

# Pupil premium strategy statement – University of Birmingham School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1190 KS3-5 (782 KS3-4)
Proportion (%) of pupil premium eligible pupils	46% (statutory KS3-KS4)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25 – 2026/27 (Year 2 of strategy statement)
Date this statement was published	12 November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Colin Townsend, Principal
Pupil premium Lead	Clare Haley, Assistant Principal
Governor / Trustee Lead	Professor Julie Allan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£326,800
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£326,800

# Part A: Pupil premium strategy plan

## Statement of intent

Our core aim is to support all pupils to succeed as learners and flourish as capable, confident and caring citizens of their community. We believe all pupils are capable of flourishing and deserve to do so at our School. For multiple and diverse reasons, we are aware that those from disadvantaged backgrounds can face additional barriers to success. Therefore, we prioritise additional support for pupils eligible for pupil premium funding so that their experience in education is one where barriers are removed, where untapped potential is recognised and where life-changing opportunities are made accessible.

We know that consistently excellent teaching and learning, including a high level of challenge, is paramount to the progress of all pupils, including those from disadvantaged backgrounds. This remains central to everything we do in School. To complement this, additional support strategies are put into place, including targeted academic support and wider strategies, where we believe they will be impactful for individual pupils, who may experience inequity. This is aligned with the Education Endowment Foundation's *Guide to the Pupil Premium* and the Department for Education's *Pupil Premium Guidance for School Leaders*, where a 'Menu of Approaches' (High quality teaching, targeted academic support and wider strategies) is outlined.

Whilst the immediate impact of the Covid-19 pandemic has passed, we are aware of the ongoing, longer-term impact on pupils and their families in our School community, alongside a context of increased cost of living and hardship. We remain attentive to inequity as we continue to serve our School community within the resources available, mindful of how these ongoing challenges affect individuals in a multitude of ways.

Our approach is responsive to both emerging common challenges and individual needs, anchored in recognizing each member of our School community and their personal talents, character education journey and aspirations. We remain mindful not to make assumptions about disadvantage and its impact.

As a School we work to:

- ensure progress is sustained for all pupils;
- close attainment gaps relative to national averages;
- ensure high quality teaching and learning is consistently evident in every lesson;
- maintain a culture of high expectations and high level of challenge and aspiration in lessons and broader enrichment;
- act early to put in place support at the point need is identified;

- develop our partnerships with families to support effective home learning, especially with those for whom School may be harder to reach;
- strengthen reading, numeracy and communication skills as essential building blocks for success;
- provide access to a wide range of broader educational experiences through an ambitious and varied enrichment and character education programme;
- remain mindful of the multiple factors that can influence an individual pupil's experience, recognising and nurturing the strengths of each pupil

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality: For pupils eligible for pupil premium across all year groups, attendance and punctuality are not as strong as they are for those not eligible for pupil premium in term 1a. For varied reasons, which could include longer journeys and reliance on public transport, pupils eligible for pupil premium are also more likely to be late to School. This is the case across all year groups and leads to missed learning.
2	Home learning: The number of amber stamps issued for non-completion of homework in term 1a is higher for PP eligible pupils compared to non PP-eligible pupils, which is likely to impact their retention of core learning and attainment. This can be for reasons including a lack of quiet place at home in which to study, a lack of resources including access to devices and longer, potentially more disrupted journeys to and from school on public transport, leading to increased tiredness and reduced time to study outside of school hours.
3	Attitude to learning and conduct: Internal data tells us that a significant number of our disadvantaged learners can experience more challenges in terms of developing positive attitudes to learning and conduct. The number of red stamps and FTE suspensions issued to PP-eligible pupils was higher than the number issued to non PP-eligible pupils in term 1a. This can be for reasons including lack of role modelling outside school, poor health and nutrition and adverse childhood experiences.
4	Lower attainment on entry to the School: For multiple reasons, KS2 intake data for the current Year 7 cohort indicates a slightly higher proportion of PP-eligible pupils have underperformed in previous assessments and have gaps in knowledge, skills and understanding compared to their non-disadvantaged peers.
5	Attainment at KS4: The percentage of pupils achieving a grade 4 or above in English and Maths was lower for PP-eligible pupils compared to non-PP eligible pupils in our 2025 GCSE results. As crucial qualifications

	that facilitate access to onwards pathways, closing this gap is a core priority for our School.
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## 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
To achieve and sustain improved attendance and punctuality for all pupils, narrowing the gap between PP and non PP-eligible pupils	Through a number of coordinated whole-school approaches delivered in an equitable way, the gap between PP-eligible and non PP-eligible pupil attendance and punctuality is reduced. Attendance and punctuality for all pupils is in line with or above national averages.
Improved home learning completion and increased self-efficacy and confidence in approaches for effective self-study, narrowing the gap between PP and non PP-eligible pupils	Through a number of coordinated whole-school approaches delivered in an equitable way, the gap between effective home learning completion for PP-eligible and non PP-eligible pupils is reduced. Self-efficacy and confidence around approaches for effective self-study is evident and reflected in pupil outcomes.
Improved attitude to learning and conduct, narrowing the gap between PP and non PP-eligible pupils	Through a number of coordinated whole-school approaches delivered in an equitable way, there is a reduction in red stamps and FTE suspensions issued for PP-eligible pupils.
Improved attainment for learners by the end of KS3 (with a particular focus on early support in Year 7 where pupils join with lower attainment on entry), narrowing the gap between PP and non PP-eligible pupils	Through a number of coordinated whole-school approaches delivered in an equitable way, including nurture group, small group, 1:1 provision and mentoring, the gap between PP-eligible and non PP-eligible pupil attainment is reduced.
Improved attainment for pupils by the end of KS4, narrowing the gap between PP and non PP-eligible pupils	Through a number of coordinated whole-school approaches delivered in an equitable way, the percentage of PP-eligible pupils achieving at least a grade 4 in English and Maths is in line with or above non PP-eligible pupils in our School and in line with or above national averages.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £163,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teacher and staff CPD on best practice in the classroom to promote progress, including for disadvantaged children	<p>The EEF Guide to the Pupil Premium  <a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a></p> <p>EEF - Evidence Brief  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_evidence_brief.pdf?v=1726046314">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_evidence_brief.pdf?v=1726046314</a></p>	4 & 5
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	<p>EEF – Assessing learning in the new academic year (Prof. Rob Coe)  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</a></p>	4

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

Budgeted cost: £81,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised tuition for pupils across the key stages, focusing on areas of misconceptions through Academic Mentoring	<p>EEF Teaching and Learning Toolkit: Small group tuition  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>EEF: Peer tutoring  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p> <p>EEF: One to one tuition  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>EEF: Mentoring  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	4 & 5
Use of specialised programmes to support pupils with their numeracy and literacy	<p>EEF: Teaching Assistant Support  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Sparx Maths and Power of 2 have had a noticeable impact on pupils' numeracy skills in School. Lexonic and Word Wasp are used by the SEND team to make a positive impact on the development of pupils' literacy skills. Flash Academy is used to support ELA Learners.</p>	4 & 5
Develop our reading strategy to support and accelerate pupils' reading	<p>EEF Teaching and Learning Toolkit: Reading Comprehension Strategies  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	4 & 5
Personalised timetables of academic support for pupils in Year 11, including small group tuition in English and Maths	<p>EEF Teaching and Learning Toolkit: Small group tuition  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	5

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

Budgeted cost: £81,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Think for the Future, to provide individual and group support focused on pupils struggling with their engagement with School, especially those struggling with behaviour, attendance and well-being</p>	<p>Intentional and well planned behavioural mentoring can be an effective method to support pupils' engagement with School:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-intervention">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-intervention</a></p> <p>Think for the Future are not for profit and a recognised partner of Teach First:</p> <p><a href="https://www.thinkforthefuture.co.uk/">https://www.thinkforthefuture.co.uk/</a></p>	<p>1 &amp; 3</p>
<p>Homework club - opportunities for pupils to come into School to complete homework, with access to IT resources</p>	<p>EEF: Extending School Time</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>EEF: Homework</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>2</p>
<p>IT resources - ensure that pupils are equipped with adequate support to access homework and revision resources in</p>	<p>EEF: Using Digital Technology to Improve Learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	<p>2</p>

School and at home		
Embedding principles of effective practice set out in DfE guidance on attendance.  Increased staffing and leadership capacity to support attendance and punctuality	EEF: Supporting school attendance <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a>  Department for Education: Working together to improve school attendance <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>  The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1
Parent engagement: supporting parents to support their children	EEF: Parent Engagement <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  Parents Matter: The Research (Parentkind) <a href="https://www.parentkind.org.uk/for-schools/parents-matter-the-research">https://www.parentkind.org.uk/for-schools/parents-matter-the-research</a>  <i>The Four Pillars of Parent Engagement</i> , Robbins and Dempster (2021)	All
Equitable opportunities for disadvantaged pupils	Ensuring, as far as resources allow, that finances do not represent a barrier to pupils' participation in School opportunities, such as sports and music.  Not only is this an equity issue, studies suggest music lessons improve children's academic potential: <a href="https://www.cambridge.org/core/journals/british-journal-of-music-education/article/does-learning-to-play-an-instrument-have-an-impact-on-change-in-attainment-from-age-11-to-16/BC97A160E140E7DA3C80CFFFC35F83AB">https://www.cambridge.org/core/journals/british-journal-of-music-education/article/does-learning-to-play-an-instrument-have-an-impact-on-change-in-attainment-from-age-11-to-16/BC97A160E140E7DA3C80CFFFC35F83AB</a>	All
Contingency fund for acute issues	Based on our experiences and those of similar schools, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified. We are continuing to witness an increased need for support given the cost of living crisis.	All

**Total budgeted cost: £326,800**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **1) To achieve and sustain improved attendance and punctuality for all pupils, narrowing the gap between PP and non PP-eligible pupils**

A comparison of attendance data for term 1a in 2024 and the same period in 2025 shows a slight improvement for PP-eligible pupils in our School context (91.02% compared to 91.75% respectively). The gap between PP-eligible and non PP-eligible pupils for term 1a in 2024 and the same period in 2025 has reduced from 5.23% to 4.35%, however we continue to work collaboratively across the School and in partnership with families to build belonging and reduce this gap further. Whilst there remains an internal gap between PP-eligible and non PP-eligible pupils in terms of attendance, a comparison to national averages for the Autumn term shows that attendance for PP-eligible pupils in our School for term 1a in 2025 stands at 91.7%, compared to a national average of 88.9% based on schools using Arbor as their Management Information System (MIS). Similarly, in our School context, persistent absence for PP-eligible pupils for term 1a stands at 24.9% compared to a national average of 31.6%, again based on schools using Arbor as their MIS.

Given our nodal admissions context and longer, complex journeys for a proportion of our pupils across the city, the School supports a number of families with the costs of travel, where a collaborative review from our Attendance Officer, PPM and Senior Leaders indicate this will reduce a barrier to attendance and/or punctuality.

In terms of punctuality, we continue to work to reduce the gap between PP-eligible and non PP-eligible pupils. In Autumn term 1a in 2025, this was a gap of 1.71% in terms of late marks to morning roll call (4.63% compared to 2.92% respectively). As part of our ongoing collective work to drive the highest standards, we are moving to an earlier deadline in the mornings for pupils to be in School before receiving a red stamp for lateness in Autumn term 1b. We are working in partnership with families to drive impact here and reduce the gap.

#### **2) Improved home learning completion and increased self-efficacy and confidence in approaches for effective self-study, narrowing the gap between PP and non PP-eligible pupils**

A comparison of amber stamps issued for no homework completion in term 1a in 2024 and 2025 shows a reduction in stamps for PP-eligible pupils, indicating we are moving in a positive direction. We continue to offer provision in School to reduce barriers for pupils experiencing disadvantage in terms of access to resources and spaces for effective independent learning. Chromebooks are loaned out where necessary and our homework clubs before and after school with breakfast provision are available to all and signposted to pupils and families

where needed. Every pupil accesses a weekly session in form time focused on effective approaches to study and revision, led by Year Leaders and Subject Leaders. In Year 10 and Year 11, revision folders are used and checked by form tutors to ensure a consistency of approach and high standards in terms of the levels of organisation and resources needed for effective GCSE examination preparation. Pupils are supported with materials for independent study such as flashcards, so that any barriers in terms of access to materials are removed.

### **3) Improved attitude to learning and conduct, narrowing the gap between PP and non PP-eligible pupils**

A comparison of red stamps issued for concerns related to pupil conduct in term 1a in 2024 and the same period in 2025 shows a reduction in red stamps issued to PP-eligible pupils. There were 7 fixed term exclusions for PP-eligible pupils in term 1a in 2025, compared to 10 over the same time period the year before. It is encouraging to note that green stamps for demonstrating intellectual and community virtues were higher for PP-eligible pupils in term 1a in 2025 compared to the same period in 2024, with 466 additional green stamps being awarded to PP-eligible pupils in that period one year on. We continue to work collectively to reduce internal gaps between PP-eligible and non PP-eligible pupils in our context through personalised approaches implemented by Pupil Pastoral Managers, the wider pastoral team, Year Leaders and Senior Leaders, in partnership with families. As part of this personalised approach, 28 PP-eligible pupils in Key Stage 3 took part in *Think For The Future* mentoring last academic year to support the development of their self-esteem, well-being and relationship-building skills. Pupil feedback shows a positive impact on individuals taking part in the sessions, with the average rating for the sessions being 9.25/10 from pupil voice undertaken.

### **4) Improved attainment for learners by the end of KS3 (with a particular focus on early support in Year 7 where pupils join with lower attainment on entry), narrowing the gap between PP and non PP-eligible pupils**

For Year 7 learners joining in September 2025, we have added capacity to support those starting secondary education below age-related expectations by timetabling two classes, in addition to our nurture group, for English and Maths. These groups are taught by one of two primary specialists, including a newly appointed member of staff from September 2025, and focus on bridging gaps in knowledge and skills from primary required for successful progression in learning at secondary level. Additionally, we have been able to separate the timetabling for nurture groupings for English and Maths for this Year 7 cohort, enabling us to more effectively tailor teaching to pupil needs, for example where a pupil may need nurture group support in English but not in Maths. Outcomes from the summer 2025 Year 9 end of year assessments show a narrowing of the gap between PP-eligible and non PP-eligible pupils in English

compared to the year before, with 70% of the former achieving at or above expectations relative to starting points in English (compared to 68.48% of non PP-eligible pupils). In Maths, these percentages stand at 54% of PP-eligible pupils compared to 58.70% of non PP-eligible pupils.

#### **5) Improved attainment for pupils by the end of KS4, narrowing the gap between PP and non PP-eligible pupils**

GCSE outcomes in summer 2025 reveal the APS for PP-eligible pupils to be 3.53, compared to 4.74 for non PP-eligible pupils. 45.31% of PP-eligible pupils achieved a grade 4 in both English and Maths, compared to 69.66% of non PP-eligible pupils. 20.31% of PP-eligible pupils achieved a grade 5 in both English and Maths, compared to 55.06% of non PP-eligible pupils. We have reflected critically on strategies implemented to support pupils, analysing data to assess the impact of support strategies to determine next steps to narrow these gaps. As part of this analysis, we have reflected on success stories and the onwards pathways of pupils in the cohort. 14 PP-eligible pupils from the year group have gone on to study A Levels, with 5 continuing to study at University of Birmingham School Sixth Form. Pupils who have been supported with personalised provision in terms of mentoring or professional experience, whether in bricklaying or creative media, have in a number of cases gone on to pursue qualifications in those areas. This highlights the importance of conversations and opportunities linked to purpose-finding, so that our pupils are well-equipped and confident in their next steps regarding how they can contribute to society and build on successful work experiences to seek new opportunities.

Given the positive impact from mentoring reflected in GCSE outcomes in summer 2025, our current Year 11 cohort continues to benefit from this strategy, with 27 PP-eligible pupils working with a mentor on an updated 8-week programme focused on character development and finding purpose, in line with our School ethos. This programme was launched with families at our Year 11 Pathways to Success evening, to develop strengthened partnerships between staff and families to support pupils. Keeping the mentoring programme time-limited will provide an important review point at the end of the 8 weeks to assess impact and whether the pupil requires further support, or whether a different pupil joins the programme in their place. Senior Leaders are continuing to work closely with Subject Leaders to reflect critically on departmental outcomes and assess which strategies have proven successful and are worth pursuing further to drive the improvements needed and narrow the gap in attainment between PP- and non PP-eligible pupils in our School. With the recent publication (30/10/25) of the *English indices of deprivation 2025* ([English indices of deprivation 2025: statistical release - GOV.UK](#)) highlighting the impact of experiences of deprivation in Birmingham, this remains a core priority for our School and the communities we serve.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Think for the Future	<a href="https://www.thinkforthefuture.co.uk/">https://www.thinkforthefuture.co.uk/</a>

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>