

Pupil premium Strategy Statement – Plymstock School

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

This document sets out our Pupil Premium strategy for the 2025–26 academic year. The strategy is subject to review through the Annual Education Quality Review (EQR), which provides a structured process for evaluating impact, identifying strengths, and refining priorities. This ensures that our use of Pupil Premium funding remains evidence-based, transparent, and responsive to the evolving needs of our disadvantaged pupils, with a clear focus on improving outcomes and sustaining long-term success.

School overview 2025-2026

Detail	Data
Number of pupils in school	1532 Year 7 -13 1329 Year 7 -11
Proportion (%) of pupil premium eligible pupils	28.29% (376) Year 7 -11
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Stuart Koehler-Lewis
Pupil premium lead	Zoe Baring
Governor / Trustee lead	Jacqui Spencer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£355,119
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	To be confirmed following end of year 24/25 accounts.
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£355,119

Part A: Pupil Premium Strategy Plan: Statement of Intent

Pupil Premium Strategy Statement – Plymstock School

At Plymstock School, our Pupil Premium strategy is rooted in the belief that every student, regardless of their background, deserves the opportunity to succeed and feel a true sense of belonging. We are committed to fostering a culture where every pupil is valued, supported, and empowered to reach their full potential. Central to our approach is building a school community where all students feel they belong, and high expectations are held for every learner, ensuring that disadvantage is never a barrier to success.

Key Focus Areas of Our Strategy:

1. High-quality Teaching for all:

We believe that consistently excellent teaching is the foundation for success. Our curriculum is ambitious and knowledge-rich, giving all students access to “the best that has been thought and said.” Every lesson is designed to be challenging, engaging, and structured to enable progress. Through ongoing professional development, we ensure staff have the tools and expertise to meet the needs of every learner, with disadvantaged pupils benefitting most from high-quality teaching.

2. Building a strong sense of belonging:

Belonging is a vital driver of academic and personal success. We are committed to creating an inclusive environment where all students feel part of the school community. This includes removing barriers to participation in enrichment, cultural, sporting, and academic opportunities. By ensuring disadvantaged pupils can fully access these experiences, we support the development of cultural capital and strengthen their connection to school life.

3. Removing barriers to success:

We are proactive in addressing the challenges that some students face, whether financial, academic, or pastoral. Support includes access to essential resources such as uniform, equipment, and travel, alongside targeted interventions like small-group tutoring, mentoring, and additional pastoral care. These measures ensure that every student can access our ambitious curriculum and has the support they need to flourish.

4. High-expectations for all:

At Plymstock School, we maintain the highest expectations for every learner. We know that disadvantage does not define potential, and we are determined to support pupils in achieving ambitious outcomes. Our work on literacy and reading across the curriculum underpins this ambition, providing every student with the skills that unlock wider academic success.

5. Supporting students in achieving their aspirations:

We believe that every student has aspirations, and it is our responsibility to support them in achieving these goals. Some pupils and their families may be less familiar with educational pathways or may encounter financial and practical challenges. At Plymstock School, we are committed to providing clear guidance, resources, and support so that every student has the confidence and tools to pursue their chosen future, whether in education, training, or employment. Our strategy includes personalised guidance on exam preparation and post-16 options, alongside practical opportunities such as access to high-quality careers advice and meaningful work experience. By working closely with students and their families, we aim to remove any potential barriers, nurture ambition, and help every young person believe that success is within their reach.

Our Ambition:

At Plymstock School, our ambition is for every student, regardless of background, to access the very best opportunities to succeed. Through a supportive environment that fosters belonging and a highly ambitious curriculum, we aim to unlock each child's potential.

Nationally, the GCSE attainment gap between Pupil Premium students and their peers remains significant. Our strategy is to reduce this gap by ensuring Pupil Premium students are fully supported to achieve their aspirations. We are committed to providing equitable opportunities and nurturing a school culture where all students can flourish, succeed, and reach their highest potential.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and Progress Nationally, disadvantaged students typically attain less well than their non-disadvantaged peers. At Plymstock, our 2025 GCSE results show that this gap continues to narrow. Our outcomes reflect the impact of our targeted strategies and demonstrate that disadvantaged students at Plymstock are making positive progress towards closing the gap. We remain committed to ensuring all students, particularly those facing disadvantage, have equitable access to Post-16 study, higher education, and future employment through evidence-based support and high-quality teaching.
2	Behaviour Nationally, disadvantaged students are more likely to receive behaviour consequences and safeguarding referrals than their peers, reflecting wider socio-economic challenges that can affect self-esteem, self-regulation, and aspirations. At Plymstock, we closely monitor these patterns to ensure the right support is in place. Our strategies are helping to reduce disproportionality seen nationally. By combining high expectations with strong pastoral care, we aim to reduce barriers, promote positive engagement, and enable every student to succeed.
3	Attendance Attendance amongst Pupil Premium students is lower than their non-pupil premium peers, resulting in an increase of the disadvantaged gap through lost learning. This is a national trend that is reflected across the country. Attendance to both school and lessons is a complex and nuanced challenge which often requires an individual approach in combination with clear tracking and graduated response. We aim to maintain a culture that is safe, calm and focused where barriers to attending school for all are tackled and overcome.

4	Reading and Writing We strongly believe that reading and writing are the gateway to learning and opens up access to the full curriculum. Strong reading and writing skills enable students to thrive academically and develop confidence across all subjects. Our vision is that every student leaves Plymstock reading and writing at – or above – their age-appropriate level, ensuring they are fully prepared for Post-16 study, higher education, and future employment.
5	Full access to a highly ambitious curriculum Ensuring disadvantage prevents no child from living our curriculum and all opportunities to learn and develop. We will provide access to resources such as computers, equipment, and other learning resources.
6	SEND needs Nationally, a significant proportion of pupils who are eligible for Pupil Premium also have special educational needs and disabilities (SEND), creating a group sometimes described as ‘double disadvantaged’. These pupils can face additional barriers that impact their academic progress. At Plymstock, this group represents 36% of our disadvantaged cohort in 2024, reducing to 26% in 2025. This positive movement reflects our proactive approach to early identification, tailored interventions, and inclusive classroom practice, ensuring that pupils with both SEND and disadvantage are supported to achieve their potential.
7	Belonging and Enrichment A strong sense of belonging is central to student success, and we are committed to ensuring that every young person feels valued and connected to our school community. National evidence shows that disadvantaged students can be less likely to feel this sense of connection and may have fewer opportunities to access enrichment. At Plymstock, student voice has been instrumental in shaping our priorities, highlighting the importance of strengthening affiliation and participation. In response, opportunities are available in sport, music, and cultural activities, alongside partnerships with external organisations. These initiatives enrich the curriculum, promote wellbeing, and celebrate diversity, helping all students to feel a stronger sense of belonging and pride in their school.
8	Future Destinations (No NEETS) Nationally, disadvantaged young people are twice as likely as their peers to end up not in education, employment or training. We aim to ensure all children leave Plymstock School well prepared for the next stage of education, employment or training and prepared to become confident citizens.