

Pupil Premium strategy statement - Kesteven and Sleaford High 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	786
Proportion (%) of pupil premium eligible pupils	10.8%
Academic year/years that our current pupil premium strategy plan covers	2026-2029
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Katy Stokes
Pupil premium lead	Kaylie Brown
Governor / Trustee lead	Robbie Gemmill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,711.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£72,711.75

Part A: Pupil premium strategy plan

Statement of intent

At Kesteven and Sleaford High School, we are committed to ensuring that every disadvantaged pupil achieves highly, develops confidence and aspiration, and fully participates in all aspects of school life.

As a selective girls' grammar school, we recognise that pupils eligible for Pupil Premium have already demonstrated significant academic potential. However, disadvantage can continue to present barriers to achievement, confidence, attendance, participation and progression beyond school. Our strategy therefore focuses not only on academic outcomes but also on belonging, wellbeing, opportunity and future aspirations.

Our objectives are to:

- Ensure disadvantaged pupils achieve outcomes in line with their peers.
- Deliver consistently high-quality teaching and learning.
- Remove financial barriers to participation and enrichment.
- Support attendance, wellbeing and engagement.
- Increase confidence, resilience and independent learning skills.
- Raise aspirations and support progression to ambitious post-16 and post-18 destinations.
- Ensure all disadvantaged pupils benefit from the full KSHS experience.

Our approach is informed by the Education Endowment Foundation (EEF) Guide to the Pupil Premium and is organised around:

- High-quality teaching.
- Targeted academic support.
- Wider strategies.

We recognise that disadvantage often overlaps with SEND, attendance concerns, safeguarding vulnerabilities, SEMH needs and caring responsibilities. We therefore adopt a personalised and evidence-informed approach which places the needs of individual pupils at the centre of decision making.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils demonstrate lower academic confidence and feelings of not fully belonging within a highly academic selective environment.
2	Some disadvantaged pupils require additional support to develop metacognitive skills, independent study habits, revision strategies and self-regulation.
3	Attendance for disadvantaged pupils is marginally below that of non-disadvantaged peers and a small number are at risk of persistent absence.
4	Financial disadvantage can create barriers to participation in educational visits, extracurricular activities, music tuition, leadership opportunities and wider enrichment experiences.
5	Some disadvantaged pupils experience higher levels of anxiety, wellbeing concerns or emotional barriers to learning.
7	Not all pupils have equal access to cultural capital, professional networks, university experiences and career-related opportunities.
8	A proportion of disadvantaged pupils also have SEND or other vulnerabilities requiring bespoke intervention and coordinated support.

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
Disadvantaged pupils achieve strongly across the curriculum.	Attainment and progress remain in line with or above national averages and internal attainment gaps are reduced.
Improved attendance.	Attendance gap between disadvantaged and other pupils narrows annually. Persistent absence remains below national disadvantaged averages.
Increased confidence and independent learning.	Pupil voice demonstrates improvements in confidence, resilience, organisation and self-regulation.
Increased participation in school life.	All disadvantaged pupils access at least one enrichment opportunity annually. Participation in extracurricular provision continues to increase.
Improved wellbeing and belonging.	Pupils report feeling safe, supported and included within school life.

Enhanced aspiration and future progression.	All disadvantaged pupils progress to sustained education, employment or training, with increasing engagement in university and careers programmes.

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: £36,355.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD focused on evidence-informed teaching and learning, including: • KSHS CPD – Pedagogy for all staff – Quality First Teaching • CPD Reading resources • Staff coaching time and	High-quality teaching and metacognition has the greatest impact on outcomes for disadvantaged pupils. The EEF Guide to the Pupil Premium Education Endowment Foundation	1,2,8

development • Subject specific training courses Development of metacognitive and self regulation strategies embedded within KSHS CPD pedagogy as part of Teaching and Learning strategy		
Embed disciplinary literacy across the curriculum, including continued provision of library lessons for all students to promote reading and remove barriers to learning from gaps in literacy. Resources used: • Librarian • Lexia Literacy Programme	Lower levels of literacy provide barriers to achievement for students across all subjects. All students need good levels of literacy to make good progress and to widen their options for further study in the Future. https://educationendowmentfoundation.org.uk/education_evidence/guidance-reports/literacy-ks3-ks4 Section 13 of The reading framework - GOV.UK	1,2
Quality assurance focused on the progress of disadvantaged learners.	Ensures disadvantaged pupils remain visible within curriculum monitoring processes.	1,2
Adaptive teaching and responsive	Enables gaps to be identified and addressed early.	1,2,8

intervention informed by assessment. PP student progress exceeds that nationally of 'other' students. Support is needed for administration of 'back on track' and 'summer support' programme. Learning Mentor team hours allocated to LSAs	Effective use of intervention programmes such as 'Back on Track' in KS4 and Summer Support programmes in KS3 and 4 As of 2025 the KS3&KS4 GCSE learning gap is at 23 months for the most persistently disadvantaged (Education Policy Institute) The EEF Guide to the Pupil Premium Education Endowment Foundation	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £18,177.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentoring and intervention including revision and study skills programmes. Intervention to support students at risk of underachieving including: - Maths/English targeted intervention 1:1 and small group intervention	Small-group and individual support can accelerate progress. Revision and study skills programmes help support independent learning and examination preparation. The EEF Guide to the Pupil Premium Education Endowment Foundation	2,8

• Additional classroom support • Employment of external tutors		
Transition support for Year 7 and post-16 students.	Effective transition improves engagement and academic confidence.	5
Ensuring access to revision resources such as: • MathsWatch subscription • Hard copy revision resources/key texts as appropriate given directly to PP students in Yr 11	Removes financial barriers to learning.	4

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

Budgeted cost: £18,177.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance mentoring and early intervention, including review meetings. Administration of attendance data and Pastoral Support	Attendance is strongly associated with achievement with support provided for early identification of emerging concerns. Working together to improve school attendance: July 2026	3
Family support and liaison provided by pastoral and SEND teams.	Strengthens home-school partnership.	2,5,8
Support for pupils experiencing emotionally based school avoidance	Addresses barriers affecting attendance and wellbeing.	3,5

provided by pastoral manager		
Access to pastoral/SEMH support and mentoring, including ELSA and listening service	Supports emotional wellbeing and school engagement, and removes barriers to participation and achievement, prior to engagement with external agencies	5
Student voice and belonging initiatives.	Helps pupils feel represented and valued.	1
Financial support for educational visits, residential experiences and subsidies for music tuition (50%), Duke of Edinburgh (50% cost level) and extracurricular activities. Purchase of EVOLVE Clubs to engage parents and students	Disadvantaged pupils should be able to access the full curriculum and wider opportunities.	4,7
£120 per PP student available directly to parents with receipts for funding towards school uniform or school transport passes	School uniforms: guidance for schools - GOV.UK Socio-economic attainment gap remains stubbornly wide after... EEF	
Promotion of wider opportunities post 16 and post 18 using: - Careers advisor 1:1 careers interviews for Y11 and 13	Reference to Gatsby Benchmarks - Addressing the needs of each pupil Gatsby Gatsby Benchmarks Explained EEF Blog: The Pupil Premium and school segregation – an... EEF (educationendowmentfoundation.org.uk)	7
Rewards system acknowledging effort and attitude to learning in classrooms	Develops cultural capital and future readiness. Increasing Pupil Motivation - trial EEF	1

• Subject achievement • Improved attendance • Extracurricular involvement		
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Total budgeted cost: £ 72,711.75

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year. From a summary of overall assessments completed in November, March and May with Year 11

- 93.1% of Year 11 Pupil Premium students achieved 5 GCSE at grade 4 or more (average for the whole year was 96.6%)
- 90.6% of Year 11 Pupil Premium students achieved 5 GCSE at grade 4 or more, including English and Maths (average for the whole year was 96.4%)
- 85.7% of Year 11 Pupil Premium students achieved grade 4 or above in English (average for the whole year was 100%)
- 71.4% of Year 11 Pupil Premium students achieved grade 5 or above in English (average for the whole year was 88.8%)
- 92.9% of Year 11 Pupil Premium students achieved grade 4 or above in Maths (average for the whole year was 100%)
- 85.7% of Year 11 Pupil Premium students achieved grade 5 or above in Maths (average for the whole year was 89.6%)
- 52.4% of PP pupils engaged in back on track activities
- Six pupils accessed at least one session of CASY counselling and three pupils accessed MHST.
- 20.6% of PP parents accessed uniform support funding (28% in 2023, 29% in 2024 and 25% in 2025)
- 11+ Entries of PP Children sustained at 12%
- Successful 11+ candidates who are Pupil Premium (FSM) increased to 9.6% (7% in 2023, 7.8% 2024)
- Pupil Premium student attendance has dropped slightly from 94.4% in 2025 to 93.7% by June 2026

Externally provided programmes

Programme	Provider
Frog learning (11+ familiarisation materials)	Frog learning
Mathswatch	Mathswatch
Lexia Core 5	Lexia
UniFrog (Careers/Post 18)	UniFrog

