Pupil Premium Strategy Statement 2026-2027

Platanos College

This statement details our school's use of pupil premium (and recovery 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 2026-2027

Detail	Data
Number of pupils in school	672 (11-16 years)
Proportion (%) of pupil premium eligible pupils	77%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023/2024 to 2026/2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Dr C. Lok; Mr H. Whyte
Pupil premium lead	Ms A. Henry
Governor / Trustee lead	Mr H. Whyte

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 516,862. (this is an estimation for the academic year due to allocations being made according to the financial year 26-27)
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 516,862.

Part A: Pupil premium strategy plan

Statement of intent

We aim to ensure that all disadvantaged pupils receive the targeted support to ensure that their outcomes are in line with their peers, and that it provides them with a fulfilling, holistic learning experience.

When making these decisions in relation to the pupil premium strategy, we consider the unique context of our school, the pupils, their starting points, background and overall context. This is coupled with consideration from established research such as from the EEF.

Our strategy identifies the main barriers, or challenges, and involves systematically addressing these through a tailored approach. This is in line with the DfE and EEF's 3-tiered 'menu of approaches'. This is first achieved by ensuring that the whole school are conversant with the issues and challenges, are adequately trained and developed, so that they can effectively implement the strategies.

We adopt a self-evaluative approach, where a feedback loop ensures that we continually monitor and refine our practices to enable a holistic support mechanism for our pupils and families that meet their needs. Disadvantaged pupils are challenged, receive tailored support and interventions, and all staff take responsibility for fostering high standards and expectations.

We have an unshakeable belief in our pupils, who actively embrace our motto 'Attitude Determines Altitude'. This successfully ensures that expectations are high from all staff, pupils, parents and carers.

Challenges

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

Challenge number	Detail of challenge
1	**EAL/Literacy** The percentage of our pupils who have English as an additional language is significantly higher than the national average. In addition to this, literacy can be a barrier for some of our pupils with some of them not reaching the national standard at the end of Key Stage 2.

2	**Safeguarding, Health and Well-being** High levels of deprivation in the local area and associated social issues in the community (increased numbers with social care involvement, crime in the local area).
3	**Behaviour** Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment.
4	**Socio-economic factors** High levels of deprivation in the local area and associated social issues in the home (overcrowding; cost of living crisis affecting quality and quantity of meals and quality of life; access to devices and the Internet; additional household responsibilities for young people; lack of space and time to work at home; lack of parental engagement)
5	**Attendance** The attendance of pupils who are eligible for the Pupil Premium Grant is slightly below the national average.
6	**Challenging most able pupils (particularly the most able disadvantaged)** We recognise the need to continue to challenge the most able pupils, particularly those that might have developed gaps during the pandemic but have the potential to make greater progress and significant strides in their overall development and academic attainment.
7	**SEND** The number of our pupils with additional needs is above the national average. This can impact upon pupils and the levels of support that they require in order to access the curriculum.
8	**Parental involvement** This is an on-going area of focus for the school. Working with parents and carers is an on-going area of focus for the school. We recognise that parental commitment to a child's learning supersedes socio-economic status and that high parental aspirations correlate to better performance at school.
9	**Aspirations** As a school, we have high aspirations for al of our pupils. We recognise the importance of these high aspirations in supporting pupils to achieve the best possible outcomes.
10	**Covid: impact on learning** Many of our most disadvantaged pupils start secondary schools with Key Stage 2 outcomes that are below the national average. In addition, the national data highlights that pupils who are eligible for the Pupil Premium Grant fell furthest behind during periods of national lockdown.

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 progress and attainment among disadvantaged pupils across the curriculum at the end of KS4.	The achievement gap between pupils who are eligible for the Pupil Premium Grant and those who are not will close. The progress gap between Pupil Premium and non-Pupil Premium will close. Pupils who are eligible for the Pupil Premium Grant will achieve a Progress score of at least 0 and achieve an Attainment score in line with their peers.
Improved progress and attainment among SEND pupils across the curriculum at the end of KS4.	SEND pupils will achieve in line with their peers both in the school and nationally. The additional needs of pupils with SEND will be identified at the earliest possible opportunity and will have access to a wide range of interventions to support them to make rapid progress.
Improved progress and attainment among EAL pupils across the curriculum at the end of KS4.	EAL pupils will achieve in line with their peers and will have access to literacy support to support them to make rapid progress. As a result of this support, EAL pupils will achieve in line with their peers both in the school and nationally.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests will demonstrate improved comprehension skills among disadvantaged pupils. Disadvantaged pupils will be reading in line with their peers. Assessment data across the curriculum will also demonstrate improved literacy levels among disadvantaged pupils.
Improved numeracy skills among disadvantaged pupils across KS3.	Numeracy tests will demonstrate improved numeracy skills among disadvantaged pupils. Disadvantaged pupils will be reading in line with their peers. Assessment data across the curriculum will also demonstrate improved literacy levels among disadvantaged pupils.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	The school's rewards will highlight that disadvantaged pupils are better able to self-regulate their behaviour. Homework completion rates will highlight that disadvantaged pupils are completing homework at a similar rate to their peers.

	Disadvantaged pupils will attend the school's homework club which will be highlighted through an analysis of attendance rates.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	The school's rewards system will show the positive attitude of pupils across the school. Engagement in Portfolio for Life lessons and with the Portfolio for Life projects will be high. Pupil voice will highlight the sustained levels of wellbeing. Disadvantaged pupils will attend extra-curricular clubs at a similar rate to their peers.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	The school's attendance figures will be in line with or above the national average for all pupils including those who are disadvantaged.

Activities 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.

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *35,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of specialist literacy intervention programme. Specialist training will be provided for all staff involved in the delivery of this intervention.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. https://www.oup.com.cn/test/word-gap.pdf	1, 6, 7,9,10
Additional Numeracy CPD and lessons to be built into the Key Stage 3 timetable.	The use of structured numeracy interventions can improve pupils' basic numeracy skills and support those pupils who have fallen behind.	1, 6, 7,9,10

	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1693633418	
Recruitment of a coach to support staff development.	Coaching is a tool that has been proven to support develop quality first teaching	1,3,6,7,10
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.	Pupils are supported to become independent learners and to develop their metacognitive skills through Portfolio for Life lessons. Pupils also learn how to plan and complete large projects in these lessons. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2,3,4,5,7,8, 9,10
CPD to support the development high-quality teaching and assessment that responds to the needs of the pupils.	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf	1, 6,7,10

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

Budgeted cost: £ *345,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with a range of tutors, coaches and mentors to provide a blend of	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1, 6, 7,9,10

tuition, mentoring and small group tutoring and interventions for pupils whose education has been most impacted by the pandemic. Residentials. Booster interventions and holiday interventions. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	
Recruitment of a range of specialists to support pupils to access this support.	Recruitment of a range of trained specialists to ensure that pupils receive early intervention and support for pupils.	1,2,3,4,5,6,7,8,9,10

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

Budgeted cost: £ *148,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. This includes training for school staff led by	Social and emotional learning approaches have a positive impact on pupils learning and wellbeing. This specialist support allows pupils to be available for learning and achieve well as a result. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf	2,3,4,7,8

our Educational Psychologist.		
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	5
Parental engagement	Inviting parents/carers to attend a range of parent/carer workshops throughout the school year to further support parental engagement.	2,3,4,8,9
Educational trips planned to enhance the learning and ensuring that disadvantaged pupils are supported with equal access.	Pupil premium pupils use the educational visits to support development of learning, as well as personal development and gives them experiences that they may otherwise not be able to experience due to socio-economic constraints. From our observations and feedback, this support significantly improves wellbeing, promoting positive engagement, self-esteem and self-confidence, broadens horizons and helps the development of cultural capital.	1, 2, 3, 4, 5, 6, 7, 9, 10
Contingency funds for acute issues, such as subsidising of resources, equipment, activities, uniform, or other emergencies.	Based on our experiences, local information and challenges, our knowledge of the demographics that we serve and through working with our local partners, there is a need to anticipate and responds to issues and needs that may arise.	1 - 10

Total budgeted cost: £ *528,500.*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The KS4 GCSE results for the last academic year highlighted that the achievement of disadvantaged pupils in our school improved from the year before, and was positive compared to their peers nationally (provisional results averaged above their peers).

Pupils' progress and attainment (including English and Maths and Attainment 8) are also above average compared to their peers nationally.

Whilst pupils who are eligible for the Pupil Premium Grant performed slightly less well than those who are not eligible, there is an improvement in the overall outcomes of pupils who are eligible for the Pupil Premium Grant when looking at a multi-year trend – the gap is closing (Note: the national outcomes for pupils eligible for the Pupil Premium Grant has not yet been released officially at the time of this statement).

EBacc outcomes for pupils eligible for the Pupil Premium Grant were slightly above their peers nationally.

The additional support that was put in place for pupils eligible for the Pupil Premium Grant was based on individual needs. It was targeted and carefully tracked throughout the academic year. All pupils who were eligible for additional support received it over the course of the academic year.

Interventions were driven by the needs of pupils and bespoke support was put in place for pupils in order to support them to achieve their targeted grades in their GCSEs.

However, beyond their academic measures, we also observed positive outcomes in relation to pupils' overall outcomes, such as their personal development.

The attendance for pupils eligible for the Pupil Premium Grant also improved. However, the lower attendance can be attributed to the persistent absence of specific pupils which has been referred to the Local Authority (the causes or factors related to these specific cases are recognised by the school as part of its trend analysis and local context).

Our analysis of our CHABOP system (the school's behaviour and rewards system) shows that pupils who are eligible for the Pupil Premium Grant are receiving merits in line with their peers highlighting their positive engagement across all areas of the school.

An analysis of the pupils who have SEND needs and are eligible for the Pupil Premium Grant demonstrates that 100% of pupils who were eligible for the Pupil Premium Grant made progress in at least one area of their IEP through working alongside external professionals with a significant proportion of pupils making progress in more than one area of their IEP.

Our evaluation of our intervention programmes indicated that these were impactful in a holistic manner. These included increased engagement with their learning and extracurricular activities, improved behaviour management and self-regulation of pupils, improved social skills, social/personal skills and in turn well-being, and there is increased engagement with school life in general from those pupils and families that received targeted support.

Following on from our review, we will continue to implement a model of bespoke interventions for pupils who are eligible for the Pupil Premium Grant. As outlined in our Intended Outcomes section above, we will use a range of strategies to support pupils to reach their desired outcomes.

Externally provided programmes

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

Programme	Provider
IXL online learning resource	IXL
Accelerated Reader	Renaissance Learning Ltd
Seneca online learning resource	Seneca Learning
Tutoring and mentoring	Tutoring agencies
EP and Assistant Psychologist support	EdPsychs
Extracurricular tuition (e.g. music tuition)	Tutoring agencies