Sydenham School

Pupil Premium Strategy Statement

Approved by:	Full Governing Body	**Date:**	November 2026
Last reviewed on:	November 2026		
Next review date:	November 2027		

Pupil Premium Strategy Statement 2026/27

This statement details our school's use of Pupil Premium (PP) funding to help improve the attainment of our disadvantaged students.

It outlines our PP strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of PP had within our school.

School overview

Detail	Data
School name	Sydenham School
Number of pupils in school	1185 (Y7 – Y11)
Proportion (%) of pupil premium eligible pupils	347: 29.28%
Academic year/years that our current pupil premium strategy plan covers	2025/26 2026/27 2027/28
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Emma Wijnberg
Pupil premium lead	Lucy Hehir
Governor / Trustee lead	Wing Chow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£366,300 Deprivation £37,660 Looked After Children - 100,990 FY 26/27 Autumn received - 302,970 estimated for FY 26/27 Autumn/Spring
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	£403,960 (forecast)

Part A: Pupil Premium strategy plan

Statement of intent

Schools receive additional income called the Pupil Premium. This money is allocated by the Government to help schools to support disadvantaged children from low-income families and children in care and those who have been in care in the past. The amount of additional funding schools receive is based on: the number of children who are entitled to receive free school meals (FSM); the number of children who have been eligible for free school meals at any point in the last six years (known as 'Ever 6 FSM'), the number of looked after children (CLA) and those previously looked after.

Schools are free to spend the PP in ways that best raise the achievement of these groups of students. At Sydenham School we do this by using the pupil premium funding carefully across the school to raise the achievement and attainment of our pupil premium students. Parents and carers can check their eligibility for FSM, and apply online, without having to discuss the details of their circumstances with anyone at Sydenham School via the following link: Lewisham Council - Free school meals and extra support for your child

Our vision for PP students is that they achieve in the same way that non-PP students do and lead successful fulfilling lives, taking all the opportunities that living in London offers. Our objectives are to remove barriers to learning, to ensure PP students continue to make progress at least in line with or greater than national measures of expected progress. We want to accelerate PP student progress and raise attainment in order to further reduce the PP gap throughout the school. We believe that supporting social and emotional development will play a key role in enabling PP students to learn. We are committed to broadening PP students' experiences and widening their opportunities by ensuring they have access to and are fully engaged in all aspects of Sydenham School life. We will ensure that a culturally rich curriculum is accessible to all PP students and that they are well supported through their transitions at each key stage and secure future transitions.

For PP students who are struggling or falling behind in any of the above areas, early identification is crucial. A variety of data will be monitored throughout the year to ensure that underachieving PP students receive bespoke support based on their individual areas that need improvement.

Challenges

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

Challenge number	Detail of challenge
1	Lower attendance rates, reducing school hours, causing PP students to fall behind with their learning.
2	Not all students effectively access the main curriculum and the homework curriculum, and they struggle to use the feedback they receive to make progress
3	Lower numeracy and literacy levels in Year 7 impact rates of progress.

4	Social and emotional issues that are not supported can result in behavioural incidents that detract from learning.
5	Student wellbeing and mental health

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
To remove barriers to learning ensuring Pupil Premium (PP) students continue to make progress at least in line with or greater than national measures of expected progress.	Gap between Progress 8 for PP and non-PP is further reduced.
To accelerate student progress and raise attainment in order to further reduce the PP gap throughout the school.	Attainment 8 is in line with non-PP students.
To support social and emotional development that enables students to learn.	Improved PP attendance and reduce rates of persistent absence. Reduced behavioural incidents and suspensions for all PP students.
To broaden experiences and widen opportunities for students by ensuring they have access to and are fully engaged in all aspects of Sydenham School life.	Increased enrichment activity uptake (including the Sydenham Charter in Years 7 and 8) and representation of PP students as Prefects, School Councillors etc.
To ensure well supported transitions and secure future destinations.	Stable student numbers retained, and Post 16 destinations of choice secured for all Year 11 students ahead of the GCSE results.
To ensure a culturally rich equalities curriculum is accessible by all students.	Students behaving like global citizens within the school community and beyond

Activity in this academic year: 2026-27

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £201,980 (forecast)

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

Ensure assessment in lessons and at Progress Points, is used effectively through targeted questioning and detailed checking of understanding.	Formative Assessment – Dylan Wiliam	2
Use assessment data to identify gaps in student knowledge and adjust curriculum plans to support these gaps.	Formative Assessment – Dylan Wiliam	2
Use feedback to diagnose misconceptions and challenge these, ensuring feedback results in progress.	Feedback | EEF (educationendowmentfoundation.org.uk)	2
Embed metacognition to support students with effective retrieval practice.	Metacognition and Self-regulated Learning | EEF (educationendowmentfoundation.org.uk)	2
Provide additional lesson time for Year 11 intervention through a period 7 model that ensures all students have additional time with their teacher.	Metacognition and Self-regulated Learning | EEF (educationendowmentfoundation.org.uk)	2
Improve academic reading, writing and oracy	Oral language interventions | EEF (educationendowmentfoundation.org.uk)	2,3 and 4
Improve homework offer across the school to ensure that it is tailored to accelerate the progress of our Pupil Premium students	Homework | EEF (educationendowmentfoundation.org.uk)	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £100,990 (forecast)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved numeracy and literacy levels for Not Secondary Ready (NSR) students	Phonics | EEF (educationendowmentfoundation.org.uk)	3
Targeted mentoring and interventions for PP students	Mentoring | EEF (educationendowmentfoundation.org.uk)	2

Additional Support for identified groups of 'not secondary ready' (NSR) for Year 7 and Year 8. Interventions for English (Ruth Miskin) and maths (Sparx fundamentals) to support progress	Mastery learning | EEF (educationendowmentfoundation.org.uk)	3
Ruth Miskin intervention for Year 7 NSR students	Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	3

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £95,990 **(forecast)**

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

Improve attendance and reduce rates of persistent absence by assigning key staff and having a plan of action with the family	Attendance-and-Persistent-Absencehttps://d2tic4wvo1iusb.cloudfront.net/production/documents/Attendance-and-Persistent-Absence-ESC-Submission.pdf?v=1697606305ESC-Submission.pdf (d2tic4wvo1iusb.cloudfront.net)	1
Reduce behavioural incidents for all PP students through consistent application of the behaviour code and support with social and emotional issues. Use year teams and improved parental engagement to support these strategies.	Social and emotional learning | EEF (educationendowmentfoundation.org.uk) PTF evidence shows students involved in their early intervention achieve higher than national average for PP and FSM students.	2
Support students to purchase uniform and equipment and/ or other resources as needed	School uniform | EEF (educationendowmentfoundation.org.uk)	5
Improve access to IT for all PP students to ensure they engage in 'catch up' strategies	Using Digital Technology to Improve Learning | EEF (educationendowmentfoundation.org.uk)	2
Improve PP student engagement with enrichment activities and representation in the school	Physical activity | EEF (educationendowmentfoundation.org.uk)	5
community through the	Arts participation | EEF (educationendowmentfoundation.org.uk)	

Sydenham Charter and Sydenham Entitlement		
Support each stage of transition and secure future destinations.	Careers education | EEF (educationendowmentfoundation.org.uk)	5

The remaining £5000 is allocated in the budget to Pupil Premium Learning Resources (E19). This is allocated to Pupil premium students who require financial support in acquiring learning resources.

Total budgeted cost: **£403**, 960 **(forecast)**

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the impact that our PP activity had on students in the 2025 to 2026 academic year. Please note national comparisons here are 2024-2025 as they have not been released for 2025-2026 yet

1. The average Attainment 8 for PP students is well above national. Sydenham Disadvantaged A8: 44.26 (National disadvantaged A8: 34.9 in 24-25)
2. The percentage of PP students achieving English and maths grade 5+ at GCSE increased on last year and is well above national. Sydenham: 41.18% (National 25.8)
3. The EBacc entry for PP students was 63.24% (National: 41% for all students)
4. Attendance improved: 90.2% in 2025-26 (88.3% in 2024-25), Persistent absence PP students decreased to 133 (153 in 2024-25)
5. Engagement in extracurricular activities (73% participation for PP, whole school: 76%) and well represented in leadership (28% of prefects are PP students, whole school is 31%)

Progress 8 and Attainment 8 are now two of the most important ways that a school's performance is measured. You can still judge a school using the percentage of 7-9s at English and maths GCSE (and The Good Schools Guide provides this information for all schools we review) but Progress 8 and Attainment 8 aim to provide a more rounded picture. Designed to encourage schools to focus on improving the performance of all pupils (not just those pushing for top grades), they are based on students' attainment in their eight subjects at GCSE and the progress made from the end of year 6, when the Key Stage 2 Sats in reading and maths are taken.

What is Attainment 8?

Attainment 8 is a measure published annually showing the average academic performance of a secondary school. It is calculated by adding together pupils' highest scores across eight government approved school subjects. While these numbers are not made publicly available on a pupil-by-pupil basis, scores taken from across a school year group are averaged to produce a school's overall score.

How is the Attainment 8 score calculated?

The eight subjects are divided into three categories, called “buckets”:

- Bucket 1 - English and maths, which are worth double marks, but English will only count for double marks if both English literature and English (ie English language) are taken. The higher grade of the two is used;

- Bucket 2 – The top three scores from the English Baccalaureate (EBacc) subjects taken, ie sciences, computer science, history, geography and languages;
- Bucket 3 – The top three scores from remaining EBacc subjects or other government approved qualifications (eg other GCSEs or Level 2 Certificates in some technical subjects).

The grades are converted into points, put through a formula and finally out comes the school's Attainment 8 score.

What is Progress 8?

How is the Progress 8 score calculated?

For example, the Department for Education looks at a Child A's GCSE grades in eight subjects (Attainment 8) and then compares them to the GCSE results of all children across the country who, five years earlier, performed similarly to Child A in Key Stage 2 reading and writing. From here, numbers are crunched to work out the average expected level of progress for pupils nationwide, as well as how Child A has performed in comparison and the school's overall score.

- A score of zero means that, on average, pupils in this school perform as well at GCSEs as other pupils across the country who achieved similar results at the end of Key Stage 2.
- A score above zero means that, on average, pupils made more academic progress than pupils across the country who achieved similar results at the end of Key Stage 2.
- A score below zero means that, on average, pupils made less progress than pupils across the country who achieved similar results at the end of Key Stage 2.

If a school has a negative score it does not mean there was no progress, but rather that pupils made less progress than other pupils across the country who achieved similar results at the end of Key Stage 2.

Should you care about Attainment 8 and Progress 8?

On results day, what still matters for students is the actual grades they receive, as these will determine where they go next (sixth form courses, apprenticeships...etc). Individual students' scores are not made public as these are only used in order to work out scores for the school as a whole. It is the headteachers who have sleepless nights until their school's scores are published in the autumn as weak ones can result in the school coming under pressure.

Progress 8 and Attainment 8 scores are, however, useful for parents researching state secondary schools for their children. After all, when weighing up one's options, it is helpful to know whether the schools you're looking at are not only good at a spread of subjects but also at helping pupils obtain higher GCSE grades than might have been expected given their performance at Key Stage 2. As with any indicator of 'value added', it is

always worth remembering that academically selective schools may not always have the best scores. This is because, in selecting children at year 7 who are already of a high academic level, the opportunity for relative progress before GCSEs is limited.