

# Pupil premium strategy statement – Imberhorne School 2025-2026

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	1567
Proportion (%) of pupil premium eligible pupils	10.6 %
Academic year/years that our current pupil premium strategy plan covers – 3 year strategy	2024-2027
Date this statement was published	16/12/2025
Date on which it will be reviewed	16/12/2025
Statement authorised by	Matthew Whatford
Pupil premium lead	Liam Tighe
Governor / Trustee lead	Alyson Tonge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,025.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£158,025.</b>
<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>	

# Part A: Pupil premium strategy plan

## Statement of intention

Our primary objective is to deliver a high-quality education that empowers students from diverse backgrounds with the skills and qualifications necessary to lead fulfilling lives. For our disadvantaged students, our unwavering commitment is to provide effective and adaptable teaching approaches that elevate their academic achievements, nurture a positive attitude toward learning, and ensure equitable access to the curriculum.

Our intent on the use of this additional funding is simple and clear: we aim to ensure every disadvantaged pupil in our school can achieve highly, is offered a wide range of stimulating and enriching experiences and has the same opportunities for progression to the next stage of their education, employment and training as every other child in our school.

The key to sustained impact is our focus on learners' experiences in the classroom and wider culture across the school. We have an ambitious curriculum that seeks to stretch and challenge all pupils through academic rigour. A strong care, support and guidance structure supports learning throughout the school. We widen the aspirations of all pupils, to help them to reach destinations that are ambitious and fulfilling.

Our Pupil Premium strategy is directly linked to our school priorities and focuses on ensuring students achieve their aspirations both personally and for their onward progression into careers. We recognise the fundamental importance of building positive relationships with disadvantaged students and their families and achieving a school ethos which is owned by everyone.

Our approach to accelerating the progress of disadvantaged pupils has been developed by drawing on the best current research in education, by spending time with our pupils and understanding their experiences, and by gathering and analysing information, both from our feeder schools and from our own baseline assessments. We work within the 'Everyone Achieves' network which encompasses working with local schools on best practice to ensure disadvantaged learners are given equal opportunities to succeed within our school.

### **Our objectives are as follows:**

- To ensure that the Pupil Premium Funding reaches the groups of students for whom it was intended and that it makes a significant impact on their education and lives.

- To provide additional educational support to improve the progress and raise the achievement for these students.
- To narrow and close the gap between the achievement of these students and their peers.
- To use the funding to address any underlying inequalities between children eligible for the Pupil Premium and others.
- To promote a whole-school ethos of inclusivity, encompassing disadvantaged students and their families.
- To develop a school-wide understanding of how disadvantage impacts students' learning and broader experiences.
- To ensure adaptive teaching, allowing all students, regardless of their starting points and barriers, to thrive.
- To promote good attendance.
- To ensure that disadvantaged pupils receive high levels of literacy support across all subject areas.
- To ensure that we diagnose the challenges faced by disadvantaged learners in regular reviews and act early to intervene when needs are identified

Building on these objectives and utilising last years data, use of student voice and reviewing best practice we have highlighted three key areas that we will strategically work towards within this academic year in particular.

- **Attendance & Engagement**

Strengthen student attendance and increase meaningful participation in school life.

- **Developing the Whole Child & Sense of Belonging**

Foster wellbeing, character development, and a strong sense of community and inclusion. Whole School robust tracking to monitor child's experiences.

- **Academic Progress (Key Stage 4: English & Maths)**

Drive improved attainment and progress, with a focus on core subjects at KS4.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Low outcomes for disadvantaged students- Particularly in Key Stage 4 , Maths and English</p> <p>Last years data demonstrated that only 18% of our Pupil Premium students achieved both Maths and English GCSE at 4 or above.</p> <p>Previous years data was even lower at 14 %</p>
2	Attendance of disadvantaged students- Last Years attendance data demonstrated an overall attendance of 80.3 % for PP students. This is however an improvement from 75% the previous year.
3	<p>Literacy levels of disadvantaged students</p> <p>Vocabulary and reading - disadvantaged students have, on average, lower reading scores and vocabulary than non-disadvantaged peers. This impacts upon progress in all subjects.</p>
4	Behaviour data- Our disadvantaged students have on average higher number of behaviour points for negative behaviour.
5	<p>Extra-Curricular</p> <p>PP students are poorly represented in our extracurricular clubs, trips and student leadership programmes narrowing their range of wider experience and symptomatic of poorer engagement with school.</p>

## 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 school attendance of pupil premium students.	We are aiming to see a continued rise in Pupil Premium attendance following on from last years rise.

	<p>2023-24 Pupil Premium attendance 75.9%</p> <p>2024-25 Pupil Premium attendance 80.3%</p>
Greater outcomes at KS4 in English and Maths	18% of our Pupil Premium students managed to achieve Maths and English at 4 or above last year. We want to move this forward significantly this year.
Pupil Premium students to gain a broader curriculum.	Using our robust tracking systems we would like to boost our students attendance of extra curricular clubs and trips.
Improve our students sense of belonging through leadership opportunities and rewards.	Higher numbers of Pupil Premium students being rewarded on our tracking system.
Improved literacy and numeracy levels of pupil premium students.	<p>100% of pupil premium students below expected levels offered intervention in literacy and numeracy.</p> <ul style="list-style-type: none"> <li>• 45% to achieve Grade 5+ in English and maths</li> <li>• 65% to achieve Grade 4+ in English and maths</li> <li>• Improved reading ages of disadvantaged students of 18+ months over an academic year (evidenced by ongoing collection of case studies)</li> </ul>

## 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

Budgeted cost: £ 48,661

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist teaching timetables focused on Pupil Premium students in Year 11</p> <p>English and maths enhancement – Targeted intervention</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</a></p>	1,3
<p>Literacy across the curriculum (intervention tuition, accelerated reader, homework club for disadvantaged students, purchase of resources such as exam texts, revision guides)</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p>	1,3
<p>CPD for all staff on vulnerability index, supporting PP and vulnerable students academically and holistically, workshops on PP teaching and learning strategies</p>	<p><a href="https://www.suttontrust.com/our-research/developing-teachers-professional-development-pupil-attainment/">https://www.suttontrust.com/our-research/developing-teachers-professional-development-pupil-attainment/</a></p>	1

## Targeted academic support

Budgeted cost: £ 23,519

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA support for disadvantaged students	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=send</a>	1,3
Support staff used for reading intervention	<a href="https://researchschool.org.uk/unity/news/addressing-the-catch-up-conundrum">https://researchschool.org.uk/unity/news/addressing-the-catch-up-conundrum</a>	1
Curriculum support intervention sessions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-</a>	3

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

Budgeted cost: £ 85,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued investment in additional Assistant Headteacher with specific responsibilities a	A senior member of staff with a key role of raising disadvantaged outcomes and experiences within the school.	4,5

DSL and Disadvantaged lead		
Continued investment in Family Engagement officer	Staff member works with hard to engage families as a priority in terms of boosting disadvantaged students attendance	2
Attendance on trips and admin time	<a href="https://researchschool.org.uk/billesley/news/cultural-capital?utm_source=unity&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=cultural-cap">https://researchschool.org.uk/billesley/news/cultural-capital?utm_source=unity&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=cultural-cap</a>	5
Uniform and equipment expenses	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&amp;utm_medium=search&amp;utm_campaign">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&amp;utm_medium=search&amp;utm_campaign</a>	4
Specific Counselling focused on improving and supporting our disadvantaged students mental health in schools.	<a href="https://www.bacp.co.uk/media/2127/bacp-school-based-counselling-for-all-briefing-dec15.pdf">https://www.bacp.co.uk/media/2127/bacp-school-based-counselling-for-all-briefing-dec15.pdf</a>	5
Everyone Achieves Project	West Sussex Everyone Achieves	5

**Total budgeted cost: £ 158,025**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupil

Our most significant positive outcome from last year was the improvement in attendance for our Pupil Premium students. In the 2023–2024 academic year, attendance across the whole school for this group was 75.9%. This increased to 80.3% in the 2024–2025 academic year, representing a significant and encouraging improvement.

In terms of academic progress, outcomes in English and Mathematics remained broadly similar to the previous year. The proportion of disadvantaged learners achieving grades 4 and above in both subjects increased from 14% to 18%. While this represents a modest improvement, attainment in these core subjects remains too low and places the school in the lowest percentile compared with local schools. Improving outcomes in English and Mathematics for disadvantaged learners must therefore be a key priority for the current academic year.

Several key roles were embedded within the school over the year to support disadvantaged learners. Notably, a Disadvantaged Students Lead role was established within the senior leadership team, providing greater strategic oversight and accountability. In addition, approximately 50 Pupil Premium students received one-to-one mentoring. This provision was well received, with strong and positive pupil voice feedback from those who took part in the mentoring programme, highlighting its value and impact.

Alongside this, robust tracking systems for Pupil Premium students were established, allowing us to closely monitor their experiences across school life. These systems now enable us to track rewards, participation in trips, and behaviour, ensuring that disadvantaged students are accessing opportunities equitably and allowing for timely intervention where concerns arise.

Disadvantaged students behaviour data was more positive within this academic year. However, the data still demonstrates a disproportionate number of negative behaviour points for our disadvantaged learners.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
N/A	