



Pupil Premium

A Strategy for Stratton School 2025 – 2028

 **MERIDIAN TRUST**
PUPIL PREMIUM CHARTER

'Students are entitled to a broad and rich curriculum and schools across the Meridian Trust will provide opportunities for children to participate in activities to develop wider skills beyond the classroom...' (Meridian Trust Pupil Premium Statement of Principles)



ACADEMIC MENTORING AND SUPPORT	CAREERS GUIDANCE	EXPERIENCES AND ENRICHMENT	ATTENDANCE AND PROGRESS
<p><i>Each student will benefit from a personalised academic mentor who will work to ensure:</i></p> <p>The annual 'PASS' survey is used to identify needs and target the right personalised help and support to succeed</p> <p>At least three 1:1 interviews take place each year with an Academic Tutor or PP Mentor</p> <p>Parents/carers are kept informed and actively encouraged to attend at least one face to face consultation about their child's progress a year</p>	<p><i>Each student will have access to the best possible career guidance and as a minimum will:</i></p> <p>Attend at least three interviews with an independent careers adviser (usually one during Y7-8 and two during Y9-11)</p> <p>Benefit from at least five different careers 'encounters' with employers or the work place between Y7-11</p> <p>Complete at least one aspirational and high quality work experience placement during Y9-11</p>	<p><i>Each student will have memorable experiences that will support engagement and grow independence through:</i></p> <p>Achieving, as a minimum, the Meridian Trust Bronze PLEDGES Award by the end of Y9, and Silver PLEDGES Award by the end of Y11</p> <p>Attending at least three off site 'experiences' trips or visits during Y7-8</p> <p>Experiencing a residential trip by the end of Y11 and/or being given significant and free access to music tuition or other specialist tuition</p>	<p><i>Each student will be supported to ensure attendance and achievement in line with their peers through:</i></p> <p>Access to appropriate, targeted and meaningful additional support to ensure progress in line with their peers in English and maths during Y7 and Y8</p> <p>Close monitoring and early help or support to remove any barriers to poor attendance</p> <p>Individual support and assistance to remove the barriers to success such as help with homework and personal study</p>

We belong at Stratton where every individual is known, valued, and supported.



Be Kind

Be Engaged

Be Ambitious

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Stratton School Cohort Overview 2025

NOR	930		
Service Children	1		
Students LAC	2		
Strategy period	December 2025 – December 2028		
Published Date	December 2025		
Sept 2025 Year	PP Number	FSM Number	PP % of total cohort
All Years	185	173	20%
Funding allocation 2025 - 2026	£190,364.58		
Pupil Premium Lead	Sam Farmer		
Designated LAC Teacher	Jennifer Langdon		
Link Governor	Cristina Rimini		
Report authorised by	Sam Farmer		
Date of next review	October 2026		

Part A - Statement of Intent

Stratton School Context

Stratton School recently converted to become a full secondary school in September 2024, onboarding Y7, Y8, and Y9 at once in September 2024, feeding predominantly from 2 Middle Schools.

In September 2024,

- 47% of school roll brand new to Stratton School
- 67% of the school known to Stratton School for less than 1 year
- Staffing 24% uplift on FTE teaching staff
- Outcomes data is a result of a three year Upper School system for 2024 Y11 cohort, 20205 Y11 cohort and 2026 Y11 Cohort.
- The first 5 Year “all through Y7 – Y11” cohort will be the exam series 2029 Y11 Cohort

Stratton School Specific Intent

Ensure all PP Students make progress in line with their peers in all subjects.

- Exceptional teaching is at the heart of ensuring PP students make progress in line with their peers, including those who are already high attainers.
- At Stratton School we will ensure all PP pupils receive the very best teaching in every subject.
- The pandemic has also meant that many PP pupils have fallen further behind in some subjects and this has created a lasting legacy of complacency and low aspirations in certain cases.
- We will ensure recovery in line with their peers through dedicated and personalised intervention strategies, intervention classes, and access to high quality learning experiences as a routine diet at Stratton School
- Our aim is by July 2028, to close the attendance gap (PP vs. non-PP) to ≤ 1.0 percentage point and raise PP attainment so Progress 8 for PP is ≥ 0

Significantly reduce Absence variations

- Attendance will be assured through a rigorous attendance strategy partnered with supportive home school dialogue.
- Every effort will be made at all levels including tutor, House, SLT, Safeguarding and external agencies, to ensure sustained attendance is achieved.
- Our aim is to see overall attendance rates exceed national data and are sustained year on year thereafter by 2028.

To ensure a childhood set of experiences at least inline with their peers

- There is much evidence to suggest that those in receipt of pupil premium funding do not always experience a rich set of activities and opportunities which broaden their outlook and perspective.

- Our aim is to fully apply the Meridian PP Charter equally and consistently to all PP learners
- By achieving Gold (Planned summer 2026) LOTC, we will ensure meaningful and lasting childhood experiences across all learners is the standard diet at Stratton School
- Engagement in learning is matched between pp and non pp, seeing a reduction in reportable conduct incidents and a narrowing significantly of the PP/Non PP gap

Ensure a robust CEIAG programme of study entwined into a vibrant Enrichment offer

- All PP pupils will take part in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning from year 7.
- Each student will have an understanding of the progression route and opportunities available to them post 16
- The school will ensure an enhanced CEIAG package of activities this will include personalised mentoring and dedicated careers interviews.
- The pandemic reduced the opportunities for face to face discussions on career opportunities and detailed discussion on next steps in learning, career development and progression routes.
- The aim is to recover that which was lost and enhance the delivery of CEIAG.
- Gap in PP/Non PP attendance at clubs/ trips and residential experiences to bolster cultural capital will be significantly reduced.
- Every disadvantaged student will have 2 Careers' Meetings, IAGS support and an Independent Careers Advisor scrutiny of provision. Every disadvantaged student will be offered, along with a parent, a personal invite to 'Careers Insight' events Every disadvantaged student will take part in an 'Aspirational Work Experience' placement.
- Engagement in learning will improve through attendance as a variety of experiences out side of the classroom, aligned to the LOTC Gold Mark

Challenges

Challenge	Detail
1	<p>Academic outcomes and gap across subjects as we have transitioned from an upper school to secondary school.</p> <p>Specifically,</p> <ul style="list-style-type: none">• reducing the overall progress and attainment gap for our disadvantaged learners• Reducing the attainment gap in Basics 4+ & 5+ for disadvantaged learners
2	<p>On entry to Y7, a higher proportion of our lower-level readers are disadvantaged learners. This impacts progress across all subject areas</p>
3	<p>Attendance of disadvantaged learners is below that of their non-disadvantaged peers and analysis of past data and observations suggest that this absence is negatively impacting the academic progress of disadvantaged learners.</p> <p>Persistent absence among PP aligned to below national benchmarking data for all attendance</p>
4	<p>Student conduct data, including the rate of suspensions, for disadvantaged learners is higher than that of their non-disadvantaged peers.</p>
5	<p>Engagement in enrichment activities is lower for disadvantaged learners than their non-disadvantaged peers.</p> <p>Analysis of student uptake of enrichment activities shows disadvantaged learners engaging less frequently than their peers. This reduced engagement with cultural capital experiences has been shown to negatively impact student aspiration, life opportunities and academic progress.</p>

Whole School Intended Outcomes



Achievement
for all

Adaptive Teaching QA cycle – High Quality Learning Environment

- Routine departmental PP walks with short feedback loops; half-termly work scrutiny focusing on PP feedback quality.
- Use Sutton Trust's "What makes great teaching?" and EEF PP Guide to frame CPD
- KPI: ≥90% lessons observed meet Stratton rubric for adaptive strategies that benefit PP (e.g., pre-teaching vocab, structured talk, scaffolded writing).
- Context sheets actively promote PP engagement strategies

Oracy across the curriculum

- Reading Charter adherence across the entire school
- Implement structured oracy routines (think-pair-share; accountable talk stems)
- Sutton Trust's Life Lessons 2024 highlights time barriers and provides tactics; oracy improves literacy and engagement—important for PP.
- KPI: PP students show +0.3 uplift in reading age (Y7–8), improved extended responses in mocks.

Literacy-first Philosophy

- Embed disciplinary literacy (explicit vocabulary instruction; writing frames).
- EEF PP Guide endorses whole-school teaching improvements as the most powerful lever
- The PP Trust audit calls for consistency in adaptive teaching and better QA; Sutton Trust and EEF stress great classroom practice as central to closing gaps.

High-attaining PP programme / Brilliant Club

- Identify PP students with KS2 high prior attainment / CATS / NGRT; provide stretch seminars, subject clubs, and university links
- Sutton Trust research spotlights vulnerabilities of high-attaining disadvantaged pupils and concrete strategies to sustain progression.
- Aspirational education visits in every year group, targeted to PP students



Achievement
for all

PASS-informed Academic Mentoring

- Train mentors to use PASS profiles to tailor goals; intertwined into Academic Mentoring routines
- Tutors hold at AM meetings to identify barriers (e.g., access to online platforms, equipment, travel arrangements) and work with parents to remove them.



Valuing People

Attendance

- Use EEF attendance themes aligned to Meridian Trust policy to structure: warm-strict routines, first-day response, parent text nudges, attendance coaching, transport bursaries for specific cases.
- Parent engagement “no-excuses” offer: Aim 100% PP parent contact at least once per year through flexible timings, virtual options, preferential scheduling
- Share concise “How to support learning at home” guides aligned to oracy/literacy routines; DfE expects clear reporting and strategy publication.
- KPI: $\geq 90\%$ PP parents attend at least one school meeting/year.
- Use Bromcom to monitor parent contact and attendance at events. Recognise engaged parents in newsletters or through student rewards (e.g., PLEDGES points).
- Remove practical barriers and provide transport vouchers or childcare support for key events.
- Offer translated materials for EAL families.



Pursuit of Excellence

Enrichment: centralised tracking + targeted subsidies:

- Track PP PLEDGES and cultural capital (residential, museums, STEM days) in a single dashboard; ring-fence PP subsidies and logistics support. Responds to audit’s need to centralise tracking and remove barriers.
- KPI: 100% PP Y7–8 complete Bronze; ≥ 1 trip/yr per PP student recorded. Promote enrichment and careers opportunities as a reason to attend meetings.



Extending the Boundaries of Learning

Careers & Post-16 encounters for PP:

- Guarantee ≥ 3 career interviews per PP student; prioritise local aspirational placements with transport support; promote Unifrog with parents. Matches audit’s Gatsby and UniFrog engagement goals.
- Parents are included in careers meetings and aspirational work experience planning.
- Prioritise PP families for phone calls and home visits where attendance or engagement is low.
- Continue offering online meetings for parents who cannot attend in person. Schedule evening or early morning slots to accommodate work patterns.



Valuing People

High quality revision support

- Every pupil exam year group PP student has access to relevant revision materials, resourcing and wider emotional support during exam windows (including mocks).
- Online platforms purchase as required by departments to ensure all students have access to high quality materials.



Achievement for all

Parent Engagement Strategy (Specific Focus)

1. Remove logistical barriers

- Flexible meeting formats: Offer virtual appointments (Teams) and phone calls for parents who cannot attend in person.
- Transport support: Provide travel vouchers or community venue pop-ups for parents with transport challenges.
- Timing options: Schedule meetings outside standard hours (early morning, evenings) to accommodate work patterns.

2. Build trust and relationships

- Assign a Parent Advocate or PP Champion who is the consistent point of contact for PP families.
- Use positive first contact—start with strengths and successes before discussing concerns.
- Share student voice and celebrate achievements in communications.

3. Communicate clearly and simply

- Provide bite-sized guides: “How to support learning at home” aligned to school priorities (e.g., oracy routines, reading strategies).
- Use plain language and avoid jargon in letters and reports.
- Translate materials if needed for EAL families.

4. Make engagement purposeful

- Link meetings to specific benefits: e.g., “This session will help your child access tutoring” or “Learn how to boost reading age by 6 months.”
- Offer workshops/webinars on practical topics: revision strategies, careers pathways, digital safety.

5. Use data to target and monitor

- Identify hard-to-reach families early (attendance <92%, low PASS engagement).
- Track parent contact frequency and meeting attendance in a dashboard.
- Set a KPI: 90% PP parents attend at least one meeting per year.

6. Incentivise and celebrate

- Recognise parent engagement publicly (newsletters, certificates).
- Link engagement to student rewards (e.g., PLEDGES points for parent attendance).

7. Collaborate with community

- Partner with local organisations for drop-in sessions in familiar settings.
- Use peer parent ambassadors to encourage attendance and share success stories.

Activity in this academic year

Teaching Budgeted Cost £100,000

Activity	Evidence	Linked to Challenges
T&L CPD sessions facilitated by lead practitioners based on current research and evidence for quality first teaching.	The EEF Guide to the Pupil Premium EEF PotentialForSuccess.pdf Trust wide Pbbls and idols via Trust online training platform	1
Continual CPD time protected for teachers across the academic year to engage in research and evidence for quality first teaching with specific reference to meta cognitions and feedback	EEF Teaching and Learning tool kit: Meta cognition and self-regulation The EEF Guide to the Pupil Premium EEF	1
Additional department time given to subjects for reviewing student achievement in line with the whole school APDR progress reporting cycles.	Trust wide Pbbls and idols via Trust online training platform	1 5
Literacy CPD sessions facilitated by the literacy lead to improve the profile and quality of literacy provision across subjects.	EEF Teaching and Learning tool kit: Reading Comprehension	2
Implementation of the 'Powerful Words' tutor time programme to support learners in the improvement of literacy skills.	Trust Literacy Planning and Reading Chater	2
Use of the FAST/ READY Reader Programme in KS3 to continue to improve reading and comprehension levels.	Trust Reading Charter	2
Additional intervention teaching groups in English to accelerate the literacy progress of KS4 learners	Small group tuition EEF	1
Increase in leadership capacity (KS3 Lit Lead) with responsibility for improving standards literacy AHT appointed to lead QA of T+L	The EEF Guide to the Pupil Premium EEF	2
Teaching high attendance to students.	Attendance initiative with attendance officer and CPD on school refusers. praise system.	3
Increased leadership Capacity for PLEDGE Leadership and Academic Mentoring as well as LOTC lead to promote and push cultural capital enrichments	The EEF Guide to the Pupil Premium EEF PP Charter -Meridian Trust	5

Targeted Academic Support Cost £60,000

Activity	Evidence	Linked to Challenges
Employment of two support staff with specific reference to conduct management, RJ, support interventions and engagement strategies to re-engage learning.	PotentialForSuccess.pdf The EEF Guide to the Pupil Premium EEF	4
Employment of pastoral support teams to engage with students and parents/carers with regards to targeted pastoral care and behaviour and attendance interventions.	Working together to improve school attendance - GOV.UK Parental engagement EEF	3, 4
Targeted 1:1 and small group tuition in a variety of subjects by teachers.	One to one tuition EEF	1
Easter School Exam Revision Sessions for Y11	Feedback EEF	1 2
Targeted 1:1 and small group reading interventions at KS3	NGRT Reading Charter One to one tuition EEF	2
Purchase of Sparx maths, Tassomai, Seneca, Spark Reading - online platforms to booster home learning and revision	Homework EEF	1 2 5
Ensure each PP pupil receives at least three 1 to 1 targeted tutor interviews each year and these are always in the first week of each new term.	Mentoring EEF PotentialForSuccess.pdf Life skills and enrichment EEF	1 5
Increase the capacity for careers staffing to ensure there is a strategic overview for careers provision	Life skills and enrichment EEF	5
Class lists in core subjects to be regularly reviewed, ensuring that disadvantaged learners are placed in the most appropriate group for them in terms of peers, staffing and individual potential (based on CATs).	Assessment and feedback EEF	1 3
Academic Mentoring routines embedded into all years following data collection windows	Working together to improve school attendance - GOV.UK Parental engagement EEF Assessment and feedback EEF	1 3 4 5
Every student across year groups 7 to 9 completes a PASS survey each year to ensure targeted interventions/attitudes to learning and trends in attitudes can be monitored and addressed where necessary	EEF Teaching and Learning tool kit: behaviour interventions EEF Teaching and Learning tool kit: Peer tutoring EEF Teaching and Learning tool kit: social and emotional learning	3 4 5

Wider Strategies Cost £25,000

Activity	Evidence	Linked to Challenges
To ensure that every PP student's parent/s attend at least 1 face to face parent evening each year	PotentialForSuccess.pdf The EEF Guide to the Pupil Premium EEF	4 3 5
Off site visits subsidised	All students given opportunity to complete multiple off site visits and tracked through PP charter	1 2 5
Each student to complete the Bronze PLEDGE between year 7 and 9 and strive for their silver PLEDGES at KS4. Combined with all PP students to complete the PP charter, accessing social and extracurricular experiences.	EEF Teaching and Learning tool kit: Arts Participation EEF Teaching and Learning tool kit: Outdoor Adventure Learning EEF Teaching and Learning tool kit: Sports Participation Use of on site careers advisor	1 2 3 4 5
Uniform assistance to allow disadvantaged learners access to the correct uniform through House Hub provision if financial issues are apparent.	The EEF Guide to the Pupil Premium EEF	2
ICT equipment purchase and upkeep for devices loaned to students enabling them to access independent study and further reading.	Homework EEF	1 5 2
Financial support for the Duke of Edinburgh Award programme.	Outdoor adventure learning EEF	5
Financial support for trips/ visits/ Prom on a case by case basis, also exploring elongated payment plan as well as % reductions in total payments .	The EEF Guide to the Pupil Premium EEF	5, 2
Employment of a school counsellor to manage and assist with external barriers to learning.	The EEF Guide to the Pupil Premium EEF	1 2 3
Staffing capacity created to enable supervision of a daily afterschool homework club in IT3	PotentialForSuccess.pdf	1 2
Engagement of EWO services to improve attendance of disadvantaged learners.	Working together to improve school attendance - GOV.UK	2

Part B - Review of Previous Academic Year (2024 – 2025)

Summary and Impact over time – 3 year trend

The academy uses internal assessment data, Key stage 4 and 5 outcomes, externally assessed Key stage 3 testing and our own Life after levels system. Teacher assessments of pupils mental health, well being and safety also contribute to the evaluation of effectiveness. We use external testing provided by GL assessment to measure progress in maths, English, science and reading age during KS3.

Since 2022, the national progress P8 gap has slightly widened between PP and Non-PP, stabilising between 2023 and 2024. Ours has narrowed for all students and stabilised between 2023 and 2024, bucking the trend for 2022 to 2023 and mirroring the national trend between 2023 and 2024.

The progress gap has been very substantially reduced between 2022 and 2023.

2) For attainment 8, our gaps remain identical mirroring the national trend. For CVA we can show progress between 2023 and 2024 overall and for the girls. Boys performance remains a priority action point 3) Notably, CVA shows PP girls outperforming their Non-PP peers in 2024

PP Universal support

- Known to all teachers and in class daily support offered
- Known to all tutors and houses and steps taken to remove barriers to learning
- Targeted for trips, visits, extra-curricular, PLEDGES and BEES
- Financial support to remove barriers E.g Uniform, equipment, revision guides
- Three meetings a year – plus additional CEIAG support if needed
- Meridian focus on embedding the Pupil Premium Charter

PP Impact KS4 Progress

- Progress Gap has narrowed between 22 and 23 and sustained between 23 and 24 (but Progress for All students and PP improved).
- If Context taken into consideration (E.g. Upper School 3 years impact) 2024 FSM6 Students achieved in line with peers nationally
- Lower Prior Attainers were the largest gap – 7 students, 3 with EHCPs

KS4 attainment for disadvantaged pupils 2025

Attainment 8 (Overall) 



KS4 progress for disadvantaged pupils 2025

Progress 8 (Overall) 



KS3 Reading Intervention

- Fluent Reading Across the Curriculum and Code Read Interventions
- Targeted Reading Support from Very low Starting Points
- Y7 SAS : 93.9 vs non-FSM 105.7 – 12 Students targeted support 8 made expected+ Progress at mid year review. All made progress by end of year review.
- Y8 SAS : 95.1 vs non-FSM 111.0 – 7 Students received targeted support
- Y9 SAS : 93.9 vs non-FSM 101.7 – 10 Students received targeted support

Pupil Premium Impact – Attendance & CEIAG

- Attendance lower than national for FSM6 – impacted significantly by 34 very low attenders – 17 also SEND, 2 ACE
- Actions and SSPs in place with all very low attenders – gap narrower in Y7-9
- 50/52 PP Students in Y11 attended WEX placement July 2024
- New system for recoding installed in 2024.2025 to log all 1:1 Careers Interviews on Bromcom - allowed for greater depth of tracking and reporting.
- 100% Completion of Gatsby Benchmarks. All PP students had the required careers encounters from Y9 to Y11, as per PP Charter

Pupil Premium Impact – Extending the boundaries

- PLEDGES –8% FSM students achieved their Bronze Pledges vs 127 of Whole Cohort (15%) at mid year check which increased to 61% by end of year.
- 27% of PP students had over 100 Achievement Points (35% of all students) at mid year check which increased to 59% of PP Students by end of year - this has been recognised and celebrated through BEE awards
- Celebration Breakfasts over the school year included a total of 19% of PP students – this was an eligibility criteria of 94%+ Attendance and ALT of a 2 or less.

Overall Summary of last academic year

- Significantly increase proportion of PP student attended half term and Easter School to address the Gaps in knowledge, with particular focus on English, Maths and Science.
- We were able to mentor students through our successful academic mentoring programme, further enhanced by our new IAG session with Y11s.
- IAG meetings used data regularly and UniFrog to demonstrate overall provision and areas in need of further development.
- A number of our students PP completed their Bronze Duke of Edinburgh award.
- We supported students with technology providing them with laptops to support online lessons.
- Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

- The Outward Bounds Trip to Wales, supported 12 PP students to attend a week of outward bounds / residential development. This was produced centrally by the Trust, but PP fundings provided free places for the 8 students who attended.
- Wingman Mentors and other AP partners were used to target key students and enhance / promote/ develop their SEMH needs. PP students were a large number of this group. In line with our intent, all student's good attendance was, and is, celebrated.
- Throughout 2024 new systems were implemented; a focus on Attendance with a new monitoring system was implemented by the SLT Lead and supported by the Attendance House teams in our pastoral system Tutor first intervention was initiated with the tutor taking the lead on any initial concerns and making contact with the family, this would be supported by the House SSA and layered up through the Senior Tutors
- All PP families received multiple email communication from PP champion during the year.
- All PP children are offered costs towards trips.
- Revision guides given to all Year 11 and 10 students.
- All educational visits offered with financial support. As per PP charter
- 8 PP Students received guitar tuition between KS3 and KS4
- 7 PP Students had additional music intervention peripatetic support to enhance GCSE Music skills

Appendix A – Evidence Basis

Sutton Trust: Pupil Premium strategies – guide for teachers (high-quality teaching, oracy, targeted support, support for high-attainers). [Link](#)

EEF: Guide to the Pupil Premium (2024) (tiered approach; evaluation). [Link](#)

EEF: Supporting school attendance (themes; planning tool). [Link](#)

DfE: Using pupil premium – guidance for school leaders (2025) (menu of approaches; publication requirement). [Link](#)

Meridian Trust – Common Priorities Across Schools (audit summary) (barriers & actions)

Stratton School PP Strategy / Charter context (current PP proportion, aims, charter). [PP Strategy PDF](#) • [PP webpage](#)

Sutton Trust: School Funding & Pupil Premium 2025 (funding pressures to consider in planning). [Link](#)