Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	1031
Proportion (%) of pupil premium eligible pupils	15.08%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	M Brady
Pupil premium lead	R Pierce
Pupil premium coordinator	L Leah
Governor / Trustee lead	D Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,080
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*	£186,080

Part A: Pupil premium strategy plan

Statement of intent

King Edward VI Aston School is very proud to be part of a wider Trust vision to include disadvantaged students in the very best educational provision possible. The King Edward VI 'Promise' is honoured to allow the families of disadvantaged students to both access the school regardless of proximity and to allow the participation in extra-curricular visits, activities and teaching without financial impediment. Consequently, disadvantaged students have made progress in line with that of their non-disadvantaged peers. Many of these students stay on to study with us in our VI Form, often going on to access some of the country's most prestigious university courses.

Our intent is that disadvantaged learners and their non-disadvantaged peers have full access to our curriculum, through:

- Outstanding outcomes following outstanding teaching
- Outstanding enrichment opportunities
- Outstanding display of our values: integrity, honesty, diligence and kindness

Challenges

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

Challenge number	Detail of challenge
1	Equality of access to IT and supportive software packages to support learning
2	Lack of access to wider curriculum and CEIAG
3	Lack of specialist support to raise aspirations and achievement of pupils with ECHP
4	Mitigating external factors such as cost of living crisis from impacting academic progress and attainment
5.	Provide resources like uniform, travel cost, educational visit support, music tuition fees, IT to provide best learning experience to all
6.	Addressing low attendance resulting in gaps in knowledge and ultimately lower progress and attainment

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
Full access to up-to-date, fully functioning IT at all times with efficient, speedy access to internet	All pupils have access to fully functioning IT with appropriate support packages; all pupils understand how to use and maintain their IT; access to laptops capable of running software; support in place to keep IT fully functional, maintained and updated.
Access to challenging, rewarding enrichment activities and increased extra-curricular participation	All pupils have the opportunity to be participating in challenging enrichment and extra-curricular activities. Monitoring the participation of disadvantaged groups. Increased range of extra-curricular opportunities available.
Inspired pupils with improved learning skills, narrowed gaps in academic knowledge and understanding.	Opportunities for pupils to attend challenging and exciting trips and activities (Masterclasses, CERN trip, Oxbridge visits etc, other competitions), progress and success monitored; All pupils aware of college/course options available to them; pupils pursuing appropriate post 16 education with support in place; structured career planning in place
Improved KS5 progress and attainment for disadvantaged pupils.	Realistic target set, progress and attainment monitored, provision tailored to needs and delivered in relevant way.
Best learning experience for all	Financial support accessible to remove barriers to learning

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: £18496

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist support for disadvantaged SEND pupils	Specialist staff employed to ensure required support is available for staff teaching disadvantaged pupils with Autism	3,4
Support research related CPD opportunities	Staff are provided with any resources requested (for eg books and subscription to online programmes) to support their research based CPD	3,4

	programmes to minimise the gap between various pupil groups and develop high quality teaching	
Salary of funding coordinator	Funding coordinator manages the funding requests, approval and allocation accurately and efficiently.	1,4,5
Contribution to ADP to member of staff who leads on attendance	Monitor attendance of pupils across the school and plan interventions and support to address issues related to poor attendance	6
Purchase of departmental resources	Departments are allocated to purchase resources develop teaching and learning and offer structured intervention	1,2,3 and 4

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

Budgeted cost: £4100

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one specialist career experiences focusing on individual pupil needs	Pupils making appropriate course/college choices and achieving happiness and success	2
Visiting speakers invited to speak to students on a range of topics	Pupils making appropriate course/college choices and achieving happiness and success	2
Departmental support	Supporting departments by ensuring that educational resources are provided to disadvantaged pupils	3,4,5

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

Budgeted cost: £160,154

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

Year 8 residential educational visits	EEF Toolkit shows positive evidence of the impact of outdoor adventure learning	2,4,5
Breakfast club	Breakfast club available to support students who need it.	4
Cultural experience by organising festival of cultures in Summer term	Offering opportunity to take part in a range of activities to contribute to related to develop students' cultural capital	2,4
Salary of the inclusion officer	Targeted support and intervention, supporting emotional and mental wellbeing of pupils	3,6
Salary contribution for pastoral staff	High quality targeted pastoral support.	2,6
Financial support for disadvantaged - travel, uniform, IT, music tuition, learning resources, educational visits.	Our current cohort of pupils travels to school from significant distances, support with the cost of bus passes for some pupils promotes strong attendance. Some pupils also require support with the costs of uniform, which we provide in line with the King Edward VI Promise. EEF Toolkit shows positive evidence of the impact of arts participation.	1,4,5
Duke of Edinburgh Award	EEF Toolkit shows positive evidence of the impact of outdoor adventure learning	2,4,5
Head's discretionary fund to support extra-curricular and curriculum enhancement activities	EEF Toolkit shows positive evidence of the impact of arts participation. EEF Toolkit shows positive evidence of the impact of outdoor adventure learning	2,4,5

Total budgeted cost: £ 182,7500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 13 Summer 2025 results

Disadvantaged students in Year 13 continued to achieve strongly, reflecting the school's sustained focus on high-quality teaching and targeted academic support. The disadvantaged cohort (57 students)

	Disadvantaged	Non-Disadvantaged
Cohort	57	86
Average grade	B-	B
Average point score (best 3 A Levels)	37.69	38.96

achieved an average grade of B-, closely aligned with the B average achieved by their non-disadvantaged peers (86 students). This narrow gap demonstrates the effectiveness of strategies that support equitable access to high-challenge post-16 pathways.

The average point score for disadvantaged students across their best three A Levels was 37.69, compared to 38.96 for non-disadvantaged students. Although a small difference remains, this represents strong performance and continues the trend of disadvantaged students progressing in line with peers and moving on to competitive university destinations.

These results indicate that disadvantaged students are accessing and succeeding within rigorous academic programmes, underpinned by high-quality teaching, improved independent learning strategies, and strengthened pastoral and academic mentoring.

Year 11 Summer 2025 results

	PP	Non-PP
Cohort	42	98
Attainment 8	68.57	72.29
Ebacc (9-5)	54.76%	64.29%
Eng & Maths (9-5)	95.24%	97.96%

Performance at Key Stage 4 remains a significant strength, with disadvantaged students securing outcomes that compare favourably to national benchmarks. Within the Year 11 disadvantaged cohort (42 students), the Attainment 8 score was 68.57, compared to 72.29 for non-disadvantaged students (98 students). While a difference remains, the attainment of disadvantaged pupils significantly exceeds national averages for this group.

Outcomes in core subjects were particularly strong. 95.24% of disadvantaged pupils achieved grade 9 - 5 in English and Maths, only marginally below the 97.96% for non - disadvantaged peers. This demonstrates that disadvantaged students are effectively supported to meet high academic standards in essential qualifications and that the gap in high-value measures is minimal.

In addition, 54.76% of disadvantaged students achieved the EBacc at grade 9 - 5, compared with 64.29% of non-disadvantaged students. Although the EBacc gap remains an area of focus, the proportion of disadvantaged students securing strong passes across this demanding suite of subjects reflects the impact of ongoing investment in curriculum breadth, access to enrichment, and personalised guidance.

Overall, disadvantaged students at both Key Stage 4 and Key Stage 5 continue to achieve highly and, in many cases, in line with their non-disadvantaged peers. The relatively small attainment gaps, coupled with strong performance in English and Maths, highlight the success of our strategy in removing barriers, promoting high aspiration, and sustaining equitable outcomes. These results reinforce the priorities identified previously, where high-quality teaching, targeted intervention, and access to enrichment remain central to ensuring disadvantaged students flourish academically and personally.