

Pupil Premium Strategy Statement 2025-2026

School	SHERINGHAM HIGH SCHOOL
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This statement details our school's use of Pupil Premium to help improve the progress of our students who attract Pupil Premium (PP) pupils. It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

PP Targets 2024-2025	Evidence of Success
1. Improved progress among disadvantaged pupils across the curriculum at the end of KS4.	<p>Between 2024 and 2025 the Progress 8 score of disadvantaged students in Year 11 improved by over three quarters of a grade, demonstrating a significant improvement and a narrowing of the gap between disadvantaged students and their non-disadvantaged peers. *</p> <p>2024 average grade for a disadvantaged Y11 student was 3.29</p> <p>2025 average grade for a disadvantaged Y11 student was 3.85</p>
2. To achieve and sustain improved attendance for all pupils, including our disadvantaged pupils	<p>Attendance 2023/2024 - 7th Sept 23 - 24th May 2024 (exc Summer 2 term)</p> <p>All students = 89.82%</p> <p>Disadvantaged= 84.06%</p> <p>Attendance 2024/2025 (exc Summer 2 term)</p> <p>All students = 90.4%</p> <p>Disadvantaged= 84.3%</p> <p>Small improvement made but further improvement needed</p>
3. Reduce the number of behaviour incidents across the school including our disadvantaged students	<p>Suspensions 2023/2024</p> <p>Total suspensions- 114</p> <p>Total days- 211.5 days</p> <p>Disadvantaged students accounted for 53.5% of suspensions (61) and 57% of suspended days (120)</p> <p>Suspensions 2024/2025</p> <p>Total suspensions- 92</p> <p>Total days- 189.5 days</p> <p>Disadvantaged students accounted for 66% of suspensions (61) and 68% of suspended days (128.5)</p> <p>A significant improvement in behaviour led to a significant reduction in suspensions overall. Suspensions reduced in 2024/25 in all year groups. However, suspensions have not decreased in the Disadvantaged group and this is a focus for 2025 26.</p>
4. Disadvantaged students show improved organisational skills and consistently wear the school uniform correctly.	<p>Uniform checks in tutor groups demonstrated fewer uniform issues in 2024/25. Fewer issues with equipment due to equipment purchased for classrooms and pencil cases available for individual students.</p>
5. To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> • 2 school counsellors supported students referred by school wellbeing lead. • Disadvantaged students benefitted from financial support for trips and visits whenever requested by parents / carers. No child was excluded from opportunities by financial constraints. • Free breakfasts available in LSU every day. • Pre-exam breakfasts provided to all students before morning GCSE exams

* P8 2023/24 based on actual DFE data, P8 2024/25 estimated by SISRA analytics using CAT4 data as available (due to lack of KS2 SAT scores for Covid year group).

School overview September 2025

Detail	Data
School name	Sheringham High School
Number of pupils in school	511 main school 628 total
Proportion (%) of pupil premium eligible pupils	27.2% of Main school (Y7-11)
Academic year/years that our current pupil premium strategy plan covers	7-11
Date this statement was published	12/11/2025
Date on which it will be reviewed	12/11/2026
Statement authorised by	Dawn Hollidge, Head of School
Pupil premium leads	Dawn Hollidge

Funding overview 2025-2026

Detail	Amount
Pupil premium funding allocation this academic year	£158904
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	£158904

Part A: Pupil premium strategy plan Statement of intent

The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these students. The funding will be used to narrow and close the gap between the achievement of these students and their peers locally and nationally. As far as its powers allow, the School will use additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. We will aim to ensure that the funding benefits the students who need it most so that it makes a significant impact on their education and lives.

- We will seek to overcome:-
 - - Any educational inequality
 - - The limit of opportunity or wellbeing due to financial hardship
 - - The impact of low self-esteem on education and learning
 - - Any barriers which result in poor engagement with school
- The Leadership Team, in consultation with the Governors and staff, where appropriate, will decide how the Pupil Premium is spent for the benefit of entitled students.
- School wide plans for Pupil Premium funding expenditure will consider research into best practice and evidence of successful intervention strategies.
- The School will assess what additional provision should be made for the individuals.
- The School will be accountable for how it has used the additional funding to support the achievement of those students covered by the Pupil Premium and the Headteacher (or their nominee) will report to the Governing Body and parents on how effective the intervention has been in achieving its aims.
- We will ensure that parents, Governors and others are fully aware of the attainment of students covered by the Premium.
- We will encourage all staff, both teaching and support staff, to suggest innovative and creative strategies to support the progress of these students.
- We will monitor, evaluate and review the impact of the Pupil Premium funding.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Persistent Absentees (PA = less than 90% attendance) This is an ongoing priority. In 2024/25 the difference between the attendance of disadvantaged students and that of non-disadvantaged students increased. This is partly due to an increase in the number and proportion of disadvantaged students.
2	Progress of Disadvantaged students at GCSE: In 2025 the progress and attainment of Disadvantaged students was significantly improved on the previous year and the gap between these students and their non-disadvantaged peers narrowed *. This continues to be a focus both nationally and at our school. Progress in Maths improved again in 2024/25 for disadvantaged and non-disadvantaged students. This has been a key focus area with emphasis on mastery training and techniques. Disadvantaged students made positive progress in Maths, Further Maths, English Literature, Biology, Chemistry, Physics, Combined Science, Art, Photography, Business Studies, Design & Technology, Geography, Music, French and German but did not make the expected progress in other subjects.
3	Dysregulation Disadvantaged students accounted for a greater number of incidents compared to their non-disadvantaged peers. Whilst number of suspensions overall decreased last year, suspensions among disadvantaged students did not.
4	Organisation and Uniform and access to extra-curricular opportunities In general, disadvantaged students find being organised for the school day more challenging than non-disadvantaged students. There are a higher number of uniform issues and often more support is required from school. Disadvantaged students may be less likely to take part in trips/visits/extra-curricular clubs

Intended Outcomes and Actions

No	Challenge	Intended Outcome	Amount allocated	Actions and Monitoring
In order to provide an effective wrap around support for all PP pupils including support with self esteem, attendance, academic progress and organisation, a significant amount of PP funding is used annually to support PP pupils.				
1	1,2,3	Quality first teaching for all students. Skilled pastoral team support student wellbeing and positive learning behaviours. 2 school counsellors provide specialist support as required. Mentoring for male disadvantaged students through Eden scheme.	120000	Targeted staffing
2	1,2,3	Staff upskilled on adaptive teaching methods and techniques and kept up to date with latest educational developments.	5500	Staff training
3	2,3	Students with low reading age on entry are supported to improve confidence and fluency in order to enable access to full curriculum.	5000	Reading interventions and literacy support programmes
4	2,3	Updated resources and materials support adaptive teaching strategies.	2000	Provision of additional classroom resources and textbooks
5	1,2,4	No disadvantaged student is excluded from accessing the full curriculum due to financial constraints.	1500	Provide ingredients for Food & Nutrition lessons
6	2,4	All students start the year fully equipped and know where to access replacement stationery as needed. All students have access to quality revision resources.	1000	Provide all PP students with a pencil case at the start of the year. Provide revision guides and revision materials for all subjects for PP students.
7	1,2,3	Raised aspirations and opportunities to explore educational and career opportunities.	300	MAGT – resources, transport etc. for HPA ambition group club
8	1,2,4	No disadvantaged student is excluded from learning to play a musical instrument.	6000	Support with cost of peripatetic music lessons
9	1,2,3,4	No disadvantaged student is excluded from accessing the extra-curricular activities due to financial constraints	3000	Funding to assist disadvantaged students to attend trips.

10	1,2,4	All students feel sense of equality and belonging.	2000	Uniform: supporting families as needed with cost of uniform, including shoes. Provision of spare uniform within school for students to borrow as required.
11	1,2,3,4	No student starts the school day hungry.	1000	Provide free breakfast and additional food for those who need it.
12	2	Students are encouraged and supported to attend additional lunchtime and after school revision sessions	300	Provision of refreshments for Year 11 revision sessions and reward scheme incentives.
13	2	No student is hungry when sitting an examination.	800	Provision of pre-exam breakfasts for Y11 students
14	1,2,3,4	A full range of clubs and opportunities is offered to all students.	2000	Support with the cost of equipment for subjects or extra curricular activities.
15	1,2,3	Positive contributions and success are rewarded throughout the year by a detailed programme which enables all to achieve.	2000	Subsidise cost of rewards programme and trophies for end of year awards to encourage and reward success at all ability levels.
Contingency			6504	
Total			£158904	