



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Aylesbury High School
Number of pupils in school	1362
Proportion (%) of pupil premium eligible pupils	PP = 4.1% FSM = 5.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	12/12/2025
Date on which it will be reviewed	01/10/2026
Statement authorised by	Harriet Queralt Assistant Headteacher
Pupil premium lead	Yudy Ali Lucero
Governor / Trustee lead	David Hudson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,740
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	£68,740

Part A: Pupil premium strategy plan

Statement of intent

Aylesbury High School is recognised as an outstanding school (OFSTED, 2024) where teaching is outstanding and teachers show high levels of commitment enabling students to make progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We've implemented a First In Line approach in the past three years which prioritises PP and FSM students focusing on excellent classroom teaching, lessons observations and learning walks in order to share good practice. This gives students from all backgrounds the best possible educational experience.

We will continue to make use of the Pupil Premium funding to maintain a high standard of teaching and learning and implement intervention strategies for all students. For those students who need additional support in Year 10 and Year 11, our intervention strategy focuses on using external English and Maths tutors to reinforce learning, whilst raising their confidence.

Aylesbury High School places significant emphasis on co-curricular opportunities and it is important that our Pupil Premium students are facilitated to experience and make the most of these opportunities beyond the classroom.

Due to the lower than average proportion of Pupil Premium eligible students we have at the school, we are able to tailor our approach to individual needs. Our aim is to focus on each student's

key challenge(s) that are preventing them from achieving their best, truly treating each student as an individual and not as part of a cohort. To ensure this is effective, we will endeavour to:

- Monitor their attendance and punctuality record
- Maintain regular communication with parents/ guardians
- Adopt an effective system for identifying, assessing and highlighting any areas of need in order to implement early intervention and support
- Have a whole-school approach - collective responsibility and ownership
- Develop confident and independent learners, valued as full members of the school community

Challenges

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

Challenge number	Detail of challenge
1	Students' social, emotional and mental health which reduces their self-confidence and attitude to learning. We have seen a link in recent years amongst FSM students and mental health referrals.
2	Observations and discussion with teaching and non-teaching staff members show wider gaps in students' knowledge.
3	Our observations and feedback from parents suggest that there is reduced access to resources. This may be due to a lack of understanding or reluctance to gain available financial assistance because of socioeconomic status in a grammar school setting.
4	Our observations and discussions with Year 10 and Year 11 students in 2025 show that there is a lack of access to resources and/or motivation to supplement learning outside of the classroom.
5	It has been noticed from the Financial requests submitted that bilingual parents may sometimes struggle to engage with the financial support offered for trips and visits which can enhance students' extended learning opportunities.
6	Restricted access to all the opportunities offered as part of our co-curricular programme due to distance from school to home. Due to the nature of our school, we have students who travel long distances.
7	Low co-curricular engagement in comparison to school average.
8	Lower than average PP numbers. Within our school, only 6% students are eligible for Pupil Premium funding. We need to ensure that these students are not overlooked.
9	Current financial situation. Socioeconomic disadvantage may mean students do not have the background knowledge to make connections with learning, have lower levels of oral language (a limiting factor on future attainment) and limited vocabulary making it difficult for them to access lessons. These are all contributing factors to their achievement.
10	Analysis showed that in 2024/25 the average behaviour incident per PP student increased slightly in comparison to the previous year across all categories apart from low level behaviour (B1). Also, PP students had lower than average attendance apart from Year 9.
11	Data shows that the attendance of our Pupil Premium students (particularly FSM) falls below the expected school percentage.

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
Whole school approach towards raising attainment for disadvantaged students by ensuring high quality and targeted teaching across all subjects	• Annual review of plan - RAG rated. • KS4 performance: The percentage of students achieving a grade 5+ in English and Maths does not fall under 100%. Progress 8 score (+1.03 in 2024) - for students to continue with the exceptional progress they are making academically during their time at AHS. • Termly monitoring of progress data. • Outcome of student progress through meetings with relevant staff members.
Teaching and non-teaching staff to engage with Pupil Premium CPD to strengthen the outcome above	• A rise in shared strategies and good practice to support eligible students. • Increased engagement evident in classroom observations and learning walks (First in line approach)
Equip students with the necessary skills/tools/learning space to make exceptional progress.	• Evidenced using Cognito learning data • Evidenced in students' grades - identified subjects where students need intervention • Reduction in behaviour marks as a result of all PP students having the correct equipment/stationary for all lessons.
To support student's aspirations and destinations post 16/18	• 100% of students in Year 11/13 will have bespoke careers advice in order to determine their pathway after GCSE and A Level. • Identified students to have a professional mentor through the new mentoring scheme with alumnae • Year 10 students to have suitable work experience placement related to their aspirational career field
To achieve and sustain meaningful support to pupils with Social Emotional Mental Health needs	• Students' survey: - Students have a key member of staff they can speak to should they have any worries. - Improved performance and motivation to do well in school.

	- Raised self esteem - Improved well-being and sense of community - Students feel that there is a clear link with support from CAMHS and school. An improvement in the attendance of students in receipt of Free School Meals
students to have the opportunity to gain valuable experiences beyond the classroom in line with their peers.	• Improved co-curricular attendance for clubs during/ afterschool school and House events • Stronger parental engagement through stronger link with PP Lead

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers consistently develop a strong sense of responsibility towards supporting the needs of our Pupil Premium students in the classroom.	The most important factor for attainment and progress is effective teaching. This has been highlighted by the Sutton Trust, whose 2011 report on improving the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds - equivalent to 1.5 years' worth of learning. Findings from Spotlight on Disadvantage (2019) suggests that schools need to have clear monitoring of both PP students and PP funding.	1, 2, 4, 8, 10, 11
All members at AHS working closely together to raise their attainment	<i>The EEF</i> states that although Professional Development is costly, effective PD plays a crucial role in improving classroom practice. The DISS study by the University of London, Institute of Education, suggests changes to the way TAs are deployed and trained need to be made if they are to have a positive impact on students' progress.	1, 2, 4, 8, 10

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance of FSM students so that it is in line with national average	The Education Endowment Foundation (2022) Attendance Interventions, Rapid Evidence Assessment report found Positive	1, 2, 5, 7, 10, 11

by improving parental communication	impacts for both parental communication approaches and targeted parental engagement interventions. Rogers (2016) work concluded that the following 3 interventions helped to improve attendance: 1. Encourage - reaching out to guardians and encouraging them to improve student attendance 2. Self - informing guardians about their students' absences 3. Norms - comparing students' absences to what's 'normal'.	
Pupils to become confident in Maths and English through bespoke interventions with external tutors	Evidence from case studies reported in ' The Pupil Premium: How schools are spending the funding successfully to maximise achievement ' suggest that students' rates of progress increased for those attending the targeted provision.	1, 2, 3, 4
Students will feel equipped with the necessary tools to successfully learn both in school and outside of school	Evidence from case studies reported in 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' suggests that the subject packs initiative was evident in the closing of gaps in attainment. <u>for homeDedicated space for homework</u> - Evidence from the EEF suggests that homework can have an impact of up to 5 months progress across an academic year	1, 2, 3, 4, 5, 11
Early intervention to take place in order to gain a deeper understanding of each Pupil Premium student and their specific barriers to learning	Evidence from Ofsted (2013) indicates that the best secondary schools find out where the basic skills gaps exist among eligible pupils as soon as they arrive in Year 7. Findings from Ofsted (2013) and from the EEF suggest that pupils who attend a summer school make approximately 2 additional months' progress, compared to similar pupils who do not.	1, 10, 11

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

Budgeted cost: £20,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
School uniform policy accessible to all	Evidence from the EEF suggests that wearing the correct uniform may improve behaviour and discipline and it also suggests that if a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.	1,3, 10
High ambition for all - access to outstanding educational and Careers advice	A study of careers education (2022) shows that high-quality careers support is helping disadvantaged young people into more secure and sustained destinations after they leave school. This has the impact of reducing the risk of them becoming NEET by 8%. Evidence from the EEF indicates that careers education is optimally facilitated when interventions are personalised and targeted to individuals' needs from an early age.	1, 10
Emotional support	Evidence from the EEF suggests that social and emotional programmes can have an impact of up to 4 months progress across an academic year. The benefits generally come from the students' improved attitude to learning and social relationships at school.	1,3,5,7,10, 11
Pupil Premium students to have the opportunity to gain valuable experiences beyond the classroom in line with their peers.	Evidence from the EEF suggests that enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	1,3,5,6,7,9,10, 11

Total budgeted cost: £68,740

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 2024 to 2025 academic year.

In the 2024 to 2025 academic year, Pupil premium funds were utilised across various academic, pastoral, broader curriculum focal points. The following is a brief overview of the outcomes in order to consider the confidentiality of our students. At AHS we have lower than average Pupil Premium numbers (6% in comparison to 27.1% as the national average in secondary schools).

Attendance was slowly improving each year as a result of the rigorous work that's gone into addressing the inequalities between students eligible for PP and their peers. However, last year the attendance for PP students declined to 89.6%. The overall attendance of the majority of the cohort was very good, but there were two outliers whose attendance were on average 50% due to exceptional circumstances.

	PP	Non-PP
2024-25	89.6%	92.6%
2023-24	91.3%	92.2%
2022-23	91.1%	91.8%
2021-22	91.02%	89.95%

Last academic year we put emphasis on raising attendance within the broader curriculum for both residential and non-residential trips by allocating a slightly bigger funding for this to happen. We strongly believe that students' participation in the wider life of school is essential, and they should not be limited by financial means. Students were able to attend trips to Aberdyfi, Iceland, Dorset, Bankside, Green Park, Valencia, Boppard and Loire Valley.

In Year 7, 2 out of 14 students were able to attend Summer School at AHS which was fully paid for in order to ease their transition into secondary school. The uptake for the Duke of Edinburgh Award in 2024-25 was very positive, 22% of PP students took part in comparison to 15% (rest of school) as PP funding was used to cover their enrolment fees, expeditions, training and some equipment. We hope that these positive figures will continue to increase next year as students' wellbeing is at the core of everything we do and all students should have the opportunity to gain valuable experiences beyond the classroom.

To strengthen academic support, we used the funding to secure a block of Maths tuition to help support some of our most vulnerable and PP students. The programme offered highly tailored tuition and support for pupils in small groups. As a result, all 17 students achieved a grade 5 or above, apart from 1 student.

As with our academic attendance, our 2025 GCSE results also showed a decline in comparison to the previous academic years. In 2025 there was a considerable achievement gap between disadvantaged students and the whole school cohort. Year 11 progress 8 score for PP students was 0.16% in comparison to 1.02 for non-PP students. However, results look a lot more positive if we take the 3 outliers (1.01) that unfortunately, due to circumstances and very challenging backgrounds, were not able to gain positive GCSE results.

Overall, in the previous academic year students were able to experience and take part in a wide range of activities and trips in line with their peers. The Maths sessions with the external tutor proved to enhance their confidence and simultaneously boost their grades. We've been able to reflect on the overall GCSE grades of our most vulnerable students and will apply our reflections and experience onto a more strategic plan to help raise the educational outcomes of Pupil Premium students at Aylesbury High School.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Seneca Premium	Seneca
NTP	NTP
Cognito Pro	Cognito

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Offering additional pastoral support provided through the school's Wellbeing and Safeguarding Manager.
What was the impact of that spending on service pupil premium eligible pupils?	Helped students feel less isolated by having a key member at school to talk about the

	various issues students were facing. It improved their: - Attendance - Ability to cope with loss and grief - Resilience - Ability to deal with their thoughts and feelings - Sense of community involvement
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