

PUPIL PREMIUM STRATEGY

Key Stage 5

A High-Expectations Framework for Sixth Form

Academic Year 2025–26 | **Reviewed Annually**

Grounded in evidence. Focused on equity. Committed to excellence.

Context & Rationale

*Why a KS5-specific
PP strategy matters*

21.7%-31.6%

of sixth form students
eligible for PP support. Tracked across
five cohorts

Post-16 disadvantage persists

The attainment gap does not close at 16. PP-eligible students are significantly less likely to access selective universities, elite professions, and leadership roles without targeted intervention.

KS5 carries distinct challenges

Increased independence, cost of participation, work commitments alongside study, and aspirational barriers require a different approach to KS4 strategies.

High expectations are non-negotiable

PP funding at KS5 is deployed to ensure disadvantaged students access the same quality of experience, mentoring, and progression as their peers — not to lower expectations.

Evidence-informed allocation

Spending decisions are based on EEF guidance, school-level data, and individual need — not assumptions about what disadvantaged students want or can achieve.

Who We Are Supporting

Understanding our PP cohort at KS5 — beyond the label

Ever 6 FSM

Students who have received Free School Meals at any point in the last 6 years. Often the largest PP group; may face financial pressure alongside study.

Looked After Children (LAC) & Post-LAC

Students in care or previously looked after. Require close liaison with the Virtual School Head and individual PEPs reviewed termly.

Service Children

Children of armed forces personnel. May face disrupted schooling, frequent relocation, and emotional pressures linked to deployment.

PP+ (LAC)

Attracts higher per-pupil funding. Requires highly personalised academic and pastoral support with robust tracking.

Self-identified disadvantage

Students not captured by formal criteria but experiencing significant financial or personal barriers identified through pastoral work.

Intersecting vulnerabilities

Many PP students carry additional needs: SEND, English as Additional Language, mental health challenges, caring responsibilities. Strategy accounts for this complexity.

Barriers to Learning at KS5

Identified through student voice, staff intelligence, and data analysis

Financial Barriers

- Cost of university applications, visits & interviews
- Lack of suitable study space or home equipment
- Part-time work reducing study time
- Travel costs and enrichment barriers

Academic Barriers

- Under-preparation from KS4
- Gaps in literacy, numeracy, independent study skills
- Lower self-efficacy and academic confidence
- Narrower cultural capital for subject-specific demands

Aspirational Barriers

- Limited knowledge of selective university routes
- Under-representation of role models in target professions
- Imposter syndrome in high-attaining peer group
- Restricted access to competitive work experience

Pastoral / Social Barriers

- Mental health and emotional wellbeing pressures
- Caring responsibilities at home
- Transition challenges: less structured sixth form day
- Peer group dynamics in socially mixed cohorts

Intended Outcomes

What success looks like for PP students at KS5

01 Attainment Parity

PP students achieve A-Level (or equivalent) grades within 0.3 of a grade of non-PP peers in the same sets. No persistent gap in predicted vs achieved grades.

02 Ambitious Progression

PP students access competitive destinations: Russell Group, Oxbridge, elite apprenticeships, or equivalent. Progression rate matches or exceeds school average.

03 Full Participation

100% of PP students participate in enrichment, university preparation, and careers activities. Financial barriers are removed proactively, not reactively.

04 Strong Wellbeing & Belonging

PP students report equivalent levels of belonging, confidence, and wellbeing to non-PP peers. No student should withdraw due to avoidable financial or pastoral barriers.

05 Informed & Empowered Choices

PP students make ambitious, well-informed decisions about their next steps, supported by structured UCAS, careers, and mentoring programmes.

06 Closed Knowledge Gaps

PP students have access to equivalent cultural capital: super-curricular reading, interview preparation, and wider academic enrichment.

Strategic Framework: Three Pillars

All support sits within one of three evidence-informed pillars

PILLAR I

Teaching & Learning Quality

- Subject-specific tutoring & catch-up
- High-quality feedback and marking
- Metacognitive skill-building (revision, planning)
- EEF-aligned CPD for subject teachers
- GCSE resit support via Sixth Form Academic Mentors (EEF 16-19)

PILLAR II

Wider Access & Participation

- University visits, open days & taster days
- UCAS support: application, personal statement
- Elite uni programmes (Sutton Trust, Uni schemes)
- Enrichment: Leadership, super-curriculars, trips
- Removal of financial participation barriers

PILLAR III

Pastoral & Wellbeing Support

- Sixth Form Academic Mentors and Pastoral team providing pastoral & study support
- Regular 1:1 check-ins and pastoral tracking
- Counselling / wellbeing access
- Support for LAC students & PEP reviews
- Family engagement and transition planning

PILLAR I | Teaching & Learning Quality

Diagnostic Assessments at Entry (Y12)

All PP students receive a subject-level diagnostic at the start of Y12. This is shared with teachers use in order to identify gaps from GCSE and shape differentiated planning for the first half-term.

GCSE Resit Support (EEF 16-19)

Drawing on EEF 16-19 evidence on GCSE resit interventions, PP students who did not achieve grade 4+ in English or Maths receive structured resit programmes with dedicated curriculum time, small-group teaching, and regular formative assessment.

Sixth Form Academic Mentors

Sixth Form Academic Mentors — trained staff who provide out-of-lesson support. Grounded in EEF 16-19 guidance on Teaching Assistants, mentors focus on fostering independence, not dependency, with structured deployment and clear learning objectives.

Metacognition & Study Skills

Whole-cohort programme (Year 12 + Y13 booster) covering retrieval practice, spaced learning, interleaving and planning. PP students receive additional coaching on study habits.

Regular Data-Driven Reviews

PP student progress reviewed at each data point against predicted grades. Subject leads flag concerns to 6th Form leads in line with key data collection and assessment. Personalised action plans updated accordingly.

Stretch for Highest Attainers

High-achieving PP students are not overlooked. Targeted support for A* - A outcomes, competitive institutions and courses.

PILLAR II | Wider Access & Participation

Autumn Yr 12

- PP student identification & individual conversations
- Introduction to UCAS timeline
- Super-curricular challenge launched (reading lists, online courses)
- Cultural capital audit & enrichment mapping

Spring Yr 12

- Super-curricular challenge launched (reading lists, online courses)
- Work experience program commences
- Subject societies, EPQ enrolment encouraged

Summer Yr 12

- Sutton Trust / Target Oxbridge / access scheme participation
- Personal statement masterclasses
- University finance briefing (Student Finance, PP bursaries)
- Residential / visit opportunities supported
- University taster day programme planned

Autumn Yr 13

- Personal statement intensive 1:1 support
- UCAS deadlines tracked for all PP applicants
- Mock interview preparation (Oxbridge, medicine, law)
- Contextual offers information shared proactively

Spring Yr 13

- Interview support: Russell Group & competitive courses
- Apprenticeship / alternatives pathway guidance
- Offer management and firm/insurance choice support
- Financial planning for transition (maintenance, travel)

PILLAR III | Pastoral & Wellbeing Support

Roles & Structure

PP Lead (KS5)

Oversees strategy, tracks cohort data, liaises with tutors, families and external partners. Meets PP students minimum half-termly.

Form Tutors / Subject Teachers

First point of contact. Report concerns within 24 hours via agreed pastoral tracker. Support attendance and engagement monitoring.

SENCO / EAL Lead

Coordinates additional SEND/EAL overlap support for eligible PP students with formal plans or emerging needs.

School Counsellor

Priority access referral pathway for PP students experiencing mental health barriers. Referral within 5 working days.

Pastoral Cycle

Identify

New starters flagged. Existing PP students re-confirmed. Self-referrals welcomed.

Assess Need

Conversation with student. Financial audit, academic data review, wellbeing check.

Plan

Individual Support Plan created: tailored interventions, named contacts, targets.

Implement

Interventions delivered. Financial support released. Referrals made as needed.

Review

Half-termly data review. Student voice gathered. Plans updated. Impact logged.

Monitoring, Evaluation & Review

How we know the strategy is working — and adapt when it isn't

Measure	Frequency	Lead	Reported to
PP vs non-PP grade point average	Each data point (x3/yr)	Director 6 th / PP Lead	SLT / Trustees
Attendance & punctuality rate	Bi-Weekly	PP Lead	SLT
UCAS applications & destinations	Annually (Oct & May)	Director 6 th / UCAS Coordinator / PP Lead	SLT / Trustees
Student voice survey	Half-termly	PP Lead	SLT
Enrichment & participation rates	Termly	PP Lead	SLT
Intervention impact log	Half-termly	PP Lead	SLT
LAC PEP review completion	Termly	DSL / PP Lead	Virtual School Head
Financial support released vs need	Ongoing / termly audit	PP Lead / Finance	SLT

Annual impact statement published each September. PP strategy reviewed by governors annually with reference to outcomes data.

Governance, Accountability & Publication

Governor Oversight

A named governor holds responsibility for PP. The strategy and outcomes data are presented to the full governing board annually.

Senior Leadership

The PP Lead is a member of SLT (or reports directly to SLT). The Co-Principal's review impact data and approves reallocation of budget.

Website Publication

The school publishes its PP strategy, intended outcomes, budget allocation, and prior-year impact report on the school website. Updated by 31 October each academic year.

Student Voice

PP students are consulted annually. Student voice is used to shape the strategy. No assumptions are made about needs without direct engagement.

External Reviews

The strategy is reviewed against EEF guidance, Ofsted inspection frameworks, and relevant ESFA regulations.

Ethical Principles

Identification of PP students is handled with complete discretion. No student is labelled publicly. Financial support is disbursed without stigma. All staff are trained on confidentiality.

Our Commitment

Every student in this sixth form — regardless of background — deserves access to an exceptional education, ambitious progression, and the belief that they belong here.

This strategy is a living document. We will adapt our approach based on evidence, student voice, and outcomes — but our commitment to equity and high expectations will never waver.

Reviewed annually | Published on school website | Next review: September 2026