



Report on the Pupil Premium Strategy

1. 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.

2. School overview

Detail	Data
Name of school	Central Foundation Boys' School
Number of pupils in school	1,159
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	19 th November 2025
Date on which it will be reviewed	15 th October 2026
Statement authorised by	Governing Body Finance Committee
Pupil premium lead	Ms A Harries, Deputy Headteacher, Curriculum Lead
Governor / Trustee lead	Jo Plesniak, Chair of the Teaching & Learning Committee

3. Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (£434,650 PP plus £2,630 Post LAC)	£437,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£437,280

4. Part A: Pupil premium strategy plan

4.1 Statement of intent

We aim for every single one of our students to achieve outstanding outcomes in their education; in terms of both qualifications and the development of the skills, attributes, knowledge, understanding necessary to thrive in a rapidly changing world. It is these outcomes that will transform their futures. We intend to achieve this for all of our students irrespective of their background, personal circumstances or challenges they face.

The pupil premium funding is a vital resource to ensure this inclusive and ambitious vision can be realised.

We investigate the challenges that the disadvantaged students may face in their lives and apply the pupil premium funding to help students overcome any potential barriers to their academic success and personal development.

Our objectives for disadvantaged pupils are:

1. To minimise the educational attainment gaps between disadvantaged and non-disadvantaged pupils.
2. To ensure that the disadvantaged students have the same opportunities for personal development and gaining cultural capital as the non-disadvantaged students.
3. To improve the literacy and reading skills of our disadvantaged pupils.
4. To ensure that we provide effective pastoral support for our most vulnerable students such as young carers or students with a social worker.

Our pupil premium strategy draws from our past experience and success of delivering strong academic outcomes at GCSE and post-16 level as well as our academic research, government guidance and collaboration with external specialists and other educational providers.

4.2 Challenges

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

Challenge number	Detail of challenge
1	Literacy PP pupils have on average lower average reading ages which limits their ability to access the curriculum.
2	Financial difficulties Lower financial capacity to purchase resources/engage with outside the school cultural and learning opportunities
3	Parental engagement

	Lower attendance to whole school events and less engagement and support with students learning at home.
4	Well-being and health Limited resources/capacity for maintaining healthy eating and regular eating patterns; potential health issues resulting from financial; lack of adequate learning and relaxation space at home
5	Student aspirations Fewer PP students aspiring to receive and participate in a broad curriculum (in and outside of classroom) opportunities that support better further education and career prospects

4.3 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
Attainment of disadvantaged students on a par with the attainment of non-disadvantaged students and in line with the school's ambitious exam outcome targets	Attainment 8 and Progress 8 figures the same for both disadvantaged and non-disadvantaged students
Attendance of disadvantaged students is high and students are engaged with their studies	Attendance is in line with the whole school target of 96%
Students identified as requiring additional pastoral intervention are adequately supported	Attendance is in line with the attendance of non-disadvantaged students and access to internal and external support is provided shortly after the need is identified; behaviour incidents are reduced and attitude to learning is assessed as good or outstanding
Students have access to cultural opportunities and are provided with the necessary learning resources	All disadvantaged students will attend at least one extra-curricular activity; completion of homework by disadvantaged students is as high as non-disadvantaged students; participation of students on school trip (local and abroad) is in line with the non-disadvantaged students
All students have the expected level of literacy	Disadvantaged students with a reading age below what is expected, regularly attend literacy catch-up sessions and increase their reading age to at least the expected minimum

4.4 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

Budgeted cost: £108,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Coaching programme</i> <i>Quality first teaching</i>	Consistency in the quality of teaching and similar level of exam outcomes across the departments; strong classroom behaviour routines minimising behaviour incidents in lessons Education endowment foundation, Sutton trust – most effective measure is closing the disadvantage gap is quality first teaching Department for Education: Supporting the attainment of disadvantaged pupils	1,5
<i>Workbooks</i>	Consistency in the quality of teaching and similar level of exam outcomes across the departments; all students have access to the same learning materials provided for free by the school	1,2,5

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

Budgeted cost: £199,544

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions after school at GCSE and KS5	Education endowment foundation teaching and learning toolkit: One to one tuition +5months Student exam outcomes	1,2,5
Additional English and Maths teacher for more lessons within the curriculum at KS4	Education endowment foundation: Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject Student exam outcomes	1,2,3,5
Reduced class sizes	Education endowment foundation teaching and learning toolkit: One to one tuition +5months	1,2,3,5

	Student exam outcomes	
Additional literacy and numeracy lessons at KS3	Education endowment foundation: Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject Student exam outcomes	1,2,3,5
Homework support sessions after school	Education endowment foundation – impact of homework	1,2,3,5

Wider strategies

Budgeted cost: £128,766

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour interventions	Reduced number of exclusions Student attendance	3,4,5
Part-time student counsellor	A very low number of fixed term exclusions Student attendance well above national average for PP students and non-PP students	3,4,5
Increased staff capacity within the attendance team	Student attendance 85-90% attendance of parents to whole school events Good knowledge of students and their families	3,4,5
Provision of uniform for students in need	Student attendance to school as basic barriers eliminated	2,4
Provision of revision books and equipment	Students outcomes Engagement with studies Strong lesson routines translating into good behaviour and student progress in lessons	1,2
Financial contribution to school trips, extra-curricular activities	Wider engagement of PP students in extra-curricular activities	2,4,5

Total budgeted cost: £437,280

5. Part B: Review of outcomes in the previous academic year

5.1 Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-5 academic year.

Exam outcomes

Our 2025 exam outcomes show strong outcomes for FSM students

CFBS:

Group	A8	4+EM	5+EM
Not FSM	5.8	88%	76%
FSM	4.9	74%	59%

Local context:

Area	A8	4+EM	5+EM
Islington Average (all students FSM+ not FSM)	4.6	63%	47%

Literacy support

In terms of literacy support, the provision of additional literacy interventions as well as focus on quality teaching and literacy work across the subjects, has resulted in 90% of all students achieving a grade 4 in English GCSE.

5.2 Externally provided programmes

Programme	Provider
Literacy	Lexia Bedrock Tassomai Seneca
Numeracy	Sparx Maths
Science	Tassomai Sparx Science
Humanities	Seneca Tassomai
Homework/behaviour	Satchel One