



Student Premium Strategy Statement

This statement details our school's use of student premium funding to help improve the attainment of our disadvantaged and service students.

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

School overview

Detail	Data
Number of students in school	474
Proportion (%) of student premium eligible students	7% (30% SCP)
Academic year/years that our current student premium strategy plan covers	2025-2028
Date this statement was published	February 2026
Date on which it will be reviewed	February 2027
Statement authorised by	Mr A Foreman (Principal)
Student premium lead	Mrs Emma Dixon (Vice Principal) and Mrs A Saunderson (Student Premium Coordinator and SENCO)
Governor / Trustee lead	Mr A Nunn

Funding overview

Detail	Amount
Student premium funding allocation this academic year	£35, 080
Student premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Service Student Premium	£49, 350
Total budget for this academic year	£ 84, 430

Part A: Student Premium Strategy Plan

Statement of intent

The Duke of York's Royal Military School aims to ensure that disadvantaged students make strong progress from their starting points, achieving well and developing the self-regulatory skills necessary to succeed across the curriculum. We prioritise strong transition and continuity, to ensure disadvantaged students remain engaged and supported at key points in their secondary education.

Our approach is rooted in the EEF's evidence base, in conjunction with the Thriving Lives Toolkit and 'Living in Our Shoes' report (Understanding the needs of UK Armed Forces families). It prioritises high-quality teaching alongside targeted academic intervention and wider support.

Our data demonstrates that disadvantaged students routinely begin their time with us from lower attainment baselines, with often fractured educational experiences and an above average number of previous schools. It is clear from our analysis that English and Maths are a focus for development, with improved progress in these core subjects helping to close the gap for students across the curriculum. It is therefore imperative that our approach offers flexibility to respond to students' unique and individual situations, in mitigating barriers to progress and attainment.

Challenges

1. Fractured Educational Experiences

Our disadvantaged students have experienced significantly greater disruption to their education than their non-disadvantaged peers, with a higher number of previous schools attended and a greater number joining us as in-year admissions. This fractured experience has resulted in:

- Gaps in foundational knowledge across the curriculum
- Inconsistent exposure to curriculum content
- Challenges in building sustained relationships with staff and peers
- Difficulty settling into school routines and expectations.

2. Reading and Oracy

Reading ages for disadvantaged students are more likely to be below that of their chronological age, impacting their ability to access the curriculum across all subjects.

3. Mathematics Attainment

Disadvantaged students demonstrate lower performance in Mathematics, compared to their non-disadvantaged peers, potentially impacting progress across the full curriculum and limiting STEM careers and opportunities post-16.

4. Organisation and Independence

Disadvantaged students face barriers including limited resources and self-regulatory skills. This manifests in:

- Challenges in developing self-regulation
- Difficulties with organisation and time management
- Lower participation in independent revision and extension activities
- A higher number of Prep slips for incomplete or inadequate homework.

5. Identified Challenges for Service Children

A high percentage of students are children of service personnel. Due to mobility, continuity of learning is often disrupted. Equally, parental deployment and separation can affect emotional well-being, with students requiring additional social and emotional support. Active service also creates practical challenges in attending school events such as parent consultations.

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
Disadvantaged students continue to make accelerated progress from their starting points.	Continued high progress of all students. The A8 gap between the attainment gap of DPP and non-DPP is 0 by 2028.
Attainment of students in English and Mathematics improves.	Increased proportion of students meet or exceed age-related expectations in English and Mathematics. Gaps in fluency, writing accuracy and mathematical reasoning are reduced for disadvantaged students.
Improved self-regulatory and independent learning skills so that high-quality Prep is completed amongst disadvantaged students across all subjects.	Teacher and House reports demonstrate improved self-regulation, including planning, organisation and perseverance. Quality and completion rate of Prep improves and is comparable with peers, with fewer instances of Prep Logs. Teacher feedback and monitoring show increased independence and engagement in tasks.
Improved transition and continuity.	Students are considered individually, with tailored interventions to address specific barriers created by fractured educational experiences. Smooth transitions between schools, year groups and key stages, are evidenced by sustained attainment and progress. Engagement, as evidenced in conduct summaries and ATLs, remains stable or improves following transition points. Student voice and staff feedback indicate increased confidence, belonging and readiness to learn.
Service Children feel supported academically, emotionally and socially.	Assessment data show service children meet or exceed expected progress. Student voice indicates wellbeing, confidence, and belonging, with a reduction in anxiety or stress during parental deployment. Participation in enrichment and community activities increases. Students learning both in school and at home is supported through increased parental engagement.

Activity in this academic year

This details how we intend to spend our student premium **this academic year** to address the challenges listed above. Progress towards these outcomes will be reviewed termly using assessment data, attendance and behaviour data, work samples, learning walks and student and parental voice. Provision will be adapted in response to evidence of impact

High Quality Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of metacognition strategies that can improve DPP and all other students' achievement.</p>	<p>Research evidence from EEF/Sutton Trust suggests that the average impact of metacognition and self-regulation approaches is high (+8 months additional progress). Teachers should be supported to both explicitly teach metacognitive strategies and to promote metacognitive skills in lessons</p> <p>Effective teaching practices from the EEF implementation strategy which we will focus on include:</p> <ol style="list-style-type: none"> 2 Prompting students to set goals and activate prior knowledge. 3. Teachers modelling their own thinking and self-talk to demonstrate metacognitive strategies. 4. Providing opportunities for students to reflect on, monitor their strengths and areas of improvement, and plan how to overcome current difficulties. 5. Providing resources such as self-questioning prompts and self-marking criteria. 6. Encourage reasoning and debate to promote reflection on knowledge and draw connections between topics. 	<p>1, 2, 3, 4 and 5.</p>

<p>Implementation of whole school approaches and strategies that support reading, comprehension, writing development and oracy.</p>	<p>EEF toolkit reports the average impact of reading comprehension strategies to be an additional seven months' progress over the course of a year. The EEF also emphasises the importance of building a "reading culture," which is often supported by school libraries. There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and give students feedback.</p>	<p>1, 2, 3, 4</p>
<p>Development of Prep, through consolidation, extension and effective feedback.</p>	<p>EEF toolkit reports that homework (Prep) has a positive impact on average (+ 5 months), particularly with students in secondary schools. Students eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that students from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits.</p> <p>Prep that is linked to classroom work is more effective and has higher impact on learning. It is important to communicate the purpose of Prep to students (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).</p> <p>The average impact of metacognition and self-regulation approaches is high (+8 months additional progress</p>	<p>1, 2, 3</p>

<p>Curriculum and lesson design training (through ALG) in order to review KS3 curriculum, to better sequence knowledge cumulatively (accounting for gaps in learning from previous schools).</p>	<p>Ofsted's <i>Key Stage 3 good practice case studies</i> highlight that effective cross-phase work (primary → secondary) helps mitigate gaps in knowledge caused by varied KS2 experiences. Successful schools create continuous learning pathways, with secondary teachers examining KS2 learning so that planning for KS3 explicitly builds on prior knowledge. Such practice is shown to improve transition outcomes, especially for disadvantaged students whose learning may have been more fragmented.</p> <p>EEF evidence shows structured curriculum design and professional development improve outcomes for disadvantaged students. Additionally, they report that cognitive science principles of learning can have a real impact on rates of learning in the classroom, with value in teachers having working knowledge of cognitive science principles.</p> <p>Maximising interdisciplinary and cross-curricular links enhances students' understanding of concepts and ideas, encouraging critical thinking beyond individual subject silos, which prepares students for the complexities of the modern world (Wilkinson, 2010).</p>	<p>1, 2, 3</p>
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<p>Proportional leadership time for SENCO and KS Coordinators to focus on specifically coaching and supporting staff, mentoring students and improving outcomes for disadvantaged students.</p>	<p>Coordinating rapid assessment and support for in-year joiners who are disadvantaged.</p> <p>Identifying and filling curriculum gaps for disadvantaged students.</p> <p>Leading transition support for service children who are also disadvantaged.</p> <p>The DfE's menu of approaches includes "mentoring and coaching for teachers" and "supporting the recruitment and retention of teaching staff" under high-quality teaching. Enhanced leadership time enables this coaching and ensures effective implementation of the student premium strategy.</p>	<p>1, 2, 3, 4, 5</p>
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Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of adaptive learning systems and online practice tools in core subjects.</p>	<p>According to the EEF and wider research, digital platforms have been found to have positive impact on attainment when it is embedded in a well-designed learning system, and when it supplements rather than replaces high-quality teaching. This means outcomes can improve if teachers use them to: facilitate and enhance assessment; provide high-quality practice; personalise tasks precisely to need, supporting disadvantaged students; increase independence and learning engagement; offer immediate feedback loops that accelerate progress.</p> <p>EEF toolkit identifies reading comprehension strategies as high-impact intervention, whilst mastery-based online maths practice improves</p>	<p>1, 2, 3, 4</p>

	test scores, even with as little as six hours per year producing measurable learning gains.	
Smaller class sizes in English and Mathematics	<p>Evidence shows that disadvantaged students, including DPP and SCP students, benefit disproportionately when class sizes fall below key thresholds (e.g., around 15–20 students). Smaller groups allow teachers to monitor misconceptions in real time and provide precise interventions—critical factors in mathematics where cumulative knowledge and conceptual fluency depend on accurate, immediate feedback.</p> <p>Additional evidence from the EEF studies highlight that smaller class sizes improve engagement and increase students' willingness to participate, enabling more interactive assessment methods such as exploratory questioning, modelling thinking aloud, and checking procedural steps—each of which strengthens mathematical understanding.</p>	2, 3

Wider support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental engagement programmes to develop communication between disadvantaged families, including service families, and school.</p>	<p>EEF evidence reports parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>The Thriving Lives Toolkit highlights that strong parental engagement can lead to service children experiencing: improved wellbeing; better continuity of learning during mobility; stronger academic progress; greater inclusion in the school community.</p> <p>The National Foundation for Educational Research (NFER) highlights that parental engagement programmes improve academic performance, strengthen school–family relationships, and improve parents' confidence in supporting learning—benefits that are particularly pronounced for disadvantaged families</p>	<p>5</p>
<p>Wellbeing support</p>	<p>The Thriving Lives Toolkit emphasises that tailored pastoral support is essential to meet the mental-health and emotional needs of Service Children. The framework stresses that stable support structures—including counselling—are crucial for mitigating the impact of mobility, transitions, and deployment-related stress.</p> <p>Research from the EEF shows that school-based counselling significantly improves young people's mood, resilience, coping skills, and anxiety levels, and is therefore particularly valuable for students managing</p>	<p>5</p>

	stressors such as frequent mobility or parental deployment.	
Proportional funding to improve digital access.	EEF commissioned research shows that disadvantaged students benefit more from digital technology, than advantaged students. Therefore, ensuring students have devices is a pre-requisite for technology to have any positive effect.	1, 2, 3, 4, 5

Review of outcomes in the previous years

2025 marked the end of our previous three-year strategy; the reported outcomes below therefore reflect progress over time.

GCSE Performance

Inclusive of DPP and SCP students:

	2022					22-23					23-24					24-25				
	Student Premium		Not in Group		Diff (%)	Student Premium		Not in Group		Diff (%)	Student Premium		Not in Group		Diff (%)	Student Premium		Not in Group		Diff (%)
	#	%	#	%		#	%	#	%		#	%	#	%		#	%	#	%	
Students Included	33		54			32		36			40		56			35		45		
Progress 8 Entries	33	100	54	100	0	32	100	36	100		40	100	56	100	0%	N/A		N/A		N/A
Progress 8 Score	0.58		0.43		0.15	0.74		0.76		0.41	0.77		0.72		0.05	N/A		N/A		N/A
Attainment 8	52.29		54.9		-2.61	50.39		50.50		-0.11	51.89		57.32		-5.43	55.51		54.56		0.95
Students with 5 or more Grade 4+	25	76	48	89	-13	22	69	30	83	-14	32	80	48	86	-6	30	86	37	82	4
Students with 5 or more Grade 4+ (Inc Maths & English 4+)	23	70	43	80	-10	22	69	28	78	-9	30	75	46	83	-8	27	77	35	77	0
Students with 5 or more Grade 4+ (Inc Maths & English 5+)	15	46	30	56	-10	12	38	20	56	-18	22	55	36	64	-9	23	66	25	56	10
Students with 5+ Grade 9-5	21	64	37	69	-5	16	50	21	58	-8	24	60	42	75	-15	26	74	27	60	14
Students with 5+ Grade 9-5 (Inc Maths & English)	15	45	30	56	-11	12	38	19	53	-15	21	53	35	63	-10	23	66	22	49	16
Students achieving 9 to 4 in English (% of Entries)	29	87	52	96	-9	30	94	32	89	5	35	88	52	93	-5	31	89	38	84	4
Students achieving 9 to 4 in Maths (% of Entries)	25	76	43	80	-4	23	72	30	83	-11	35	88	49	88	0	27	77	40	89	-12

2024-2025 Outcomes for DPP students have continued to be significantly above DPP students nationally and above all students nationally:

Year 11 2024-2025 analysed using 4Matrix:

2024-2025	Student Premium		Whole Cohort		
Title	Total	Percentage	Total	Percentage	Difference
Students Included	8	-	72	-	-93
Attainment 8 score	46	-	55.97	-	-9.97
Students with 5+ A*-C (4+)	6	75%	61	84.72	-9.72
Students with 5+ A*-C (Inc Maths & English 4+)	4	50%	58	80.56%	-30.56
Students with 5+ A*-C (Inc Maths & English 5+)	4	50%	41	56.94%	-6.94%
Students with 5+ Grade 9-5	4	50%	49	68%	-18%
Students with 5+ Grade 9-5 (Inc Maths & English)	4	50%	54	58.06%	-8.61%
Students achieving 9 to 4 in English (% of Entries)	6	75%	63	87.5%	-12.5%
Students achieving 9 to 4 in Maths (% of Entries)	4	50%	63	87.5%	-37.5%

Prep Slips 22-25

Whole School Cohort

	2022	2022-23	2023-24	2024-25
Total Number of Prep Slips Issued	9249	9069	5997	3100
Number of Prep Slips issued to DPP students	983	877	760	345
Number of Prep Slips Issued to SCP students	6328	6006	3699	1172
Number of Prep Slips issued to rest of cohort	1938	2186	1538	1583
% prep slips above student capita (DPP)	3%	2%	5%	3%
% prep slips above student capita (SCP)	27%	27%	25%	8%

DPP students achieve, on average, 3% more prep slips, than the rest of the cohort.

SCP students achieve, on average, 22% more prep slips than the rest of the cohort, although this was significantly reduced in 24

This Student Premium Strategy reflects the Duke of York's Royal Military School's commitment to equity, continuity and excellence, underpinned by our core values of courage, integrity, respect, loyalty, commitment and self-discipline. We are committed to acting with integrity in the way student premium funding is deployed, ensuring it is used transparently and effectively to meet the needs of disadvantaged and service students. Through high-quality teaching, targeted academic support and responsive pastoral care, we aim to support students with courage through disruption and transition, foster respect and belonging within our community, and build loyalty and commitment to learning. By explicitly developing self-discipline, independence and resilience, this strategy seeks not only to close attainment gaps but to prepare students to thrive beyond school, confident in their abilities and ready for their next steps. Impact will be reviewed rigorously and adapted responsively to ensure that our approach continues to improve outcomes and life chances for those who need it the most.