Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the outcomes 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	The Stonehenge School
Number of pupils in school	1080
Proportion (%) of pupil premium eligible pupils* (FSM6)	17.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	19th December 2025
Date on which it will be reviewed	1st September 2026
Statement authorised by	Carole Dean
Pupil premium lead	Hayley Blake
Governor / Trustee lead	Paul Stewart-Gillham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£189,200

Part A: Pupil premium strategy plan

Statement of intent

At The Stonehenge School, we are committed to ensuring that all our students make the best possible progress. Our focus on ensuring students across the school receive the best standard of teaching benefits all students, but especially those qualifying for the pupil premium. The Education Endowment Foundation concludes that quality first teaching is the biggest influence on outcomes for pupil premium students, therefore the Pupil Premium at The Stonehenge School supports high staffing and we also have subject specialists delivering the curriculum in every single subject we offer. We also ensure that our pedagogical approaches and CPD opportunities for staff are research-informed. Along with high quality teaching, attainment gaps are addressed by strong leadership, a personalised and relevant curriculum, a culture of high expectations and targeted intervention. Our commitment to maximising the Pupil Premium Grant is embedded in our School Improvement priorities based on the research completed by The Sutton Trust and EEF Toolkit. We are also committed to the Wiltshire Affordable Schools Award and the Wiltshire Disadvantage Charter, focusing on removing barriers for our most disadvantaged students.

Area of Principles	School Practice
Whole-school ethos of attainment for all	The curriculum at The Stonehenge School has been designed to allow **every** pupil to unlock and empower pupils to unleash their potential. Our pupils are empowered to 'think big'. **All** pupils have the opportunity to study a diverse and challenging curriculum, unlocking pathways, thereby creating passion for lifelong learning and being global citizens.
Addressing behaviour and attendance	The Governing Body of The Stonehenge School believes that high expectations of student behaviour underpins the aims and ethos of the school, safeguards the rights of students and staff, and is necessary for effective teaching and learning. A child that feels safe and able to learn is a child who is more likely to attend. The Stonehenge School is therefore committed to creating an atmosphere of behaviour and attendance for learning.
High quality teaching for all	Quality First Teaching is at the heart of the curriculum, giving students the best chance of achieving their potential. Through rigorous CPD and the sharing of good practice, teaching pedagogies are embedded into everyday teaching ensuring high quality teaching for all. As recognised by the EEF toolkit 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students'.

Meeting individual learning needs	Every child has a right to access support to address barriers to learning. This can be of particular relevance to disadvantaged students and may be in terms of emotional support or academic support. Through collaboration with outside agencies as well as internal academic and pastoral support, it is our aim to meet every child's individual need.
Deploying staff effectively	Teaching staff are deployed effectively at The Stonehenge School with a commitment to subject specialist teaching. Beyond this the wider team around the child, including TAs, Progress Leaders, Pastoral Managers and ELSAs are deployed in a cohesive manner, all with an awareness of the needs of the disadvantaged.
Impact driven and responsive to evidence	Assessment for Learning remains a priority at Stonehenge, with a rigorous Teaching and Learning policy having been developed based on Rosenshine's principles and the interweaving of metacognition. At KS3, AFL is driven through the 'I can' system which allows students and teachers to recognise areas of success and areas for further development. Our marking and feedback policy is based on EEF research, and all staff are taking part in 'Embedding Formative Assessment' training. All staff appraisals have a focus on 'tilt the teaching' to ensure all students can access the learning in lessons. At KS4 the use of GCSE testing is complemented through the 'Pupil Progress' system which allows students and teachers to monitor progress and identify areas of concern. Raising standards meetings highlight any cause for concern.
Ambitious leadership	The Leadership Team are committed to the school ethos of driving towards excellence. Through a rigorous appraisal system, research led CPD and regular department reviews, these expectations are shared by the wider school community. The SLT team have all agreed to uphold the Wiltshire Disadvantaged Charter, focusing on socio-economic disadvantages and the impact on disadvantaged learners' academic outcomes, wellbeing and personal development.

Challenges

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

Challenge number	Detail of challenge
1	**Gaps in learning and decreased attendance due to COVID Lockdown**- engagement of disadvantaged was rigorously tracked during lockdown and follow up conversations took place as soon as school reopened. Nevertheless, as has been highlighted in national studies, the periods of lockdown have hit our disadvantaged students the hardest.
2	**Low literacy levels.** In years 7,8 & 9 the disadvantaged students who joined us not achieving the age-related expectation in literacy (reading below 100) at KS2 is 43% (Y7 – 46%, Y8 – 43%, Y9 – 40%). This is not only impacting on KS4 English results but also the ability to access literacy content of ALL key stage 4 subjects.
3	**Low numeracy levels.** In years 7,8 & 9 the disadvantaged students who joined us not achieving the age-related expectation in numeracy (Maths below 100) at KS2 is 50% (Y7 – 38%, Y8 – 55%, Y9 – 58%). This is impacting KS4 Maths results, but also the Grade 4/5 English and Maths crossover. These core subjects are essential for removing barriers for disadvantaged students.
4	**A high proportion of disadvantaged students also have SEN needs.** 54% of disadvantaged students in the school also have SEN needs. In 2025, students who were FSM6 with SEND needs achieved, on average, one grade lower than those students who were only FSM6. These students have two barriers to overcome. The biggest driver of improving academic outcomes for disadvantaged students is quality first teaching, which includes scaffolded support within the classroom and purposeful assessment opportunities. Our evaluation of teaching and learning has identified that these are areas for development within the classroom.
5	**Lack of Alternative Provision-** Due to the rural location of the school there is a lack of alternative provision. This means that disadvantaged students that may have barriers beyond those that can be addressed in a mainstream comprehensive, cannot access more suitable provision. This could be for behaviour and/or SEND needs.
6	**Levels of Persistent Absence-** Even pre-COVID persistent absence was 15-20% higher amongst disadvantaged students than their peers. Persistent absence means that disadvantaged students are missing curriculum time but also that they are not able to access the interventions in school designed to address their barriers. Despite the gap significantly reducing, challenges still exist to ensure that disadvantaged students attend well. Those students who were severely absent and persistently absent, significantly underperformed compared to their non-disadvantaged peers, in the 2025 outcomes. Issues such as EBSA (Emotionally-Based School Avoidance), parental engagement, lack of specialist SEND provision, foster care placements, accessibility to mental health support services and suitable, appropriate boundaries are all contributary factors.

7	**Lack of local HE/FE providers**- Having a lack of HE/FE providers creates a barrier to raising aspirations. We don't have a sixth form and indeed our nearest college is 8 miles from Amesbury. This can lead to difficulty in students seeing the value of education.
8	**High levels of turbulence-** Due to the school's location near army basings, the school experiences high levels of turbulent entries. Even when the disadvantaged student may not be the turbulent entry, this often impacts on friendships and their support networks.
9	**The cost of living crisis-** After surveying parents, we have found that many families who do not qualify for additional financial support are struggling to make ends meet. Financial constraints often cause barriers to learning for our disadvantaged students, and not always just for those who qualify for FSM funding.

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
All students, including disadvantaged and SEND students, are supported to access the curriculum and achieve their potential.	• Learning walks, department deep dives and work scans show evidence of 'tilt the teaching', ensuring all work is scaffolded appropriately. • Disadvantaged students who are identified as a progress, attendance or behaviour concern will have a ULP with key information to support learning, including SEN needs, reading age and CATs data, and this is referred to and used by teaching staff. • Teaching staff engage with and use strategies from the EEF's Embedding Formative Assessment programme. • An Attainment 8 score for FSM6 students, with over 90% attendance, which is in line with their non-disadvantaged peers. • An Attainment 8 score for FSM6 and SEND students, with over 90% attendance, which is in line with their non-disadvantaged peers.
Disadvantaged students who do not meet age-related expectations in reading at the end of Year 6 make improvements so that they can read as well as their peers.	• Students with reading ages significantly below their chronological age receive targeted intervention and make progress to reduce the gap between their reading age and their chronological age. • Teachers are aware of what low reading ages mean and how this translates to reading abilities at certain age levels. CPD opportunities for staff to explore the link between reading age and reading ability.

	• Teachers refer to and use reading ages when planning curriculum content, as evidenced in learning walks, department deep dives and work scans. • The percentage of disadvantaged students Achieving 9-4 in English will improve, and the gap between them and their non-disadvantaged peers will reduce.
The attendance of disadvantaged students will be in line with their non-disadvantaged peers, allowing students to engage in the curriculum and feel a sense of belonging in the school community.	• The attendance of disadvantaged students in each year group will be line with their non-disadvantaged peers. • The percentage of disadvantaged students who are persistently absent will decrease. • The outcomes of disadvantaged students who attend for at least 90% will achieve an Attainment 8 score in line with their non-disadvantaged peers. • Disadvantaged students are supported to take part in extra-curricular activities and experiences.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention) *Budgeted cost: £ 73,558*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver quality first teaching with an emphasis on 'tilt the teaching', focusing on 'anticipate, adapt, assess' model to support scaffolding in teaching and learning.	Evaluation of teaching and learning across the school, as well as curriculum design, showed that summative assessment was embedded, but that formative assessment was an area for development, which would allow an opportunity for 'tilt the teaching'. The decision to focus on EFA also stems from department deep dives, where assessment was highlighted as an area for development across the school. The school is in its second year of the 'Embedding Formative Assessment' programme, a professional development programme supported by the Education Endowment Foundation. According to the EEF, 'students in the Embedding Formative Assessment schools made the equivalent of two months' additional progress, with attainment measured using Attainment 8 GCSE scores. This result has a very high security rating.'	1, 2, 4

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/embedding-formative-assessment#:~:text=Embedding%20Formative%20Assessment%20(EFA)%20aims,needs%2C%20thereby%20enhancing%20pupil%20attainment.	
Deliver CPD to all staff on the 3As of Adaptive Teaching: anticipate, adapt, assess.	Supported by Marc Rowland and the EEF guide on the Pupil Premium, coaching is key to supporting staff development, so this CPD will be led by our staff coaches.	1,2,4
Deliver CPD on how to support students' reading in the classroom	The Unity Research School- in conjunction with Marc Rowland and alongside the Ramsbury Reading hub- works with schools to understand the importance of supporting reading and oracy to overcome barriers for disadvantaged students. Unlocking the ability to read and speak well gives disadvantaged students the bast chance of achieving their potential. They also work with The National Literacy Trust to promote active reading strategies in response to current trends and areas of concern:https://researchschool.org.uk/unity/news/building-an-army-of-expert-reading-practitioners The Department for Education (DfE) is funding a national reading programme for secondary schools: **Unlocking Reading**. The Unlocking Reading CPD programme is designed to support secondary schools in meeting the needs of pupils who struggle with reading, to support a renewed national focus on reading.	1, 2
Ensure all schemes of learning in all subjects have opportunities for disciplinary reading.	We know that many of our students arrive in Year 7 not meeting age related expectations in reading. According to The National Literacy Trust, after students have learned how to read and are meeting age related expectations (see intervention activity below) students learn through reading in various subject disciplines, and this requires students to be taught how to 'read like a scientist' or 'read like an Historian'. 'The literacy gap is the disadvantage gap' (Marc Rowland) so access to reading opportunities and support with how to learn from them is a priority for our context.	1,2
Create Universal Learning Passports for disadvantaged students who are a progress,	We know that many of our students have complex needs and fall into several categories: FSM6, SEND, Young Carer and social care involvement. All of these areas impact academic outcomes, attendance and behavioural/emotional needs. Therefore, as knowledge is power, it's important that key information is collated about each student	1, 4, 8

attendance or behaviour concern.	which will help them to access learning in the classroom, and for teachers to know which strategies suit that child the best. The EEF acknowledges that these such passports work best when the student is consulted and if staff regularly refer to it.	
Deliver targeted activities focusing on talk for learning.	Marc Rowland states that 'Conversation is more important than word exposure for literacy and language' and as many of our students in Year 7 are below age related expectations for reading, focusing on oracy is one way in which to improve their exposure to a range of vocabulary. Disadvantaged students need opportunities to talk for learning, which specifically supports our challenge of 'tilt the teaching', being able to discuss problems, ideas and reactions before embarking on independent tasks. 'Language- rich children gravitate towards language-rich children' (Marc Rowland), so teachers need to facilitate the opportunity for students to have opportunities to talk. According to the EEF, oral language intervention adds, on average, 6 months' additional progress: 'Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.' https://educationendowmentfoundation.org.uk /education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2, 4

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

Budgeted cost: £20,342

Activity	Evidence that supports this approach	Challenge number(s) addressed

Disadvantaged students are tested using Little Wandle to determine their reading age. If it's significantly below their reading age, intervention programmes are offered.	The number of students who start Year 7 below age related expectations in reading is... Being able to read allows disadvantaged students to have full access to the curriculum. Reading is a complex skill, so it's important that the correct intervention is offered after baseline testing. According to the EEF, 'Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics/ In addition to this, students need to be able to understand what they read, alongside decoding language. According to the EEF, 'Reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction.' reading-comprehension-strategies	1,2,4
Deliver a shared reading programme to Key Stage 3 students in tutor time.	Marc Rowland highlights the issue that the attainment gap continues to remain stark when comparing disadvantaged outcomes to non-disadvantaged and that those who succeed in school tend to have agency over their lives and choices, plus social and cultural capital. Reading for pleasure promotes empathy, engagement with other worlds and experiences, as well as developing rich language vital for students to have fulfilling lives after school. 'Teenagers who read in their spare time know 26 per cent more words than those who never read, according to researchers at the Centre for Longitudinal Studies (CLS)'. Marc Rowland also acknowledges the power of social motivation in encouraging teenagers to read for pleasure, and this tutor time approach focusing on shared reading, discussion and understanding using	1, 2, 4

	books in our own school library underpins this approach.	

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

Budgeted cost: £ 95,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer tailored pastoral support to students who fall under the 'disadvantaged' category, liaising with key staff members including: SENDCO, DSL and Deputy Headteacher responsible for attendance and alternative provision.	As referenced in the 'challenges' section, our disadvantaged students can face many barriers, namely: attendance, lack of suitable alternative provision, low aspirations, turbulence and financial constraints. With this many barriers, we created a role for a pastoral manager to support these disadvantaged students, often acting as a key liaison between teaching staff, the senior leadership team, external providers and parents. According to the EEF, parental engagement has a positive impact on average of 4 months' additional progress and this role allows a dedicated person for disadvantaged families to liaise with.	5, 6, 7, 8, 9
Monitor the attendance of disadvantaged students, rigorously and regularly, and	We know that our disadvantaged students' low attendance may be as a result of numerous barriers. By monitoring regularly, we are able to intervene early,	6

remove barriers where possible.	making initial contact with parents and the student themselves to discuss what support might be needed. Our data shows us that those disadvantaged students in school for over 90% of the time, achieve significantly better GCSE results, including in English and Maths, than those who are persistently absent. Achieving Grade 4 in English and Maths is the best possible tool we can give our disadvantaged students in order to have agency over their own life choices.	
Ensure disadvantaged students have opportunities to contribute positively to the school community, and that barriers are removed in order for them to do so.	Offering an inclusive environment allows children to feel seen, safe and be understood. All of this helps improve attendance, academic outcomes and a well-rounded individual who behaves and contributes positively to their community. As one of our challenges is the barriers around raising aspirations, it's important that our disadvantaged students are able to make the most of all of the extra-curricular activities and opportunities on offer, as well as adopting student leadership roles. Marc Rowland highlights that our job is not to change the lives of disadvantaged students, but to improve their life, give them agency and to support them to make positive contributions.	7, 9

Total budgeted cost: £ 189,200

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year and progress towards intended outcomes.

Intended outcome	Success criteria
Using SISRA Analytics, students have achieved an Attainment 8 score in line with non-disadvantaged students.	**Size of cohort: 32** **Attainment 8 score: 2.79** **Context:** The Attainment 8 score for non FSM6 was 3.74 indicating almost a grade difference. However, there are many subjects with a positive residual, namely: Art, Fashion & Textiles, Film Studies, History, Persian, Photography, Spanish, Child Development, Health & Social Care, Engineering and Sport. This upholds our inclusive approach to options subjects at KS4. Notably, those disadvantaged students with over 90% attendance achieved broadly in line with their peers, with an Attainment 8 figure of 3.27, significantly closer to their non-disadvantaged peers. The national figure for disadvantaged students was 3.49, indicating that when students have good attendance broadly in line with national figures.
Using SISRA analytics, students have achieved English and Maths Basics 4-9 at a percentage in line with non-disadvantaged students	**Size of cohort: 32** **Percentage achieving English and Maths Basics 4-9: 28.1%** Notably, those disadvantaged students with over 90% attendance achieved 36.8%, which is closer to the 47.2% that their non-disadvantaged peers achieved, but a gap of almost 10% is still evident.
Lower the persistent absence amongst disadvantaged	**Reduction of persistent absence: 8.6%** The overall attendance of disadvantaged students has improved from 82.4% in 2023/24 to 82.7% in 2024/25, but the most notable improvement has been in the improvement of persistent absence figures. In 2023/24 47.7% of disadvantaged students were persistently absent, but in 2024/25 the figure stood at 39.1% demonstrating a dramatic decrease in persistent absence of 8.6%. Persistent absence

	amongst the disadvantaged was as high as 60.1% in 2022/2023 showing not only the impact of COVID lockdowns, but the success of the strategy in support attending of students.

Further information

OUR REVIEW PROCESS

Our review process is dynamic and is constantly taking changes in individual need into account. Through dialogue between students, teaching staff and pastoral support, targeted intervention remains relevant and up to date. In terms of academic intervention; the impact is also under constant review. During learning walks, departmental reviews and raising standards meeting, the impact on the disadvantaged take priority. Although this is a three year action plan, identified trends will also be reviewed annually and the plan adjusted accordingly.

ACCOUNTABILITY

The Local Governing Body has an allocated Governor with oversight of the impact of the Pupil Premium Grant (PPG) and outcomes for pupils. Governors will scrutinise the school's strategy for using the Pupil Premium Grant on an annual basis as well as monitoring the attainment and progress of disadvantaged pupils during the course of any academic year.

The Headteacher and Pupil Premium Leader will be accountable for securing high standards and positive outcomes for all pupils in receipt of the PPG and, often, Performance Management for all school staff will reflect this priority.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school annually publishes its strategy for using the Pupil Premium Grant (PPG) on the school website.

The use and impact if Pupil Premium funding is evaluated once a year by our School Improvement Advisor.