

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025-2026 academic year) 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	The Costello School
Number of pupils in school	1164
Proportion (%) of pupil premium eligible pupils	19.24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	1 November 2025
Date on which it will be reviewed	1 November 2026
Statement authorised by	Mr A Conway
Pupil premium lead	Mr N Pittaway
Governor / Trustee lead	Mr S Barnard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,100.00
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	£212,100.00

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all students have equity of access to all opportunities at Costello. This is both academic and co-curricular. The numbers for disadvantaged are as follows for the academic year 2025-26.

Year Group	Number
7	50/212 (23.6%)
8	43/259 (16.6%)
9	48/232 (20.7%)
10	42/232 (18.1%)
11	41/229 (17.9%)
Total	224/1164 (19.24%)

The objectives of our Pupil Premium strategy plan are to improve outcomes and accelerate progress for all disadvantaged students at The Costello School.

We will achieve this by:

- *Prioritising the improvement of literacy for all learners, especially those arriving below age-related expectations – through the implementation of EEF's literacy recommendations*
- *Ensuring quality-first teaching, every lesson, every day*
- *Prioritising attendance to reduce barriers to learning*
- *Implementing highly tailored and impactful interventions – every child being known*
- *Minimising barriers to achievement*
- *Keeping aspirations on track*
- *Broadening cultural capital, including through outdoor learning*
- *Placing relationships at the heart of all we do*

Key principles:

Our strategy is focused on disadvantaged students, defined more broadly than those eligible for Pupil Premium and including:

- *Students arriving below age-related expectations in literacy and numeracy*
- *Students with significant vulnerabilities, including financial and social*

Our overarching strategy for disadvantaged students is developed from Bohunt Education Trust's 'Virtual School Plan' and is firmly rooted in research and evidence-based practice. This plan is framed around the following key areas:

- *Improving literacy*
- *Improving long-term memory and learning to learn*
- *Developing cultural capital by improving opportunity through design*
- *Growing character – resilience; aspiration; motivation and self-regulation in learning*

Challenges

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

Challenge number	Detail of challenge
1	Attendance - Historically, disadvantaged students have lower levels of attendance than their advantaged peers. Whilst disadvantaged attendance is still lower than non-disadvantaged, the gap has closed and is showing rapid improvement. Whilst there is improvement on attendance for both disadvantaged and non-disadvantaged is still an area to focus on and improve.
2	Literacy and oracy - Historically high numbers of disadvantage arrive below age-related expectations for literacy, and these gaps reduce but persist through the school. The most significant is the gap in Year 9 where the gap between PP and non-PP students who entered the school at non-age-related expectation is 19.4%. Year 8 also has a gap of similar difference. This decreases in Year 7 although the gap is still at 17.2%. In maths students enter school below age related expectation for maths. There are gaps between disadvantaged and non-disadvantaged in all year groups, but the gap is largest in Year 8 at 22.4%. In Years 7-9 over 40% of PP students enter the year group below age related expectation.
3	Metacognition and self-regulation – Some students lack resilience, motivation and learning-skills, with lockdown amplifying this for some - this has led to some knowledge and skills gaps. Survey data suggests that engagement with education is greatest in Year 8 and then decreases slightly in Year 9 and then stabilises and is stable in Year 9-11. Metacognition is showing an upward trend amongst students since 2022/23 academic year (surveys completed twice a year)
4	Wellbeing – Some students' wellbeing was disproportionately impacted through remote-learning and lockdown, but also due to a general increase in EHWP issues amongst all students, but especially disadvantaged students.

	Well-being for the last academic continued to improve and shows a continued upward trend. This is encouraging as the school had experienced a significant drop and is now above the pre-pandemic score. Despite this, there is still a gap between the school Well-being indicator and the Trust. Lower well-being scores are more prominent amongst girls who are experiencing more anxiety and mental health issues.
5	Parental Engagement – Routine and highest-quality engagement with all families remains a high priority in all year groups, but particularly Year 11 to support GCSE and transition to Post 16 education and Year 7 to support transition from Year 6 to Year 7.
6	Self-efficacy – Although all students are aspirational, some do not yet believe in their full potential to achieve in school, career and life. Student survey data shows that this is a more significant issue for disadvantaged students in KS4
7	Culture capital – We are aware of the cultural capital challenge for disadvantaged students and we know that a significant proportion of our disadvantaged students have not left Basingstoke. The lack of cultural opportunities significantly impacts on literacy, confidence, resilience and oracy of students. In order to address this challenge, the school actively looks to provide opportunities for students to experience alternative settings and experiences. Providing opportunities such as access to Jamie's farm, Ocean Youth Trust, The Hawk Experience, Trips and visits – both local and national, participation in co-curricular activities, access to Combined Cadet Force and the Duke of Edinburgh Award

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
Percentage of Grade 4+ in English and maths	4+ Basics in 4th quintile ¹ or higher compared to similar schools
Percentage of Grade 5+ in English and maths	5+ Basics in 4th quintile ¹ or higher compared to similar schools
Attendance	Improve attendance to above national average for disadvantaged and towards average for all. Move towards the 4th quintile or higher (currently quintile 2)
Wellbeing	Wellbeing scores, measured from Trust surveys, demonstrates disadvantage advantaged gap closes
Progress 8	There is no Progress 8 Measure in 2026

Attainment 8	Disadvantaged Attainment 8 at Costello in 4 th quintile or higher compared to similar
--------------	--

¹ Using FFT data comparison

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): TBC

Budgeted cost: £106,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality-teaching through CPD focusing on: - Adaptive teaching - Department focuses pedagogy to improve L&T - Literacy and Oracy focus of CPD training sessions Supporting Quality first teaching through school systems including: - Performance Management - Trustwide Inset sessions to support pedagogy - Talent management process - Implementation of Red Lines - Learning walks, drop ins and work scrutinies - Specific external training programmes - Coaching programme linked to CPD focus Full implementation of the BET Curriculum to include: - Tracked Retrieval practice, - Tier 2 & 3 vocabulary - Structured starts and finishes to lessons - Clear routines and	- Very significant evidence for impacts of retrieval (e.g. here) and deliberate practice (e.g. here) <u>DfE</u> - Quality-first teaching has greatest impact on disadvantaged	2,3,6

implementation of learning modes • Use of Learning journeys and Knowledge Organisers • Literacy maps		
Identifying and addressing gaps in literacy from entry for all students in Year 7 and 8 through implementation of ReadingPlus and whole class reading approaches. Introduction of Year 7 focused Bedrock team Use of tutor time to target Year 9 & 10 students who still have gaps in their literacy*	• <u>Significant evidence for impacts of effective literacy curriculum</u> (e.g. +0.45 for exposure to reading; 0.58 for spelling programmes) • <u>EEF studies</u> for ReadingPlus impact on disadvantaged (+ 2 months) and BET / ImpactEd studies show impact	1, 2,3,6
Embedding the provision of Apollo class, based on nurture principles. This is staffed by a Key Stage 2 teacher and a dedicated LSA to support a small group of Year 7 students who have SEMH issues and have been identified as being at risk of school refusal.	• <u>DfE</u> - Quality-first teaching has greatest impact on disadvantaged • Very significant evidence for impacts of retrieval (e.g. <u>here</u>) and deliberate practice (e.g. <u>here</u>)	1,2,3,4,5,6
Recruitment and retention of staff including: • Use of BET talent management programme • Increased opportunities for distributed leadership	• <u>DfE</u> - Quality-first teaching has greatest impact on disadvantaged	2,3,6
Digital Teaching – Use of iPad and Project ERA to enhance learning and promote engagement.	€ <u>DfE</u> - Quality-first teaching has greatest impact on disadvantaged € Very significant evidence for impacts of retrieval (e.g. <u>here</u>) and deliberate practice (e.g. <u>here</u>)	1,2,3,4,5,6

*Linked to EEF literacy strategy implementation

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

Budgeted cost: £53025

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring in English and Maths – targeting Y7 and KS4	• EEF Teaching and Learning <u>Toolit</u> – 1:1 tuition + 5 months • BET research study (Autumn 21) of tutoring impact suggests large effect size • Tuition partner impact studies • John Hattie – Visible Peer tutoring effect (+0.53)	1,2,3,5,6
Academic mentoring of pupils identified with poor progress and high vulnerability – including high parental engagement. Students to be identified by Horsforth Quadrants	• EEF Teaching and Learning <u>Toolit</u> – Metacognition approaches +7 months • EEF Teaching and Learning Toolkit – Metacognition approaches +7 months Parental engagement EEF (educationendowmentfoundation.org.uk) • Small group tuition EEF (educationendowmentfoundation.org.uk) • One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2,4,5
Targeted interventions at KS4 to provide bespoke programmes for the most vulnerable learners. To include: • Targeted English and Maths Support • Mentoring • EHWP interventions via HWC • Period 7 targeted interventions • Metacognitive strategies to support revision	• BET research study (Autumn 21) of tutoring impact suggests large effect size • <u>EEF</u> show that small group tuition can have +4 months impact	
Homework club provision with academic support provided by teachers	• Provision of club for students who lack resources and space to complete homework can significantly improve engagement and completion of these tasks • Extending school time EEF (educationendowmentfoundation.org.uk) • Homework EEF (educationendowmentfoundation.org.uk)	2,5

Options interviews	In school case studies demonstrates impact for both older and younger students	3, 4
Academic Bridging	£	

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

Budgeted cost: £53025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Laptop/iPad loans to support students with home learning	- School has moved to a 1-2-1 scheme for iPads. Currently in Year 2 of the scheme - Provision of laptops/iPads for students who lack resources and space to complete homework can significantly improve engagement and completion of these tasks Homework EEF (educationendowmentfoundation.org.uk)	4,5
Implementation of Vulnerability Index toolkit to identify higher vulnerabilities to support allow: - Relevant pastoral support to be put in place - To identify students in need of SEND interventions - To provide EHWP interventions via HWC - To support the work of the Family Liaison worker	- Academic Resilience Approach (University of Brighton) - Effective use of TAs - EEF	1,4,6
Offer a breadth of culturally rich experiences for disadvantaged students – emphasis on outdoor learning and including targeted programmes for vulnerable students	- Significant evidence for key role of cultural capital in educational achievement - John Hattie – Visible Learning – Outdoor Learning +0.43 - Positive Impact of 'adventure therapy' - EEF show that interventions relating to metacognition, self-regulation and collaboration can have an impact of up to +7 months	1.4.6

Retention of Family Liaison Officer to support parental engagement	Attendance and attainment are directly linked (see DfE paper here)	4
Comprehensive transition programme. This is to include: - Feeder school visits - Liaison with Year 6 Teachers - increased emphasis on SEND details being collected and shared - Family Support worker involvement with harder to reach families - Targeted approach to summer school attendance	- BET summer schools evaluation 2021 shows high impact - EEF Teaching and Learning Toolkit – Summer Schools +4 months with existing staff	1, 2, 3, 6
Support with student engagement in Duke of Edinburgh scheme	Internal Costello/ BET research and impact assessment DofE web links Significant evidence for key role of cultural capital in educational achievement Extending school time EEF (educationendowmentfoundation.org.uk)	2,3,4,6
Support for students to attend extra-curricular opportunities	Evidence for key role of cultural capital in educational achievement Extending school time EEF (educationendowmentfoundation.org.uk)	2,3,4,6
Support for students to attend Combined Cadet Force	Evidence for key role of cultural capital in educational achievement Extending school time EEF (educationendowmentfoundation.org.uk)	2,3,4,6
Breakfast Club/ food bank	Wider support of student's needs can improve attendance, wellbeing and ability to engage and focus on learning Extending school time EEF (educationendowmentfoundation.org.uk)	2,4
Uniform and equipment	Wider support of student's needs can improve attendance, wellbeing and ability to engage and focus on learning School uniform EEF (educationendowmentfoundation.org.uk)	2,4

Total budgeted cost: £212100

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 2025 to 2026 academic year.

Intended Outcome	Success Criteria	Actual Outcome
Percentage of Grade 4+ in English and maths	4+ Basics in 4th quintile ¹ or higher compared to similar schools	School performance has held at quintile 3 despite a drop in GCSE results for this academic year at grade 4+ (decreased by 5% from 2024). However, the academic profile of this group of students compared to the previous year is significantly different. In 2024, there were 8 students who were classified as Higher Prior Attainers (HPA) students. These small group of students were highest performing sub-group in the school achieving a 0.76 Progress 8 score, with all students gaining a grade 4 in English and Maths. There were no HPA students in the 2025 cohort. When comparing Lower and Middle Prior Attainer (LPA & MPA) students from both years, attainment at grade 4+ shows a small improvement (1%) when compared to 2024. School performance remained above national at Basics 4 with school performance being at 47% compared to the national figure of 44%
Percentage of Grade 5+ in English and maths	5+ Basics to be significantly above national 5+ figure	GCSE results for this academic year at grade 5+ increased by 8% from 2025. However, the academic profile of this group of students compared to the previous year is significantly different. In 2024, there were 8 students who were classified as Higher Prior Attainers (HPA) students. These small group of students were highest performing sub-group in the school achieving a 0.76 Progress 8 score, with all students gaining a grade 4 in English and Maths. There were no HPA students in the 2025 cohort. When comparing Lower and Middle Prior Attainer (LPA & MPA) students from both years, attainment at grade 5+ shows a small improvement (1%) when compared to 2024.

		School performance remained above national at Basics 5 with school performance being at 32% compared to the national figure of 29%
Attendance	Improve attendance to above national average for disadvantaged and towards average for all. Move towards the 4th quintile or higher (currently quintile 2)	Attendance remains a priority for the school, although the overall attendance for the academic year has improved for both non-disadvantaged and disadvantaged students. Whilst attendance remains a priority for the school and still presents as a challenge, the work completed on attendance has seen a 3.1% increase in the attendance of Disadvantage Students. Whilst the non-disadvantaged students attendance has also improved, it has not be by as much and therefore attendance has closed. There is an improving trend in attendance for both disadvantaged and non-disadvantaged students.
Wellbeing	Wellbeing scores, measured from Trust surveys, demonstrates disadvantage advantaged gap closes	There has been an improvement in the well-being score of students as demonstrated in our well-being surveys. This continues the recent trend of improving well-being score and is now ahead of the pre-pandemic scores. Costello School wellbeing score has closed the gap to Trust, but is still behind the average Trust score. There has been a closing of the wellbeing gap between PP and non-PP students.
Progress 8	There is no Progress 8 Measure in 2025	
Attainment 8	Disadvantaged Attainment 8 at Costello in 4 th quintile or higher compared to similar	Whilst attainment 8 has decreased by 0.6, the school's figure still places Costello in quintile 3. The academic profile of this group of students compared to the previous year is significantly different. In 2024, there were 8 students who were classified as Higher Prior Attainers (HPA) students. These small group of students were highest performing sub-group in the school achieving a 73.19 attainment 8 score, with all students gaining a grade 4 in English and Maths. There were no HPA students in the 2025 cohort. When comparing Lower and Middle Prior Attainer (LPA & MPA) students from both years, attainment 8 at grade 4+ shows an improvement from 33.64 to 37.16 when 2025 is compared to 2024.

		Disadvantaged students achieved above the national figure for A8 with a comparison of 36.9 compared to the National figure of 34.9.
--	--	---

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have sought to ensure that service disadvantaged students have benefited from the wellbeing support that has been implemented within school. This includes access to the Harriet Wellbeing Centre and access to mentoring. In addition, the changes to the pastoral structure enable greater support to be given to all students especially disadvantaged students including service students. Service students were also targeted for mentoring support and targeted interventions via Period 7 and holiday revision sessions.
What was the impact of that spending on service pupil premium eligible pupils?	Impact for Service PP students broadly aligns with wider impact on PP students, as evidenced earlier.

LAC and PLAC (Pupil Premium Plus) Funding:

The allocation of funds for looked after children and post looked after children is determined on a case-by-case basis. Individual needs and circumstances will be taken into consideration when planning and allocating provision in collaboration with the student and carers. Examples of funding allocation may include but are not limited to; specific teaching and learning interventions, emotional support including programmes such as ELSA (emotional literacy support assistance) and enhanced co-curricular support and opportunities to nurture and develop engagement.

