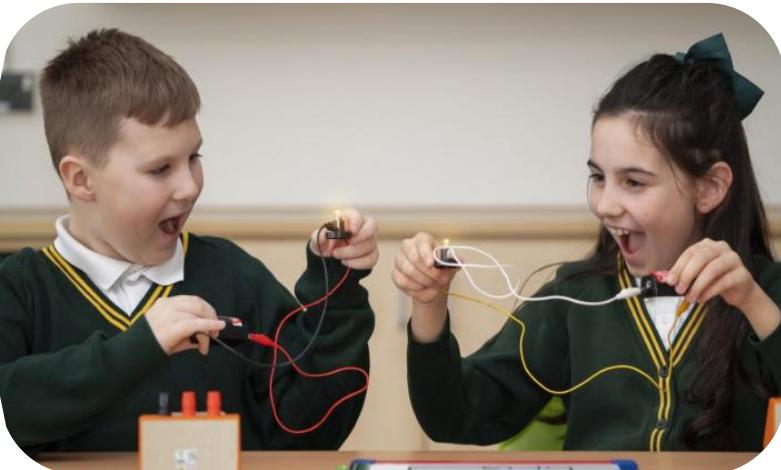




Eastbrook School

Part of the Barking Abbey Family



Eastbrook School

Part of the Barking Abbey Family

"If the teacher makes the weather, the school creates the climate."

Sir Tim Brighouse

Welcome

For me there are three simple things that I want us to achieve:

First, we believe in character education, which is delivered through all schools. Through this we instil the key habits needed for young people to be successful in life. It also pushes us to be the best in everything we do. Across our schools we have some of the best results in the area, we have students at the best universities, we have the most students on apprenticeships in the entire country, we have students on international scholarships and much more. We have all of this because we push our students and each other to try hard and be our best each and every day.

Second, I believe that if you can't see it you can't be it. We want to give our students the chance to see successful people of every religion, colour and background whilst they are at school. Whatever their dreams we want to support them and provide the networks and contacts to help them to achieve.

Lastly, we want our students to have a voice in the world. To be confident enough to express their views and also to have the knowledge to be able to make an effective contribution. The more you know, the more powerful you can be in the world.

The quote from Sir Tim Brighouse symbolises our approach to leadership. It is our role as a leadership team to create the best possible learning environment for our teachers to teach in. In return we expect the best possible teaching from them and our results show this over time. We have created systems and structures that support high quality learning while minimising workload and maximising impact.

Eastbrook is part of the Barking Abbey family and in joining our community you will be part of a group that educates nearly 5000 students with over 400 staff. We are well regarded with a fantastic reputation due to our supportive culture for staff, inclusive environments for students and excellent academic achievements at all levels.

If you think the way that we do and absolutely believe in the potential of all young people, then we can offer you the chance to make a difference and change our community for the better.

I look forward to receiving your application.

Kind regards,

Tony Roe

Executive Headteacher
Barking Abbey and Eastbrook Schools



Eastbrook School

Part of the Barking Abbey Family

*"We are what we repeatedly do.
Excellence, therefore, is not an act, but a habit."*

Aristotle

Welcome

Thank you for expressing an interest in applying to work with us.

At Eastbrook secondary phase, all students are given the opportunity and platform to work, study hard and achieve in all aspects of the curriculum, in and outside of the classroom. We believe that all students should demonstrate good character in all aspects of their life and our curriculum is built around our **PROUD** habits: Principled, Resilient, Open, Understanding and Disciplined. We are a School of Character, which allows students to demonstrate these habits to offer a full and rounded educational experience.

We are very fortunate to have a very new school site, which offers some of the best teaching facilities in the area. Our learning spaces are second to none and include high quality science labs, professional level art and photography studios, the latest technology facilities, high spec music and drama facilities and equipment and multiple spacious sports halls, with professional equipment. All of which give students the best platform for high quality teaching and learning, where teachers are able to teach and learners are able to learn.

We have three key aims for all students that attend Eastbrook School:

- For all students to strive for **Excellence**.
- For all students to feel that they **Belong**.
- For all students to have the platform to **Succeed**.

To achieve these aims, we ask that all students are **PROUD**. **PROUD** of the work that they produce and the effort they put into their learning. **PROUD** of their achievements and that we have a culture of achievement where we celebrate the successes of others. And finally, but most importantly, that all students, staff and families are **PROUD TO BE** part of the Eastbrook and Barking Abbey family and community.

Eastbrook is an evolving and improving school. If you see potential in all young people and want to help harness and captivate the minds of eager and enthusiastic learners, we can offer you the chance to make a difference and improve our school for the better.

So, welcome once again to Eastbrook School and we look forward to you joining us and contributing to a community that you are **PROUD TO BE** part of.

Kind regards,

Jamie Gibson

Eastbrook Secondary School Headteacher
Barking Abbey and Eastbrook Schools



Eastbrook School

Part of the Barking Abbey Family

"One child, one teacher, one pen and one book can change the world."

Malala Yousafzai

Welcome

Thank you for expressing an interest in applying to work with us.

We believe that a truly outstanding school is one that enables all children to achieve their best.

One where academic attainment is high and the academic progress of individuals is maximised. It is a place where all children acquire the character virtues that lead to success in school and university, in work and life beyond.

We are looking for an outstanding individual to join us on our journey to becoming just such a school.

All staff play a fundamental role in helping students achieve academically, whilst developing their character strengths. You will role model commitment, hard work and good character, and strive to exemplify our core virtues: Curiosity, Perseverance, Teamwork, Gratitude, Kindness.

In return we commit to giving you the time, inspiration, support and coaching to flourish.

If this role matches your vision and you are excited by the possibility of joining our dynamic staff team, then we'd love to hear from you.

Kind regards,

Evan Hollows

**Eastbrook Primary School Headteacher
Barking Abbey and Eastbrook Schools**



JOB INFORMATION

Teacher of MFL

Full Time, Permanent
Start date: September 2026
Salary scale: Main/Upper Pay Scale

Do you want to join a highly successful, popular, well-resourced and well led department?

Are you prepared to work hard with exceptional young people and staff committed to going the extra mile?

An exciting opportunity has arisen at Eastbrook School for a Teacher of French and Spanish to join the Modern Foreign Languages department.

The successful candidate must be able to teach across KS3 and KS4 for Spanish and if able to offer both languages this would be preferable.

Eastbrook school is an all through school in the London Borough of Barking and Dagenham. The secondary school has served the local community since the 1930s but has transferred into a new, state of the art building in 2017. In December 2021. Eastbrook School was graded as 'good' by OFSTED noting that 'leaders and staff have embedded a culture of high expectations' and that 'pupils feel safe and supported'.

The successful candidate will be able:

- The ability to motivate students and deliver excellent lessons.
- A commitment to Eastbrook expectations and ethos.
- Strong subject knowledge across a range of subjects.
- A desire to work collaboratively and to make a real contribution to the progress of our students.
- The ability to enthuse all young people.
- Excellent interpersonal skills with the ability to establish strong relationships with all stakeholders.
- Self-motivation and be committed to further professional development.

In return we offer:

- A Good school with a welcoming and supportive community.
- A student-centred, progress focused ethos.
- The opportunity to work with passionate, hardworking and supportive staff.
- A supportive and committed Leadership Team and Governing Body.
- A commitment to develop your skills through continued professional development.
- Purpose built specialist learning environment with industry level resources.
- A school which understands the importance of staff well-being and workload management.

Eastbrook School is committed to safeguarding and promoting the welfare of children and is an Equal Opportunities Employer. Eastbrook is an all through school. Whilst staff may be primarily based in secondary or primary, there is an expectation that staff contribute to and work across all key stages.

This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including Disclosure check, will be undertaken on all successful applicants.

JOB DESCRIPTION

Job Title:	Teacher of MFL
Grade:	Main/Upper Pay Scale
Department:	MFL
Location:	Eastbrook School
Line Manager:	Head of Department
Line Management of:	N/A

CORE PURPOSE

- To deliver high quality teaching and learning resulting in improved standards of attainment and progress.
- Under the reasonable direction of the Head Teacher, carry out the professional duties of a schoolteacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher.
- To positively contribute to and implement departmental and school policies to maximise pupil progress.
- To contribute to raising standards of student attainment.
- To contribute to the growth of the department, creating new resources that build excellent teaching and learning across key stages.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

TEACHING

- To teach across all Key Stages, including and up to KS5.
- We are an all through school, so all colleagues may be expected to deliver, within their curriculum specialism, KS1 and KS2 lessons.
- The post holder will be expected to teach in line with the school's generic teacher's job description.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy and Numeracy are reflected in the teaching/learning experience of students.
- To provide a curriculum and learning environment that ensures students find their learning meaningful, enjoyable and accessible.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials and assessments in collaboration with the department.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice regarding punctuality, behaviour, standards of work and homework.

JOB DESCRIPTION

- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

LEADERSHIP & MANAGEMENT (If applicable, linked to TLR responsibility)

- To support and deputize for the Head of Department and lead specific projects as appropriate.
- To ensure the curriculum is both engaging and challenging, which inspires students to appreciate the subject and its application.
- To support and monitor the quality of teaching and learning delivered by all staff, including non-specialists.
- To lead on the production of high-quality schemes of work.
- To organize the content and process of internal assessments.
- To engage fully in the system of curriculum self and peer review including lesson observations, learning walks, target setting and examination analysis.
- To provide support and guidance for non-specialist and inexperienced teachers involved in the delivery of lessons.

OPERATIONAL/STRATEGIC PLANNING

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.
- To contribute to the Curriculum Area and department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

CURRICULUM PROVISION

- To assist the Head of Department in ensuring that the curriculum area provides a range of teaching which complements the school's strategic objectives.
- To assist the Head of Department in ensuring that the curriculum area is broad, balanced and offers opportunities to learn outside of the classroom environment.

CURRICULUM DEVELOPMENT

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Mission and Strategic Objectives.

STAFFING

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Professional Development process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.



JOB DESCRIPTION

QUALITY ASSURANCE

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review methods of teaching and programmes of work.
- To take part, as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

MANAGEMENT INFORMATION

- To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMs, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

COMMUNICATIONS & LIAISON

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agree policies for communications in the school.
- To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

MANAGEMENT OF RESOURCES

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Head of Department to identify resource needs in Spanish and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.

PASTORAL SYSTEM

- To be a Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students.
- To liaise with a Pastoral Leader to ensure the implementation of the school's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school, concerned with the welfare of individual students, after consultation with the appropriate staff.
- To apply the Behaviour Management systems so that effective learning can take place.



JOB DESCRIPTION

HEALTH AND WELL-BEING

- To ensure staff know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- To ensure staff know the local arrangements concerning the safeguarding of children and young people and know how to identify potential child abuse or neglect and follow safeguarding procedures.
- To ensure staff know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

SCHOOL ETHOS

- To play a full part in the life of the school community, to support its distinctive ethos and vision.
- Promote actively the school's corporate policies.
- Comply with the school's health and safety and safeguarding policies and undertake risk assessments as appropriate.
- Whilst every effort has been made to explain the main duties and responsibility of the post, each individual task undertaken may not be identified.
- The above mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other appropriate duties as may be required by the Head Teacher within the grading level of the post and the competence of the post holder.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

All staff will be expected to comply with any reasonable request from the Headteacher or Governors to undertake work that is not specified within this job description.

This job description is not a comprehensive definition of the post. It will be reviewed on a regular basis and may be subject to modification or amendment at any time.

PERSON SPECIFICATION

Experience and Qualifications	Essential/Desirable	Demonstrated in Application	Demonstrated in Interview
Holds a DFES recognised teaching qualification.	E	✓	✓
Good Honours Degree	E	✓	✓
Has undertaken post qualification study relevant to post.	D	✓	✓
Evidence of updating professional skills, including management development.	E	✓	✓
Relevant, recent experience of teaching in a 11-16 or 11-18 school.	E	✓	✓
Experience of working successfully with the Governing Body.	E	✓	✓
Successful experience of teaching students across a broad range of the attainment spectrum.	E	✓	✓
Evidence of expertise and success in raising student achievement and securing whole school improvement.	E	✓	✓
Experience of effective quality assurance systems.	E	✓	✓
Professional Ability	Essential / Desirable	Demonstrated in Application	Demonstrated in Interview
Demonstrates a sound understanding of how the ethos and culture of a school are maintained by an effective pastoral system.	E	✓	✓
Demonstrates an understanding of the effective planning and delivery of a pastoral curriculum with high expectations for all students.	E	✓	✓
Has a successful track record in using academic and pastoral data to raise achievement and improve student outcomes.	E	✓	✓
Knows how to ensure equality of opportunity for all students and staff and shows evidence of having done so.	E	✓	✓
Has a clear vision and strong commitment to inclusion and how this can be achieved for students.	E	✓	✓
Has the ability and strong commitment to working in partnership with staff, parents, governors, the Local Authority, partners and the local community.	E	✓	✓
Experience of leading successful improvements and managing change at a whole school level.	E	✓	✓
Demonstrates a good working knowledge of school development planning, including the development of effective monitoring and evaluation strategies.	E	✓	✓
Has a thorough knowledge of the school's roles and responsibilities in relation to safeguarding.	E	✓	✓
Can set, maintain and actively promote high standards of student behaviour.	E	✓	✓
Proven record of leading effective professional development and coaching others.	D	✓	✓
Thorough knowledge of the Ofsted framework.	E	✓	✓



PERSON SPECIFICATION

Personal Qualities	Essential/Desirable	Demonstrated in Application	Demonstrated in Interview
Evidence of good leadership skills and professional competence; the ability to lead and manage people to work as individuals and as a team towards a common goal.	E	✓	✓
High levels of emotional intelligence and ability to use appropriate leadership styles.	E	✓	✓
Shows a strong commitment to equity in provision for students.	E	✓	✓
Shows a strong commitment to equity in dealing with staff.	E	✓	✓
Demonstrates the ability to enthuse, inspire and motivate students, staff and parents.	E	✓	✓
Strong track record of good decision-making; the ability to identify and implement solutions to complex problems.	E	✓	✓
Has excellent oral and written communication skills.	E	✓	✓
Has good inter-personal skills.	E	✓	✓
Ability to manage and resolve underperformance.	E	✓	✓
High levels of organisational skills including the ability to prioritise and manage time effectively.	E	✓	✓
Ability to think strategically, analytically and creatively when solving problems.	E		✓
Ability to take firm decisions and take responsibility for these decisions.	E	✓	✓
An excellent health, attendance and punctuality record.	E	✓	✓
An understanding of the current national agenda developments.	E	✓	✓
Has a high level of personal integrity and probity.	E	✓	✓
Excellent sense of humour and willingness to work hard.	E		✓



EXPECTATIONS OF STAFF

In addition to the specific requirements of the advertised role, all members of staff are expected to adhere to the areas outlined below:

ALL STAFF

To promote the vision, culture and ethos of the school.

To help maintain excellent behaviour across the whole school.

To contribute to the effective working of the school.

Role model the school's **PROUD** values - Principled, Resilient, Open, Understanding and Disciplined.

Support the school's values and ethos by contributing to the development and implementation of policies, practices and procedures.

Help create a strong school community, characterised by excellent behaviour and caring, respectful relationships.

Help develop a culture and ethos that is committed to high academic achievement and the development of good character.

Undertake and, when required, deliver or be part of the appraisal system and relevant training and professional development.

Implement and adhere to Eastbrook School's Code of Conduct and safeguarding policies, ensuring the health and well-being of students is maintained at all times.

Undertake other various responsibilities as directed by the Headteacher.

TEACHING STAFF

To achieve the highest quality outcomes and standards of learning for all students.

Plan, prepare and teach engaging and effective lessons of the highest standard that motivate, inspire and develop students' skills, knowledge, character strengths and a love of learning.

Use regular assessments to set targets for students, monitor students' progress and respond accordingly to the results of such monitoring.

Develop and maintain high expectations of routines, behaviour and attainment for your classroom and the wider school.

Ensure that all students are on track to achieve at least nationally expected standards of attainment and, where this is not the case, intervene appropriately to address the identified gaps in learning.

Enrich the curriculum with extra-curricular activities and educational visits that reinforce learning.

Maintain regular and productive communication with students, parents, carers and colleagues.

Implement and promote Eastbrook School's Code of Conduct and safeguarding policies, ensuring the health and well-being of students is maintained at all times.

PERSONAL AND PROFESSIONAL QUALITIES

In addition to the specific requirements of the advertised role candidates will have:

An understanding of, and a commitment to, the vision and values of the school.

An understanding of how to establish and instil consistently high standards of behaviour and a culture of high achievement.

A genuine belief in the potential of every child to be skilled, knowledgeable and virtuous.

An appreciation of the value of data to identify weaknesses and inform continual improvement.

The drive and perseverance to continually reflect, evaluate, improve and learn.

Integrity and a willingness to take personal responsibility for their own actions.

Excellent organisational skills and ability to work effectively and efficiently with others.

A strong ethos of service and the desire to work collaboratively with partner stakeholders, agencies and peers, within and beyond the school.

Commitment to equality of opportunity and the safeguarding and welfare of all students.



VISION & APPROACH

Eastbrook is a happy, purposeful place where young people and adults enjoy learning together. We have a clear vision for the school that is based on a broad understanding of what success looks like for our students.



Our vision is for Eastbrook to be a school where academic attainment is high and the academic progress of individuals is maximised; a place where all young people acquire the character habits that lead to success in school and university, in work and life beyond.

To ensure this success we have developed a character and academics curriculum, offering an educational experience that stimulates an appetite for learning, and encourages and guides our students to achieve beyond their perceived potential.

We take an inclusive approach that maintains a focus on the well-being and progress of every young person. We provide a safe place for learning through the application of our positive behaviour system and we achieve better results by establishing a partnership between parents and teachers.

All the adults who work at the school are committed to this clear vision and are driven by our shared understanding of what success for our students looks like and how we achieve that success together.

To find out more, take a look at our website:

www.eastbrookschool.org

OUR COMMITMENT TO YOUR DEVELOPMENT

At Eastbrook we know that investing in you is an investment in our students' success.

The Senior Leadership Team at Eastbrook School highly values staff professional development, at all levels.

Weekly personal and professional development time provides the opportunity for staff to train, discuss ideas and collaborate with colleagues, as well as reflecting on your own and others' practice.

In addition, the school will support you in developing your specific talent and furthering your career. Whether you are interested in developing an area of expertise or whether you are interested in developing as a leader, we will support you in identifying the appropriate course.

At Eastbrook, you will be encouraged and supported to find and pursue your own development path, from professional qualifications such as the NPQ courses to academic qualifications, such as masters degrees.



RECRUITMENT TIMELINE

CLOSING DATE FOR APPLICATIONS	Friday 13th February (09.00am)
NOTIFICATION SENT TO SHORTLISTED CANDIDATES	TBC
INTERVIEW AND TASKS	27.02.2026

SAFER RECRUITMENT

Eastbrook is committed to safeguarding and promoting the welfare of children and young people in our school. In order to meet this responsibility, our school follows a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail on request.



DISCLOSURE

Eastbrook requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.

Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar you from employment – this will depend upon the nature of the offence(s) and when they occurred.

APPLICATION

Complete the application form and send it by email to Jobs@eastbrookschool.org or via TES.

SHORTLISTING

Only those candidates meeting the right criteria will be taken forward from application.

INTERVIEW

Shortlisted candidates will take part in an interview process that includes teaching a lesson and an interview. We will be assessing all candidates on their commitment to our values as well as their teaching ability and experience. During interview, candidates may be asked to address any discrepancies, anomalies or gaps in their application form.

REFERENCE CHECKING

As appropriate, references from your previous and current employer will be taken up following interview. Where necessary other previous employers may be contacted to gather further information.



ENCOURAGING DIVERSITY

Eastbrook School is committed to eliminating discrimination and encouraging diversity amongst our employees. Barking and Dagenham is one of the most diverse London boroughs. Our aim is that our workforce is representative of the people that live in the borough and that each employee feels respected and able to give their best.

To that end we are committed to provide equality and fairness for all in our recruitment and employment practices and not to discriminate on grounds of age, disability, gender reassignment, marriage/civil partnership status, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. We oppose all forms of unlawful and unfair discrimination.



SCHOOL INFORMATION



Contact Us:

Eastbrook School
Dagenham Road
Dagenham, Essex RM10 7UR
Tel: 020 3780 3609
Email: office@eastbrookschoool.org

Getting Here:

Ample onsite parking is available.
The nearest tube station is Dagenham East on the District Line.
Bus routes 174 stopping outside and 103 nearby.

Eastbrook School is an Ofsted rated Good, all-through school in the London Borough of Barking and Dagenham and is part of the Barking Abbey family. Founded in 1933, Eastbrook has a well-established history of serving the local community, with many generations of families attending as students and even joining as staff. The primary school opened in 2016 and is growing in size year on year. The secondary school transferred into new, state of the art buildings in 2017, benefitting from purpose-built specialist learning environments with industry level resources.

VALUES AND VISION

Our curriculum is built around our Primary Virtues: **Curiosity, Perseverance, Teamwork, Gratitude, Kindness** and our Secondary **PROUD** habits: **Principled, Resilient, Open, Understanding and Disciplined**. We are a School of Character which allows students to build and demonstrate these habits through a full and rounded educational experience.

Eastbrook School promotes a student-centred, progress focused ethos within a welcoming and supportive community. At Eastbrook, we believe that a truly outstanding school is one that enables all students to achieve their best. One where academic attainment is high and the academic progress of individuals is maximised. It is a place where all students acquire the character habits that lead to success in school and university, in work and life beyond.

Staff deliver an inclusive and challenging curriculum, with regular and robust assessment, and outstanding pastoral care.

The proportion of students who speak English as an additional language or come from minority ethnic groups is high. The proportion of children who are eligible for the Pupil Premium is well above average. The Pupil Premium is additional funding given to schools for children in specific groups, including those in the care of the local authority and those known to be eligible for free school meals.

