Pupil premium strategy statement – Royal Greenwich Trust 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	September 2026 Years 7–11 roll: 770
Proportion (%) of pupil premium eligible pupils	Current Years 8–11: 307 of 628 pupils (48.9%)
Academic year/years that our current pupil premium strategy plan covers	2025/26–2027/28 (annual update for 2026/27; second year of three-year strategy)
Date this statement was published	October 2026
Date on which it will be reviewed	Termly review in 2026/27; annual strategy review September 2027
Statement authorised by	Ms Asma Khan
Pupil premium lead	Mr T Williams, Deputy Headteacher
Governor / Trustee lead	Simon Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£435,050.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£435,050.00

Part A: Pupil premium strategy plan

Statement of intent

At Royal Greenwich Trust School, we are committed to ensuring that all pupils, regardless of background or circumstance, achieve highly and can access the full range of opportunities available to them.

Our pupil premium strategy is designed to remove barriers to learning and enable disadvantaged pupils to make strong academic progress, develop confidence and resilience, and progress successfully to further education, employment or training.

High-quality teaching is at the heart of our approach. Excellent classroom practice benefits all pupils and has the greatest potential to improve outcomes for disadvantaged learners. We complement this with carefully targeted academic support, literacy and numeracy intervention, attendance and pastoral support, and opportunities that enrich pupils' experiences beyond the classroom.

Our strategy is responsive to the needs of individual pupils and is informed by assessment, attendance, behaviour and wellbeing information. We recognise that some pupils face overlapping barriers, including pupils with SEND, young carers and pupils supported by social care. Through early identification and targeted intervention, we work to ensure that pupils receive the support they need to thrive.

All staff share responsibility for improving outcomes for disadvantaged pupils. We review the impact of our provision regularly and refine our approach using evidence of what is working for pupils.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils have lower levels of reading fluency, comprehension, vocabulary or writing. This can limit their access to challenging texts and affect progress across the curriculum. In 2025/26, 18 of 24 pupil premium pupils met the latest Corrective Reading checkpoint; our next step is to demonstrate sustained improvement and transfer into independent subject reading.

2	Attainment in mathematics and science remains below that of non-disadvantaged peers, particularly at higher grades. Provisional 2026 outcomes show that 22.2% of disadvantaged pupils achieved grade 5 or above in both English and mathematics. The average best mathematics grade was 3.48 for disadvantaged pupils compared with 4.14 for non-disadvantaged pupils, while Combined Science grade 4+ was 35.2% compared with 53.5%.
3	KS3 assessment and curriculum review indicate some variation in secure knowledge, independent work and appropriate challenge. In June 2026, 83.5% of disadvantaged subject outcomes met or exceeded the expected standard compared with 84.4% for non-disadvantaged pupils; the Year 9 gap was 4.5 percentage points.
4	Attendance remains a significant barrier to learning, particularly at KS4. In 2025/26, attendance among disadvantaged pupils was 88.3% compared with 93.1% for non-disadvantaged pupils, and persistent absence was 33.5% compared with 23.0%. Year 11 attendance for disadvantaged pupils was 75.9% compared with 86.3% for their peers.
5	Behaviour, wellbeing, SEND and pressures beyond school can affect some pupils' engagement and readiness to learn. Although suspension events involving disadvantaged pupils reduced from 129 in the autumn term to 90 in the summer term during 2025/26, disadvantaged pupils remained disproportionately represented and repeat suspension was a continuing concern.
6	Some disadvantaged pupils experience financial, practical or relational barriers to enrichment, careers encounters, revision resources and supported independent study. These barriers can limit participation, confidence and preparation for future education, employment or training.

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
Improved attainment among disadvantaged pupils at KS4, especially in mathematics and science, with stronger grade 5+ depth.	By summer 2027, disadvantaged Attainment 8 and English/mathematics grade 4+ sustain or improve on the provisional 2026 baselines (37.50 and 50.8%). English/mathematics grade 5+ rises from 22.2%; the PP/non-PP gaps in mathematics and Combined Science narrow.

Secure curriculum knowledge at KS3 and narrow the Year 9 disadvantage gap.	By July 2027 at least 84% of KS3 subject outcomes are at or above the expected standard, in line with the SDP. The Year 9 PP gap reduces by at least 2 percentage points from the June 2026 baseline of 4.5 points. Moderation, cumulative assessments and independent pupil work demonstrate retained knowledge and appropriate challenge.
Improved reading comprehension, subject vocabulary, writing and independent curriculum access.	NGRT and programme entry-to-exit assessments demonstrate measurable gains for targeted PP pupils. Teachers recognise improvements in engagement with ambitious subject texts, application of vocabulary, independent reading and extended writing; these are checked through book scrutiny and pupil voice.
Improve and sustain PP attendance, especially in KS4, and reduce persistent absence.	Validated attendance and persistent-absence data improve on the comparable 2025/26 baseline, and gaps to non-PP peers narrow. Six-week case reviews of pupils with repeated absence demonstrate improved attendance over time, supported by family contact, agreed plans and reintegration evidence.
Improve behaviour for learning, belonging and wellbeing and reduce repeat suspension.	PP suspension events and repeat-suspension rates reduce from comparable baselines. Named-pupil SAM, SEND and SIG reviews show fewer repeated incidents, improved lesson participation and sustained reintegration. This is supported by student and family voice and staff observations.
Increase access to enrichment, careers education, home study and positive post-16 destinations.	Termly records demonstrate improved PP participation and completion in enrichment, trips and careers activities; pupils can access revision and online study tools. Leaders evaluate offers, take-up and benefit, identify underrepresented groups and sustain positive post-16 destinations.
Make inclusive classroom provision and evaluation consistently effective.	By Autumn 2, TDGs, booklets and knowledge organisers specify effective adaptations that preserve ambitious end points. By May 2027, sampled PP/SEND pupil trails show progress, independence and appropriately demanding work. Half-termly subject QA and termly governor

	reports demonstrate improvement following action.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional English teaching periods – £10,000; AHT KS4 / English Curriculum Leader	Evidence suggests that high-quality explicit instruction, modelling and responsive feedback improve learning. Additional subject teaching will strengthen challenging reading, analytical and extended writing. Pupils and content gaps will be identified from mocks/QLA and work samples, then retested. Evidence: EEF, Improving Literacy in Secondary Schools; EEF, Teacher Feedback to Improve Pupil Learning. Relevant evidence: EEF: Improving Literacy in Secondary Schools; EEF: Teacher Feedback to Improve Pupil Learning	1, 2, 3
Additional mathematics teaching periods – £10,000; AHT KS4 / Mathematics Curriculum Leader	Our 2026 mathematics gap supports focused teaching of misconceptions, worked examples, retrieval and problem solving. The DfE/EEF guidance on teaching mathematics highlights diagnostic assessment, representation and deliberate practice. Outcomes will be reviewed through QLA, mock-to-mock progress and grade 4/5 conversion. Evidence: EEF, Improving Mathematics in Key Stages 2 and 3.	2, 3

	Relevant evidence: EEF: Improving Mathematics in Key Stages 2 and 3; EEF: Diagnostic assessment	
Additional science teaching periods – £10,000; AHT KS4 / Director of Science	Additional structured, specialist teaching will address the Combined Science grade 4+ gap and support higher-grade depth. Teachers will use retrieval, modelling, formative assessment and specific reteaching followed by retests. Additional contact time alone will not be regarded as impact. Evidence: EEF, Metacognition and Self-Regulated Learning; EEF, Teacher Feedback to Improve Pupil Learning. Relevant evidence: EEF: Metacognition and self-regulation; EEF: Teacher Feedback to Improve Pupil Learning	2, 3
Embedding consistent signature pedagogies through coaching, CPL and subject leadership	High-quality teaching is the most important school-based lever. Instructional coaching and CPL prioritise precise modelling, checking for understanding, feedback, 100% participation and adaptation without reducing challenge. Compare QA, independent work and outcomes by pupil group. Evidence: EEF, Guide to the Pupil Premium; EEF, Teacher Feedback to Improve Pupil Learning. Relevant evidence: EEF: Using pupil premium; EEF: Teacher Feedback to Improve Pupil Learning	1, 2, 3
Aligning TDGs, booklets, knowledge organisers and disciplinary literacy	Acquiring vocabulary and disciplinary literacy enables pupils to access the increasingly complex concepts and texts used in each subject. SDP QA will test alignment of planned knowledge, scaffolds, models and pupil output and appropriate removal of support. Evidence: EEF, Improving Literacy in Secondary Schools.	1, 3

	Relevant evidence: EEF: Improving Literacy in Secondary Schools	
Curriculum-aligned KS3 assessment and responsive teaching	Well-used formative and diagnostic assessment identifies misconceptions that require further explanation or practice. Through moderation, QLA and Diagnosis–Therapy–Test–Review, leaders will track changes in retained knowledge, especially for Year 9 PP pupils. Evidence: EEF, Diagnostic Assessment; EEF, Teacher Feedback to Improve Pupil Learning. Relevant evidence: EEF: Diagnostic assessment; EEF: Teacher Feedback to Improve Pupil Learning	2, 3

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

Budgeted cost: £335,777.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted mathematics tutoring – £17,109.02; Mathematics Curriculum Leader / AHT KS4	Tuition targeted at specific knowledge gaps and closely linked to classroom teaching can be effective for pupils who are falling behind. QLA and prior attainment will determine selection; tutoring will have a time-limited plan, attendance record and retest. Evidence: EEF Teaching and Learning Toolkit, Small Group Tuition and One to One Tuition. Relevant evidence: EEF: One to one tuition; EEF: Small group tuition	2
NGRT diagnostic assessment and structured reading intervention – Literacy Lead / SENDCo / librarian	Reading diagnostic assessments will distinguish decoding, fluency and comprehension barriers and ensure targeted provision. Corrective Reading, Thinking Reading and Direct Instruction will be matched to	1, 3

	assessed need. Evaluate NGRT and entry-to-exit change and transfer to subject reading and writing. Evidence: EEF, Improving Literacy in Secondary Schools. Relevant evidence: EEF: Improving Literacy in Secondary Schools	
Additional academic access support through SENDCo, Associate SENCo, Assistant SENCo and LSA	Evidence-informed teaching-assistant intervention works best when structured, time limited and linked to classroom teaching. Subject and SEND leaders will provide pre-teaching, vocabulary, planned scaffolds and guided practice while protecting curriculum ambition. Log participant baseline, assessment gain and independence. Evidence: EEF Teaching and Learning Toolkit, Teaching Assistant Interventions. Relevant evidence: EEF: Teaching assistant interventions	1, 2, 3, 5
Improving reading access and subject-study resources – librarian / Curriculum Leaders	A literacy-rich curriculum requires deliberate vocabulary instruction and frequent access to appropriately demanding subject texts. Targeted study resources and support will be reviewed through reading engagement, work samples and NGRT or subject assessments. Evidence: EEF, Improving Literacy in Secondary Schools. Relevant evidence: EEF: Improving Literacy in Secondary Schools	1, 3, 6
KS4 targeted masterclasses, revision resources and QLA-led reteaching – revision-book provision £3,000	Small-group support and supported independent study work best where gaps are precisely diagnosed and revisited. Staff will track attendance, use of materials, QLA and subsequent attainment. Distributing resources is not itself a measure of impact. Evidence: EEF Teaching and Learning	2, 6

	Toolkit, Small Group Tuition; EEF, Metacognition and Self-Regulated Learning. Relevant evidence: EEF: Small group tuition; EEF: Metacognition and self-regulation	
Year 9 gap-closing and higher prior-attainer extension – AHT KS3 / Curriculum Leaders	The June 2026 Year 9 PP gap identifies a need for cumulative assessment, targeted reteaching and appropriate challenge for high prior attainers. Groups will be selected on diagnostic evidence and reviewed through independent work and moderated assessment. Evidence: EEF, Diagnostic Assessment. Relevant evidence: EEF: Diagnostic assessment	1, 2, 3

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

Budgeted cost: £69,272.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two additional Social and Academic Mentors (SAMs) and coordinated pupil support – Inclusion / Heads of Year	Targeted mentoring and consistent relational support can strengthen engagement when linked to clearly identified barriers and shared school routines. SAMs will manage named-pupil attendance, learning and behaviour plans and review change after six weeks. Evidence: EEF, Improving Behaviour in Schools; DfE, Working Together to Improve School Attendance. Relevant evidence: EEF: Improving Behaviour in Schools; DfE: Working together to improve school attendance	4, 5
Embedding attendance and reintegration	The DfE guidance on working together to improve school attendance	4, 5

procedures – Attendance Officer / AHT / SAMs	emphasises clear procedures, early response and partnership with families. KS4 PP pupils with persistent or severe absence will receive diagnostic casework and sustained follow-up; impact is assessed through comparable attendance sessions and PA rates. Evidence: DfE, Working Together to Improve School Attendance. Relevant evidence: DfE: Working together to improve school attendance	
Counselling, wellbeing and targeted inclusive SEND support – Inclusion / counsellor / Associate SENCo	Social and emotional support should be selected according to identified need and evaluated for improved engagement, relationships and access to learning. Counselled and mentored pupils will be reviewed against individual participation and wellbeing measures, not referral counts alone. Evidence: EEF Teaching and Learning Toolkit, Social and Emotional Learning. Relevant evidence: EEF: Social and emotional learning	3, 4, 5
Consistent behaviour routines, reintegration and repeat-suspension review – Inclusion / safeguarding / SLT	School evidence shows that although PP suspension events fell during 2025/26, repeat incidents and disproportionate suspension remain. Staff will identify triggers, provide consistent responses and reasonable adjustments, and track recurring incidents after agreed plans. Evidence: EEF, Improving Behaviour in Schools. Relevant evidence: EEF: Improving Behaviour in Schools	4, 5
Equitable enrichment, CEIAG, trips and access to home study – Careers / Personal Development / Heads of Year	High-quality careers education and enriching experiences can improve engagement and readiness for next steps, while financial barriers can limit take-up. Leaders will record offers, participation, completion and pupil	6

	benefit by PP and other characteristics. Evidence: EEF, Careers Education evidence review; EEF Teaching and Learning Toolkit, Arts Participation. Relevant evidence: EEF: Arts participation	
Working with parents and carers and strengthening pupil voice – Parental Engagement Officer	Well-designed communication with families can support attendance, homework and attainment when accessible and followed by practical action. Arbor, Sparx and Seneca guidance, family contact and student voice will be evaluated through access, completion, attendance and reported barriers. Evidence: EEF, Working with Parents to Support Children's Learning. Relevant evidence: EEF: Working with Parents to Support Children's Learning	4, 6

Total budgeted cost: £435,050.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We analysed the performance of disadvantaged pupils during 2025/26 using GCSE outcomes, internal assessments, reading and intervention information, attendance and behaviour records, quality assurance and feedback from pupils and staff.

There were encouraging improvements in academic outcomes. Provisional disadvantaged Attainment 8 increased to 37.50, the strongest outcome for the school in the previous four years. The proportion achieving grade 4 or above in both English and mathematics rose to 50.8%. English outcomes were a particular strength: 66.7% of disadvantaged pupils achieved grade 4 or above in English Language, compared with 63.3% of non-disadvantaged pupils.

Improvement was not yet consistent across subjects or grades. In 2026, 22.2% of disadvantaged pupils achieved grade 5 or above in both English and mathematics. The average best mathematics grade was 3.48 compared with 4.14 for non-disadvantaged pupils, and Combined Science grade 4+ was 35.2% compared with 53.5%. These findings have informed the additional core teaching and targeted mathematics support included in this strategy.

At KS3, 83.5% of disadvantaged subject outcomes were at or above the expected standard in June 2026, compared with 84.4% for non-disadvantaged pupils. The gap was wider in Year 9, at 4.5 percentage points. Quality assurance indicates improving consistency in teaching; our focus is now on securing retained knowledge, independence and appropriate challenge for disadvantaged pupils.

Reading intervention information also showed positive indications. At the latest Corrective Reading checkpoint, 18 of 24 participating disadvantaged pupils met the required threshold, and three of six pupils participating in Thinking Reading had graduated at the recorded point. During 2026/27, we will strengthen evaluation by measuring progress from pupils' starting points and checking whether gains transfer to reading and writing across subjects.

Attendance and repeat suspension remain significant priorities. In 2025/26, disadvantaged attendance was 88.3% compared with 93.1% for non-disadvantaged pupils, while persistent absence was 33.5% compared with 23.0%. Suspension events involving disadvantaged pupils reduced across the year, but disadvantaged pupils remained overrepresented and repeat suspension remained too high.

Overall, the strategy is partly on course to achieve its intended outcomes by 2027/28. Improvements in attainment at grade 4, English outcomes, teaching quality and the within-year pattern of suspensions provide a stronger foundation. However, further improvement is required in mathematics, science, grade 5+ attainment, Year 9 learning, KS4 attendance and repeat suspension. Our 2026/27 plan therefore prioritises high-quality teaching and disciplinary literacy, diagnostic assessment and responsive reteaching, additional English, mathematics and science provision, targeted tutoring, and coordinated attendance, inclusion and pastoral support.

Externally provided programmes

The following externally provided programmes supported elements of our provision during the previous academic year.

Programme	Provider
PiXL	PiXL
Thinking Reading	Thinking Reading
Corrective Reading	SRA / McGraw Hill
CoachBright coaching	CoachBright
Expressive Writing	SRA / McGraw Hill
Direct Instruction Spoken English	School-delivered using Direct Instruction materials

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The school did not identify a separate service pupil premium allocation within the funding information used to prepare this statement.
The impact of that spending on service pupil premium eligible pupils
Not applicable.

Further information (optional)

Additional activity Our pupil premium strategy is closely aligned with whole-school improvement priorities for literacy, curriculum achievement, attendance, behaviour, inclusion and personal development. This includes curriculum planning, professional development, quality assurance and carefully planned provision that supports all pupils and is not separately charged to the pupil premium grant. Planning, implementation and evaluation The strategy has been developed using evidence from the Education Endowment Foundation, Department for Education guidance and detailed analysis of school performance information. We triangulate examination and internal assessment outcomes with reading diagnostics, pupils' work, lesson visits, attendance, behaviour, and the views of pupils and families. Leaders review the implementation and impact of activity throughout the year. Curriculum and pastoral teams evaluate whether provision is improving learning, participation and wellbeing for the pupils it is intended to support. Senior leaders and governors receive regular reports and use this evidence to decide which approaches should continue, be adapted or stop. This ensures that resources remain focused on the approaches most likely to improve outcomes and life chances for disadvantaged pupils. Key evidence sources: EEF: Using pupil premium; EEF: A School's Guide to Implementation