

Pupil premium strategy statement

This statement details our school's use of pupil premium 2025 to 2026 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	Ratton School Academy Trust
Number of pupils in school	1205
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2025 -2026
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Gavin Peevers
Pupil premium lead	Jamie Welsh
Governor / Trustee lead	Paul Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£356000
Recovery premium funding allocation this academic year	£0
School led tutoring	
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	£356000

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Strategy Statement of Intent (2025–2026)

Section A: Statement of Intent

At Ratton School, our aim is to ensure that every student—whatever their background—has the opportunity to achieve academic success and develop the skills and confidence needed for life beyond school. We recognise that disadvantage can present barriers to learning, and we are committed to removing those barriers through high-quality teaching, targeted support, and a culture of high expectations.

Our Pupil Premium strategy is built around three core principles:

1. **Quality-first teaching for all** – Ensuring that disadvantaged pupils consistently experience excellent teaching, clear routines, responsive feedback, and adaptive practice.
2. **Targeted academic and pastoral support** – Using data and professional insight to provide timely, evidence-based interventions that meet pupils' learning and wellbeing needs.
3. **Enrichment and opportunity** – Broadening horizons through participation in experiences that extend learning beyond the classroom.

This strategy forms part of Ratton's wider commitment to inclusion across the curriculum, aligning with the school improvement plan and our vision to develop **confident, creative and caring students who achieve excellence**. Our approach draws on national research, including guidance from the Education Endowment Foundation, to ensure that resources are targeted where they make the greatest difference.

Our ambition is simple: Background should never be a barrier to success.

Challenges and Intended Outcomes (2025–2026)

We are proud of the progress our students make, but we know that some learners face additional barriers. The following key challenges have been identified through our internal data and ongoing evaluation. Our Pupil Premium strategy sets out how we intend to address these barriers and support our students to thrive.

Key Challenges

Challenge	Details
1. Improving academic progress	Disadvantaged students are currently less likely to achieve grades equivalent to their non-disadvantaged peers. We want all students, regardless of background, to achieve outcomes in line with their potential.
2. Attendance and behaviour	Attendance rates for disadvantaged students are lower than for other students, and they are more likely to miss individual lessons. They are also more likely to receive serious behaviour consequences. These patterns reduce learning time and can limit long-term success.
3. Literacy, oracy, and numeracy	Many disadvantaged students begin secondary school with lower reading ages and gaps in key literacy and numeracy skills. These impact confidence and achievement across all subjects.
4. Independent learning and homework	Internal tracking shows that disadvantaged learners are less engaged with homework and independent study. We want to improve access, motivation, and support for home learning.
5. Access to enrichment and cultural capital	Some disadvantaged students are less likely to take part in extracurricular activities and wider enrichment. We want every student to access experiences that broaden horizons and inspire ambition.

Intended Outcomes and Success Criteria

Intended Outcome	Success Criteria
1. Improved academic outcomes for disadvantaged students	<ul style="list-style-type: none"> - An increase in the proportion of disadvantaged students making expected or better progress from their starting points (<i>in year groups where baseline data is available</i>) - An increase in the number of disadvantaged students achieving or exceeding their FFT20 targets in English and Maths. Outcomes should be in line or better than contextual comparisons - A reduction in the attainment gap between disadvantaged and non-disadvantaged students across core subjects
2. Improved attendance and engagement	<ul style="list-style-type: none"> - An increase in the average attendance of disadvantaged students, with a year-on-year reduction in the attendance gap - A reduction in the number of disadvantaged students with attendance below 50%, recognising the significant link between extreme persistent absence and missed qualifications - A reduction in serious behaviour consequences for disadvantaged students - An increase in achievement points awarded to disadvantaged students for effort and progress
3. Stronger literacy, oracy, and numeracy across the curriculum	<ul style="list-style-type: none"> - An increase in the proportion of disadvantaged students improving their reading age by at least 6 months annually in Years 7 and 8 - Evidence of whole-school literacy, oracy, and numeracy strategies in classroom visits and student work - Termly tracking shows PP student engagement and progress with Bedrock, Lexia, and Sparx
4. Increased engagement with homework and independent learning	<ul style="list-style-type: none"> - An increase in homework completion rates for disadvantaged students - Uptake of homework clubs or supported study opportunities is in line with that of non-disadvantaged peers - Improved self-reported confidence with independent learning from student voice activities
5. Greater access to enrichment and experiences	<ul style="list-style-type: none"> - Disadvantaged students are actively supported to access enrichment and cultural capital activities, with participation tracked and reviewed annually - All KS3 PP students attend at least one live performance, visit, or cultural event each year - Barriers to participation (including financial) are reduced through targeted support

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: **£196500**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<i>Staffing (Maths/English/Science/Tutor Mentors)</i>	<p>Targeted intervention groups and reducing class size has a positive impact of +2 months progress.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year</p> <p><i>EEF "Small Class Sizes"</i></p> <p>PP students get extra intervention in the school day EEF small group Intervention + 3 months</p>	1 and 3	£179000
<i>Embed and develop whole school literacy strategy</i>	<p>Reduced literacy and oracy levels due to COVID</p> <p>EEF guidance document establishes. Steps for improving literacy in secondary schools. Oracy is a skill required for success in all "next steps" scenarios.</p> <p><i>EEF "Improving Literacy in Secondary Schools"</i></p>	1 and 3	N/A
<i>Developing Challenge and adaptative teaching Oracy, Questioning and Group Work (Through the lens of PP First)</i>	<p>"The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of</p>	1	N/A

	<p>learning with very effective teachers”</p> <p><i>“Sutton Trust impact report”</i></p> <p>Profiles are in place for SEN students – providing strategies for working with those double disadvantaged students.</p>		
<p><i>Homework supported sessions in LRC</i></p>	<p>% PP students not doing homework tasks is greater than the whole school cohort.</p> <p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. (EEF)</p> <p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported, which the school invites PP students to homework support</p> <p>Homework that is linked to classroom work tends to be more effective. Studies that included feedback on homework had higher impacts on learning.</p> <p>Provision of equipment or resources/space removes a barrier to accessing homework</p> <p><i>EEF “Homework”</i></p>	<p>1 and 4</p>	<p>£17500</p> <p>Food For 4 O clock club incentive £500</p>

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

Budgeted cost: **£31422**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<i>Y11 Period 6 core subject lessons</i>	P6 with specific small cohorts. EEF – Extending school time +3 months.	1 and 3	Within Teaching section
<i>Learning Resource Centre (English)</i>	Lexia impact evaluation LRC loans data Purchase of Graphic Novels and books for LRC <i>EEF – Small group tuition +4 months progress Oracy</i>	1 and 3	£500
<i>1-2-3 tutoring in subjects by current teachers</i>	24/25 Impact 60% students in these groups making improvements in predicted grades across data captures <i>EEF – Small group tuition +4 months progress</i>	1 and 3	Yr 11 £10000 Yr 8-10 £7500
<i>Elevate Education Workshops</i>	Elevate national research identifies the “17 key areas that affect student performance” the workshops are designed support students’ development in these areas.	1,2 and 4	£4222
<i>Key stage 3 music lessons</i>	The school has a strong Performing Arts ethos and therefore all children have an opportunity to learn an instrument	1 and 5	£2200
<i>Subject Specific</i>	Resources, Uniform, Equipment and Technology	1,2 and 4	£7000

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

Budgeted cost: **£127558**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<i>Dedicated SLT role</i>	“Senior leaders in more successful schools reinforce the urgency and importance of support for disadvantaged pupils” <i>DFE 2015</i>	1-5	£39000
<i>EWO consultancy to focus on disadvantaged students</i>	Improvement in attendance is critical to improving student outcomes – if students are not in school, we cannot help them! <i>“Working together to improve school attendance – DoE 2024”</i>	2	£22000
<i>10% Cost of Attendance Teams / Pastoral Support Assistant Year Leads</i>	Parental engagement has a positive impact on progress (+4 months) EEF	2	£36500
<i>Use of the minibus to support attendance (and other activities)</i>	Improvement in attendance is critical to improving student outcomes – if students are not in school, we cannot help them! <i>“Working together to improve school attendance – DoE 2024”</i>	2	£17000
<i>Develop the Hive to support behaviour and engagement</i>	To reduce the suspension and truancy rate of vulnerable learners	2	N/A
<i>Use of Just Right strategy to support MHEW</i>	Provide pupils with the skills and strategies to regulate their own emotions	2	N/A
<i>Aspiration Interventions: Ongoing curriculum and pastoral support for resources and academic trips for PP students</i>	Financial support for trips and enrichment removes barriers to engagement and participation in activities that support learning. <i>“EEF Aspiration Interventions”</i> All students can access a free breakfast. Free school meals students have access to a balanced nutritional meal each lunchtime. Resources, Uniform, Equipment and Technology	5	£10000 Year groups £3058

	<p>Food: LRC homework club and Breakfast <i>"EEF Magic breakfast"</i></p> <p>Barista academy training targeted toward PP students developing enterprise, business and leadership skills.</p>		
<i>Summer School</i>	<p>Summer schools provide additional experiences and activities, such as arts or sporting activities. This might be valuable to increase a positive image of themselves or be used to increase engagement alongside academic support.</p>	5	N/A

Total budgeted cost: £355480

Part B: Review of outcomes in the 24/25 academic year

Pupil Premium Strategy 24/25 Evaluation

Section 1 – Context

What the IDSR and Local Context Tell Us

Ratton School serves approximately 1,193 pupils, with 26.5% eligible for FSM6 (24/25). Disadvantaged pupils therefore represent a significant proportion of the school community, and closing the disadvantage gap remains a central strategic priority.

Summary

The Inspection Data Summary Report (IDSR) indicates that the progress of disadvantaged students and their attainment at the 5+ threshold in English and Mathematics remain close to national benchmarks,

Local authority benchmarking indicates that disadvantaged attainment across East Sussex and Eastbourne is below national averages. Ratton's Progress 8 outcomes compare favourably with East Sussex benchmarks, while Attainment 8 outcomes are slightly below the national distribution banding in the IDSR for the first time in 2025. Internal predictions indicate that this is a one year trend and our latest predictions suggest that the current year 11 will exceed nation A8 for the first time.

Improving higher threshold attainment and reducing the impact of extremely low attendance (below 50%) are the school's two most significant strategic priorities for these pupils moving into 2025–26.

Section 2 – Allocation of Funding (2024–25)

EEF Category	Budgeted Cost	% of Total Allocation	Strategic Focus
Teaching	£201,750	61.3%	Leadership and Staffing capacity, curriculum stability, tutor groups
Targeted Academic Support	£23,991	7.3%	Small group tuition, structured intervention
Wider Strategies	£103,125	31.4%	Attendance systems, pastoral support, enrichment
Total	£328,866	100%	

Summary

The majority of funding (61.3%) was allocated to strengthening classroom provision and curriculum structures. This reflects the strong evidence base from the Education Endowment Foundation (EEF) that high-quality teaching has the greatest impact on improving outcomes for disadvantaged pupils

A significant proportion (31.4%) addressed attendance, engagement and pastoral barriers, while a smaller targeted allocation (7.3%) supported structured academic intervention.

Section 3 – Improving Academic Progress

Funding Position: Teaching & Targeted Academic Support:

Targeted Actions

- Additional staffing capacity to support teaching and intervention
- Structured intervention tutor groups (69% improved grades)
- Focus 15 monitoring and coaching model (77% of disadvantaged pupils sustained or improved attainment) (minimum 30% disadvantaged representation)
- Small group English, Mathematics and Science intervention
- Academic P6 1-2-3 tutoring (10 hours per subject offered) (68% maintained or improved grade)
- Whole-school literacy and PP FIRST adaptive teaching professional development
- Focus on PE and Science

Validated Outcomes (IDSR)

Measure	Ratton 2022 -23	Ratton 2023 -24	National Disadvanta ged	Local Context
Progress 8	-0.68	-0.66	-0.57	-0.78 (East Sussex benchmarking 2021/22)
Attainment 8	31.3	29.8	34.7	30.3 (East Sussex 2022/23)
English & Maths Grade 5+	25.8%	21.8%	~26%	17.2% (Current Eastbourne FSM benchmark Sutton Trust)

Progress has improved slightly compared with the previous cohort, although the attainment gap has widened this year due to the lower prior attainment profile of the cohort on entry

Internal Trends and Current KS4 Disadvantaged Cohorts

Cohort	CATs	A8	P8	EM4 +	EM 5+	Change vs Previous Cohort	Status
Previous Yr11 (24/25)	92.9	29.8	-0.66	35%	21.8%	Baseline	Validated
Current Yr11	92.2	35.6	-0.33*	42%	23%	+5.8 A8 / +0.33 P8	Projected
Current Yr10	-	35.23	-0.31*	40%	14%	+5.43 A8 / +0.35 P8	Projected

These projections (* 4 Matrix) indicate improving progress and attainment compared with the previous cohort, suggesting that current strategies are having a positive impact

In the Classroom – Our PP FIRST Approach

To ensure that disadvantaged students benefit from consistently high-quality teaching, all classrooms at Ratton follow a *PP FIRST* approach. This means:

- **Feedback:** Teachers prioritise timely, actionable feedback for Pupil Premium students to address misconceptions early and accelerate progress.
- **Identification:** Staff know who their PP students are, understand their specific learning needs and barriers, and use this knowledge to inform planning and classroom decisions.
- **Relentless Challenge:** PP students are consistently included in high-challenge questioning, extended tasks, and stretch opportunities, ensuring they access the most demanding parts of the curriculum.
- **Seating:** Seating plans deliberately position PP students where they can best engage, interact with the teacher, and access support when needed.
- **Teaching and Learning Strategies:** Evidence-informed approaches—such as explicit instruction, scaffolding, modelling, and guided practice—are applied first to support PP students' learning and independence

Summary

Teaching (PP FIRST) and structured intervention strategies are stabilising outcomes, with early internal indicators suggesting improved performance compared to the previous cohort.

Increasing stretch and challenge for high prior attaining disadvantaged pupils, alongside improving attainment, remains the central priority for improving outcomes for disadvantaged students who attend regularly.

Section 4 – Attendance & Engagement

Funding Position: Wider Strategies

Targeted Actions

- Minibus transport support for disadvantaged pupils (77% improved attendance, 78% positive progress)
- Strengthened attendance messaging through pastoral systems and parental engagement
- Linked incentives including rewards, focus weeks and prom eligibility
- Resource and uniform support
- EWO Consultancy
- Home School Practitioner (delivering Emotional Based School Avoidance interventions)
- 10% Salary contribution across attendance and pastoral teams
- Updated internal suspension and AP routines

Overall Attendance (FSM6)

Year	School	National
2024/25	87.0%	88.2%
2023/24	85.1%	86.0%
2022/23	85.8%	86.0%

Persistent Absence (FSM6)

Year	School	National
2024/25	36.9%	34.5%
2023/24	47.9%	42.5%
2022/23	46.2%	43.8%

Year-on-year reduction: –11 percentage points

Attendance is improving up to 2025 but not as quickly as improvements for disadvantaged students nationally.

Suspensions

IDSR Behaviour Data shows suspensions for disadvantaged students increased 22/23>23/24 this is aligned with the national patterns for this group of students.

Current trends show PP suspensions are significantly lower than this time last year 88 vs 152

Summary

Attendance systems have strengthened significantly, with persistent absence reducing substantially. FSM attendance is now close to national averages.

Attendance remains the single most significant lever for improving academic outcomes, with a small number of pupils with attendance below 50% having a disproportionate impact on attainment and progress measures. Internal modelling indicates that when pupils with attendance below 50% are removed from the cohort calculations: P8 rises to +0.12* A8 rises to 37.2. (*4M)

Section 5 – Literacy, Oracy & Independent Learning

Funding Position: Teaching allocation and Wider Strategies,

Targeted Actions

- Dedicated Literacy Leadership and Support Staff
- Implement Voice 21 Literacy Strategies
- Catch Up Interventions: Bedrock, Lexia, Sparx

Indicator	Evidence
Homework Club > 4 O Clock Club	73% improved HW completion rates in targeted groups
Focus 15	Increase awareness of barriers at KS3. Reduced in-year academic drift. Focus on Progress
Adaptive Teaching	Increasingly embedded through PP FIRST and CPD model including PPA allocation evidenced through step lab learning walk observations and subject development plans.
Reading Interventions	Reading intervention pathways are highly effective, reducing pupils significantly below functional reading age from around 80 on entry to 22 by Year 9, ensuring pupils are well prepared for the next stage of learning

Summary

Literacy and oracy are increasingly embedded within core teaching practice through whole-school professional development and curriculum planning. The next strategic phase focuses on increasing stretch and challenge, particularly for disadvantaged pupils capable of achieving higher attainment thresholds

Section 6 – Enrichment & Cultural Capital

Funding Position: Wider Strategies

Targeted Actions

- Broad Extracurricular offer / incentives for 4 O Clock Club
- Representative student Leadership
- 20% support on most term time trips
- 50% 1x residential contribution
- Funding for KS3 Music Lessons

Trip Participation Summary (Academic Year 2024–2025)

Year Group	Total Trips Attended	Pupil Premium (PP) Places	% PP Participation
Year 7	514	229	44.6%
Year 8	340	176	51.8%
Year 9	397	176	44.3%
Year 10	357	88	24.6%
Year 11	276	42	15.2%
Total	1,884	711	37.7%

Summary

Across the 2024–2025 academic year, a total of 1,884 trip places were attended by students, with 711 of these taken by Pupil Premium (PP) students, representing 37.7% of all participation.

Pupil Premium participation is particularly strong at Key Stage 3, with representation ranging from 44% to 52% across Years 7 to 9. This reflects the school's deliberate decision to maintain a three-year Key Stage 3 curriculum, ensuring that all students continue to study a broad and balanced range of subjects, including music, dance, and the arts, for as long as possible.

These subjects are more likely to offer frequent enrichment opportunities and educational visits, meaning that students—particularly those who may not otherwise access such experiences—benefit from increased exposure to cultural capital during Key Stage 3.

Club Participation

Measure	Figure
Total participants	2,218
Disadvantaged	547
% PP	25%

Participation by disadvantaged pupils in extracurricular clubs is broadly proportionate to school representation, indicating strong engagement in structured after-school provision.

Life After Ratton

Vulnerable Learners receive support around their future choices at GCSE and for post 16 options.

Year 7 Careers day – Game of Life

Year 8 Work Place Visits

Year 9 The real cost of living and Aspirations workshop

Year 10 Work experience, Life after Ratton workshop, College taster days

Year 11 CV writing, Careers day, College assemblies, Motivational speaker

Summary

Access to enrichment opportunities is closely monitored and is broadly equitable, particularly within structured extracurricular activities. Targeted financial support and monitoring are in place to ensure that cost does not become a barrier to participation. Enrichment remains an important component of the school's strategy to develop cultural capital, engagement and raise aspiration among disadvantaged pupils, supporting both attendance and long-term academic / future success.

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

Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A