

Pupil premium strategy statement

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

School overview

Detail	Data
School name	Cowes Enterprise College
Number of pupils in school	1269
Proportion (%) of pupil premium eligible pupils	21.03%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25, 2025-26 and 2026-27
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025 September 2026
Statement authorised by	
Pupil premium lead	Adam Brown
Governor / Trustee lead	

Funding overview (2024-25)

Detail	Amount
Pupil premium funding allocation this academic year	£ 258,995
Recovery premium funding allocation this academic year	£ 0
National Tutoring funding allocation this academic year	£ 0
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	£ 258,995

Part A: Pupil premium strategy plan

Statement of intent

The recent government strategy for Pupil Premium focuses on a three-year cycle of strategy and accountability for schools, emphasizing high-quality teaching as the core of closing the attainment gap. Schools should use their funding to address specific challenges faced by disadvantaged pupils through high-quality teaching, targeted academic support, and strategies for attendance, belonging, and success, guided by evidence from organizations like the [Education Endowment Foundation \(EEF\)](#). Governing bodies are responsible for evaluating the strategy's effectiveness and ensuring it aligns with the school's vision and culture.

Our intention is that disadvantaged students make progress that is comparable with their non-disadvantaged peers and above that of students elsewhere.

By using a tiered approach to supporting disadvantage students, including those who are already high attainers. The activities we have outlined in our current strategy are intended for any student who is vulnerable due to the specific challenges they face.

Our priority is quality first teaching and providing impactful intervention, which is supported by evidence. 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.

The strategy is an integral part of the wider academy improvement plan, which incorporates recovery plans for students who have been worse affected, including non-disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students are not attaining as well in English than non-disadvantaged peers. Diagnostic assessment in Yr7 indicate that 24% of

	disadvantaged students arrive below age related expectations, with 48% of them at the bottom end of age related, compared to 24% of non-disadvantaged below age related expectation (18% at the bottom end of ARE).
2	Disadvantaged students are not attaining as well in Maths than non-disadvantaged peers. Diagnostic assessment in Yr7 indicate that 25% of disadvantaged students arrive below age related expectations compared to 16% of non-disadvantaged. Analysis of GCSE results confirm that this 'gap' is maintained during students' time at our school.
3	Disadvantaged students are generally attaining less than non-disadvantaged peers. GCSE results indicate that the attainment gap still exists at the end of Yr11.
4	Our attendance data for the academic year 2023-24 indicates that attendance among disadvantaged pupils has been 5.24% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Increase in Basics 5+ (English and Maths) at the end of KS4.	PP Students Basics 5+ = 50%
Increase in Basics 4+ (English and Maths) at the end of KS4.	PP students Basics 4+ = 68%
Achieve and sustain Improved attendance for all pupils, in particular disadvantaged students.	PP students attendance = 91%

Activity in this academic year (2025-26)

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 (45%): £ 116,547

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Recruitment, retention and professional development of additional teachers in Maths, English and MFL	EEF Teaching and Learning Toolkit EEF Effective professional development guidance report.	1,2,3
CPD to support teaching and learning –	EEF Teaching and Learning Toolkit EEF Effective professional development guidance report. EEF Metacognition and self-regulated learning guidance report.	1,2,3

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

Budgeted cost (35%): £ 90,648

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy interventions for low attaining disadvantaged pupils	EEF KS3/4 Literacy Guidance report EEF Improving mathematics at KS2 and 3 Guidance report. EEF Teaching and Learning Toolkit	1,2,3,4
Subject specific interventions for disadvantaged high prior attainers.	EEF Teacher Feedback to improve pupil learning guidance report. EEF Teaching and Learning Toolkit – Parental engagement EEF supporting attendance – building culture and sense of belonging	1,2,3,4
Additional support and academic tutoring for disadvantaged pupils	EEF Teaching and Learning Toolkit EEF Small group tuition	4
Revision guides for all Disadvantaged students.	EEF Teaching and Learning Toolkit EEF Working with parents to support children’s learning guidance report.	3,4

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

Budgeted cost (20%): £ 51,799

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1 to 1 support and wellbeing mentoring (ELSA)	EEF Teaching and Learning Toolkit EEF Improving Social and Emotional Learning in Primary Schools.	4

School uniform support	EEF Improving behaviours in school guidance report. EEF Working with parents to support children's learning guidance report.	4
Extra-curricular opportunities and Cowes Charter	EEF Teaching and Learning Toolkit	4
Embedding principles of good practice set out in DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4

Total budgeted cost: £ 258,995

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 2020/2021, 2021/2022 and 2022/2023 academic years.

		2025	2024	2023	2022
Progress 8	Achieve progress in line with the national average for all pupils (0)	Progress data not available for this cohort (nationally).	-0.64	-0.79	-0.56
Attainment 8	Achieve average attainment of 40	36.15	33.63	36.4	41.4
Percentage of Grade 5+ in English and Maths.	Maintain average English and Maths 5+ score of 26%	16.7%	28.6%	28.95%	39.7%
Other	Ensure attendance in line with national and engagement to match other pupils	National 2024/25 (published March 2026) Absence rate. CEC = 11.09% DIS vs NonDIS attendance gap = 6.14%	National 2023/24 Absence rate = 8.9% CEC = 10.8% DIS vs NonDIS attendance gap = 8.3%	National 2022/23 Absence rate = 9% CEC = 10.4% DIS vs NonDIS gap = 5.24%	National 2021/22 Absence rate 7% CEC = 5.3% DIS vs NonDIS gap = 3% (2021-22)
Ebacc entry	Better than national average for all pupils (40%)	83.3% PP	77.6% PP	97.4% PP	65.5% PP

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider