

# Royal Alexandra and Albert School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding for the 2024 to 2025 academic year 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	Royal Alexandra and Albert School
Number of pupils in school	1008
Proportion (%) of pupil premium eligible pupils	11.5 %
Academic year/years that our current pupil premium strategy plan covers	2025/2026- 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Joe Gale, Head of School
Pupil premium lead	Laura Grace, SENDCo
Governor / Trustee lead	David Clamp

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,415 including £39,900 for service children
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year (Excl. c/f from previous year)</b>	<b>£213,415</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Vision

Our ambition is that **all pupils, irrespective of background or barrier, achieve highly and make sustained, excellent progress across the curriculum.**

We are committed to developing **confident, resilient and independent learners** who thrive academically, socially and emotionally, and who are well prepared to contribute positively to society beyond school.

### Focus

This strategy prioritises **pupils eligible for Pupil Premium**, ensuring that barriers associated with disadvantage are identified early and addressed effectively.

We recognise that disadvantage often overlaps with other vulnerabilities, including **SEND (particularly SEMH), service children, pupils with a social worker, young carers and Foundationer pupils**. Our approach therefore sits within a **wider inclusion framework**, ensuring coherence and equity of support.

### Approach

Our strategy is built around three interdependent strands:

- **High-Quality Teaching:** securing consistently strong, evidence-informed classroom practice across all subjects.
- **Targeted Academic Support:** delivering timely, precisely matched interventions that address identified gaps in learning.
- **Wider Strategies:** embedding robust pastoral systems that promote wellbeing, attendance, engagement and belonging.

We recognise that **high-quality teaching has the greatest impact on disadvantaged pupils**, and that academic success is strongest where it is underpinned by effective pastoral care.

This integrated approach is embedded within the **School Improvement Plan**, informed by self-evaluation and examination analysis, and is the **collective responsibility of all staff**, overseen by the Senior Leadership Team and governors.

### Commitments

To ensure our approach is impactful and sustainable, we will:

- **Whole-School Responsibility:** All staff hold consistently high expectations for

disadvantaged pupils and take ownership of their progress and outcomes.

- **Equitable Systems:** Assessment, grouping, curriculum access and teaching strategies are responsive to the barriers disadvantaged pupils face.
- **Data-Informed Action:** Attainment, progress, attendance, behaviour and wellbeing indicators are reviewed regularly to enable early identification and timely intervention.
- **Professional Development:** Staff across teaching, pastoral, support and boarding receive ongoing, evidence-informed training to strengthen inclusive practice.
- **Wellbeing and Inclusion:** Mental health, belonging and relational practice are central to our work, underpinned by compassion, consistency and partnership with families.
- **Future Readiness:** Pupils develop the skills, confidence and independence required for successful transition into further education, employment and adult life.
- **Evaluation and Accountability:** Impact is reviewed annually, strategies refined in response to evidence, and governors hold leaders to account for outcomes.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Literacy and Numeracy</b> Disadvantaged pupils are more likely to enter the school with <b>below-average literacy and numeracy skills</b>, limiting access to the curriculum and affecting long-term attainment.</p> <p>Internal and national data shows a persistent gap between disadvantaged and non-disadvantaged pupils in English and mathematics, which widens without early identification, subject-specific literacy teaching and targeted intervention.</p> <p><i>Disadvantage in Surrey Schools: From mitigation to success (June 2022)</i> and <i>The Education Policy Institute: <a href="https://www.epi.org.uk/infographic-disadvantage-gaps-report-detailed-findings-education-policy-institute">Infographic: Disadvantage Gaps Report - Detailed findings - Education Policy Institute (epi.org.uk)</a></i></p>
2	<p><b>SEND (mainly SEMH):</b> A significant proportion of disadvantaged pupils at RAAS also have <b>identified SEND, predominantly SEMH</b>. Currently, <b>59% of disadvantaged pupils are on the SEND register</b>, indicating overlapping and complex needs.</p> <p>This requires a <b>co-ordinated approach between SEND, pastoral and academic teams</b> to ensure timely, consistent and appropriate support that improves engagement, wellbeing and progress.</p> <p><a href="https://www.jrf.org.uk/report/special-educational-needs-and-their-links-poverty">https://www.jrf.org.uk/report/special-educational-needs-and-their-links-poverty</a></p>
3	<p><b>Parental Engagement:</b> National evidence indicates that parents of disadvantaged pupils are, on average, <b>less likely to engage consistently with school</b>, which can limit the school's ability to work in partnership to support pupils effectively.</p> <p>The <b>boarding context at RAAS</b>, where pupils are either full-time or flexi boarders, can further separate home and school. Staff therefore require structured systems and training to ensure <b>clear, proactive and inclusive communication</b> with families, particularly where engagement is inconsistent.</p>
4	<p><b>Logging and Tracking Data &amp; Interventions:</b> A key barrier to effective support is the <b>coordination of the often multi-faceted and multi-professional support that disadvantaged pupils receive</b>. We are striving for a <b>consistent system for logging and tracking interventions</b> for disadvantaged pupils.</p> <p>A unified equity-focused tracking system is required to ensure <b>joined-up, timely and accountable intervention</b>.</p>

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**Attendance:** Disadvantaged pupils have **higher levels of absence**, including persistent absence, which negatively impacts learning by disrupting access to carefully sequenced curriculum content.

School data shows a consistent attendance gap between disadvantaged and non-disadvantaged pupils, highlighting the need for **targeted pastoral support, early intervention and sustained family engagement**.

	2023/2024		2024/2025	
	Non-PP	PP	Non-PP	PP
Attendance	93.4%	87.4%	94.2%	87.2%

## 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
Attendance for disadvantaged pupils improves year-on-year, with gaps closing sustainably.	<ul style="list-style-type: none"> <li>● Attendance gap reduces by <b>at least 1% annually</b></li> <li>● Persistent absence for disadvantaged pupils below <b>15% by July 2026</b></li> <li>● <b>90%</b> of disadvantaged pupils achieve <b>95%+ attendance</b></li> </ul>
Disadvantaged families are actively and consistently engaged in school life.	<ul style="list-style-type: none"> <li>● At least <b>80%</b> of disadvantaged families engage in school-based events involving their child</li> <li>● <b>100%</b> attendance at parent consultation appointments (in person or remotely)</li> </ul>
Disadvantaged pupils make accelerated progress in literacy and numeracy.	<ul style="list-style-type: none"> <li>● <b>80%</b> of disadvantaged pupils reach age-related expectations in reading and maths at KS3</li> <li>● KS4 progress in English and maths meets or exceeds national averages</li> <li>● All interventions logged on the central tracker with clear staff ownership</li> </ul>
Disadvantaged pupils with SEND receive timely, coordinated support that improves engagement, wellbeing and progress.	<ul style="list-style-type: none"> <li>● <b>100%</b> of identified pupils have a STIP or equivalent plan</li> <li>● Reduction in SEMH-related behaviour incidents from 2023–24 baseline</li> <li>● Improved staff confidence evidenced through CPD evaluation</li> </ul>
Support for disadvantaged pupils is coherent, transparent and accountable.	<ul style="list-style-type: none"> <li>● <b>100%</b> of disadvantaged pupils have a named lead recorded on the tracker</li> <li>● Clear evidence of joined-up inclusion practice for governors and Ofsted.</li> </ul>

## 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

Budgeted cost: £70,622

	Activity	Evidence that supports this approach	Challenge number(s) addressed
A	Literacy leadership	<p>Strong subject-specific literacy leadership ensures that disciplinary literacy is embedded consistently across the curriculum, improving disadvantaged pupils' access to learning in all subjects. This aligns with the School Improvement Plan priority to strengthen curriculum implementation and reduce literacy-related barriers to attainment.</p> <p><u>Improving Literacy in Secondary Schools (2018) EEF</u></p> <p><u>The Impact of Leadership and Targeted Interventions to Close the Achievement Gap of Disadvantaged Pupils: A Case Study (2021)</u></p>	1
B	Diagnostic assessments <ul style="list-style-type: none"> <li>• GL Assessments (PASS?)</li> <li>• CAT4</li> </ul>	<p>Standardised diagnostic assessments provide reliable insight into pupils' academic and pastoral needs, enabling early identification of barriers and precise targeting of support. This supports the SIP focus on early intervention, responsive teaching and evidence-informed decision-making.</p> <p><u>EEF School Case Study: South Shore Academy (2022)</u></p>	1,2,4
C	Improving pedagogy through CPD	<p>High-quality, sustained professional development strengthens classroom practice for all pupils, with the greatest impact on those who are disadvantaged. This underpins the SIP priority of securing consistently strong teaching. Activities include but are not limited to the development of a culture of professional learning through personal projects designed to raise the quality of pedagogy and supported activities; embedding instructional coaching that supports identified colleagues to improve their practice; Teaching &amp; Learning community clusters that explore specific areas of pedagogy to collaboratively improve standards; and TeachMeet events that share best practice and inspire colleagues.</p> <p><u>EEF Effective Professional Development (2021)</u></p>	1,2,3,4,5

D	Enhancement of co-curricular	<p>Evidence shows that sustained engagement in co-curricular activities improves attendance, wellbeing and motivation, particularly for disadvantaged pupils. Monitoring participation ensures equitable access and supports SIP priorities around personal development and engagement.</p> <p><u><a href="#">EEF Arts Participation (2021)</a></u>; <u><a href="#">EEF Extending School Time (2021)</a></u></p>	2, 3, 5
E	KS3 literacy and numeracy catch-up	<p>Targeted small-group interventions at KS3 prevent gaps from widening before GCSE, enabling disadvantaged pupils to access the full curriculum. This aligns with SIP priorities focused on strengthening outcomes through early academic intervention.</p> <p><u><a href="#">EEF Literacy KS3 Guidance Report (2019)</a></u>; <u><a href="#">EEF Improving Mathematics in KS2 and KS3 (2017)</a></u>.</p>	1, 2
F	Progress Review programme	<p>Structured, regular progress reviews ensure timely identification of emerging concerns and enable swift, targeted intervention. This strengthens accountability and supports the SIP focus on data-informed monitoring and pupil progress.</p> <p><u><a href="#">EEF Feedback (2021)</a></u>; <u><a href="#">EEF Small Group Tuition (2021)</a></u></p>	1, 2, 4
G	Online Platforms	<p>Digital platforms enable real-time tracking of attainment, attendance, behaviour and intervention, supporting swift and informed responses to need. This underpins the SIP priority of improving monitoring, consistency and joined-up provision.</p> <p><u><a href="#">EEF Using Digital Technology To Improve Learning (2021)</a></u></p>	1, 2, 4
H	HLTA deployment	<p>HLTA-led interventions, closely aligned to teacher planning, provide structured and consistent academic and pastoral support that accelerates progress for disadvantaged pupils. This supports SIP priorities around targeted intervention and effective deployment of support staff.</p> <p><u><a href="#">EEF Teaching Assistant Interventions (2021)</a></u></p>	1, 2

I	Teacher recruitment, retaining and support	Stable staffing and effective support for teachers improves consistency of teaching quality and relationships, which disproportionately benefits disadvantaged pupils. This aligns with SIP priorities focused on workforce stability and sustained improvement in teaching.  <u>EEF Recruiting, Retaining and Supporting Teachers a Summary of Evidence for School Leaders (2025)</u>	1, 3, 5
J	Mentoring and coaching programme	Structured mentoring and coaching programmes build resilience, motivation and self-regulation, supporting disadvantaged pupils at risk of disengagement. This supports SIP priorities relating to behaviour, attendance and personal development.  <u>Oppidan Education (2023)</u>	2, 3, 4, 5

## Targeted academic support

Budgeted cost: £88,380

	Activity	Evidence that supports this approach	Challenge number(s) addressed
A	One to one tutoring	Evidence indicates that high-quality one-to-one tutoring delivers strong academic gains for disadvantaged pupils when closely aligned to classroom learning. This directly supports SIP priorities for improving outcomes in English and mathematics.  <u>EEF One to One Tuition (2021).</u>	1, 2
B	Targeted maths intervention KS2	Structured small-group maths interventions at transition accelerate progress and prevent attainment gaps from widening. This supports SIP priorities focused on strong transition, curriculum access and early intervention.  <u>EEF Improving Mathematics in KS2 and KS3 (2017)</u>	1, 2
C	Targeted literacy intervention KS2	Targeted literacy support ensures disadvantaged pupils develop the foundational reading and writing skills needed to access the secondary curriculum. This aligns with SIP priorities to strengthen literacy and reduce barriers to learning.  <u>EEF Improving Literacy in Secondary Schools (2018)</u>	1

D	Elevate programme (study skills, motivation, metacognition)	Programmes focused on metacognition and study skills improve pupils' independence, motivation and resilience, enabling disadvantaged pupils to engage more effectively with learning. This supports SIP priorities relating to learning behaviours and exam readiness.  <u>EEF Metacognition and Self-Regulated Learning (2018).</u>	2, 3, 4
E	Surrey Specialist Teachers for Inclusive Practice to work with identified pupils	Specialist input provides staff with targeted, evidence-based strategies to meet complex needs, improving engagement and progress for disadvantaged pupils with SEND. This aligns with SIP priorities around inclusive practice and SEND provision.  <u>EEF Special Educational Needs in Mainstream Schools (2020).</u>	2, 4, 5
F	Lead for Disadvantaged Pupils- does this go here? With name change?	Clear leadership and accountability for disadvantaged provision ensures coherence, consistency and impact across all strands of the strategy. This supports SIP priorities relating to inclusion, monitoring and strategic oversight.  <u>EEF Guide to Pupil Premium (2021)</u>	1-5

## Wider strategies

Budgeted cost: £54,413

	Activity	Evidence that supports this approach	Challenge number(s) addressed
A	Introduction of Non-teaching Year Leaders	Strong pastoral leadership at year level improves attendance, behaviour and family engagement, supporting disadvantaged pupils' readiness to learn. This aligns with SIP priorities focused on behaviour, attendance and pastoral care.  <u>EEF Parental engagement (2021)</u>	3, 4, 5
B	Educational trips and visits	Enrichment opportunities broaden cultural capital, raise aspirations and improve engagement for disadvantaged pupils. Targeted subsidy ensures equity of access,	2, 3, 5

		<p>supporting SIP priorities around personal development and inclusion.</p> <p><u>EEF Arts Participation (2021); EEF Extending School Time (2021)</u></p>	
C	Counselling provision	<p>Targeted counselling supports emotional regulation, resilience and mental wellbeing, enabling pupils to engage more effectively with learning. This directly supports SIP priorities related to SEMH and safeguarding.</p> <p><u>EEF Social and Emotional Learning (2021).</u></p>	4, 5
D	Development of pastoral care and relational approach	<p>Relational approaches strengthen trust, belonging and engagement, reducing behaviour incidents and exclusions for disadvantaged pupils. This supports SIP priorities focused on inclusive culture and positive relationships.</p> <p><u>EEF Special Educational Needs in Mainstream Schools (2020).</u></p>	3, 4, 5
E	Improved delivery of pastoral care	<p>Structured mentoring and coordinated pastoral systems improve attendance, motivation and engagement for disadvantaged pupils. This aligns with SIP priorities relating to attendance and behaviour improvement.</p> <p><u>EEF Mentoring (2021)</u></p>	3, 4,
F	Improved transition into year 7	<p>Structured transition support reduces anxiety and supports early engagement for disadvantaged pupils, preventing longer-term barriers to learning. This supports SIP priorities focused on transition and inclusion.</p> <p><u>EEF Summer Schools (2021).</u></p>	2, 3
G	Provide financial support for enrichment activities: Duke of Edinburgh	<p>Participation in outdoor and experiential learning builds confidence, teamwork and resilience. Subsidising disadvantaged pupils ensures equitable access and supports SIP priorities around personal development and enrichment.</p> <p><u>EEF Outdoor Adventure Learning (2021)</u></p>	2, 3, 5

H	Contingency fund for acute issues	Flexible funding enables rapid response to barriers such as uniform, transport or technology, ensuring disadvantaged pupils can fully access education. This aligns with SIP priorities around inclusion and safeguarding.  <u>EEF Guide to the Pupil Premium (2021)</u>	1-5
J	Mental health and wellbeing	Increasing mental health needs require timely and appropriate in-school support to ensure pupils are emotionally ready to learn. This directly supports SIP priorities relating to wellbeing, attendance and safeguarding.  <u>Promoting children and young people's mental health and wellbeing- DFE (2023)</u>	4, 5
L	Meal provision	Consistent access to nutritious meals supports concentration, wellbeing and attendance, particularly for disadvantaged pupils.  <u>EEF Extending School Time (2021).</u>	3, 4
M	Extended school day	Extended learning, enrichment and pastoral provision increases engagement and supports academic and personal development for disadvantaged pupils. This supports SIP priorities focused on curriculum access and enrichment.  <u>EEF Extending School Time (2021)</u>	2, 3, 5
N	Co-curricular programme	Sustained participation in co-curricular activities improves attendance, wellbeing and attainment. Universal expectation of participation, with targeted support for disadvantaged pupils, ensures equity and inclusion in line with SIP priorities.  <u>EEF Arts Participation (2021); EEF Extending School Time (2021).</u>	2, 3, 5
O	NACoA	Working with NACoA to offer CPD, student assemblies and 1:1 student support. To raise awareness and directly support children who are impacted by alcoholism	3,4,5

**Total budgeted cost: £224,143**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

**KS4 GCSE Results Table**

	School disadvantaged			School Non-disadvantaged			National Non-disadvantaged		
	2022/ 2023	2023/ 2024	2024/ 2025	2022/ 2023	2023/ 2024	2024/ 2025	2022/ 2023	2023/ 2024	2024/ 2025
<b>P8</b>	0.17	0.45	N/A	0.04	0.70	N/A	0.17	0.16	*
<b>Average A8</b>	4.5	4.9	4.1	5.2	5.7	5.4	5.0	5.0	5.0
<b>English &amp; Maths at grade 5+</b>	33%	33%	35.3%	55%	62%	55.9%	52%	53%	53%
<b>English &amp; Maths at grade 4+</b>	66.7%	67%	58.8%	79%	86%	79.5%	73%	73%	73%
<b>Ebacc at grade 5+</b>	0%	13%	5.9%	26%	28%	25.2%	20%	22%	
<b>Ebacc at grade 4+</b>	20%	20%	11.8%	34%	40%	38.6%	28%	30%	
<b>Entering Ebacc</b>	33%	47%	23.5%	49%	50%	53.5%	43%	40%	

\*National non-disadvantaged data not available

#### **KS2 SATS:**

50% of disadvantaged students who sat SATs achieved the expected standard or higher in combined reading, writing and mathematics.

Reading – Dis 104.3 v Non Dis 104.5

Maths – Dis 107 v Non Dis 103.5

FSM6 Reading – 104.3, Maths - 107

Non FSM6 Reading – 104.5, Maths – 103.5

#### **Reading:**

50% of FSM 6 achieved expected standard or higher

71.4% of non FSM

#### **Maths:**

75% of FSM6 achieved expected standard or higher

75.5% of non FSM

#### **Writing:**

50% of FSM6 achieved expected standard or higher

51% of non FSM

#### **GPS (Grammar, Punctuation and Spelling)**

100% of FSM6 achieved expected standard or higher

69.4% of non FSM
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## Externally provided programmes

Programme	Provider
ELSA training and support	Surrey Local Authority
Surrey Teachers for Inclusive Practice	Surrey Local Authority
One-to-one tutoring	Mytutor (2025/2026 only)
<i>Maximising Success</i>	<i>The Life Skills Company- are we using this</i>
Study Skills Programme	Elevate Education
<i>AQA Unlocking Potential</i>	<i>Dame Kelly Holmes Trust- are we using this</i>

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"><li>● <b>Pastoral support:</b> Dedicated staff time to monitor wellbeing, provide mentoring and ensure continuity of support during periods of parental deployment.</li><li>● <b>Transition support:</b> Enhanced induction and integration support for pupils joining mid-year as a result of service postings.</li><li>● <b>Counselling and wellbeing provision:</b> Targeted emotional and mental health support to mitigate the impact of separation, mobility and uncertainty.</li><li>● <b>Enrichment opportunities:</b> Subsidised access to educational visits, co-curricular activities and Duke of Edinburgh programmes to ensure parity of experience and belonging.</li></ul>

What was the impact of that spending on service pupil premium eligible pupils?

- **Attendance and engagement improved** compared to previous years, particularly following periods of transition or parental deployment.
- **Increased participation in co-curricular activities**, supporting pupils' sense of belonging and integration within the school community.
- **Improved emotional resilience and wellbeing**, evidenced through pastoral records, counselling feedback and reduced SEMH-related concerns.
- **Reduced attainment gaps associated with mobility**, with academic catch-up and transition support mitigating the impact of disrupted schooling.
- **Positive parental feedback**, highlighting effective communication, inclusion and support during deployment cycles.