

The Philip Morant School & College Pupil Premium Strategy

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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
The Philip Morant School & College	
Number of pupils in school (Autumn census)	1898 (1721 2023)
Proportion (%) of pupil premium eligible pupils	29.1% (7-11) (26% 2023) 25.4% (7-13) (14% 2023)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	Autumn 2025
Date on which it will next be reviewed	Autumn 2026
Authorised by	Stephanie Neill Headteacher
Pupil premium lead	Scott Edmonds Assistant Headteacher
Governor / Trustee lead	Sam Byrne PPG Governor

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£484,195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£484,195

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of background, or the challenges they face, make good progress and that 'no child is left behind'. Our vision statement is clear: we want our young people to 'feel they belong' and to be the 'best they can be.' This involves all pupils feeling like they belong in the many different contexts of our school: whether that be in the classroom; within their year group and tutor group; throughout their learning; social times; and the various other aspects of school life. We also strongly believe that our staff and parents should feel that they belong at Philip Morant and we will listen to their needs to develop all aspects of our school. This also includes belonging to our City and taking our place in the local community in more ways than just having a school building in Colchester.

The focus of our pupil premium strategy is to ensure that disadvantaged students: have the same full access to a broad and balanced curriculum; make good progress and have high attainment; access the EBacc; are supported to experience and develop a wider cultural capital and develop their schema; and have high ambitions and are ready for the next stage in education, work, and/or training.

We will also consider the challenges faced by vulnerable pupils, such as young carers and those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is fundamental to our whole school approach. We have clear principles for the way in which we approach our Curriculum, Assessment, Teaching & Learning, and Reading, which are developed in line with evidence-based practice. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

These include:

- a challenging and engaging curriculum;
- high quality teaching, including 'no option to opt out strategies', scaffolding and modelling approaches e.g. 'I do, we do, you do', retrieval practice and our "Do Now" start to lessons which provides consistency, activates prior knowledge, and planning for students' needs.
- targeted interventions that help students to know more and remember more;

- supporting reading, including exposure to challenging texts and whole school reading strategies;
- high quality CEIAG advice and guidance.

Alongside this we utilise small group interventions. These targeted interventions will be driven by the diagnostic assessment at a variety of levels, whilst developing the skills of the students to drive their learning forward.

At the root of all of this, we have our pastoral support and enrichment opportunities that ensure students are not disadvantaged by circumstances which are beyond their control. We use a wide range of assessment information to ensure we are meeting the individual needs of our disadvantaged students, whilst not making any assumptions about how disadvantaged students are affected.

Our strategy is also integral to wider school plans for education recovery, for pupils whose education has been worst affected, including non-disadvantaged pupils.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Internal assessment and external outcomes show that the attainment of disadvantaged pupils in English is generally lower than that of their peers. This is particularly the case for low prior attainers.</p> <p>'No More Marking' is used as an early assessment in year 7 to identify writing abilities. GL English assessments are used in year 9 (including spelling) to benchmark against national attainment. Teacher diagnostic assessments suggest that many pupils particularly struggle with developing and maintaining a comprehensive understanding of plot, character, and theme alongside constructing exam-style responses and extended writing pieces.</p>

	<p>In 2025, in English Language, 36% of students who received the PPG achieved a grade 5 or above compared to 53% non PPG. 53% of students who received the PPG achieved a grade 4 or above compared to 73% non PPG.</p> <p>In 2025, in English Literature, 38% of students who received the PPG achieved a grade 5 or above compared to 59% non PPG. 53% of students who received the PPG achieved a grade 4 or above compared to 75% non PPG.</p>
2	<p>Reading assessments (including NGRT), book scrutiny, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. As reading is a 'master skill' this impacts their progress in all subjects.</p> <p>On entry to year 7 in 2025, 30% of our disadvantaged pupils arrive below age-related expectations compared to 12% of their peers. Disadvantaged pupils' Reading SAS is 98.5 compared to 105.3 of their peers.</p>
3	<p>Disadvantaged pupils generally have lower levels in maths.</p> <p>In the year 7 baseline assessment, students who received PPG achieved 22.4% WB, 40.3% achieved WA, and 37.3% achieved WT compared to non PPG students having achieved 38.7% WB, 38.2% WA, and 23.1% WT.</p> <p>In 2025, in Maths, 25% of students who received the PPG achieved a grade 5 or above compared to 48% non PPG. 45% of students who received the PPG achieved a grade 4 or above compared to 74% non PPG.</p>
4	<p>Internal assessment and external outcomes suggest that in most subjects disadvantaged students achieve less well than their peers.</p> <p>Although there is equal access to the EBacc, as this is based on attainment during year 9 in terms of access to modern foreign languages, there is a subsequent gap in entries and achievement.</p> <p>In 2025, students who received the PPG achieved an Attainment 8 of 34.89 compared to 49.13 of non PPG students.</p> <p>In 2025, 37% of students who received the PPG completed the EBacc compared to 59% of non PPG.</p> <p>In 2025, 14% of students who received the PPG achieved a grade 4 or above in the EBacc compared to 33% of non PPG.</p>

5	<p>Our internal and external data shows that lower attaining disadvantaged pupils lack self-regulation strategies and/ or the skills necessary to modify their behaviour and make better choices. A small number of students have received more than one fixed term suspension.</p> <p>In 2024-25:</p> <ul style="list-style-type: none"> ● students who receive the PPG accrued 172 days of FXT from 152 suspensions. This was 52% of the days issued; ● 15% of our students who received the PPG were suspended; ● 34% of our students who received the PPG had at least one day in the Internal Exclusion Area; ● All 3 students who were permanently excluded in 2024-25 were in receipt of the PPG.
6	<p>Our data from our causes for concern raised document indicates a high level of concerns under the headings of: parental abuse, student abuse to a parent, neglect, accident, and MARAC referrals for disadvantaged students.</p>
7	<p>Our attendance data in 2024-25 shows the overall attendance for FSM students as 86% compared to 94.6% for non FSM students.</p> <p>The figure for FSM is better than that for similar schools, but attendance of FSM students is a concern.</p> <p>Persistent Absence data for 2024-25 shows 39% of FSM students persistently absent, compared to 13% of non FSM students.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
8	<p>Disadvantaged students have lower fluency in speech and language</p> <p>All our year 7 joiners complete the Secondary Speech and Language Link assessment (SALT).</p> <p>Current year 7 - 19.8% of PPG students are below average, compared to 7.3% of non-PPG students.</p> <p>Current year 8 - 9% of PPG students are below average, compared to 3.7% of non PPG students (when they joined us in year 7).</p> <p>Current year 9 - 11.57% of PPG students are below average, compared to 6.15% of non PPG students (when they joined us in year 7).</p>
9	<p>Learning routines</p> <p>Our observations, lesson drop ins, discussions with pupils and families and our behaviour data shows that disadvantaged students are less likely to display good learning routines than their peers. This includes not being equipped for lessons, not completing homework on</p>

	<p>time, and needing extra preparation for the return to school at the start of a term. This negatively affects attainment.</p>
10	<p>Cultural Capital</p> <p>Not all students in receipt of the pupil premium access the same range of trips as their peers.</p> <p>Although financial support is offered, this is not consistently taken up.</p> <p>The design of trips is not always planned with consideration of opportunities that might not be ordinarily available for our students in receipt of the PPG.</p> <p>In February 2025, 60% of FSM students had accessed a trip compared to 72% in the overall population.</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
<p>1) Improved attainment among disadvantaged pupils at the end of KS4, in English.</p>	<p>By the end of our current plan in 2027/28, 47% of students in receipt of the pupil premium achieve a 5+ in English and 66% achieve a 4+ in English.</p> <p>These targets are based on achieving FFT50 targets for all of our students in receipt of the pupil premium.</p>
<p>2) Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Reading comprehension tests (NGRT) used as a trigger to indicate that reading interventions need to take place. However, student attainment and progress (particularly in English) will also be considered so that students who have good fluency as readers are identified for comprehension support.</p> <p>Teachers should recognise this improvement through engagement in lessons, book scrutiny, and fluency in reading assessments. This will also lead to fewer disadvantaged students being WT in English at KS3 than when they entered the school.</p> <p>Fluency scores are regularly assessed to ensure students are reading challenging texts, resulting in an increase in the number of fluent readers who are in receipt of the PPG.</p>
<p>3) Improved attainment among disadvantaged pupils at the end of KS4, in Maths</p>	<p>By the end of our current plan in 2027/28, 40% of students in receipt of the pupil premium achieve a 5+ in Maths and 63% achieve a 4+ in Maths.</p> <p>These targets are based on achieving FFT50 targets for all of our students in receipt of the pupil premium.</p>
<p>4) Improved attainment among disadvantaged pupils across the curriculum at the end of KS4 including entries to and achieving the Ebacc</p>	<p>By the end of our current plan in 2027/28, attainment 8 to be 43 and progress 8 >0.</p> <p>This is achieved through</p> <ul style="list-style-type: none"> English bucket 4.5 Maths bucket 4 Ebacc bucket 4.3 Open bucket 4.4 <p>50% of PPG pupils entered for the EBACC and 25% achieving the EBacc at grade 4 or above.</p>

<p>5) Improved self-regulatory skills among disadvantaged pupils leading to improved behaviour and attendance.</p>	<p>Teacher reports, class observations, internal behaviour, and attendance data suggest disadvantaged pupils are more able to monitor and regulate their own behaviour and engage in lessons</p> <ul style="list-style-type: none"> ● repeat suspensions are in line with the national dataset; ● the number of suspensions is in line with the national dataset; ● the number of times students are removed from lessons (C3) matches the proportion of the cohort.
<p>6) Improved family stability for our disadvantaged students</p>	<p>Working with external agencies, we will increase the number of successful referrals to social care.</p> <p>The six core strengths assessments will be used to support students to understand and regulate their own reactions.</p> <p>Working with external providers to mentor and support students and organisations that provide family support.</p>
<p>7) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> ● the attendance for PPG students returns to at least the pre-pandemic level of 92%; ● the persistent absence rate of PPG students to drop to below 30%.
<p>8) To achieve and sustain improved speech and language skills for all pupils, particularly our disadvantaged pupils.</p>	<p>All students who are below average in their SALT assessments will be retested at the beginning of the next academic year. This should show an increase in their SALT standards score.</p>
<p>9) To provide consistency and high quality teaching and learning in school through supported learning routines</p>	<p>Consistent starts to all lessons through the “Do Now”</p> <p>Provision of pens with a charge back function that can be overlooked for disadvantaged students, so no time is lost from learning due to students not having the correct equipment.</p> <p>Highly effective assessment of learning in the classroom to ensure misconceptions are challenged and gaps filled - especially impactful for those in receipt of the PPG.</p>
<p>10) To provide a well planned trip programme that is accessed</p>	<p>A planned trips programme over the year indicating financial commitment so parents can plan. Financial assistance offered and the process for this is clear.</p> <p>Ensuring the balance of trips offered enables all students to access cultural capital opportunities.</p>

equally by all students	
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Activity in this Academic Year

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

High Quality Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>There will be a whole-school focus on the following areas:</p> <ol style="list-style-type: none"> 1. Daily and monthly review to increase retention of knowledge over time through the “Do Now” approach to lessons. 2. Use of “guided practice” to ensure students are given good instruction and develop independence and confidence in each topic 	<p>Rosenshine’s ‘Principles of Instruction’.</p>	<p>1, 2, 3 and 4</p>
<p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests (E.g. GL Reading Assessments) can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised Tests EEF.</p> <p>‘No More Marking’ provides reliable data and predicted attainment using students’ writing abilities.</p> <p>GL Assessments in year 9 provide reliable data and predicted attainment for English, Maths, and Science.</p>	<p>1, 2, 3 and 4</p>
<p>Developing self-regulation skills in all pupils. This will involve ongoing teacher training, training of the SEN team on drawing and talking therapy, forest school, and THRIVE. Staff training on</p>	<p>Teaching self regulation strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on attainment.</p>	<p>5</p>

supporting autistic children and supporting good mental health. Six core strengths assessment		
Supporting family stability through support for social care and student mentoring.	Parenting courses. Colchester United mentoring programme. Changing Lives. Dedicated Safeguarding Team with an additional Safeguarding Officer.	6
Enhancement of our maths teaching and curriculum planning in line with DfE KS3, EEF guidance, and support from the Trust's Strategic Lead. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources, work with our Strategic Lead and CPD offers. We will embed Sparx Maths to support Retrieval Practice.	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching Maths at KS3. EEFs 'Improving Maths' suggests to teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: Improving Maths EEF. Working with MEI to support students to achieve grade 7 and above and increase take up of A Level Mathematics for disadvantaged students. Higher level maths achievement programme. Funding teacher day release and transport for students to events.	3
Ensuring a broad and balanced curriculum by maximising access to the EBacc qualification. Enhancement of our EBacc provision by investing in Tassomai for science and online packages for languages.	EEFs 'Improving Secondary Science' guidance discusses the importance of students having the opportunity to practise retaining and retrieving knowledge: EEF Improving Secondary Science.	4
Improving reading in all subject areas in line with recommendations in the EEF	It is key for students to be able to read fluently and have good comprehension skills in order to	2

<p>Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on our key approaches to teaching.</p> <p>Our Reading Lead will work with our Trust Strategic Lead and external Consultant to develop our policy and practice.</p> <p>We will focus on opportunities for students to read often, and read challenging texts to complement the curriculum. An established rewards system will be used to promote this.</p> <p>All Year 7, 8, and 9 students have a library lesson once a fortnight and, during this session, target students read one to one with a member of staff who uses the fluency scale to track their progress.</p>	<p>learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	
<p>A focus on learning routines to maximise learning time in lessons. Whole school CPD will focus on learning routines.</p> <p>Departments all have agreed protocols and routines e.g. for their 'Do Now', for the use of MWBs, etc.</p> <p>Equipment provided where required in simple routines.</p>	<p>EEFs 'Great Teaching Toolkit' discuss maximising opportunities to learn, for example, through:</p> <p>'Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g. starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth'</p> <p>Great Teaching Toolkit Evidence Review</p>	9
<p>An accessible programme of trips for cultural capital benefit</p>	<p>Financial support and targeting students to enable access to trips. Overcoming barriers, including transport to the start of a trip if needed.</p>	10

Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopt a targeted 'Learning to Read' programme for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> <p>Continue with etymology exploration of prefixes, root words, and suffixes to develop vocabulary across the school. Intervention through Lexonik Advance is provided for students needing additional support.</p> <p>Because of positive results, we have purchased Level 4 of the Lexonik Advance intervention.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading Comprehension Strategies Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Focused support for students who require it. Support includes Mathematics master classes, out of lesson intervention, revision after school 4 days a week, and revision during the school holidays.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: and in small groups:</p> <p>One to One EEF Small Group Tuition EEF</p>	1, 2, 3 and 4
<p>Academic support out of lessons from graduate academic mentors.</p>		1, 2, 3 and 4
<p>Developing self-regulation skills in identified pupils who need additional support.</p> <p>This will include Forest School provision, football coaching, our sensory room, emotional regulation interventions, and support</p>	<p>Teaching self regulation strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on attainment.</p>	5 and 6

and release time. Use of 6 core strengths assessment and mentoring		
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Wider Strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Aquinas (external consultants) have been appointed to improve attendance.</p> <p>We offer a daily free breakfast club to targeted students.</p> <p>Student leadership conferences for our student leadership team.</p> <p>Provision of devices to use at home where a need has been identified.</p> <p>Work with Aquinas to provide supportive early help strategies for students struggling to attend school. Support agreed at an early help support offer meeting. Support strategies include 'your space' to support positive mental health and 'Premier League Kicks' (run by a Colchester United mentor).</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>EEF are currently in the process of reviewing the impact of breakfast clubs. Current data shows a slight positive impact on attendance and attainment, but they recognise that more research is needed.</p> <p>Breakfast Interventions - Rapid Evidence Assessment</p>	6

First day absence calls to students who are disadvantaged.		
Regulation support for students and families.	Colchester United 'Premier League Kicks' programme 'Changing Lives' Colchester mentoring programme.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	£2,000

Total budgeted cost: £484,195

Part B: Review of Outcomes in the Previous Academic Year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Philip Morant School was judged “good” by Ofsted in September 2023. Here are some key elements from that report:

Even though this is a large school, there is a warm ‘family feel’ to it. Pupils are happy here and feel well looked after.

Pupils’ mental health and physical well-being are prioritised.

Pupils have a good understanding of key knowledge because teachers have thought carefully about what they need to know and do. Teachers explain concepts well. They give pupils the opportunity to practise and consolidate their learning. Teachers readily spot misconceptions and address them quickly to move pupils on in their learning. There are strong systems for improving pupils’ reading ability. Staff identify early pupils’ specific needs and make sure they follow the right programme to help them improve. This includes learning phonics. As a result, pupils gain confidence reading fluently and at speed. Pupils read widely on a regular basis. The explicit teaching of vocabulary and cultural references means that pupils can access more complex texts.

School is a calm and orderly place. Pupils respect staff.

Headline Data:

This is a year group where there was no key stage 2 data so progress is not able to be measured. This is the year group who didn’t complete primary school due to Covid-19.

Intended Outcome 1

Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in English.

By the end of our current plan in 2024/25, 50% or more of disadvantaged pupils achieve a 4+ and 5+ in English.

2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:

- an average Attainment 8 score of 5 in English

In summer 2025, 41% of disadvantaged pupils achieved a 5+ in English and 58% achieved a 4+ in English. There has been little change in this figure over the duration of this plan.

This remains a target in the new pupil premium plan.

Intended Outcome 2

Improved reading comprehension among disadvantaged pupils across KS3.

In March 2025, Year 8 reading scores showed significant improvements, with the mean SAS up by 0.6 within disadvantaged students who increased from 96.1 to 96.7. The number of students categorised as 'below average' that are disadvantaged decreased from 35% to 30%.

By the end of year 8, the NGRT shows us that year 7 PPG students have improved and narrowed the gap with non PPG students: the number of students below average decreased from 35% to 30% and the mean SAS score improved from 96.1 to 97.1.

Intended Outcome 3

Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in Maths.

By the end of our current plan in 2024/25, 40% or more of disadvantaged pupils achieve a 4+ and 5+ in Maths.

In summer 2025, 25% of disadvantaged pupils achieved a 5+ in Maths and 45% achieved a 4+ in Maths.

This was a difficult year for maths results. In Summer 2024 these figures were 33% and 49%.

This remains a target in the new pupil premium plan.

By the end of our current 2024/25 Attainment 8 to be 46 and progress 8 >0.

There were no progress measures in 2024/25. Attainment 8 for disadvantaged students increased from 33.89 in Summer 2024 to 34.89 in Summer 2025.

This remains a target in the new pupil premium plan.

Intended Outcome 4

40% of PPG pupils entered for the EBacc and 20% achieving the EBacc at grade 5 or above.

EBacc entries for PPG are up from 9.3% in summer 2022 to 50% in 2025. This outcome has been met.

The % achieving the Ebacc at grade 5 was at 10% with 15% achieving grade 4 or above.

Outcomes in the EBacc remains in the new pupil premium plan.

Intended Outcome 5

Improved self-regulatory skills among disadvantaged pupils leading to improved behaviour and attendance.

Suspension days reduced from 210 to 172.5 from 2023/24 to 2024/25. Students in receipt of PPG reduced their contribution to these days from 64.5% to 51.5% whilst the % of PPG in the cohort was increasing.

The percentage of PPG students suspended remained about the same reducing from 14.9% to 14.7%.

The percentage of PPG students repeat suspended reduced significantly from 7.2% to 5.4%

This outcome is achieved but further improvements will remain in the new plan.

Intended outcome 6

To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.

By the end of the last academic year, our 'participation' figures were 96.9% for FSM students, compared to 99% for non-FSM students.

47.7% of FSM students attend clubs, compared to 50.9% for non-FSM students.

82.4% of FSM students went on a trip, compared to 89.2% for non-FSM students.

This outcome is achieved.

Intended outcome 7

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

FSM Attendance improved from 5.4% (summer 22) below national to 1.5% above national (summer 24). In Summer 25 it was 0.4% below national but 1.3% higher than similar schools. This was impacted by the change in attendance coding.

FSM6 Persistent absence reduced from 41% in 2023-24 to 39% in 2024-25. This reflected an overall school reduction in persistent absence.

This remains a target in the new plan.

Intended outcome 8

To achieve and sustain improved speech and language skills for all pupils, particularly our disadvantaged pupils.

Students who are below average are placed on an appropriate intervention and then reassessed using SALT throughout year 8 and/or year 9. The average improvement across below average students is +3.6.

Progress amongst non-PPG is better than PPG.

This remains a target in the new pupil premium plan.

Externally provided programmes

Programme	Provider
Premier League Kicks	Colchester United
Your Space	Patrick Reagan/Kintsugi Hope
Future ready	Essex CC
Study Skills	Make Happen, Essex University
Risky behaviours, mental health	Children's society
Mentoring and access to community gym	Changing Lives

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We have a designated member of staff to ensure the smooth transition for service pupils which includes making sure we have accurate academic data from their previous school. This ensures that students are in the appropriate classes for their ability. This also works the other way when students leave us due to deployment to ensure that they can settle into their new school.</p> <p>We have also engaged with charities such as MakeHappen to deliver after school sessions on university life and how to apply and raise ambitions when you are a service child.</p> <p>The school fosters close links with our local Garrison including;</p> <ul style="list-style-type: none"> -senior staff attending and accompanying students to parades at the Garrison and in the local community -a large trip to the Merville Barracks in June 24 for students to take part in a variety of activities including command tasks, Urban warfare simulator, climbing wall and visiting the military show. - Inviting the Garrison Commander to present at our annual awards evening. <p>As a result we are now a Hub School for East Anglia's 'Festival of Friends' project to better support service children.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> ● This cohort of service children significantly changes year on year. ● Service children achieved an average Attainment 8 score of 3.8 in 2025, compared to children who do

	<p>not receive the service grant achieving an Attainment 8 score of 4.5.</p> <ul style="list-style-type: none">● Service children achieved 14.3% grade 5 or above in English and Maths in 2025. <p>All service children attended extra revision classes run after school and during holiday sessions. This enabled students to make the same progress as other students and develop good relationships with students and staff.</p>
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Further information (optional)

Pupil premium student profile

Our PPG% is not consistent across year groups and has been impacted by having many mid year admissions, until September 2024, when we were full for the first time.

Year	7	8	9	10	11
% PPG	26.0%	26.1%	32.5%	32.7%	28.4%

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

As part of this research we have chosen to redefine what disadvantaged means to us at Philip Morant. We will no longer simply be tracking students who receive the PP grant but instead look at students who have a variety of reasons for their disadvantage. These include:

- students who were persistently absent in the last academic year;
- students who are below chronological reading age;
- students who are part of our Senior Panels process (students who had a social worker, currently have a social worker, safeguarding concerns, significant behaviour issues, managed moves, external provision, mental health, gender change, young carer, part time timetables, adjustments to provision);
- students who are persistently late;
- students with high behaviour scores;
- SEND EHCP or support;

- “Working Towards” in English or Maths at the end of the last academic year;
- free school meals;
- students in our Low Progress, Low Effort Horsforth Quadrant;
- EAL where the language acquisition is at an intervention stage;
- students who have visited our IEA once;
- students who join the school from year 9 onwards;
- students who have witnessed domestic violence.

All of this information is then collated to look at the levels of disadvantage that students may have endured. These are totalled up so a student will then have a disadvantage score such as D7 for 7 factors of disadvantage. These will be shared with staff and actions put in place for students based on their needs and disadvantage factors. There will be no “one size fits all” approach.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Philip Morant School and College is part of SigmaTrust, a 12 school multi academy trust. Our collective belief is that achievement is for all and that no child should be left behind. The Trust is working with Marc Rowland to systematically address educational disadvantage through a programme of staff development and robust quality assurance. This strategic, evidence-informed approach, working with pupils, families, teachers, leaders, system leaders and wider agencies puts learners first and is rooted in best practice. Sigma Trust schools prioritise strong pastoral care as the foundation stone of their Pupil Premium strategy using research evidence to challenge assumptions and beliefs. The Sigma Trust approach recognises that the quality of implementation is important and activity should not be mistaken for impact. Our strategy centres on improving the day to day learning experiences of disadvantaged pupils, leading to better long term choice and opportunity for all.