



# Pupil premium strategy statement – The Sittingbourne 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	1600 1439 (Y7-11)
Proportion (%) of pupil premium eligible pupils	558/1439 39%
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> )	<b>2024-25</b> <b>2025-26</b> 2026-27
Date this statement was published	November 2024
Date on which it will be reviewed	Spring 2025 / Summer 2025 / <b>Autumn 2025</b> / Spring 2026 / Summer 2026 / Autumn 2026 / Spring 2027 / Summer 2027
Statement authorised by	Mr N Smith
Pupil premium lead	Mr N Smith
Governor / Trustee lead	Mrs L Lawrence



## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£599,201
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>	£599,201
Total budgeted costs for this academic year (2024-25)	£749,387



## Part A: Pupil premium strategy plan

### Statement of intent

The Sittingbourne School is a large, oversubscribed school built on a strong sense of community, making us a warm and very special place to be part of. Our staff work tirelessly to ensure the wellbeing and happiness of every child. However, we are not a school where we allow ourselves to be defined or limited by the pastoral care we offer. We never forget that teaching and learning is our core business. Our motto is “Empowered through learning” because we believe that through excellent teaching and a fantastic curriculum every child can succeed, be happy and change their lives. Therefore, we are driving to ensure every child consistently receives high quality teaching and learning in every lesson and engages in a challenging and relevant curriculum.

As identified in the school’s Ofsted Inspection Data Summary Report in 2023, both the pupil base deprivation and location deprivation of the school are well above the national average. In turn, the proportion of students who are eligible for Pupil Premium funding is significantly above the national average. Consequently, this places barriers in the way of achievement and progress for many of our students.

The Sittingbourne School staff and leaders see it as their role to remove the barriers that can prevent students from achieving highly and being able to pursue appropriate and fulfilling opportunities. The school’s context aside, the majority of students and their parents/carers echo the school’s high aspirations and want the students stretched and challenged to be the very best they can be.

Our overriding intention for our disadvantaged students is that they achieve at least as highly as our more advantaged students, and that they are able to pursue future opportunities that are appropriate and fulfilling. To achieve this we have a holistic approach to eliminating the barriers to achievement our students face. Our approach can be summarised as the following:

- High-quality teaching: Ensuring every student receives excellent instruction in every lesson.
- Targeted academic support: Providing additional support for students who require extra help.
- Excellent pastoral care: Offering comprehensive support to address students' social, emotional and mental health needs.
- Enrichment opportunities: Providing a broad range of extracurricular activities to broaden students' horizons.

Through careful implementation, monitoring and evaluation of student achievement we will regularly review the impact of these interventions to ensure all students meet our high aspirations.



## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Progress and Attainment:</b></p> <p>Outcomes over the last three years show that disadvantaged students make less progress than their non-disadvantaged peers in most of their subjects. Last year's A8 and P8 for PP students was 26.03 and -1.03 respectively compared to 37.8 and -0.47 for non PP students.</p> <p>However, the gap in progress and attainment between PP and non PP students is widest in more “academic” subjects such as English, Maths, History and Modern Languages. Whereas, the gap between PP and non PP students is most narrow in vocational subjects.</p>
2	<p><b>Independent learning &amp; metacognition:</b></p> <p>Students from less advantaged backgrounds often face significant challenges in developing the metacognitive skills and independent learning strategies necessary for academic success. These challenges may stem from a lack of exposure to academic language, limited opportunities for independent study and a lack of parental support in developing effective study habits. These factors can hinder their ability to self-regulate their learning, monitor their own progress, and adapt their learning strategies to suit different tasks and subjects.</p>
3	<p><b>Attendance:</b></p> <p>Whilst Pupil Premium attendance has improved over the last two years, there is still a significant gap between their attendance and the attendance of more advantaged students. Last year's PP attendance was 88.1% compared to 91.9% non PP, whereas in 2022/23 it was 83.8% and 88.4% respectively.</p> <p>Last year, 41% of PP students had attendance below 90% compared to 14% of non PP students.</p> <p>Furthermore, students with attendance of 95% or above achieved an average grade of 4.5. Whereas PP students with attendance of between 85%-89% achieved an average grade of just a 1.7.</p>
4	<p><b>Literacy &amp; reading:</b></p>



	<p>Our data shows that students from disadvantaged backgrounds tend to arrive at school with poorer literacy and reading skills compared to others. This gap widened following the national lockdowns in response to Covid-19.</p>
5	<p><b>Behaviour &amp; engagement:</b></p> <p>Pupil Premium students are over represented in both classroom behaviour data and suspensions/exclusion data. Consequently, Pupil Premium students are more likely to miss learning time due to removal from lessons or missing school due to a suspension.</p> <p>The most common reasons for negative behaviour being logged was for not following instructions (28%) and not competing work set to the best of their ability (19%)</p> <p>In 2023/24 66% of fixed period suspensions were issued to PP students who make up 40% of the school population. In total 198.5 days of school were lost to PP students due to suspension. The most common reasons for the suspension were for persistent disruptive and defiant behaviour (49%) and Verbal abuse/threatening behaviour against an adult (24%).</p>
6	<p><b>Parent/carer engagement:</b></p> <p>Parental engagement is a challenge. Parents from less advantaged backgrounds may face additional barriers to engaging with the school, such as language barriers, lack of time due to work commitments or negative experiences with education. These challenges can hinder effective communication between home and school, limiting opportunities for parents to support their child's learning and development.</p>
7	<p><b>Mental Health &amp; Wellbeing:</b></p> <p>Students from deprived backgrounds often face a complex interplay of factors that can significantly impact their mental health and wellbeing. These factors may include socioeconomic stressors like financial instability, housing insecurity, or food insecurity, which can lead to increased anxiety and depression. Furthermore, limited access to quality healthcare, mental health services, and social support networks can hinder early identification and intervention of mental health issues. These challenges can compound, making it difficult for students from deprived backgrounds to reach their full potential and thrive.</p>



## 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	Autumn 2025 review																																																												
Improved attainment for all disadvantaged students at the end of Key Stage 4, with a particular focus on outcomes in GCSE English, Mathematics, History and Languages.	By the end of this current plan (2027), the gap between pupil premium and non-pupil premium students will have been removed.	<table border="1"> <thead> <tr> <th colspan="2"></th> <th>Summer 2025</th> <th>Summer 2024</th> <th>Summer 2019</th> </tr> </thead> <tbody> <tr> <td rowspan="3">P8</td> <td>PP</td> <td>-0.81</td> <td>-1.03</td> <td>-0.80</td> </tr> <tr> <td>Non PP</td> <td>-0.09</td> <td>-0.47</td> <td>-0.23</td> </tr> <tr> <td>Gap</td> <td>0.72</td> <td>0.56</td> <td>0.57</td> </tr> <tr> <td rowspan="3">A8</td> <td>PP</td> <td>26.48</td> <td>26.03</td> <td>29.22</td> </tr> <tr> <td>Non PP</td> <td>37.69</td> <td>37.80</td> <td>36.34</td> </tr> <tr> <td>Gap</td> <td>11.21</td> <td>11.77</td> <td>7.12</td> </tr> <tr> <td rowspan="3">Basics 4+</td> <td>PP</td> <td>32.6%</td> <td>26.7%</td> <td>24.4%</td> </tr> <tr> <td>Non PP</td> <td>55.1%</td> <td>50.6%</td> <td>43.1%</td> </tr> <tr> <td>Gap</td> <td>22.5%</td> <td>23.9%</td> <td>18.7%</td> </tr> <tr> <td rowspan="3">Basics 5+</td> <td>PP</td> <td>12.0%</td> <td>10.9%</td> <td>9.3%</td> </tr> <tr> <td>Non PP</td> <td>29.8%</td> <td>26.9%</td> <td>29.4%</td> </tr> <tr> <td>Gap</td> <td>17.8%</td> <td>16%</td> <td>20.1%</td> </tr> </tbody> </table>						Summer 2025	Summer 2024	Summer 2019	P8	PP	-0.81	-1.03	-0.80	Non PP	-0.09	-0.47	-0.23	Gap	0.72	0.56	0.57	A8	PP	26.48	26.03	29.22	Non PP	37.69	37.80	36.34	Gap	11.21	11.77	7.12	Basics 4+	PP	32.6%	26.7%	24.4%	Non PP	55.1%	50.6%	43.1%	Gap	22.5%	23.9%	18.7%	Basics 5+	PP	12.0%	10.9%	9.3%	Non PP	29.8%	26.9%	29.4%	Gap	17.8%	16%	20.1%
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\* = SISRA calculated score. No DFE validated P8 score available for 2025 or 2026

Key subjects

English	Av grade	9-4%	9-5%
PP	3.15	44.6%	23.9%
Non PP	4.14	65.7%	44.4%

Maths	Av grade	9-4%	9-5%
PP	2.77	39.1%	18.5%
Non PP	3.93	62.9%	39.9%

French	Av grade	9-4%	9-5%
PP	4.17	50.0%	33.3%
Non PP	4.58	58.3%	50.0%

History	Av grade	9-4%	9-5%
PP	2.89	33.3%	25.9%
Non PP	3.34	45.2%	29.0%

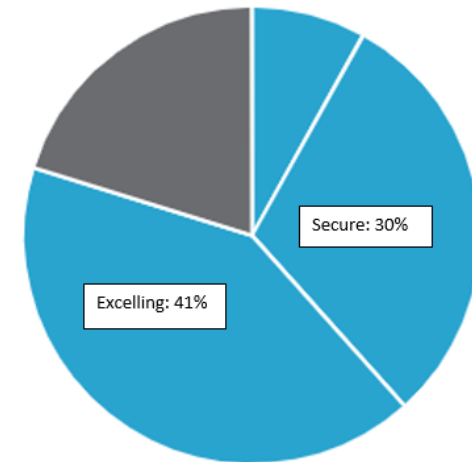
Improved metacognitive and independent learning skills among disadvantaged pupils across all subjects.

At least 80% of classroom observations suggest (disadvantaged) pupils are more able to monitor and regulate their own learning and work independently.

Learning walk/lesson observations that identify key strategies such as promoting independence and high levels of challenge:



Homework completion rates are high across all classes and subjects (evidenced through cyclical data analysis).



**Positive points logged for displaying independence in class:**

CATEGORY	POSITIVE	Proportion of poin
NO Pupil premium	44274	66%
Pupil premium	22471	34%
	66745	

**Homework completion rate**

- Current whole school average = 74%
- Whole school average 2023-2024 = 73%.

**Homework points:**

CATEGORY	POSITIVE POINTS	HOMEWORK	Proportion of points
NO Pupil premium	27676		70%
Pupil premium	11944		30%
	39620		

Proportion of student in school who are PP = 35%



Attendance of all students is improved and sustained, but particularly those who face disadvantage.

By the end of this plan (2027), we have achieved sustained high attendance, with the overall absence rate not exceeding 5% for all students and the persistent absence rate not exceeding 15% for all students.

		April 2025	2023-24	2022-23
Overall attendance	PP	84.3%	88.1%	83.8%
	Non PP	92.6%	94.2%	91.4%
Persistent absence	PP	48%	41%	51%
	Non PP	21%	14%	24.7%

Reading and writing abilities are improved for disadvantaged students in Years 7-9 in preparation for the demands of Key Stages 4 and 5.

CAT4 tests show an increase in reading comprehension scores for disadvantaged students. Teachers identify greater command of spoken and written English by disadvantaged students.  
 Reading interventions have a positive effect on writing outcomes at both Key Stages 3, 4 and 5

51% of students show more than a year of progress within the school year using NGRT data. (49% for PP students). Of these students:

Amount of progress within a school year.	PP Students %	Non PP students %
2 years	80%	90%
3 years	59%	68%
4 years	47%	53%
5 years	35%	43%
6 years	21%	28%

Exit data will be gathered in Term 6 and analysed to evaluate the impact of interventions and reading strategies for this academic year.



Significantly reduce the number of Pupil Premium students who are removed from lessons and/or suspended from school, thereby increasing their overall attendance and engagement in learning.

A decrease in the number of behaviour incidents logged for Pupil Premium students, particularly those related to not following instructions and not completing work.

A noticeable shift in the overall behaviour culture among Pupil Premium students, characterised by increased cooperation, respect and a willingness to learn.

**Points logged on Class Charts to date:**

CATEGORY	POSITIVE	NEGATIVE	Pos to Neg Ratio
NO Pupil premium	314802	-54319	85%
Pupil premium	162198	-42062	79%
	477000	-96381	83%

CATEGORY	Proportion of total positive points	Proportion of total negative points
NO Pupil premium	66%	56%
Pupil premium	34%	44%

**Behaviour calls Sept '24 to July '25:**

CATEGORY	Behaviour calls	RATIO
NO Pupil premium	-1993	54%
Pupil premium	-1711	46%
	-3704	0%

**Suspensions (terms 1-6):**

	Total FTS	% of FTE
PP	76	69%
Non PP	34	31%
Total	110	100%

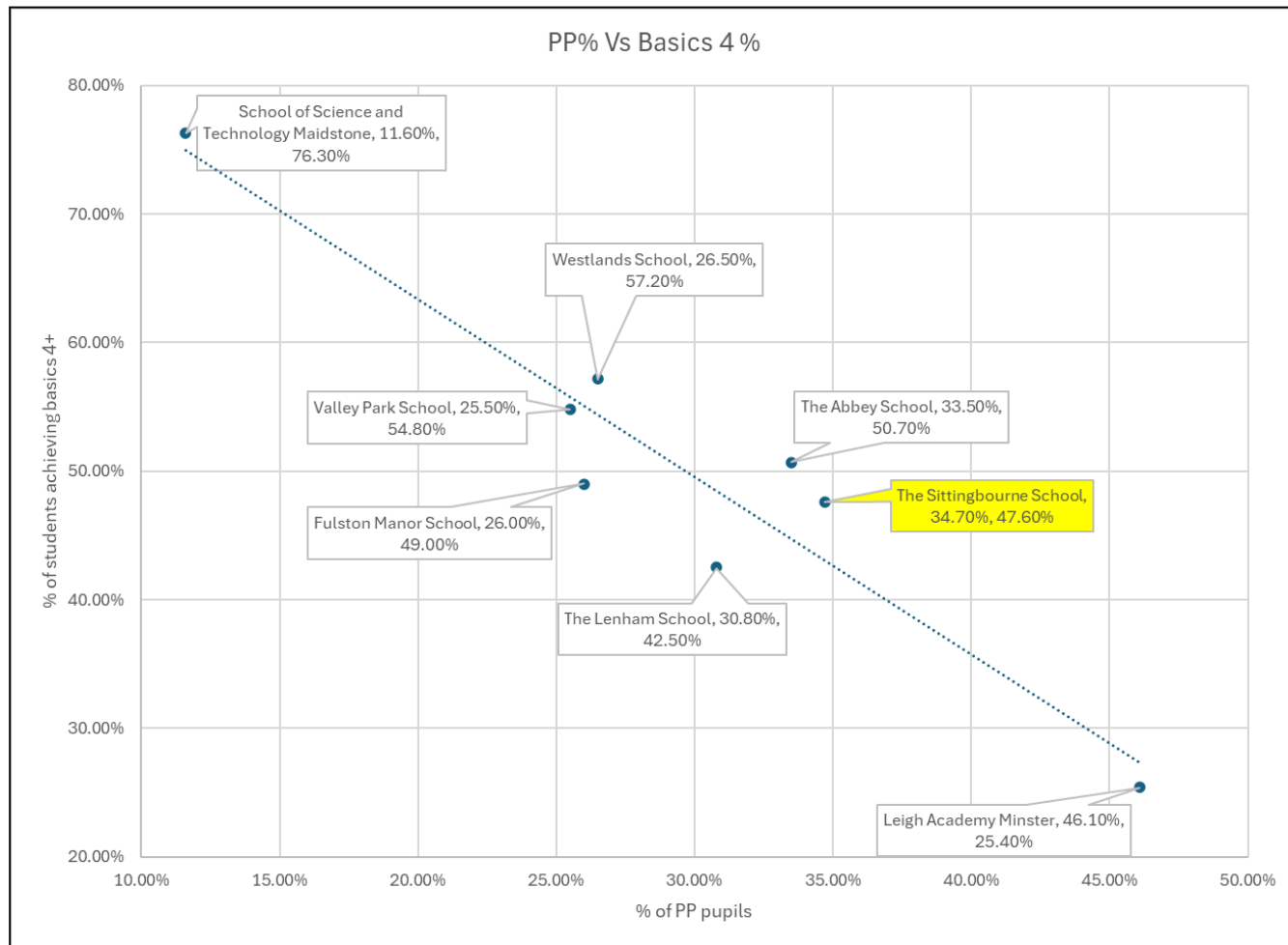
Proportion of student in school who are PP = 35%



<p>To significantly improve parental engagement among families of Pupil Premium students, fostering stronger partnerships between home and school.</p>	<p>A higher number of Pupil Premium parents attending school events, such as parent-teacher conferences, workshops, and open evenings.</p> <p>A more positive perception of the school among Pupil Premium families, characterised by increased trust and confidence in the school's ability to support their child's education.</p>	<table border="1"> <thead> <tr> <th></th> <th>Total in Cohort</th> <th>Progress Evening</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td colspan="4"><b>Year 9 Cohort (as of 23/4/25): 293</b></td> </tr> <tr> <td>No of students whose PR booked:</td> <td>293</td> <td>219</td> <td>75%</td> </tr> <tr> <td>No of PP Students:</td> <td>110</td> <td>67</td> <td>61%</td> </tr> <tr> <td>No of Non-PP Students:</td> <td>183</td> <td>152</td> <td>83%</td> </tr> <tr> <td colspan="4"><b>Year 11 Cohort (as of 23/4/25): 271</b></td> </tr> <tr> <td>No of students whose PR booked:</td> <td>271</td> <td>173</td> <td>64%</td> </tr> <tr> <td>No of PP Students:</td> <td>93</td> <td>44</td> <td>47%</td> </tr> <tr> <td>No of Non-PP Students:</td> <td>178</td> <td>129</td> <td>72%</td> </tr> <tr> <td colspan="4"><b>Year 7 Cohort (as of 23/4/25): 268</b></td> </tr> <tr> <td>No of students whose PR booked:</td> <td>268</td> <td>154</td> <td>57%</td> </tr> <tr> <td>No of PP Students:</td> <td>119</td> <td>61</td> <td>51%</td> </tr> <tr> <td>No of Non-PP Students:</td> <td>149</td> <td>93</td> <td>62%</td> </tr> </tbody> </table>		Total in Cohort	Progress Evening	Percentage	<b>Year 9 Cohort (as of 23/4/25): 293</b>				No of students whose PR booked:	293	219	75%	No of PP Students:	110	67	61%	No of Non-PP Students:	183	152	83%	<b>Year 11 Cohort (as of 23/4/25): 271</b>				No of students whose PR booked:	271	173	64%	No of PP Students:	93	44	47%	No of Non-PP Students:	178	129	72%	<b>Year 7 Cohort (as of 23/4/25): 268</b>				No of students whose PR booked:	268	154	57%	No of PP Students:	119	61	51%	No of Non-PP Students:	149	93	62%
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<p>To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• At least 80% of all students participate in more than one enrichment activity per year, tracked through Tutor and Club logs.</li> <li>• Qualitative and quantitative data indicates impact – bespoke per student.</li> </ul>	<p>Pupil Premium</p> <table border="1"> <caption>Pupil Premium Attendance Data</caption> <thead> <tr> <th>Term</th> <th>Attended</th> <th>Attended.M</th> </tr> </thead> <tbody> <tr> <td>Term 1</td> <td>105</td> <td>75</td> </tr> <tr> <td>Term 2</td> <td>130</td> <td>95</td> </tr> <tr> <td>Term 3</td> <td>190</td> <td>160</td> </tr> <tr> <td>Term 4</td> <td>215</td> <td>175</td> </tr> <tr> <td>Term 5</td> <td>220</td> <td>175</td> </tr> </tbody> </table>	Term	Attended	Attended.M	Term 1	105	75	Term 2	130	95	Term 3	190	160	Term 4	215	175	Term 5	220	175																																		
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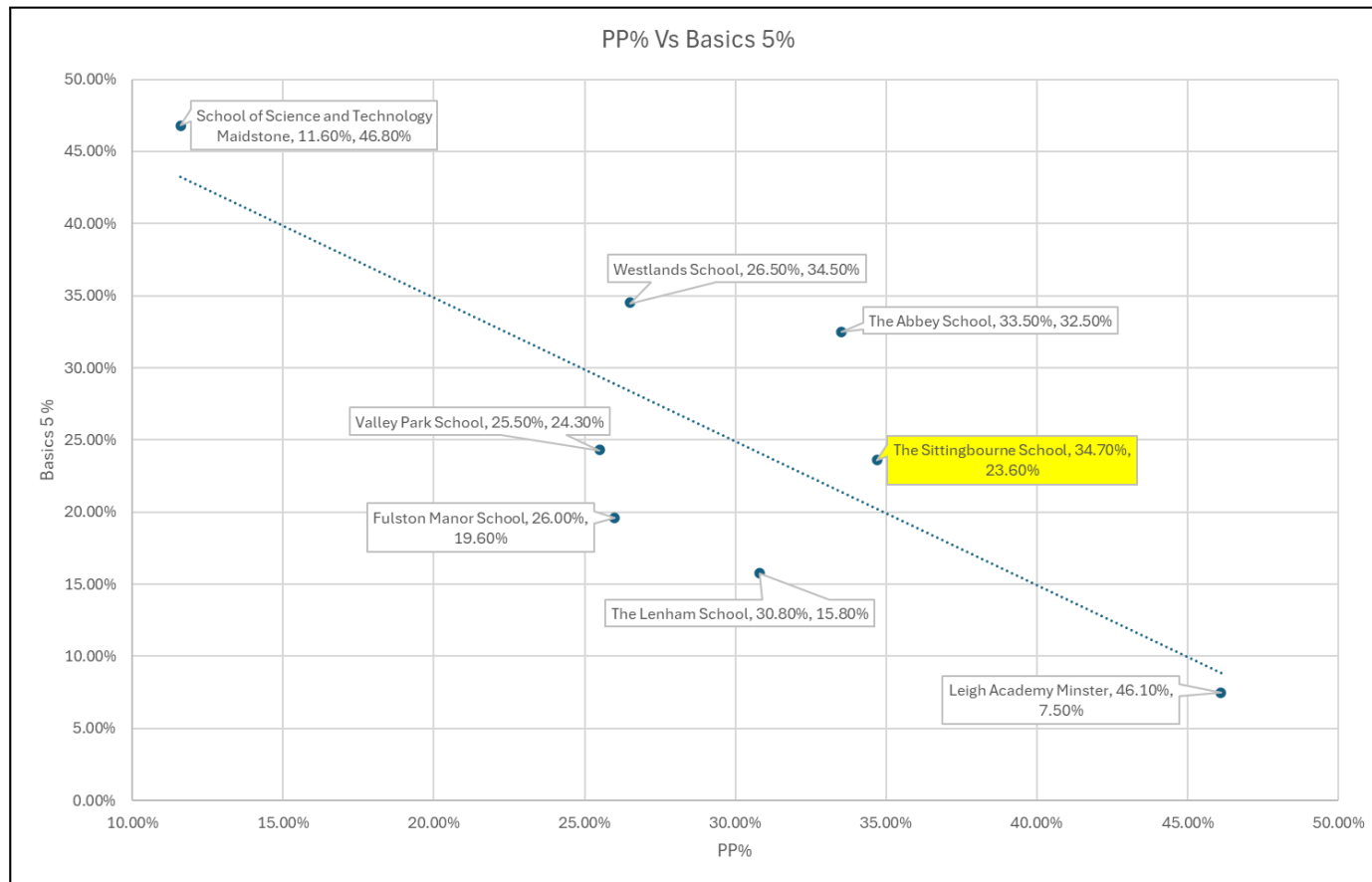


# Appendix 1: Summer 2025 Results: Non-selective schools in Swale and Mid-Kent, % of PP Vs % of students achieving a grade 4+ in both English and maths





## Appendix 2: Summer 2025 Results: Non-selective schools in Swale and Mid-Kent, % of PP Vs % of students achieving a grade 5+ in both English and maths





### Appendix 3: Summer 2025 Results: Non-selective schools in Swale and Mid-Kent, % of PP Vs Average Attainment 8 score

