2, 4
Post-16 Coordinator (TLR)	<ul style="list-style-type: none"> Dedicated coordination of post-16 pathways ensures that disadvantaged pupils receive early guidance and support for their future education and career choices. Early career guidance and support can have a significant impact on the post-16 choices and outcomes of disadvantaged pupils. Pupils who receive sustained careers education, information, advice and guidance are more likely to successfully transition to further education or employment. <p>OECD Challenging social inequality through career guidance Gatsby Foundation Good career guidance</p>	4, 5

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

Budgeted cost: £ 69,728

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention for all pupils who are below age-related expectations.	<ul style="list-style-type: none"> Reading comprehension interventions that help pupils understand what they read are high-impact on average. The EEF Toolkit suggests they support learners to make +6 months progress. <p>EEF Reading comprehension strategies</p>	2, 4
Provision of a Learning Resource Centre and Homework Club	<ul style="list-style-type: none"> This initiative provides our pupils with a supportive environment for completing homework or revision, offering access to guidance from staff members. 	3, 4, 5

	EEF Homework	
Online learning platforms (MyMaths, Educake, Satchel One)	<ul style="list-style-type: none"> In secondary schools, pupils who receive tasks to complete outside of usual lessons can make 5+ months of progress. These initiatives also support our mastery learning approach. EEF Homework	3, 4
Revision materials at a subsidised cost	<ul style="list-style-type: none"> The cost of revision guides and materials such as flashcards is high, especially when pupils study multiple subjects. By providing revision guides with no cost or at a low cost, the financial barrier to accessing high-quality resources is removed. During form time and personal development, our teachers show pupils how to effectively use revision guides to support long-term learning. Montacute, R. (2020) Social Mobility and Covid-19	3, 4
One-to-one Maths intervention	<ul style="list-style-type: none"> Pupils who are not yet on track to achieve foundational proficiency in Maths receive targeted support from a qualified teacher, designed to accelerate their progress and close learning gaps. Pupils who receive one to one tuition can make approximately 5+ months progress on average. EEF One to one tuition	2, 4
Y11 Period 6, Saturday and holiday interventions	<ul style="list-style-type: none"> Extending the school day can have a positive impact on average, adding 3+ months progress. This approach enables teachers to provide targeted small group tuition, focussing entirely on embedding knowledge in long-term memory and exam application. EEF Extending school time EEF Small group tuition	4, 5
Transition summer school	<ul style="list-style-type: none"> Summer schools have a particularly positive impact on incoming disadvantaged Year 7 pupils, combining academic skill-building with wellbeing activities. Research indicates that summer schools can support pupils in making 3+ months of progress. EEF Summer schools	1, 2, 5

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

Budgeted cost: £ 211,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
A full-time member of admin staff to monitor and improve attendance by working closely with persistent absentees and families.	<ul style="list-style-type: none"> Our attendance colleagues robustly monitor attendance data to ensure its accuracy and facilitate timely interventions. <p>DfE Working together to improve student attendance</p>	1, 5
Recruitment and retention of an additional two Behaviour Mentors and a full-time school counsellor.	<ul style="list-style-type: none"> Our Behaviour Mentors offer targeted social and emotional support to pupils facing challenges such as unsettlement or crisis, with a particular focus on supporting disadvantaged students. Comprehensive school counselling can lead to higher academic achievement. Social and emotional learning supports pupils to self-regulate and interact positively with others. Social and emotional learning approaches have on average +4 months progress. <p>EEF Social and emotional learning</p>	1, 4, 5
Recruitment and retention of a Safeguarding Officer.	<ul style="list-style-type: none"> Schools with a dedicated Safeguarding Officer demonstrate stronger safeguarding practices, ensuring compliance with statutory requirements such as Keeping Children Safe in Education (KCSIE). Pupils who receive dedicated safeguarding interventions are more likely to attend school, thus improving outcomes. <p>Ofsted (2019) Annual report 2019/20: education, children's services and skills</p>	1, 5
Recruitment and retention of a dedicated support worker for LAC.	<ul style="list-style-type: none"> Having a dedicated support worker in school can help provide consistent, targeted pastoral and academic support that improves their wellbeing, engagement, and outcomes within the school. <p>https://www.nice.org.uk/guidance/ng205/evidence/i-interventions-to-support-learning-needs-for-schoolaged-lookedafter-children-and-young-people-pdf-333471052731?utm_source=chatgpt.com</p>	1, 4, 5
A full stocked 'Ready Room' to	<ul style="list-style-type: none"> Our school's Ready Room provides essential stationery and uniform items to ensure that, 	1, 4, 5

ensure that students are equipped for lessons.	particularly for our pupil premium students, no one is disadvantaged in school due to missing equipment or uniform.	
Contingency fund for acute issues	<ul style="list-style-type: none"> Based on our experience, we have identified a need to set aside a small amount of funding to support emerging needs. 	1, 5

Total budgeted cost: £ 294,716

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>Year end 2024/2025</u>			
Measure	The Elton High School	Local Authority	England
9 – 5 Basics Eng and Maths	38.2%	38.8%	45.2%
9 – 4 Basics Eng and Maths	67.5%	61.1%	64.5%
Attainment 8	45.3	47.3	50.3
Attainment 8 for Disadvantaged	34.5		
Staying in education or employment	92%	93%	91%

Absences
In the academic year 2024/25, the absence rate for The Elton High School was 6.3% for all pupils compared to 6.9% nationally. For Ever-6 pupils, the absence rate was 11% compared to 10.6% nationally.

Suspensions
The national suspension data for 2024-2025 was not available at the time this report was updated. The suspension data below is based on the available 2023-2024 academic year.

In the academic year 2023-2024, the suspension rate for The Elton High School was 21.5%, higher than 18.9% nationally. However, for Ever-6 pupils, the suspension rate was 40.17% compared to 46.58% nationally. The gap between The Elton High School, the Local Authority and England is not significant.

The Elton High School's performance data reflects a range of outcomes across different measures. The school's achievement in English and Maths (38.2% for grade 9-5 and 67.5% for grade 9-4) aligns with Local Authority and England benchmarks, while student progress metrics indicate opportunities for improvement, particularly in supporting disadvantaged learners whose combined English and maths at Grade 9-5 was 16% and Grade 9-4 was 36%. The school's behaviour policy is actively managing student conduct, with the suspension rate for disadvantaged pupils (40.17%) lower than the national average (46.58%). The standout success is the excellent rate of pupils transitioning into further education or employment at 92%, surpassing the national average of 91%. This suggests The Elton High School effectively prepares pupils for their future pathways while continuing to develop strategies to support all learners in reaching their full potential.