Pupil Premium Strategy Statement – Southchurch High School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year), 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Southchurch High School
Number of pupils in school	740
Proportion (%) of pupil premium eligible pupils	47.0% (348 students)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Tracy Airoll
Pupil premium lead	Paul Dunn
Governor / Trustee lead	John Grover

Funding overview

Detail	Amount
Forecast Pupil premium funding allocation this academic year	£ 391538
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	£ 391538

Part A: Pupil premium strategy plan

Statement of intent

Southchurch High School – Our Vision

Our vision *"a community of opportunity, learning and aspiration"* reflects our unwavering ambition for every young person in our school. We are proud of the rich diversity within our community and remain committed to cultivating a learning environment where every student feels valued, supported and empowered to thrive. At Southchurch High School, students are encouraged to embrace every learning experience—whether through our Personal Development, Academic, PSHE or Careers programmes—so that they leave us with strong qualifications, broad skills and the confidence to pursue their chosen future. We believe in raising aspirations, widening horizons and helping each student achieve their full potential, transforming futures along the way.

Situated within the Southend area, we recognise the socio-economic inequalities that shape many of our families' experiences. A significant number of our students join us from local primary partners, and many families sit just above the threshold for Pupil Premium but have still felt the impact of changing employment demands since Covid-19. Despite these challenges, we see tremendous resilience, talent and ambition in our young people, and we celebrate the progress they make every day.

We believe wholeheartedly in the power of education to change lives. Research shows that high attainment narrows the poverty gap and opens doors to further education, enriching careers and greater life opportunities. At Southchurch High School, we are determined to ensure every student—regardless of background—has the chance to succeed, excel and shine.

Our approach is rooted in high expectations, personalised support and a deep understanding of our students' needs. We respond to individuals, never assumptions. The strategies we employ work together to elevate confidence, outcomes and ambition.

To secure success for all, we will:

- Set high expectations and ensure every disadvantaged learner receives suitably challenging, aspirational work
- Intervene early, proactively and purposefully so support reaches students as soon as it is needed
- Uphold a whole-school commitment to equity and excellence, where every staff member champion disadvantaged students, celebrates their achievements and drives progress forward

Challenges

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

Challenge number	Detail of challenge
1	**The Challenge: Closing the Attainment Gap -** Current outcomes show that the Attainment 8 score for disadvantaged pupils at Southchurch High School remains below 40. This is significantly lower than both the national average and the attainment of their non-disadvantaged peers. This gap is not just numerical— it represents unrealised potential, missed opportunities and a persistent barrier to future success for too many of our young people. We know that when disadvantaged students achieve well, they are equally as likely to progress to higher education, apprenticeships or skilled employment. Strong outcomes open doors: they elevate aspirations, expand future choices and enable young people to fulfil their potential. Our challenge, therefore, is clear and pressing. We must accelerate progress, raise attainment and ensure every young person—regardless of background—has access to the same high-quality outcomes and life chances. This is not just a target. It is a moral imperative, and one we are determined to meet.
2	**Numeracy, Literacy and Language Gaps -** Analysis indicates that a substantial proportion of our disadvantaged students enter secondary education with pronounced deficits in vocabulary, literacy and language development, stemming from reduced access to social and cultural capital in early childhood. Exposure to Tier 2 vocabulary—language that underpins academic discourse and examination success—is markedly lower within many disadvantaged households, limiting students' ability to access, interpret and respond to increasingly complex curriculum content. This linguistic gap is not incidental; it is foundational, affecting reading comprehension, extended writing, problem-solving and ultimately, academic self-belief. Parallel concerns exist within numeracy. National evidence (National Numeracy, 2022) identifies socio-economic background as the strongest predictor of numeracy proficiency, and our internal data strongly mirrors this trend. Census records and KS2 baseline scores illustrate a significant concentration of educational disadvantage across cohorts, reflecting the scale of the challenge we face.
3	**Aspirations and Motivation -** Qualitative observations, student voice evidence and demographic analysis collectively indicate that a significant number of our disadvantaged learners demonstrate lower levels of resilience, academic self-efficacy and sustained motivation when faced with challenge. Many of these students experience adversity outside the classroom in ways that do not foster productive coping strategies or academic perseverance. As a result, they are more likely to disengage when tasks become demanding, adopting passive learning behaviours rather than seeking support, applying strategies or persisting independently. This pattern is closely linked to limited access to social, cultural and financial capital within the home environment. Students who lack exposure to structured problem-solving, aspirational role models or rich opportunities for critical thinking are less equipped with the metacognitive tools that more advantaged peers typically develop implicitly. Consequently, they enter school with fewer internalised strategies for planning, monitoring and evaluating their own learning—skills which directly correlate with progress, attainment and long-term aspiration.
4	**Emotional and Pastoral Wellbeing -** Current pastoral assessments, student voice evidence and stakeholder dialogue indicate a notable increase in emotional dysregulation and mental health concerns among our student population. A significant proportion of learners demonstrate difficulty in processing, articulating and managing adverse experiences, including anxiety, trauma, bereavement and sustained family stressors. In many cases, these challenges manifest as reduced

	engagement, heightened behavioural responses, difficulty sustaining focus and an increased reliance on adult mediation to navigate routine pressures. The rise in emotional need is compounded by limited access to external specialist provision, meaning students often arrive in school without the coping mechanisms, emotional literacy or self-regulation strategies necessary to thrive in a high-expectation learning environment. For those facing socio-economic disadvantage, these vulnerabilities are frequently intensified by unstable home contexts, financial insecurity and restricted exposure to protective factors such as consistent routines, supportive networks, community enrichment and positive mental health models. The challenge is, therefore, multidimensional. It is not solely pastoral; it is academic. Students who are emotionally overwhelmed cannot learn effectively. Those without secure emotional foundations struggle to access higher-order thinking, maintain motivation or demonstrate perseverance in the face of challenge. If we are to improve outcomes, we must recognise emotional wellbeing as a prerequisite for attainment and ensure our support systems are both preventative and responsive. Addressing this gap requires targeted interventions, skilled pastoral support and a whole-school environment that prioritises emotional stability as a driver—not an outcome—of academic success.
5	**Attendance and Engagement -** Data analysis indicates that attendance rates among disadvantaged students consistently fall below the school's target, creating a significant barrier to both academic progress and pastoral development. Persistent absence is strongly correlated with lower attainment, reduced engagement in learning, and diminished access to essential social and emotional support networks within the school environment. Our qualitative observations and stakeholder discussions suggest that students who experience repeated or prolonged absence often become trapped in a self-reinforcing cycle. Periods of absence lead to gaps in learning, which in turn generate heightened anxiety about falling behind academically. This anxiety is compounded by social isolation, as students struggle to maintain friendships and feel disconnected from the wider school community. The result is a cumulative disadvantage: academic, social, and emotional development are simultaneously undermined, reducing opportunities for success and engagement. The challenge is both structural and behavioural. To disrupt this cycle, it is essential that we combine rigorous monitoring with proactive intervention, ensuring that every absence is addressed promptly and effectively, and that students are supported in re-engaging with both the curriculum and their peer networks. Attendance is not merely a compliance metric—it is a critical determinant of equity, wellbeing, and attainment for our disadvantaged learners

Intended outcomes

This explains the strategies and outcomes that 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 attainment and progress among disadvantaged students across the curriculum, demonstrated in KS4 outcomes.	**Attainment Benchmarks:** Disadvantaged students achieve an **Attainment 8 score above 40**, demonstrating a reduction in the gap compared to national averages and their non-disadvantaged peers. Students meet or exceed expected GCSE grades in core subjects (English, Maths, Science) and a broad range of other curriculum areas. **Progress Measures:** Progress 8 scores for disadvantaged students show positive growth, narrowing the gap with non-disadvantaged peers. Targeted interventions result in measurable improvement for students previously performing below expected progress levels. **Differentiated Curriculum and Challenge:** All teaching is informed by diagnostic assessment to ensure disadvantaged students are appropriately challenged and supported. Evidence of personalised learning strategies and scaffolded interventions is documented and implemented consistently across subjects. **Monitoring and Review:** Termly tracking identifies students at risk of underachievement, with clear action plans and interventions in place. Progress reviews involve subject teachers, pastoral teams, and senior leaders, ensuring accountability and timely adjustments. **Closing the Gap:** The attainment gap between disadvantaged students and their peers is demonstrably reduced across multiple measures (Attainment 8, Progress 8, EBacc entries, and subject-specific outcomes). Success is evident in both quantitative outcomes and qualitative measures, such as increased engagement, resilience, and confidence in learning. **Post-16 Pathways:** A majority of disadvantaged students secure appropriate post-16 pathways in further education, apprenticeships, or training, reflecting academic progress and aspiration growth.
Improved assessment of the individual needs of all students.	**Comprehensive Baseline Assessments:** All students complete diagnostic assessments in literacy, numeracy, and key subject areas within the first six weeks of the academic year. Assessments are robust enough to identify gaps in prior knowledge, language acquisition, and metacognitive skills. **Holistic Data Collection:** Assessment incorporates academic, social-emotional, and pastoral dimensions, including wellbeing, motivation, and attendance indicators. Teachers systematically record observations and triangulate them with formal assessment data to build a full picture of student needs. **Individual Learning Profiles:** Each student has an up-to-date learning profile summarising strength, areas for development, preferred learning strategies, and required interventions. Profiles are accessible to all relevant staff and inform planning, differentiation, and targeted support. **Data-Driven Interventions:** Identified needs directly inform personalised learning strategies, intervention programmes, and enrichment opportunities. Progress is monitored regularly, with interventions reviewed and adapted at least termly based on measurable outcomes.

	Impact on Progress and Engagement: Evidence shows improved engagement, increased confidence, and accelerated progress for students with identified gaps. Disadvantaged students demonstrate measurable closing of attainment and skill gaps compared to peers. **Regular Review and Accountability:** Senior leadership reviews assessment data at least termly to ensure consistency, accuracy, and effective use of findings in classroom planning. Teachers receive feedback and support to enhance assessment practice and the use of data to inform teaching
Improved assessment of the attainment of individual students	**Comprehensive Baseline Data:** All students have completed robust diagnostic assessments in core subjects and key curriculum areas at the start of the academic year. Baseline data identifies attainment levels, knowledge gaps, and readiness for progression. **Ongoing Formative Assessment:** Teachers regularly use formative assessment strategies to track student attainment and adjust teaching accordingly. Data is recorded systematically and informs lesson planning, differentiation, and targeted support. **Individual Attainment Profiles:** Each student has a clear, up-to-date attainment profile summarising current levels, progress, and areas for development. Profiles are accessible to all relevant staff and guide personalised learning and intervention strategies. **Data-Driven Interventions:** Assessment outcomes directly inform targeted interventions for students at risk of underachievement. Interventions are reviewed termly, and impact is measured through subsequent attainment data. **Monitoring Progress:** Regular tracking ensures that progress is measurable, with clear evidence of improvement for all students, particularly disadvantaged learners. Senior leadership and teaching teams use attainment data to identify trends, address gaps, and celebrate success. **Evidence of Impact:** Assessment improvements lead to measurable progress in student outcomes, reflected in internal tracking and external examinations. Students demonstrate improved engagement and confidence in their learning a a result of personalised assessment and support.
Improved attendance of disadvantaged students	**Attendance Targets:** The overall attendance rate for disadvantaged students reaches **96% or above**, in line with the school's target and exceeding the national average. Persistent absenteeism among disadvantaged students decreases termly, with fewer students falling below 90% attendance. **Closing the Gap:** Attendance rates for disadvantaged students are in line with, or exceed, those of their non-disadvantaged peers. Reduction in the attendance gap is monitored and reported termly, demonstrating progress towards equity. **Early Identification and Intervention:** Systems are in place to identify students at risk of poor attendance promptly. Targeted support plans (including pastoral support, mentoring, and parental engagement) are implemented immediately and monitored for effectiveness. **Engagement with Parents and Students:** Families of students with low attendance receive structured communication and support to address barriers

	to regular school attendance. Students are actively engaged in understanding the importance of attendance for academic and social development. **Monitoring and Accountability:** Attendance data is reviewed at least termly by senior leadership, with clear action plans for underperforming cohorts. Teachers and pastoral teams take shared responsibility for improving attendance and addressing underlying causes. **Impact on Outcomes:** Improved attendance leads to measurable increases in engagement, progress, and wellbeing among disadvantaged students. Evidence shows that students with improved attendance demonstrate higher attainment, better social integration, and increased participation in school life.
Improved learning behaviours of disadvantaged students	**Engagement and Participation:** Disadvantaged students consistently demonstrate active participation in lessons, including asking questions, contributing to discussions, and engaging in collaborative learning activities. Classroom observations indicate increased on-task behaviour and reduced instances of disengagement. **Resilience and Perseverance:** Students demonstrate improved resilience when faced with challenging tasks, persisting with problem-solving and seeking support appropriately. Evidence of students applying metacognitive strategies independently to monitor and regulate their learning. **Homework and Independent Study:** Disadvantaged students' complete homework and independent study tasks consistently and to a high standard, reflecting improved self-organisation and time management skills. Submission rates for disadvantaged students align with, or exceed, those of their peers. **Behaviour for Learning:** Reduction in behavioural incidents that disrupt learning; students show respect for classroom routines and expectations. Positive learning behaviours are recognised and consistently reinforced through school systems. **Teacher Assessment and Feedback:** Teachers report observable improvements in engagement, focus, and willingness to take academic risks. Feedback from formative assessments demonstrates students are increasingly independent in their learning and able to respond to guidance effectively. **Impact on Outcomes:** Improved learning behaviours contribute to measurable gains in progress and attainment across subjects. Students demonstrate greater confidence, self-efficacy, and readiness for further education or training.
Improved numeracy, literacy and oracy skills of disadvantaged students.	**Enhanced Literacy and Oracy Skills:** Disadvantaged students demonstrate sustained high levels of Tier 2 vocabulary in both written work and oral communication. Pupils can articulate, explain, and expand on ideas with clarity and precision in class discussions, presentations, and written responses. **Improved Numeracy Skills:** Students show measurable progress in numeracy through consistent application of key mathematical concepts across the curriculum. Diagnostic and formative assessments indicate improved confidence, accuracy, and problem-solving ability. **Evidence of Progress:** Formative assessments within lessons provide regular evidence of students' growing command of Tier 2 vocabulary and numeracy skills. Summative assessments, systematically linked to the curriculum,

	demonstrate sustained improvement over time and highlight areas for targeted intervention. **Assessment-Driven Instruction:** Teachers use frequent formative assessment to adapt teaching, provide timely feedback, and scaffold vocabulary and numeracy development effectively. Summative assessments are tracked rigorously to monitor progress, identify gaps, and inform future planning. **Impact on Outcomes:** Improvements in literacy, oracy, and numeracy contribute to higher attainment and progress across subjects, as evidenced by internal tracking and formal assessments. Students show increased confidence and independence in explaining complex ideas, reading for understanding, and applying mathematical reasoning. **Consistency Across the Curriculum:** Evidence of Tier 2 vocabulary and numeracy application is consistent across all subjects, not limited to English and Maths, demonstrating integrated academic language development.
Disadvantaged students to be more motivated to aim high and accelerate their progress so as they can attain well	**Improved Aspirations and Motivation:** Disadvantaged students demonstrate higher ambition and self-efficacy, as evidenced by engagement in lessons, participation in enrichment opportunities, and positive student voice feedback. Students set challenging personal targets and actively monitor their own progress. **Post-16 Progression:** A measurable increase in the proportion of disadvantaged students choosing to continue into Post-16 education, training, or apprenticeships. Targeted careers guidance and aspiration-raising activities contribute to informed, ambitious progression decisions. **Academic Attainment:** Disadvantaged students achieve a minimum of **Grade 4 in all GCSE subjects**, closing the attainment gap with peers. Evidence of accelerated progress for students previously below expected levels, demonstrating effective intervention and support. **Monitoring and Feedback:** Termly tracking demonstrates improvement in engagement, effort, and attainment, with underperforming students receiving timely, targeted support. Teachers provide regular, constructive feedback, enabling students to understand and act on strategies for improvement. **Impact on Outcomes:** Increased motivation and raised aspirations correlate with improved progress and attainment across the curriculum. Students demonstrate enhanced confidence in their ability to achieve academic success and pursue ambitious pathways beyond Key Stage 4.
Parents take a more active role in their child's education	**Regular Communication:** Academic reports for all students are communicated to parents **termly**, providing clear information on progress, attainment, and areas for development. Reports include actionable guidance for parents to support learning at home. **Parental Engagement:** Attendance at parents' evenings reaches **above 60%** for disadvantaged students' families, whether in-person or via remote options. Engagement is monitored termly, with follow-up strategies for families who do not attend. **Active Participation in Learning:** Parents demonstrate increased involvement in their child's education, including supporting homework, discussing progress, and participating in school-led activities. Evidence from surveys, parent

	feedback, and teacher observations indicates more consistent and meaningful parental engagement. **Impact on Student Outcomes:** Increased parental engagement correlates with improvements in student attendance, motivation, engagement, and academic progress. Disadvantaged students show measurable gains where parental support and involvement are evident. **Monitoring and Support:** School provides targeted support for families to overcome barriers to engagement, including flexible meeting options, communication in accessible formats, and workshops or guidance sessions. Regular review of parental involvement strategies ensures continuous improvement in engagement levels.
Students who are not secondary school ready when entering year 7 are caught up to ensure accelerated progress in KS3 and KS4	**Baseline Assessment and Identification:** All incoming Year 7 students are assessed on literacy, numeracy, oracy, and learning behaviours within the first six weeks. Students not secondary-ready are identified and have individual learning needs clearly documented. **Targeted Intervention Programmes:** Evidence-based interventions are implemented immediately to address gaps in literacy, numeracy, or other foundational skills. Small group support, 1:1 tutoring, and scaffolded learning are in place for all identified students. **Accelerated Progress Measures:** Students demonstrate measurable progress in literacy and numeracy within the first term, tracked through formative and summative assessments. By the end of KS3, students achieve age-expected standards or show significant progress towards them. **Monitoring and Review:** Termly tracking identifies students who are not making expected accelerated progress, with interventions adapted accordingly. Teachers and senior leaders review progress data regularly to ensure interventions are effective and responsive to individual needs. **Impact on KS4 Outcomes:** Students who were not secondary-ready in Year 7 achieve a minimum of **Grade 4 in core subjects** by the end of KS4, with Progress 8 scores indicating accelerated attainment. Improved readiness translates into increased confidence, engagement, and independent learning skills, supporting long-term academic success. **Holistic Development:** In addition to academic progress, students show improvement in learning behaviours, resilience, and engagement, preparing them for successful transition into further education or training.

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: £ *306,538*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils	Observations, lesson evaluations, and internal assessment data demonstrated that consistently high-quality, inclusive teaching led to improved student engagement, progress, and attainment. Lessons that were well-planned, appropriately challenging, and scaffolded to meet diverse learner needs supported disadvantaged students in achieving their potential. Analysis of attendance, behaviour, and engagement data indicated that high-quality teaching positively influenced motivation, sustained participation, and overall student wellbeing, creating an environment in which all learners could thrive academically and personally. This approach drew on evidence-based strategies, including feedback (EEF +6 months), mastery learning (EEF +5 months), collaborative learning approaches (EEF +5 months), homework (EEF +5 months), individualised instruction (EEF +4 months), and metacognition and self-regulation (EEF +7 months), ensuring that teaching was both effective and aligned with proven methods to accelerate learning https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1?utm_source=/news/eef-blog-assessing-learning-in-the-new-academic-year-part1&utm_medium=search&utm_campaign=site_search&search_term=assessing https://www.suttontrust.com/our-research/social-mobility-the-next-generation-lost-potential-at-age-16/	1, 2, 3 & 5
Assessment Structure closely linked to curriculum and embedded	Analysis of assessment data and baseline testing demonstrated that systematically assessing students' needs enabled the early identification of those requiring additional support or challenge. This targeted approach allowed interventions to be implemented promptly, ensuring that students made accelerated progress and achieved their full potential. The approach drew on evidence-based strategies, including feedback (EEF +6 months), mastery learning (EEF +5 months), collaborative learning approaches (EEF +5 months), homework (EEF +5 months), individualised instruction (EEF +4 months), and metacognition and self-regulation (EEF +7 months), ensuring that assessment and intervention practices were effective and aligned with proven methods to improve learning outcomes. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1?utm_source=/news/eef-blog-assessing-learning-in-the-new-academic-year-part1&utm_medium=search&utm_campaign=site_search&search_term=assessing	1, 2, 3 & 5

	https://www.suttontrust.com/our-research/social-mobility-the-next-generation-lost-potential-at-age-16/	
Professional development to support the implementation of evidence-based approaches	Evaluations of both internal and external CPD demonstrated that professional development effectively enhanced teachers' skills, subject knowledge, and pedagogical practice. Internal monitoring of CPD quality identified best practice, which was then disseminated across staff to ensure consistent improvement. External CPD—including curriculum development workshops, NPQ courses, and examination moderation—contributed to measurable improvements in teaching quality and student outcomes. This approach drew on evidence-based strategies, including feedback (EEF +6 months), mastery learning (EEF +5 months), metacognition and self-regulation (EEF +7 months), performance pay (EEF +1 month), phonics (EEF +5 months), reading comprehension strategies (EEF +6 months), and teaching assistant interventions (EEF +4 months), ensuring that professional development was impactful and aligned with proven methods to accelerate learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://www.oup.com.cn/test/word-gap.pdf https://www.hfleducation.org/reading-fluency	1, 2, 3, 4, & 5
Mentoring and coaching for teachers	Southchurch High School implemented a structured mentoring system for all teachers, utilising expert practitioners whose practice was quality assured both internally and through Academy school improvement partners. Engagement with the SSAT Embedding Formative Assessment programme further enhanced professional development, with peer mentoring embedded to share best practice and strengthen teaching quality. Monitoring and evaluation of these programmes demonstrated improved pedagogical skills and consistent application of effective formative assessment strategies across the school. This approach drew on evidence-based strategies, including feedback (EEF +6 months) and performance pay (EEF +1 month), ensuring that mentoring and professional development were impactful and aligned with proven methods to improve teaching and learning. EEF-Effective-PD-Mechanisms-Poster.pdf(d2tic4wvo1iusb.cloudfront.net) NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf	1 & 2
Recruitment and retention of teaching staff	Performance management systems at Southchurch High School, combined with targeted strategies to reduce staff workload, contributed to high levels of staff retention and ongoing professional development. These measures created a supportive and sustainable working environment that attracted and retained high-quality teachers, ensuring that students consistently experienced well-planned, high-quality lessons. Monitoring of retention rates, staff feedback, and lesson evaluations demonstrated the positive impact of these strategies on teaching quality and student outcomes. This approach drew on evidence-based strategies, including performance pay (EEF +1 month), ensuring that staff management and support were effective and aligned with proven methods to enhance educational outcomes. EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net) Reducing school workload - GOV.UK (www.gov.uk)	1, 2, 3, 4, & 5
Technology and other resources to support high quality teaching and learning	The strategic use of technology at Southchurch High School enhanced both classroom and home learning, supporting teaching, assessment, and personalised student progress. Digital tools such as Pupil Progress, provision mapping, Class Charts, and MCAS were utilised as diagnostic and analytical platforms, enabling rapid identification of changes in attainment, attendance, and behaviour. Evaluation of these systems	1, 2 & 5

	demonstrated that timely, data-informed interventions improved the learning environment and supported accelerated progress for all students. This approach drew on evidence-based strategies, including metacognition and self-regulation (EEF +7 months), homework (EEF +5 months), feedback (EEF +6 months), and extending school time (EEF +3 months), ensuring that technology was effectively integrated to maximise student outcomes. EEF_Digital_Technology_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net) Rapid_Evidence_Assessment_summary.pdf (d2tic4wvo1iusb.cloudfront.net)	

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

Budgeted cost: £ *40,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one, small group or peer academic tuition • Learning Mentors • Reading Mentors • Academic subject specific interventions • Progress meetings	Pupil Premium students at Southchurch benefited from targeted tuition designed to accelerate academic progress and close gaps in learning, with support carefully timetabled to ensure it did not detract from curriculum time. A range of evidence-based strategies was used to maximise impact, including mentoring (EEF +2 months), small-group tuition (EEF +4 months), peer tutoring (EEF +5 months), phonics (EEF +5 months), oral language interventions (EEF +6 months) and one-to-one tuition (EEF +5 months), ensuring provision was effective and aligned with proven approaches to raising attainment. One to one tuition | EEF (educationendowmentfoundation.org.uk) Small group tuition | EEF (educationendowmentfoundation.org.uk) Tutoring_Guide_2022_V1.2.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2 & 5
Targeted interventions to support language development, literacy and numeracy • Literacy and numeracy support • Accelerated reader	Pupil Premium students at Southchurch benefited from tuition focused on accelerating academic progress and addressing gaps in learning, with all support delivered in a way that avoided reducing curriculum time. This provision drew on a range of evidence-based strategies, including mentoring (EEF +2 months), phonics (EEF +5 months), oral language interventions (EEF +6 months), small-group tuition (EEF +4 months) and one-to-one tuition (EEF +5 months), ensuring that interventions were purposeful, targeted and aligned with approaches proven to improve outcomes. Selecting_interventions_tool.pdf (d2tic4wvo1iusb.cloudfront.net) Projects | EEF (educationendowmentfoundation.org.uk) Literacy | EEF (educationendowmentfoundation.org.uk) Mathematics | EEF (educationendowmentfoundation.org.uk)	1, 2 & 5

Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND • Technology / Laptop and library • Specific Intervention groups with adapted curriculums	Pupil Premium students at Southchurch benefited from tuition focused on academic progress and closing gaps in learning, with support delivered in a way that did not reduce curriculum time. Interventions were planned around individual student needs, ensuring provision was targeted and responsive. The approach drew on evidence-based strategies, including one-to-one tuition (EEF +5 months) and small-group tuition (EEF +4 months), demonstrating a commitment to effective practice proven to raise attainment. Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk) Five-a-day-poster_1.1.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2 & 5
LSA deployment and interventions • Handwriting interventions • Phonics interventions	Learning Support Assistants were trained in specific interventions to ensure their delivery was effective and had a measurable impact on student outcomes. This training focused on evidence-based approaches, including teaching assistant interventions (EEF +4 months) and phonics (EEF +5 months), ensuring that support was both targeted and aligned with strategies proven to accelerate learning. Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	1, 2 & 5

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

Budgeted cost: £ *45,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional, and behavioural needs • Pastoral support • Report Cards • Behaviour mentoring • External agencies	Students at Southchurch High School needed to feel safe to attend school and engage in learning, and provisions were implemented to improve their social, emotional, and learning behaviours. These interventions drew on evidence-based strategies, including aspiration interventions (EEF), behaviour interventions (EEF +4 months), and mentoring (EEF +2 months), ensuring that support was targeted, effective, and aligned with approaches proven to enhance student engagement and outcomes. Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk) Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	3 & 4
Supporting attendance • Attendance officer	Efforts to improve students' attendance at school had a direct impact on their attainment, and where students and families required additional support, effective communication with home was	5

• Family Liaison Officer	prioritised and strategies were implemented promptly. These measures drew on evidence-based approaches, including aspiration interventions (EEF) and behaviour interventions (EEF +4 months), ensuring that support was targeted, timely, and aligned with strategies proven to enhance engagement and outcomes. EEF_Parental_Engagement_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net) Attendance interventions rapid evidence assessment | EEF (educationendowmentfoundation.org.uk)	
Extracurricular activities • Clubs subsidisation • Trips and visits • DofE • House system	Efforts to improve students' attendance at school had a direct impact on their attainment, and where students and families required additional support, effective communication with home was prioritised and strategies were implemented promptly. These measures drew on evidence-based approaches, including aspiration interventions (EEF) and behaviour interventions (EEF +4 months), ensuring that support was targeted, timely, and aligned with strategies proven to enhance engagement and outcomes. Arts participation | EEF (educationendowmentfoundation.org.uk) Physical activity | EEF (educationendowmentfoundation.org.uk)	3, 4 & 5
Extended school time • Summer School • Homework	Students at Southchurch High School had opportunities to continue their learning beyond the school day through independent home learning and were able to attend school through structured activities outside of the school terms. These provisions drew on evidence-based strategies, including extending school time (EEF +3 months), homework (EEF +5 months), summer schools (EEF +3 months), and outdoor adventure learning (EEF), ensuring that additional learning was purposeful, accessible, and aligned with approaches proven to improve student outcomes. Extending school time | EEF (educationendowmentfoundation.org.uk) Summer schools | EEF (educationendowmentfoundation.org.uk) Homework | EEF (educationendowmentfoundation.org.uk)	1, 3 & 4
Breakfast clubs and meal provision	Many students lacked home structure and regular meal at the start of the day, and the school provided a safe environment where they could have breakfast before the school day began. This provision drew on evidence-based approaches, including extending school time (EEF +3 months) and social and emotional learning (EEF +4 months), ensuring that students were supported both academically and emotionally, and that their engagement and readiness to learn were improved. Magic Breakfast - trial | EEF (educationendowmentfoundation.org.uk)	3, 4 & 5

Communicating with, and supporting, parents • Curriculum Evenings • Parents evenings • Progress Meetings • Hardship fund • Careers Advisors	Parental communication was important to ensure that parents were informed of all activities relating to their children and able to support their learning. It was also essential that parents were supported to enable them to support their children, particularly where some parents were inexperienced or came from households that placed a lower value on education. This approach drew on evidence-based strategies, including parental engagement (EEF +4 months), ensuring that families were actively involved in supporting their children's educational progress. Parental engagement | EEF (educationendowmentfoundation.org.uk) EEF_Parental_Engagement_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 3, 4 & 5

Total budgeted cost: £391538

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This report highlights the impact of our Pupil Premium initiatives at Southchurch High School over the 2021–2025 academic years. While disadvantaged students have historically performed below national averages, we have made significant strides in identifying gaps and implementing targeted, evidence-based strategies to accelerate progress and close attainment gaps. Our ongoing monitoring demonstrates that interventions are having a measurable impact, and we are committed to ensuring that all disadvantaged pupils achieve their full potential. By rigorously reviewing the effectiveness of each strategy in line with Ofsted guidance, we ensure that our Pupil Premium funding is maximised, driving improvements in teaching, learning, and student outcomes across the school.

2022 57 students (37.5%)

Performance Threshold	**National (all students)**	**National (disadvantaged students)**	**Southchurch High School (all students)**	**Southchurch High School (Disadvantaged students**
Progress 8 (P8)	-0.03	-0.55	-0.75	-1.11
Attainment 8 (A8)	48.8	37.6	36.4	29.6
% Basics 5+ (E&M)	49.8	29.6	27.0	15.8
% Basics 4+ (E&M)	68.8	48.4	40.8	29.8

2023 60 students (39.5%)

Performance Threshold	National (all students)	National (disadvantaged students)	Southchurch High School (all students)	Southchurch High School (Disadvantaged students
Progress 8 (P8)	-0.03	-0.57	-0.81	-1.20
Attainment 8 (A8)	46.3	35.0	37.5	30.8
% Basics 5+ (E&M)	45.3	25.2	23.0	15.0
% Basics 4+ (E&M)	65.1	43.4	44.7	35.0

Achievement data at Key Stage 4 cannot be reliably compared between 2022 and 2023 because grading standards changed significantly during and after the COVID-19 pandemic, with 2022 and 2023 seeing a phased return to pre-pandemic exam standards. These shifts mean that differences between these two years may reflect grading policy changes rather than actual changes in pupil performance.

2024 67 students (42.4%)

Performance Threshold	National (all students)	National (disadvantaged students)	Southchurch High School (all students)	Southchurch High School (Disadvantaged students
Progress 8 (P8)	-0.03	-0.57	-0.72	-1.04
Attainment 8 (A8)	45.9	34.6	34.2	30.8
% Basics 5+ (E&M)	45.9	25.8	13.3	7.5
% Basics 4+ (E&M)	65.0	43.4	35.4	22.4

2025 48 students (32.4%)

Performance Threshold	National (all students)	National (disadvantaged students)	Southchurch High School (all students)	Southchurch High School (Disadvantaged students
Progress 8 (P8)	N/A	N/A	N/A	N/A
Attainment 8 (A8)	45.9	34.9	38.5	32.3
% Basics 5+ (E&M)	45.2	25.6	23.6	10.4

% Basics 4+ (E&M)	64.5	45.3	48.0	33.3

Across the last two academic years (2024–2025), the performance data for Southchurch High School shows a clear and encouraging direction of travel, particularly in relation to attainment outcomes and the performance of disadvantaged pupils. This improvement is most evident in the strengthening of core outcomes in English and Maths, alongside a narrowing—albeit still significant—gap between disadvantaged students and national averages.

In 2024, outcomes highlighted substantial underperformance when compared with national benchmarks. Attainment 8 for all students was 34.2, significantly below the national average of 45.9, with disadvantaged students achieving 30.8, further widening concern around equity of outcomes. Progress 8 was also notably low at -0.72 for all students and -1.04 for disadvantaged pupils, indicating that students were making less progress than expected from their starting points, with disadvantaged learners being most affected.

The Basics measures in 2024 further reinforced this picture. Only 13.3% of students achieved a Grade 5 or above in English and Maths compared with the national figure of 45.9%, and disadvantaged students were particularly impacted at just 7.5%. At Grade 4+, 35.4% of all students met the benchmark compared with 65.0% nationally, while disadvantaged students achieved 22.4% against a national disadvantaged average of 43.4%. These figures collectively pointed to significant weaknesses in curriculum impact, consistency of teaching, and the effectiveness of whole-school approaches to securing secure knowledge and skills in core subjects.

In response, the strategic decision to prioritise Pupil Premium funding towards improving the quality of education—rather than relying predominantly on individual interventions—was designed to address these systemic weaknesses. The intention was to strengthen teaching and learning across the school so that impact would be felt for all learners, while disproportionately benefiting disadvantaged pupils who are most reliant on high-quality classroom practice.

The 2025 outcomes provide evidence that this approach is beginning to yield positive results. Attainment 8 has increased to 38.5 for all students, representing a 4.3-point rise from 2024, and to 32.3 for disadvantaged students, an increase of 1.5 points. While these figures remain below national averages, they demonstrate meaningful improvement in a relatively short period.

More significantly, the Basics measures show strong upward movement. The proportion of students achieving Grade 5+ in English and Maths has increased from 13.3% to 23.6%, a rise of over 10 percentage points. Disadvantaged students have also improved from 7.5% to 10.4%, indicating that although the gap remains wide, progress is being made for the most vulnerable cohort. At Grade 4+, outcomes have improved even more strongly, rising from 35.4% to 48.0% overall, and from 22.4% to 33.3% for disadvantaged students. This suggests that a greater proportion of students are now securing foundational standards in core subjects, which is a critical indicator of improved curriculum effectiveness and teaching consistency.

When viewed holistically, these improvements suggest that the focus on improving the quality of education is beginning to have a measurable impact. The strongest gains are seen in the Basics measures, which are typically the most sensitive to improvements in teaching quality, curriculum sequencing, and classroom practice. This indicates that the investment in Pupil Premium has likely contributed to strengthening day-to-day teaching and learning experiences, rather than relying solely on targeted interventions outside the classroom.

It is also notable that improvements are seen across both the overall cohort and disadvantaged students, suggesting that the strategy is raising standards system-wide while also beginning to reduce underperformance among disadvantaged pupils. However, the persistent gap between disadvantaged outcomes and national averages indicates that while progress is positive, further sustained effort will be required to ensure equity of outcomes is fully addressed.

The absence of Progress 8 data for 2025 limits a full judgement on overall progress measures, but the upward trajectory in attainment and Basics performance provides strong early evidence that the strategic direction is appropriate. In particular, the scale of improvement in Grade 4+ outcomes suggests that more students are now accessing and securing essential curriculum knowledge, which is likely to feed into longer-term progress improvements.

Overall, the two-year trend provides clear support for the strategic decision to use Pupil Premium funding to improve the quality of education. The data indicates early but meaningful gains in attainment, stronger foundational outcomes in English and Maths, and improved performance for disadvantaged learners. While gaps remain and sustained improvement is needed, the evidence suggests that this approach is beginning to deliver more consistent and equitable outcomes across the school.