

# Pupil premium strategy statement – The John Roan 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	1132
Proportion (%) of pupil premium eligible pupils	32.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Dr Jennie Sanderson
Pupil premium lead	Rosie Masson
Governor / Trustee lead	Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£417,281
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</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>	£417,281

# Part A: Pupil premium strategy plan

## Statement of intent

1. At The John Roan School, our mission is to ensure that all students achieve the highest possible academic outcomes and develop into responsible citizens so they can lead happy and fulfilled lives. We believe that social or financial disadvantage should never be a barrier to a young person's life chances and that every pupil can achieve at the highest levels. Our ultimate objective for disadvantaged pupils is to close the attainment gap and enable them to make strong progress across the curriculum, achieving outcomes that match or exceed those of their peers.

2. Our current pupil premium strategy works towards these objectives by focusing on high-quality teaching as the most effective way to improve outcomes for all pupils, particularly those who are disadvantaged. We invest in professional development for staff to ensure teaching is research-informed and inclusive. Alongside this, we provide targeted academic support informed by robust diagnostic data, such as NGRT and MidYIS. This informs early literacy interventions and tailored support. In Year 11, dynamic seating plans, assertive mentoring, and subject-level interventions are used to prioritise PP outcomes.

3. At Key Stage 3, all Pupil Premium students are clearly identified on seating plans to ensure teachers can plan and deliver inclusive lessons. In Year 11, this continues with an additional expectation that teachers map out the interventions they deliver for these students. Key target PP students are identified and discussed regularly in SLT meetings and with subject teachers to ensure accountability and impact. Students are also assigned a colour group according to their academic progress in Year 11, which informs the targeted interventions they receive.

4. Attendance is a key priority, as persistent absence disproportionately affects disadvantaged pupils. We work closely with families to improve attendance and engagement, recognising that being present in the classroom is essential for learning. We also provide additional tutoring, mentoring, and small-group interventions for pupils who need it most, dependent on their needs.

5. The key principles underpinning our strategy are high-quality teaching, targeted academic support, improved attendance and engagement, evidence-based practice guided by EEF recommendations, and holistic support through strong partnerships with parents and carers. We regularly monitor and review the impact of our strategies to ensure they are effective and make adjustments where needed. Through this comprehensive approach, we aim to remove barriers to learning and ensure that every disadvantaged pupil at The John Roan School has the opportunity to succeed.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b></p> <p>At The John Roan School, we recognise that excellent attendance is a cornerstone of academic success. As of January 2026, the attendance rate for pupils eligible for Pupil Premium stands at 90.6%, compared to 95.1% for their non-Pupil Premium peers. This represents a 4.5 percentage point gap. Closing this gap is a key priority because the evidence is clear: pupils with higher attendance consistently achieve stronger grades and perform better in national assessments such as GCSEs and A Levels. Every missed day reduces learning opportunities and impacts progress, so improving attendance for disadvantaged pupils is essential to unlocking their potential. Our strategy is underpinned by the whole school attendance policy. This emphasises the importance of early intervention, strong family engagement, and personalised support to ensure that every pupil is present, participating, and thriving in the classroom. By addressing barriers to attendance and promoting a culture of high expectations, we aim to eliminate this gap and give all pupils the best possible chance of success.</p>
2	<p><b>Academic Outcomes</b></p> <p>Closing the attainment gap for Pupil Premium students remains one of our most urgent priorities. Academic outcomes in 2025 highlight the nature of this challenge: there is a 25-percentage point gap between Pupil Premium and non-Pupil Premium students achieving both standard (4+) and strong (5+) passes in English and Maths. Non-Pupil Premium students outperform their peers across every Attainment 8 basket, with the most pronounced disparity in Maths, while English emerges as a relative strength for disadvantaged pupils. The reasons behind this underachievement are complex and multifaceted, often linked to barriers beyond the classroom. However, the Pupil Premium grant provides a vital opportunity to remove these barriers and deliver equity in education, ensuring that disadvantaged pupils make progress that matches or exceeds that of their peers. Through high-quality teaching, targeted interventions, and a relentless focus on attendance and engagement, we are committed to transforming outcomes and closing the gap for every Pupil Premium student.</p>
3	<p><b>Literacy</b></p> <p>Analysis of current Year 7 NGRT data reveals a literacy gap for Pupil Premium students. Half (50%) of disadvantaged pupils have a Standard Age Score (SAS) below 100, compared to just 22% of their non-Pupil Premium peers. On average, Pupil Premium students—and boys in particular—are performing one full stanine lower than their respective peers. This gap is concerning because literacy underpins success across</p>

	<p>the entire curriculum. Students with weaker reading skills face barriers in accessing subject content, understanding complex texts, and developing the analytical skills required for GCSE and beyond. Without targeted intervention, these pupils risk falling further behind, limiting both their academic progress and future life chances.</p> <p>Closing this gap is therefore a strategic priority. We are committed to early identification, evidence-based literacy interventions, and high-quality teaching practices to ensure every pupil can access the curriculum and thrive.</p>
4	<p><b>Cultural Capital</b></p> <p>Our observations and conversations with students indicate that those eligible for Pupil Premium often have fewer opportunities to develop cultural capital beyond the school environment.</p> <p>Cultural capital—such as familiarity with literature, the arts, historical context, and wider societal experiences—plays a critical role in shaping confidence, aspiration, and academic success. Without these opportunities, disadvantaged pupils face an additional barrier that can impact comprehension, engagement, and attainment across subjects.</p> <p>To address this, we are committed to broadening horizons and enriching experiences for our Pupil Premium students through educational visits, enrichment activities, and curriculum design that embeds cultural knowledge. By doing so, we aim to ensure every pupil has the tools, experiences, and confidence to succeed academically and socially.</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
PP attendance improves so that fewer of them are persistently absent and they attend school more regularly across the year.	Good attendance is essential because every day in school gives students the chance to learn, grow and benefit from high quality teaching and strong pastoral support. Our whole school attendance target is 96% and we are committed to ensuring that disadvantaged students attend as well as their non-disadvantaged peers. By closing this gap, we make sure every young person can fully access the opportunities that school provides, including academic progress, enrichment and support for their wellbeing, so that all students can thrive.
Improved progress and attainment among disadvantaged pupils in Maths and English at the end of Key Stage 4.	All students, including disadvantaged pupils, experience a rich and challenging curriculum in Maths and English. They

	demonstrate through lessons visits, formative and summative assessment, and the high quality of their work that they are grasping key concepts and developing strong curriculum knowledge in Maths and English.
Improved reading comprehension among disadvantaged pupils across Key Stage 3.	Reading age tests demonstrate improved vocabulary and comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should recognise an improvement through engagement in lessons and book scrutiny.
All students, and especially disadvantaged students, are given multiple opportunities to gain more cultural capital.	100% of students in Key Stage 3 participate in some form of enrichment inside or outside of school (e.g. sports or arts after-school clubs, or the Duke of Edinburgh award scheme). There are several trips throughout the year to cultural institutions, such as museums, galleries or universities. These trips have a strong rationale rooted in the curriculum.
Disadvantaged pupils' make excellent progress because their gaps are dealt with systematically.	Teachers identify systematically gaps in all students' knowledge, including disadvantaged students, using formative assessment. Content is then taught responsively, before students' progress is checked.

## 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: £249,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Continue to invest in high-quality CPD for staff	High-quality teaching improves pupil outcomes and effective CPD offers a crucial tool to develop teaching quality (EEF). Our CPD offering includes weekly curriculum masterclasses focusing on effective delivery of content, deliberate practice sessions (applying the EEF's five mechanisms for developing teacher techniques) leadership development opportunities, and student spotlights.	2, 3, 5
Increase in staffing for English, mathematics, science and EBacc subjects	Increased staffing in key subjects allows for high-quality teaching, which is the 'most important lever schools have to improve pupil attainment' (EEF).	2, 3, 5
Retain small class sizes in English in Key Stage 3	Smaller class sizes allow teachers to have higher quality interactions with their students, ensuring that pupils are receiving targeted numeracy and literacy support. The EEF has found that reduced class sizes have an average impact on progress of +2 months.	2, 3, 5

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

Budgeted cost: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online homework support clubs (Sparx and Seneca support for students in all year groups)	Our homework clubs target students who are underperforming on a number of measures (e.g. time spent completing homework tasks). Completing high-quality homework can have a high impact on student progress, according to the EEF (+5 months).	2, 3, 5
Year 11 small group tutor time intervention for English and mathematics	Students receive tutor time intervention three times a week; this frequency shows the greatest impact (EEF). Tutor time intervention is tailored to students' specific needs; we use mock exams to identify and	2, 3, 5

	target these needs. The EEF has found that small group intervention has an average impact on progress of +4 months over the course of a year.	
Twice-yearly reading age tests for Year 7 and Year 8 students	Effective diagnosis of reading difficulties is crucial for ensuring that the right students get the support they need for developing reading comprehension strategies (EEF).	2, 3
Year 11 after-school intervention programme	Pupils have one hour of intervention every day after school. All subjects have a regular session. Students have their own class teacher so that their needs are met and the extra time builds on their capabilities. The EEF has found that after-school intervention has an average impact on progress of +3 months.	2, 3, 5
Read Write Inc. Ruth Miskin Fresh Start reading intervention programme	25-minutes-a-day interventions that are proven to improve students' accuracy and fluency when reading, as well as their comprehension, spelling and punctuation. This supports students that require further support with basic literacy.	2, 3
Tutor time reading for Key Stage 3 and Year 10 and 12 students with link to developing whole school oracy in lessons	Reading comprehension strategies have high impact on average (+6 months, according to the EEF). Our tutor time reading programme ensures students are regularly accessing ambitious and challenging texts and are exposed to a high number of tier 2 words that will support their understanding across the curriculum.	2, 3

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

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance trackers, first response phone calls and home visits	Robust tracking of attendance data is crucial to address attendance issues (Durrington Research School). This allows patterns of absence to be	1

	scrutinised and interventions (e.g., phone calls from Heads of Year, home visits and rewards) to be implemented in a timely manner. We also work closely with a range of external agencies to support improved attendance e.g. WISH.	
After-school clubs, trips and peripatetic music lessons for Key Stage 3 students; Duke of Edinburgh trips for Key Stage 4 students	Outdoor adventure learning, after-school clubs (including physical activity and arts participation, including music lessons) and trips 'support pupils to develop non-cognitive skills such as resilience which in turn have a positive effect on academic outcomes' (EEF). There is some evidence that involvement in extra-curricular activities may increase pupil attendance and retention (EEF).	4
Key workers for SEND students	Teaching assistants and learning coaches providing targeted support to specific students out-of-class can have an impact of +4 months on pupils' progress (EEF).	2,3,5
Dynamic seating plans	Using dynamic, annotated seating plans is effective because high-quality teaching- driven by strong teacher knowledge of individual pupils is shown to have the greatest impact on disadvantaged learners. Making Pupil Premium pupils' needs visible within seating plans helps teachers diagnose barriers and adapt instruction responsively, aligning with EEF and DfE guidance on using precise, evidence-informed strategies to improve outcomes for disadvantaged pupils	2, 3, 5

**Total budgeted cost: £417,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- Looking at academic outcomes from 2025, Pupil Premium students were significantly less likely to achieve English and Maths combined compared to their non-Pupil Premium peers. At the standard pass level (grade 4+), the gap stands at 26 percentage points, and at the strong pass level (grade 5+), the gap is 25 percentage points. While English appears to be a relative strength for Pupil Premium students, Maths remains the main barrier to achieving combined passes. To address this, we are implementing a robust, data-driven intervention strategy designed to close these gaps and accelerate progress. This includes targeted core curriculum support during tutor time, ensuring that disadvantaged pupils receive additional reinforcement of key knowledge and skills. In addition, daily Period 4 intervention sessions will provide focused teaching, with classes carefully constructed based on performance data to maximise impact. Students in Year 11 are assigned colour-coded groupings according to their academic progress, which informs the level and type of intervention they receive. Teachers use dynamic seating plans to prioritise Pupil Premium students for high-quality teacher input, and assertive mentoring is deployed for key target pupils to provide personalised guidance, motivation, and accountability.
- Improving attendance for disadvantaged pupils remains a key priority at The John Roan School, as we know that consistent attendance is directly linked to academic success. Comparing this academic year to the previous one, we have seen a positive upward trend. From 1st September 2025 to 11th January 2026, attendance for Pupil Premium students stands at 91.0%, compared to 90.2% across the same group last year. This represents an improvement of 0.8 percentage points, demonstrating that our strategies to tackle persistent absence (e.g. early intervention and phone calls, family support and tutor conversations) to improve engagement are beginning to have an impact. We will continue to have a strategic focus on the attendance of Pupil Premium students through the whole school attendance strategy.
- Many Pupil-Premium students are starting to make strong progress through our structured reading programmes, which is leading to greater engagement in lessons and improved access to the curriculum. A number of pupils have successfully graduated from phonics-based interventions (e.g. Ruth Miskin) into comprehension and fluency programmes (e.g. Rapid Plus) while others have exited reading intervention entirely. This progress is expected to drive further improvements in attainment throughout the academic year. Alongside this, we use the SEND register to embed targeted strategies for weaker readers, ensuring that classroom practice is inclusive and responsive to individual needs. Since last academic year, we have also launched a whole-school literacy drive, which includes 'Read Aloud' sessions during tutor time and a strong focus on

promoting a love of reading through our library provision. In addition, small-group English interventions are delivered for Pupil Premium, SEND, and EAL students in Year 10 and Year 11, providing tailored support to close gaps and strengthen core literacy skills.

- Since the last academic year, many of our students have benefited from opportunities such as the Braithwaite residential, with Pupil Premium funding used to remove financial barriers and ensure full participation. In addition, pupils regularly engage with the local community through visits to care homes and other local partners, fostering empathy, social responsibility, and real-world connections. Within school, we have significantly increased our focus on cultural capital since last academic year. The introduction of our House System has created new opportunities for collaboration, competition, and enrichment, while partnerships such as those with the Eze Foundation have provided pupils with unique experiences that inspire ambition and confidence.

Through these initiatives and interventions, we aim to ensure that disadvantaged pupils are not limited by circumstance and can access the same breadth of experiences as their peers, equipping them with the knowledge, skills, and aspirations to thrive both academically and personally.

## 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