

Pupil Premium Strategy Statement 2022-26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils from 2022-2026.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2025/26) and the effect that last year's spending of pupil premium (and recovery premium for the 2024-2 academic year) had within our school.

School overview

Detail	Data
School name	King Edward VI Grammar School
Number of pupils in school	961
Proportion (%) of pupil premium eligible pupils	9.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 22-26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs S Herridge
Pupil premium lead	Mrs L Reeve Deputy Headteacher
Governor / Trustee lead	Mr R Maltman

Funding overview:

Detail	Amount
Pupil premium funding allocation this academic year	£103,000
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	£103,000

Part A: Pupil premium strategy plan

Statement of intent

At King Edward VI Grammar School we believe the highest possible standards can only be achieved by having the highest expectations of all learners. We aim to provide a holistic academic education where all individuals achieve excellence and can develop and nurture their talents.

King Edward VI Grammar School's Pupil Premium strategy aims to ensure a whole school approach exists, where students identified as Pupil Premium achieve highly. Any attainment gaps and/or pastoral needs will be identified and early interventions implemented to ensure academic achievement or personal development doesn't suffer. We also wish to raise future aspirations of our students to ensure they leave King Edward's as successful and confident young people.

Within the intended outcomes outlined below, we intend to ensure that non-disadvantaged students are also able to benefit from the support that is available, so their progress and attainment improves alongside their peers.

Challenges

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

Challenge number	Detail of challenge
1	Literacy rates on entry to the school [KS3] Teacher diagnostic assessments generally suggest that there is a large range of literacy levels of year 7s when they join us, which is exacerbated by us having 30-35 feeder primary schools. The impact of the Covid-19 Pandemic is still also affecting the literacy levels of the incoming cohorts. In turn this makes it harder for these students to access the Mathematics, English and Science curriculums in both KS3 and KS4, especially with the level of language used in the KS4 exam papers.
2	Emotional, behavioural and welfare challenges Some of our disadvantaged children are more likely to experience emotional, behavioural and welfare issues and have created a demand upon the school's wellbeing support as a consequence when compared to their peers. For our students self-reporting along with safeguarding concerns have shown an exponential rise in the reporting of mental health and well-being issues during 2020/21 and ongoing difficulties since.
3	Attendance National data shows that attendance for this group is a key concern and KEVIGS analysis of attendance shows that whilst our school attendance is in line/above national, our PP and SEND groups are below their peers at KEVIGS and tend to be closer to national especially where children cross over into both groups.
4	Aspirations and Expectations Our disadvantaged students arrive with lower expectations than their peers. They are more likely to have come from a family setting where neither parent has attended a

grammar school; taken A levels or gone to university. Also, the opportunities to extend their learning through different experiences can be more limited than their peers.
--

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 by Sept 2026	Success criteria by Sept 2026
<p>By the end of Year 7 all students are at the equivalent of Year 6 Greater Depth.</p> <ul style="list-style-type: none"> All Year 7 students to be baseline tested by October half term in literacy skills (reading speed, comprehension, spelling etc) Improved and targeted identification for Literacy Intervention sessions during Y7 Additional English support sessions during Y8 if further input required. <p>See Whole School Literacy Policy for further information</p>	<ul style="list-style-type: none"> Improved identification of students and consequently more appropriate targeted support to these students Development of the whole school literacy policy, creates a graduated approach where further assessments and/or interventions are implemented successfully. Reading comprehension tests and teacher observations show an improvement in the comprehension and inference skills of students by the end of year 7 and then again by end of y8.
<p>By the end of Year 11 all PP students' attainment and progress to be above national in Mathematics, English and Science.</p> <ul style="list-style-type: none"> Where required PP students have access to resources and mentoring to develop their study skills and ensure they have a range of strategies to help them achieve Workshops in Key Stage 4 and offer of After-School and Easter Days. 	<ul style="list-style-type: none"> All PP students have accessed an appropriate assessment to ensure there are no unmet needs and barriers to exam access are identified during KS4. Blocks of 6-10 week support for years 10 and 11 students following analysis of progress review data . This may include 1:1 and small group sessions with Learning Mentors or Peer Mentors to support academic progress Use of Lincolnshire Specialist Teacher services to ensure access to curriculums and examinations where deemed appropriate.
<p>Continue to provide a high level of Wellbeing and welfare support to improve overall attendance, enjoyment/ engagement with school:</p> <ul style="list-style-type: none"> Continued access to appropriate tailored mental health support via school counsellors and qualified staff within the King Edward Support Hub. KEVIGS General PuP Fund available for requests from students, parents and staff which is monitored by Deputy Head Inclusion & Intervention. PP Attendance to be in line with National: <ul style="list-style-type: none"> Using funding towards Attendance Officer and Student and Family Liaison 	<ul style="list-style-type: none"> Support will be available in a designated Wellbeing safe-space manned by members of the King Edward Support Hub (KESH) team and headed up by the Wellbeing Team. Wellbeing levels amongst students are positive through student/parent voice and staff referrals for 1:1 decrease. Develop wellbeing and mental health CPD for staff in school which meets the changing needs of our cohorts. KEVIGS Family Hardship Fund available to students/parents should they require additional, individualised support. This broken down into 3 areas:

<p>personnel to monitor and intervene when attendance becomes an issue, utilising Lincolnshire's Emotional Based School Avoidance (EBSA) protocol.</p> <ul style="list-style-type: none"> ○ Involvement of EWO when required. 	<ul style="list-style-type: none"> ○ Access to Learning (e.g uniforms) ○ Impact on Learning (e.g Revision guides) ○ Wider Opportunities (e.g enrichment) <ul style="list-style-type: none"> ☐ PP Attendance is at or above school and national figures and reaching towards 98-100% ☐ A graduated approach to Attendance Support is in place and working effectively to increase the attendance of students who are a concern.
<p>Ensure that 100% PP pupils achieve and carry on to Further and Higher Education is above national levels:</p> <ul style="list-style-type: none"> ● Targeted PP Career Provision providing tailored trips to Higher Education; Work Placements; Networking Opportunities and Careers and Higher Education Guidance. ● Develop teaching staff strategies in up-to-date T&L and HQT to ensure students achieve and therefore can access Further & HE. ● Enrichment Programme opens up different opportunities for all students and increases their aspirations and ambitions. 	<ul style="list-style-type: none"> ☐ 100% of current Y11 to continue to Further Education. ☐ 0% NEET ☐ 100% PP students accessing careers information and guidance ☐ Any PP students who are identified as under performing have access to mentoring to support their achievements and aspirations and help us understand any unknown factors/barriers to achievement. ☐ Teaching staff use up to date high quality evidence-based teaching strategies to support all PP students achieve in their subjects.

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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised Assessments which includes CEM Testing (MIDYIS, INSIGHT), NGRT and Specialist Teacher Assessments.	CEM – How and Why Tests are Standardised EEF Attainment Measures Database (Archived) EEF Assessing and Monitoring Pupil Progress (Archived)	1, 2, 4
Training and professional development for staff through purchasing of EduCare online training, but also specific training on Metacognition and Disciplinary literacy. This area will also include any support for ECT as deemed appropriate across the course of the year.	EEF - Improving Literacy in Secondary Schools - 6months progress on average and involves the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text EEF - Guidance Report: Metacognition and Self-Regulated Learning – on average 7months progress gained.	All
KESH Staffing of Heads of Key Stage and Pastoral Support Assistants, Deputy Head and KESH Admin for PuP systems, Academic Learning Mentors, along with the support systems of Provision Map and Class Charts/Edulink	EEF – Making Best Use of Teaching Assistants –we will utilise the guidance in these reports to develop the staffing and process of supporting all pupil premium students and monitoring their progress.	2, 3
Maths Boostering: develop departmental High Quality Teaching strategies, additional tutoring, extra mathematics support workshops. Subscription to GCSE Pod.	EEF – Improving Maths in KS2 & 3 What Makes Great Teaching – Sutton Trust Great Teaching Toolkit - EBE	1, 4
English Boostering: develop departmental High Quality Teaching Strategies, additional tutoring and workshops. Subscription to GCSEPod.	EEF – Guidance for Teachers: Literacy What Makes Great Teaching – Sutton Trust Great Teaching Toolkit - EBE	1, 4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Interventions & Programmes such as Votes for Schools, IDL Software to support learning, Microsoft Accessibility suite	EEF - Using Digital Technology to Improve Learning	All
Access to Education Materials: support a range of across subjects: Revision Guides, GCSEPod, student learning device Purchases, resources for study support, social and communication skills etc	EEF – Guide to Using Pupil Premium EEF – Social and Emotional Learning	All

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to develop the role of the Attendance Officer and the Student and Family Liaison within the Attendance Support system.	DfE Improving school attendance Our own experience of information, advice and strategies from Attendance Buddy subscription service.	4
Wellbeing Support through the employment of, ELSA provision (including ongoing supervision). Also includes investment in appropriate screening/assessment tools.	EEF Social and Emotional Learning Promoting children and young people’s mental health and wellbeing – DfE (updated Sept 2021) Counselling in Schools – a blueprint (2016)	2, 3, 4
PuP Fund as a contingency for issues that may arise in the year. For students, families and staff bids.	Our experiences show that having an amount set aside to support students and their families throughout the year, when issues or unknown needs arise, is really important to ensure swift and timely intervention.	All

Total budgeted cost: £ 103,000,

Part B: Review of outcomes in the previous academic year: 2024-25

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

1. Literacy rates on entry to the school [KS3]

The NGRT assessment in Y7 has been used to identify those students who require additional literacy intervention. From the data, 8 students initially identified with a stanine at or below 5. Interventions were carried out and 63% (5 students) made progress, 50% (4 students) made significant progress and are now in line with their cohort., while 27% (3 students) remain below average. These students will receive continued support into Y8. Further evaluation of data and impact of interventions gathered from 2023 and 2025, there does not appear to be a significant difference in the average scores of students eligible for Free School Meals (FSM) compared with those who are not. This suggests that, within this cohort, disadvantage as measured by FSM status is not a strong predictor of literacy performance. While this is a positive indicator that FSM students are achieving in line with their peers, the relatively small gap may also reflect the effectiveness of whole-school strategies aimed at supporting disadvantaged students.

1. Ability to access Mathematics; English and Science curriculums [KS4]

GCSE outcomes improved in 2025, with higher rates of strong and standard passes in English and Maths, strong mock-to-exam progress, and excellent performance from Pupil Premium students; average grade 6.33 (higher than peers) and year 10 RE GCSE saw 91% PP achieving a standard pass. Adaptive teaching and targeted CPD have strengthened inclusive practice. Assessment and intervention systems have become more effective, contributing to improved KS4 outcomes. Teaching quality continues to improve, supported by a coherent CPD programme, revised performance management, and consistent use of AfL and the POTAC model. A broader and more balanced curriculum—including new KS3 and KS5 subjects—has increased student choice, cultural capital and retention, with VI Form recruitment at its highest since 2022.

2. Emotional, behavioural and welfare challenges

The continuation of King Edward Support Hub (KESH) sees 2 qualified ELSAs accessing regular supervision, our Student and Family Liaison working on Early Help and Emotionally Based School Avoidance (EBSA). Wellbeing sessions have been provided in small groups, such as the nurture groups for key stage 3, along with 1:1 intervention and check-in sessions.

3. Attendance

This continues to be a key focus area for us, as while pupil premium students' attendance figures are above national, they are contextually lower than their peers at around 93% rather than 94-95%. Year 10s unto Year 11s will be a particular focus for Attendance Panels, in school support and safe and well checks. We are also utilising Tutor Time Mentor staff during registration periods, to support the Heads of Key Stage and tutors in having conversations around positive attendance and any barriers they may face.

4. Aspiration and Expectation

The PP Fund paid for 1-2-1 guidance from Complete Careers. As always, all Y11 students were emailed offering them the opportunity to meet with the external careers adviser in regard to their post 16 options and/or career path.

Destination Data –

Y13: Total Number of applicants via UCAS was 57 out of cohort of 78 students and all but 3 accepted their offers – changed their mind to gap year and armed forces.

Y11 – 0% NEET. The 2025 cohort shows a notable improvement in overall retention compared with 2024. Total cohort retention increased from 34% to 47%, and retention among students who met entry requirements rose from 50% to 71% The remaining students continued onto student T Levels/BTECs at nearby providers.

Externally provided programmes

Programme	Provider
N/A	

Service Pupil Premium(SPP) funding:

As per the [MoD/DfE Guidance](#), the SPP should be used to “offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment”.

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p> <p style="text-align: center;">2024-2 SPP = £4690</p> <p>Next Year’s Planned Spend (2025-26) SPP = 4550</p>	<p>THE SERVICE PUPIL PREMIUM is used to fund the Emotional and Welfare Challenge identified above, in particular:</p> <ul style="list-style-type: none"> 5. Key Stage Team - pastoral support time <ul style="list-style-type: none"> ○ ELSA Offer & statutory supervision <p>Service Pupil Premium students are included in the general PP strategy and supported when any wellbeing issues arise.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>100% of eligible students accessed support from a member of the Student Support team last year, with 3 students accessing specific wellbeing support.</p>

Further information

--