



Premium Strategy 2025 - 2026

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Chair of Governors	Ndidi Edozie Ansah
Policy Author	Huseyin Tozanoglu, Assistant Headteacher
Statutory Policy	Yes
Review Cycle	Annually
Last Review	December 2025
Next review	December 2026

Date of Review	Section/Subheading	Details of changes
December 2024	2. School Overview	Pupil numbers updated PP number updated Dates changed
	3. Funding Overview	Funding allocation change Recovery Grant deleted Total funding updated
	4.5 Targeted Academic Support	National Tutoring Programme deleted
	4. Part B: Review of Outcomes	GCSE outcomes for 2024 added
December 2025	2. School Overview	Pupil numbers updated PP number updated Dates changed
	4. Part B: Review of Outcomes	GCSE outcomes for 2024/25 added Review of 2024/25 outcomes



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1. Aims

This statement details our school's use of pupil premium funding for the academic year 2024/2025, aiming to 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 impact that last year's spending of pupil premium had within our school.

2. School Overview

Detail	Data
School name	Stoke Newington School and Sixth Form
Number of pupils in school	1664
Proportion (%) of pupil premium eligible pupils	Years 7 to 11 - 37.86%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governing Body
Pupil premium lead	Huseyin Tozanoglu (Assistant Headteacher)
Chair of Governors	Ndidi Edozie Ansah

3. Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£502,618.75
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£502,618.75

4. Part A: Pupil Premium Strategy Plan

4.1. Statement of Intent

Our **Pupil Premium Strategy** aims to close the achievement gap between students entitled to pupil premium funding and other students. We aim to raise aspirations among disadvantaged students, promote social mobility, and ensure that every student is given the opportunity to progress to Sixth Form and higher education. The strategy will ensure that our allocated funding is spent to enable disadvantaged students to receive excellent teaching, targeted support and any additional resources that are required to eliminate barriers to learning and development. We will track the academic progress of individual students at key points throughout the year and provide any appropriate support strategies and intervention. We will monitor the attendance and behaviour of our

disadvantaged students, ensuring that any required support and intervention is provided. We aim to provide a range of opportunities and activities which will enrich the curriculum and promote engagement.

4.2. Challenges

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

Challenge number	Detail of challenge
1	Literacy and numeracy skills
2	Attendance and punctuality
3	Low aspiration
4	Lack of resources when working from home
5	Challenging behaviour and risk of exclusion
6	Lack of curriculum enrichment participation

4.3. 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
Address attainment gaps	2026 GCSE outcomes to show a reduction in attainment gaps for headline measures when comparing students from disadvantaged and non-disadvantaged backgrounds.
Attendance improves	There is no in-school attendance gap.
All students can work from home effectively	No gaps to accessing ClassCharts homework over time and every student has access to IT and eLearning resources and platforms.
Improved access to curriculum enrichment	Analysis shows no difference between the engagement of disadvantaged and non-disadvantaged students 2025-2026.
High quality teaching across the curriculum	Internal quality assurance provides evidence for consistency across the curriculum and teachers are given bespoke training to drive improvement and address attainment gaps using “8 Steps to Excellence” and Education Endowment Foundation strategies.
Regular review of curriculum impact through data drops, identifying attainment gaps and actioning as required at subject level.	Leaders use attainment outcomes to inform evidence-based, targeted support and gaps are narrowed across the curriculum.
Reduction in exclusions	2025-26 figures show a decrease in exclusion numbers of disadvantaged students.
Increased literacy levels	2026 outcomes show a decrease in attainment gaps in English
Increased numeracy levels	2026 outcomes show a decrease in attainment gaps in mathematics.



4.4. Activity in This Academic Year

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of students.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. EEF Pupil Premium guidance.	1 2 3 5
Teaching, learning and professional development: “8 Steps to Excellence” in every classroom supports all students from disadvantaged background. Focus on quality of feedback and homework. Metacognition and self-regulation Mastery Learning Improved quality of verbal and written feedback Collaborative learning approaches Consistency and quality of homework Use EEF Special Educational Needs in Mainstream Schools guidance	EEF teaching tool kit EEF Overview PP EEF guide to PP	1 2 3 4 5
Staffing	Small groups focused on literacy and numeracy to address gaps in understanding. Small groups allow for greater teacher and student interaction and opportunities for targeted feedback and support.	1 3 5
Track the academic progress of groups, classes and individual students at key points throughout the year and provide support strategies and intervention.	EEF Teaching and Learning toolkit.	1 3 5

4.5. Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support	Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils’ specific needs,	1 3 5



	while not inhibiting their access to the wider curriculum. EEF Pupil Premium guidance.	
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. EEF Pupil Premium guidance.	1 3 5
Targeted student support focusing on behaviour and engagement.	Education Endowment Foundation Teaching Toolkit. Students benefit from one-to-one bespoke support following termly Behaviour for Learning (BfL) progress data.	5 3
Reading comprehension strategies	Education Endowment Foundation Teaching Toolkit.	1

4.6. Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistent behaviour strategies and interventions	EEF Pupil Premium guidance.	5
Supporting pupils' social, emotional, and behavioural needs	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole class approaches as well as targeted interventions, monitoring the impact of these choices carefully. EEF Pupil Premium guidance.	5
Robust careers programme	EEF research: poorer young people more likely to have career aspirations that don't match their educational goals.	3
Priority contact home for absent students and robust attendance follow-up	National Foundation for Educational Research and EEF Pupil Premium guidance / DfE Working Together to Improve School Attendance.	2
Enrichment and arts participation	EEF Pupil Premium guidance 2023 and EEF Toolkit Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning.	6
Breakfast Club	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. EEF Pupil Premium guidance 2023	2



Improve parent engagement through ClassCharts access and wider school communication	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools. EEF Pupil Premium guidance.	2	2 5
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5. Part B: Review of Outcomes 2024-25

Pupils with 5 or more GCSEs grade 9-4 including 4+ E&M (%)										
	No.	2025	2024	2023	2022	2021	2020	2019	2018	2017
Disadvantaged	91	49	51	45	43	45	56	53	48	40
Non-disadvantaged	162	73	80	76	79	81	83	82	78	78
Attainment gap		24	29	31	36	36	27	29	30	38

- Despite the narrowing gap, disadvantaged pupils remain **24 percent behind** their peers.
- The improvement in gap could partly be due to a **drop in non-disadvantaged performance** (from 80% to 73%), not just gains for disadvantaged pupils.
- Disadvantaged performance has **plateaued around 49–51%**, indicating persistent challenges; **academic interventions alone are insufficient**; wider issues like attendance, behaviour, and wellbeing must be addressed to accelerate progress.