

Pupil Premium Strategy Statement – Oriel High School

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

Detail	Data
Number of pupils in school	1449 (1259 in years 7 to 11)
Proportion (%) of pupil premium eligible pupils	16.1% (of years 7 to 11)
Academic year/years that our current pupil premium strategy plan covers	2025-2026 2026-2027 2027-2028
Date this statement was published	31 st December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Helen Everitt
Pupil premium lead	Helen Everitt / Ryan Sallows
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,950
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
Total budget for this academic year	£199,950

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all students, irrespective of their background or the challenges they face, become successful learners who enjoy learning, make good progress and achieve their potential.

We want to prepare all students for the next stage of their education and for a successful adult and working life, providing them with the widest range of experiences possible, building cultural capital; inspiring and enabling them to make a lasting and positive contribution to future societies.

The principles behind our Pupil Premium strategy are simple and build upon existing ways of working and relationships to enable us to prioritise actions and interventions for our students.

We aim:

- To know our students and their individual needs.
- To identify barriers to progress.
- To put in place and implement interventions.
- To review and evaluate their success.

We are careful not to generalise about barriers and needs and recognise that the wide-ranging challenges that our students may face will not exclusively be the preserve of the economically disadvantaged. Context is important to us and knowing our student population and responding to their changing needs is key.

Our Pupil Premium Team is high profile, and its work is well-respected and clearly understood across the school. We are open and transparent with our parents about the Pupil Premium and our work with our students. Effective and successful parental engagement is a key thread that runs through our work.

The team is rooted in a culture of collaboration, creativity, and positivity. We encourage innovation and risk taking, spotting opportunities, and trying different approaches. For us, no idea is a bad idea, we try things and if they don't work, we don't do them again. If approaches are successful, we repeat and see if we can improve further.

Post Covid, the focus for us has not been about catching up, filling gaps, and making up lost time, it has been about moving students forward, supporting, encouraging, praising, and celebrating progress in all its guises.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium students on average have lower attendance than that of other students.
2	Our Pupil Premium students in general have lower literacy and/or numeracy skills or lower confidence in literacy and/or numeracy.
3	Some of our Pupil Premium students do not always realise their own potential, and therefore their aspiration may be lacking. This is linked to a cultural capital deficit and hence a lack of educational ambition to succeed in their studies.

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 attendance of disadvantaged students, narrowing the gap relative to other students.	<p>Improved attendance on 2024-25 (FSM6 86.3% compared with 92.8% for non FSM6) Gap of 6.5%. (Data FFT Aspire)</p> <p>Narrow the gap between PP % attendance and % attendance of all students.</p> <p>FSM6 % attendance to remain higher than National FSM6 % attendance. 85.4% in 2023-24.</p>
Increased literacy and numeracy skills and/or increased confidence in literacy and numeracy.	<p>Improved outcomes at KS4.</p> <p>Improved P8 (from FSM6 -0.83) in 2023-24 (cf. non FSM6 0.2) a gap of 1.03.</p> <p>Data from reading assessments, reading ages, Accelerated Reader and Bedrock Learning show improved reading and vocabulary.</p>
Greater self-efficacy and increased levels of motivation accelerate progress and increase attainment.	<p>Improved outcomes at KS4. Improved A8 (from 3.43 in 2023-24)</p> <p>Destinations are appropriate.</p> <p>No post 16 segregation in data.</p>

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: **£75,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extend use of STAR reading test data into Key Stage 4.</p>	<p>There is a direct link between a student’s vocabulary size and their academic achievement. Narrow vocabularies affect students’ grades. Helping students to improve and widen their academic vocabularies is essential if standards and outcomes are to improve. Accelerated Reader engages students, motivating reading practice with the aim of improving reading progress.</p> <p>Students respond to regular feedback and are motivated to make progress with their reading skills.</p> <p>Reading age assessment (STAR Reading test) completed at the beginning, middle and end year. Reading age determined in years and months and used to inform interventions/actions.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Specific numeracy lessons allocated in KS3 focusing on key numeracy areas such as multiplication Facts, number bonds, factors and multiples, fractions and negative numbers using specialist targeted resources.</p>	<p>We believe that all approaches that support students with maths difficulties do in fact benefit all learners in the classroom. Numeracy lessons allow teachers to focus on key numeracy areas, building confidence and ensuring students have solid foundations. Maths ‘physical’ resources provide support for students and scaffold activities when students need support.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>

<p>Raise profile of Reading and Literacy at KS3</p> <ul style="list-style-type: none"> • The Big Read – The ‘Big Read’ book purchased for entire Y6 cohort. • Author visits 	<p>The Big Read makes reading high profile. Parents are encouraged to be involved and conversations about reading are had between teacher and students.</p> <p>All the Pupil Premium team receive copy of the Big Read too, to encourage reading conversations. The Author visit in September and activities through English lessons then capitalise on this.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>GCSE Pod</p>	<p>GCSE Pod License purchased for all Key Stage 4 students.</p> <p>There is a whole year group push promoting the use of GCSE Pod through regular assemblies. A competitive edge has been added with rewards and prizes. The Deputy Heads of Learning Communities (DHoCs) track Pupil Premium students GCSE Pod completion. In addition, ‘Coffee Club’ targets those students who need some extra encouragement and support. It provides a supportive environment that encourages independent study.</p>	<p>2</p>
<p>Digital Devices</p>	<p>Audits completed with regards to students’ ability to access online platforms at home.</p> <p>Learning Community (LC) teams in regular dialogue with students and families to ensure that students have the appropriate digital devices needed to navigate online learning and carry out homework and study at home effectively.</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2 & 3</p>
<p>Revision Resourcing (and refreshments!)</p>	<p>High quality resources for students to revise with gives them the best possible opportunity to succeed in their exams. All after school revision is more positive with the addition of chocolate biscuits!</p>	<p>2</p>
<p>TLRs for the Deputy Heads of Learning Communities.</p>	<p>These TLRs are funded from Pupil Premium as a reflection of the fact that a significant part of their job remit is the monitoring of progress and well-being of their quarter of the school’s Pupil Premium cohort</p> <p>Having one key member of staff meeting regularly with each Pupil Premium student; really knowing them and getting a good understanding of any</p>	<p>1, 2 and 3</p>

	barriers to their progress is very powerful. Liaison can then take place with class teachers. Teachers benefit from gaining an improved understanding of students' needs and use this to inform teaching.	
<p>Strategic School Partner of University of Surrey Widening Participation Outreach programmes.</p> <ul style="list-style-type: none"> • Rapid Reading • Creative Writing • Financial Education • Academic stretch and challenges activities • Problem solving 	<p>Our work with University of Surrey's Widening Participation Outreach (WPO) team is a key part of our Pupil Premium Strategy. We are very proud to be a key partner school and are expanding and developing our work with them this academic year.</p> <p>Sustained activity is proven to make a difference in terms of future achievement and success and this principle is used to plan regular activities in all year groups that build relationships with the university outreach staff, strengthen experiences and impact both in lessons and beyond them.</p>	2 and 3

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

Budgeted cost: £12,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentor Time Maths sessions	Short catch-up withdrawal sessions provided in mentor time to facilitate bespoke support. Over staffing provides staff with time to be able to plan for and then offer this support.	2
Tute (Online Science Revision)	<p>Hugely successful approach in past years. Engagement and attendance at sessions is excellent and science team work hard to ensure the lessons delivered match the need of our students. Tute has a USP that works.</p> <p>Now being expanded to include Maths Tute as well.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	2
Biscuits and Brainwaves	Targeted after school provision, focusing on key skills using the CGP Spelling,	2

	Punctuation and Grammar books. Emphasis on safe and nurturing environment to develop literacy skills and lots and lots of rewards.	
Peer Reading	<p>Y12 and Y13 students listening to Y7/Y8 students reading – lunchtime sessions with pizza!</p> <p>Y7/Y8 students visiting local primary schools to read to Y2 and 3 students. Sessions planned in school and books chosen and rehearsed. A brilliant way for students to gain confidence in their own reading.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	2
Lunchtime Science/Maths/English Revision with Higher Level Teaching Assistants (HLTAs)	<p>Successful approach in previous years particularly with vulnerable learners. The safe nurturing environment allows students to grow in confidence and start to take ownership of their learning. Resourcing provided (and pizza!)</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	2
University of Surrey withdrawal programmes (Rapid Reading, Creative Writing)	<p>Small group (2/3 students) 30-minute, regular withdrawal sessions held across a term.</p> <p>Led by a member of the Surrey WPO team.</p>	2
University of Surrey GCSE Revision Masterclasses and Realise Your Potential programme.	<p>Online masterclasses in the Autumn and Spring for Maths, English, and Science.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2 and 3
Coffee Club	<p>Initially a trial scheme, now fully embedded. Students volunteer to be involved. The aim is to allow Y11s to guide their own revision and have input into their own reward scheme. Our PP students have access to all the support and revision that all students have ahead of their exams; we realise however that for some students they may</p>	2 and 3

	<p>need an extra nudge, encouragement, or different environment to engage successfully. Our DHoCs are able to provide this</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	
<p>Curriculum trips and activities (Inc. resources for subjects such as Design Technology, Food nutrition and preparation)</p>	<p>We must ensure a level playing field in terms of access for all students to activities that provide support and ideas/inspiration that can benefit progress in curriculum subjects. Ensuring all students can engage in educational visits will positively impact on their progress in class and build their cultural capital. Examples include theatre visits to support English/Drama, Geography GCSE field trip, support with cost of materials for Design Technology projects.</p>	<p>2 and 3</p>

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

Budgeted cost: £66,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement Activities</p> <ul style="list-style-type: none"> • Art • Eco Club • Gardening Club • Cooking Club • Panto Trip • Forest School • Mindfulness Workshop <p>Amongst others we continue to seek out opportunities and new ideas to engage students.</p>	<p>The provision of activities inside and outside of school, with targeted students, will enable them to mix in new friendships, build up confidence and self-esteem and have the opportunity to take part in an activity which may interest and inspire them</p> <p>The PP team approach is to spot opportunities that could engage our students and focus on enjoyment and building positive school experiences. Introduce AQA Award scheme to 'accredit' and reward achievements and allow students to build up a portfolio of experiences and successes.</p>	<p>1 and 3</p>
<p>Intervention Coordinator post in place. Facilitates the</p>	<p>Non-teaching role that increases ability to reach out to parents & provides</p>	<p>1, 2 and 3</p>

work of the DHoC and DHT working with PP students and their parents	admin support for Deputy Headteacher (DT) and DHoCs.	
Attendance Monitoring.	<p>Alongside whole school Learning Community attendance monitoring – we use additional ‘nudge tactics’ for catch up and PP students who are at risk re attendance and punctuality.</p> <p>For students who’s % attendance has not yet hit whole school attendance monitoring triggers but is below our whole school expectations we operate a nudge approach. The nudge letter scheme was introduced to remind students and parents about the importance of school: ‘Every Lesson Counts’. The Intervention Coordinator works with DHoCs to highlight students whose attendance is dipping below the average attendance rate. A letter is sent home showing the students attendance percentage along with a postcard giving tips about attendance and who to contact if they have any concerns regarding students’ attendance or refusal to attend school. If a student’s attendance has improved during this period, a follow up letter is sent congratulating them on making the effort to be in school every day.</p>	1
Life Coaching	Academic life coaching rather than counselling. An ICF certified Life coach is employed one day a week. They see 5 students for 50 minutes, set in our Youth Wing as venue. Students work with the life coach to set individual goals based on their specific needs, whether that be academic or personal issues	1 and 3
Counselling	Providing a therapeutic approach to help students explore and understand difficulties they may be experiencing.	1 and 3
Social Communication and Life Skills groups	Small group interventions in the Youth Wing with students working on their social and communication skills whilst cooking!	1 and 3

<p>Achievement Vouchers</p>	<p>£100 set aside for every Y7 student Students, parents and the school engage to decide how the £100 should be used to support the student with their learning. Meetings in school and outside of school increase parental engagement. Parent/student identifies what to buy and the school then reimburses or supports with purchase.</p>	<p>2 and 3</p>
<p>Careers and IAG Establish a programme of activities to engage students providing targeted advice and guidance – encouraging aspiration. Continue</p> <ul style="list-style-type: none"> • College visits • Employer visits • ‘Dare to Dream’ • Careers interviews 	<p>Trips to local colleges, universities and employers using both established schemes and other activities organised in house will mean that students aim high and in turn are encouraged to achieve well across their subjects. These activities broaden horizons and allow students to engage with university type learning therefore improving their knowledge of university education. Prioritising PP students for careers interviews will ensure dialogue to inform their potential future pathways and outcomes can inform future activities.</p>	<p>2 and 3</p>
<p>Peer to Peer Support</p> <ul style="list-style-type: none"> • Peer Mentoring • Young Leaders • Antbullying ambassadors • Forest School 	<p>Activities developed over time as part of this provision have now become an intrinsic part of school life. In a sense they are a menu of ‘interventions’ that students can be ‘referred’ or more importantly signposted to Introduce AQA Award scheme to ‘accredit’ and reward achievements allowing students to build up a portfolio of experiences and successes.</p>	<p>1, 2 and 3</p>
<p>University of Surrey Widening Participation Outreach</p> <ul style="list-style-type: none"> • Campus visits • Mentoring • Realise Your Potential 	<p>Partnering with the University of Surrey has been hugely positive for us. The University are very outward facing and creative in their approaches and really resonate with our ideas and ethos at Oriol. Activities focus on future planning, careers, and aspiration. Mentoring EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>

<p>Youth and Community Education Coordinator and two Assistants</p>	<p>Pupil Premium funding allows a full time Youth and Community Education team to operate from our Youth Wing. The coordinator and two assistants (one of which is a new post) are integral to ensuring the provision that we can offer through the Oriel Youth Wing. The increase in our staffing capacity will allow us to extend the support and opportunities for our students. These three roles are also dovetail into the work of our Director of Learning for Learning Behaviours providing bespoke interventions.</p>	<p>1, 2 and 3</p>
<p>Out of Hours Provision Youth Club</p>	<p>Our students want and need to be able to socialise in a safe and secure environment. These students might be missed by other services, some of which have been cut back, or their needs might escalate before they are picked up by targeted services or the school. With an additional member of the Youth Wing team, we are keen to increase provision from one evening a week to two.</p>	<p>2 and 3</p>

Total budgeted cost: £153,000

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

Attainment and Progress at Key Stage 4

In 2025, outcomes for disadvantaged pupils at Oriel High School show a decline compared to previous years, reflecting both local and national trends for this cohort.

- **Attainment 8 (FSM6): 27.4**, down from 34.3 (2024) and 35.3 (2023) [dera.ioe.ac.uk]
- **Whole-school Attainment 8: 45.4** [dera.ioe.ac.uk]

This results in a **disadvantage gap of approximately 18 points**, which is:

- Wider than in previous years at Oriel
- Larger than typical national gaps (usually ~15–17 points)

When compared with benchmarks:

- Oriel sits **below national non-disadvantaged attainment (~50.4)** [dera.ioe.ac.uk]
- FSM6 attainment is **significantly weakened by cohort factors**

Progress 8 is not available for 2025, due to the absence of KS2 baseline data for this cohort. As a result, attainment measures must be interpreted alongside internal data and contextual factors. [ffteducati...lab.org.uk]

Interpretation of 2025 Outcomes

The 2025 outcomes reflect:

- A **whole-cohort dip in attainment**
- A **more pronounced decline for disadvantaged pupils**

This mirrors national findings that:

- The disadvantage gap has **widened since the pandemic**
- Outcomes are particularly affected by **attendance and engagement** [oriel.w-su...sex.sch.uk]

At Oriel, internal analysis confirms that:

- A **small number of students with very low attendance and complex needs** had a **disproportionate impact** on cohort averages
- This pattern is consistent with previous years but more pronounced in 2025

English and Maths Outcomes

- **43.3% of all pupils achieved grade 5+ in English and Maths (2025)** [dera.ioe.ac.uk]

Comparison:

- West Sussex: 45.9%
- National: 45.4% [dera.ioe.ac.uk]

Evaluation:

- Whole-school outcomes are **below both local and national averages**
- FSM6 outcomes will be **lower than this figure**, indicating:
 - A continued gap in core subject attainment
 - Reduced impact compared to stronger outcomes seen in previous years

Attendance

- FSM6 attendance (internal data): **86.3%**
- Compared with:
 - National FSM6: ~85–86%
 - South East: ~83–84% [get-inform...ice.gov.uk], [oriel.w-su...sex.sch.uk]

However:

- Gap to non-FSM6: **6.5%**

Evaluation:

- Oriel's FSM6 attendance remains:
 - **Above national and regional averages**
- However:
 - The **gap remains a significant barrier to progress**
 - Persistent absence continues to disproportionately affect disadvantaged outcomes

Post-16 Destinations

- All disadvantaged students secured **appropriate post-16 destinations**
- Lower progression to Oriel Sixth Form reflects:
 - **Curriculum suitability**
 - **Student choice**
 - Strong local FE provision

Evaluation:

- No evidence of disadvantage limiting access
 - Strong careers guidance supports **positive and sustained destinations**
-

Enrichment, Engagement and Wider Outcomes

Provision in 2024–25 included:

- Youth Club expansion
- Life coaching, counselling and ELSA
- Curriculum trips and cultural experiences
- University of Surrey outreach programmes
- Achievement of **Learning Outside the Classroom Gold Award**

Impact:

- Increased engagement from disadvantaged pupils
- Improved confidence, wellbeing and participation
- Strengthened cultural capital

Evaluation:

- A **key strength of the strategy**
 - Particularly effective in supporting:
 - engagement
 - readiness to learn
 - inclusion
-

Overall Evaluation

Strengths:

- FSM6 attendance above national and regional averages
- Strong engagement through enrichment and wider provision
- Effective identification and support of individual need

Areas for Development:

- Significant decline in FSM6 attainment in 2025
 - Widened attainment gap vs non-FSM6
 - Continued impact of persistent absence
 - Underperformance of key groups (particularly White British boys)
-

Conclusion

The 2025 outcomes demonstrate that:

- Oriel continues to provide **strong support and engagement opportunities** for disadvantaged pupils
- However, **attainment has declined**, driven by:
 - cohort-specific factors
 - attendance
 - a small number of high-impact cases

The strategy remains effective **where engagement is strong**, but requires sharper focus on:

- attendance
- consistency
- high-impact academic support

2. Data Table (Oriel vs Crawley / West Sussex / National)

Disadvantaged Outcomes Comparison (2024–25 / 2025 cohort)

Measure	Oriel FSM6	Oriel All Pupils	West Sussex	National
Attainment 8	27.4	45.4	~46.2	~46.1
Attainment 8 (Non-disadvantaged)	—	—	~49	~50.4
Gap (A8)	~18 points	—	~15–16	~15–17
Grade 5+ Eng & Maths	(est. lower)	43.3%	45.9%	45.4%
FSM6 Attendance	86.3%	—	—	~85–86%
Attendance Gap	6.5%	—	—	~6–8%

Sources:

- DfE Compare School Performance (2025 KS4 outcomes) [dera.ioe.ac.uk]
 - KS4 national dataset and attendance benchmarks [goodschool...uide.co.uk], [get-in-form...ice.gov.uk], [oriel.w-su...sex.sch.uk]
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