

Ansford Academy- Pupil premium strategy statement 2024–2027

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	476 (Oct 2025)
Proportion (%) of pupil premium eligible pupils	19% on funding statement (25.7% national)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Duncan Powell
Pupil premium lead	Fran Hirst
Governor / Trustee lead	Enita Andrews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,425
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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	£106,425

Part A: Pupil premium strategy plan

Statement of intent

At Ansford Academy, we support all of our students to be the best that they can be. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged and supported in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that all pupils make the same progress, whatever their starting point
- ensure that disadvantaged pupils have attendance in line with their peers
- ensure that disadvantaged pupils are supported to achieve their aspirations - whatever those might be

Challenges

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

Challenge number	Detail of challenge
1	Accelerating progress from lower starting points A key challenge is to ensure disadvantaged students unlock their potential and make more than age related progress. A pattern within our local primaries is that the attainment of disadvantaged students is consistently lower than that of their peers on entry.
2	Improving disadvantaged student attendance - Pupil Premium students (especially in KS4) attendance is lower than their peers perpetuating the 'Matthew effect' and the attainment gap. Absence also significantly impacts social and emotional development on the individuals.

3	<p>Reducing the numbers of negative behaviour incidences for disadvantaged students- close focus on boys</p> <p>Internal data indicates that disadvantaged students are over-represented in the number of negative behaviour incidents occurring across the academy.</p>
4	<p>Building parental engagement to help support learning at home and ensure access to off-site learning</p> <p>Building stronger relationships with parents of disadvantaged students will support them to make progress, attend school and engage. This is difficult if parents themselves do not value education or have had bad experiences in relation to their own schooling and cannot always support their own child academically.</p>
5	<p>Developing the acquisition of cultural capital</p> <p>Cultural knowledge deficit- disadvantaged students often do not have the same amount of knowledge about the world as their peers, impacting on schema and ability to acquire new knowledge.</p> <p>A key challenge at Ansford also affected by the lack of cultural exposure and resources in our rural location. We also need to ensure that we value our rural location and provide opportunities which embrace this context.</p>
6	<p>Double disadvantage SEND/PP</p> <p>Through our internal tracking systems and the analysis of both our behaviour and attendance data we have identified that a significant proportion of our disadvantaged students hold dual vulnerabilities and therefore can also be categorised as SEND or in year admission for example.</p>
7.	<p>Low Literacy, Oracy and Vocabulary for some students on entry making it difficult to acquire newknowledge.</p> <p>Disadvantaged students are disproportionately affected by having lower reading ages. Many homes do not have a reading culture and pupils are more likely to use screens than books. The gap is likely to remain steady during the five years they are with us unless there is significant, school wide intervention</p>

8.	<p>Ensuring a culture of ambition</p> <p>Attitude to Learning & Lower aspiration than previous years, especially in the upper school and the uncertainty about the examinations. Students often opt for Level 1 or 2 courses with less rigorous entryrequirements. This includes challenging staff bias and expectations about what can be achieved</p>
9	<p>Cost of Living</p> <p>Limited household budgets have impacted on mealtimes, family outings and leisure activities. Work and shift patterns has also changed as families seek to tackle the impact of inflation on the family budgets.</p> <p>Students often lack resources, materials or an appropriate place to study outside Academy.</p> <p>Sutton Trust report has suggested that Pupil Premium students may be further disadvantaged from their peers whose parents pay for private tuition to address underperformance in examination years.</p>
10	<p>Attitude to Learning & Developing Independent Learners</p> <p>Students sometimes are not aware that hard work and perseverance will make a difference to their achievement in school and often don't stay after school for revision sessions, struggle to revise at home and do home learning.</p>

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

Improved attainment among disadvantaged students across the curriculum by the end of Key Stage 4, thus reducing the gaps between disadvantaged and non disadvantaged students.

Improved attainment demonstrated by:

- Early identification of underachieving students takes place due to robust analysis after each internal data point
- Each subject area to have a clear plan in place which outlines the support given to underachieving students
- Staff understand what good progress looks like in their subject areas
- All staff will understand and be able to identify and adapt their teaching to meet the needs of their disadvantaged students in their teaching groups.

- All disadvantaged students will receive targeted intervention in English/Maths where appropriate.
- Disadvantaged students are provided with additional resources / interventions and revision materials to support study for their examinations.
- Gap between disadvantaged and non-disadvantaged pupils is 0.00
- Disadvantaged achieve at least in line with national.
- Rigorous testing process in place to identify any needs for intervention.
- Evident increase in knowledge of key skills shown through low stakes in-class assessments, key skills starters, formal regular assessments and public examinations.
- Pupil voice shows increased confidence and enjoyment in lessons.

Improved and sustained attendance for our disadvantaged students	Improved attendance demonstrated by: <ul style="list-style-type: none">• the overall absence rate for all students being no more than the local average• the attendance gap between disadvantaged students and their non disadvantaged peers closing so disadvantaged student attendance is within 4% of the non-disadvantaged.• The percentage of all pupils who are persistently absent being below 10% and disadvantaged students persistent absence being no more than 10% lower than their peers.• A robust attendance system will ensure early intervention and parental contact is made when concerns about a child's absence are raised.• All staff are aware of the role they play with regards to attendance and the raising attendance agenda.
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Intended outcome	Success criteria
Reduced number of suspensions and negative behaviour points for disadvantaged students (with particular reference to SEN disadvantaged)	Improved behaviour demonstrated by: <ul style="list-style-type: none">• Pupil Premium Leads regularly monitor suspension data and work with key pupils to ensure these learners are accessing support and able to remain in lessons, enjoy and achieve.• Pupil Premium pupil suspension data is equal to or lower than that of non-disadvantaged pupils and lower than national.• Pupil Premium pupil re-tracking data is equal to or lower than that of non-disadvantaged pupils and lower than national.• Development of teacher assessment to focus on approach to learning – to securing student engagement and enthusiasm.• Individual Curriculums and outreach provision is flexible and responsive to ensure that our offer meets the needs of all of our students.
Improved reading comprehension among disadvantaged pupils across KS3.	Improved reading comprehension demonstrated by: <ul style="list-style-type: none">• Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.• All disadvantaged students identified as not reading at their Chronological Reading Age (CRA) are making progress towards their CRA

Increased parental engagement to support learning at home and ensure access to off-site learning	Improved [parental engagement demonstrated by: <ul style="list-style-type: none"> • Higher attendance at Parents' Evenings by disadvantaged students than in 2024-25 • % of parents of disadvantaged students attending Parent Information Evenings proportionally similar to others. • Parent/carer surveys show parents are happy with provision at Ansford and can access online learning/have resources to support their child.
Raised ambition - Disadvantaged students make more aspirational life choices	Improved ambition demonstrated by: <ul style="list-style-type: none"> • All HPA disadvantaged students progress to academic studies post 16 • All MPA disadvantaged students progress to L3 studies. • Disadvantaged students Post 14/Post-16/Post 18 make choices that are aspirational (eg lead to university options) Destination data at • Post-16 and Post-18 shows that disadvantaged students have had the opportunity to achieve their ambitions

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: £53,612 (includes an nominal allocation of pupil premium income of £51,312 allocated to teaching staff and resources at £2300)

Activity	Evidence that supports this approach	Challenge number(s) addressed
NGRT Testing programme	<p>Testing programme identifies reading ability. There is a direct correlation between literacy levels and access to education. Identifying student reading ability early allows the school to apply targeted reading intervention to all students</p> <p>Cost: £1200 for pupil premium cohort</p>	1, 5, 7, 8, 10
Reading Wise Catch-up reading strategy	<p>Reading catch-up programme at bottom 205 weakest readers - Delivered in line with recommendations of little and often x 4 a week as tutor sessions. Programme adapts to individuals needs meaning that support is highly targeted</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions <p>Cost: £500 for pupil premium cohort</p>	1, 5, 7, 8, 10

Tutor Reading Programme	<p>Tutor reading programme delivered as Reciprocal Reading- an effective and proven approach to developing reading and comprehension. As an intervention programme it is particularly effective with children who can decode but do not fully understand what they read. However the reciprocal reading approach and strategies are also very helpful for shared reading and, particularly, guided reading. Reciprocal reading interventions can have an impact of 4+ months on a students education according to the EEF report. Resources to be used: EEFreport and recommendations</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies <p>Cost: Resources £500 and within main staffing budget.</p>	1, 5, 7, 8, 10
Smaller groups in maths and English classes taught by qualified maths teachers	<p>Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group work is effective and, as a rule of thumb, "the smaller the group the better." EEF, Small Group Tuition guidance.</p> <p>Funding is provided to allow smaller class sizes in lower sets which have a disproportionate number of PP/disadvantaged students in</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition <p>Cost: Per hour session cost is £55 per hour.</p>	1,6,10

GCSE Intervention classes	<p>Small group intervention sessions after school and during tutor time provide more targeted support to students not meeting expected progress. This group is overly represented by PP/Disadvantaged students</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition <p>Cost: Per hour session cost is £55 per hour.</p>	1,6,10
Maths Intervention Classes	<p>Small group intervention sessions during tutor time provide more targeted support to students not meeting expected progress. This group is overly represented by PP/Disadvantaged students</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition <p>Cost: Per hour session cost is £55 per hour.</p>	1,6,10
Dedicated Oracy coach	<p>Research suggests that Oracy interventions have a high impact on student outcomes making up to six months additional progress.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions <p>A member of staff is given time on their timetable to develop Oracy across the Academy and curriculum, helping to improve students' vocabulary and Oracy skills. This role also involves the delivery of staff and student training, coaching and developing student leadership such as the academy council.</p> <p>Cost: Per hour session cost is £55 per hour.</p>	1, 5, 7, 8, 10

Staff professional development programme CPD central to PP/Dis development	<p>The school has devised a professional development and targeted INSET programme aimed at developing their understanding of formative assessment techniques and adaptive teaching strategies and managing low level behaviour to promote engagement in learning.</p> <p>Research indicates that supporting high quality teaching is pivotal in improving children's outcomes. The aim of this professional learning is to address student underachievement and how structured learning and adaptation for SEND can better support disadvantaged students</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development <p>Cost: per hour of inset per staff member is £55 per hour</p>	1, 2,, 3, 7, 8,
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted Cost: included in overall teaching time budget section

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff raising achievement plan with specific focus on PP	<p>The school has devised an intervention programme to address student underachievement. Staff focus on vulnerable groups of KS4 students at risk of underachieving.</p> <p>Disadvantaged students are regularly discussed and monitored. Individual support plans are written for students by each subject area, identifying required strategies and interventions to improve student attainment.</p> <p>Staff are more aware of our vulnerable students, information is updated regularly and relevant, allowing them to close the gap more effectively for these students. Class charts identify students on seating plans making planning for them in lessons straight forward.</p> <p>Dedicated time given in twilight sessions and INSET days to focus on students at risk of underachievement to develop interventions to support their academic progress.</p> <p>Cost: Per hour session cost is £55 per hour.</p>	1, 4, 6, 7, 8, 10
AP and adapted timetables for key students to allow access to the curriculum and promote engagement with education	<p>Research indicates that 1:1 tuition is very effective at closing the attainment gap and engaging students back into learning. AP at Ansford is targeted at students who are struggling to access the curriculum who are overrepresented by PP/Disadvantaged</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition <p>Cost: Per hour session cost is £55 per hour.</p>	1, 2, 3,, 6, 7,
Exam preparation support: information packs and revision guides	<p>There is much evidence to suggest that students will benefit greatly when they are able to develop their meta cognition and structure their own learning.</p> <p>All disadvantaged students in Year 11 receive exam equipment packs and revision guides to support their revision and preparation for GCSE examinations.</p> <p>Cost: Per hour session cost is between £30 and £55 per hour.</p>	1, 6, 8, 9, 10

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

Budgeted Cost: £49013 (includes an nominal allocation of pupil premium income of £47,513 and resources at £1500)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral attendance lead	<p>Poor attendance is a significant barrier to progress for our disadvantaged students. This has been exacerbated by COVID. Engaging families plays an important role in this by creating relationships and recognizing the importance of early intervention. Research indicates that it is important to consider how we interact with our parents to avoid widening the attainment gap.</p> <p>A dedicated attendance lead ensures non-attendance is challenged across the academy and that multiagency and parental links are fostered to provide timely support when required as outlined by the DFE guidance</p> <ul style="list-style-type: none"> • https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement <p>Persistent absence decreases. Increase in numbers of students making good or expected progress.</p>	1, 2, 3, 4, 8
Pastoral behavior lead	<p>Cost: Per hour session cost is £32 per hour.</p> <p>Poor behavior or disengagement is a barrier to progress for our disadvantaged students. Ensuring students are focused in their lessons and systems are in place to manage disengagement supports improved outcomes</p> <p>A dedicated behavior pastoral officer ensures strong relationships are built with students and poor behavior effective is challenged across the academy and that multiagency and parental links are fostered to provide timely support when required as outlined by the DFE guidance</p> <p>Cost: Per hour session cost is £30 per hour.</p>	1, 3, 4, 8, 10
Personalisation Fund	<p>It is important to us that we address as many barriers as possible for disadvantaged students and create bespoke packages for them when appropriate.</p> <p>A personalised fund for staff to use will meet the needs of individual students and close the gap. Most commonly:</p> <ul style="list-style-type: none"> • educational resources inc. DST resources • uniform - incl. shoes under changes to school uniform policy • trips and transport • revision materials and equipment. • laptops <p>All requests are made after discussion with the Head of Department and applied for through the PP lead.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform 	All barriers

	Cost: £1500	
PSHE and Personal Development Curriculum	<p>Disadvantaged students may need more social and emotional support than their peers. COVID and home education has also served to exacerbate the need for this further.</p> <p>The PSHE curriculum has been re-designed and sequenced to ensure that our students are able to recognize what healthy and unhealthy relationships are, how they can be influenced and exploited by others and what to do to seek help if they recognize this is happening to them. The Personal Development offer is being audited and mapped to ensure that students have the best experiences of a curriculum in the widest sense at Ansford. Focusing on both students' mental and physical health seeks to equip them for any future emotional challenges that they may face.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-andemotional-learning <p>Cost: £2300 (percentage allocation of PHSCE lead teacher time)</p>	1, 2, 3, 5, 8,
Increase the number of aspiration opportunities available for disadvantaged students to make visits	<p>Aspiration interventions with regards to a student's future career, university or training can incentivize students to raise their attainment. It can also extend their knowledge of the world around them.</p> <p>Aspiration activities may include visits to higher education institutions, or local businesses to see what job opportunities exist e.g. visit to Bath University, visit to Leonardo Helicopters.</p> <p>Disadvantaged students are prioritised for these visits and any costs are subsidised through the disadvantaged fund. These visits are followed up with career interviews by our Careers Advisor.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspirationinterventions <p>Cost: Within the £1500 personalisation fund.</p>	1, 2, 3, 4, 5, 8

Social, Emotional and Mental Health Lead	<p>Disadvantaged students may need more social and emotional support than their peers. COVID and home education has also served to exacerbate the need for this further.</p> <p>A member of the Senior Leadership Team is now trained as the academy's Mental Health Lead. This role ensures students' needs are met through the sourcing of SEMH intervention, developing the role of student and staff wellbeing champions and ensuring that we are an academy in which we value and promote the emotional health of all of our stakeholders.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-andemotional-learning</p> <p>Cost: £500 towards training costs</p>	1, 2, 3, 6,
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Improved attendance strategy aligned with MNSP model to raise expectations of attendance - particularly effective for PP students

- Significant restructuring of behaviour model to raise expectations of all students and reduce repeated disruption to learning
- Stronger focus on the Academy's Personal Development programme
- Aligned improvements in the Learning base provision and raising expectations of engagement and outcomes for SEND students

Next steps: Despite these gains, there are still continued improvements to be made to support PP students at Ansford.

- Continued improvement in GCSE outcomes to be in line national outcomes for **ALL** students •
- Continued improvement of attendance to align with **ALL** academy students and measures, well above national attendance data
- Continued improvements in behaviour is to further reduce internal negative sanctions and external suspensions
- Continued improvement in representation of PP students in student leadership roles across the academy •
- Continued raising of aspiration to ensure that all PP students have ambition for their education and future employment.

Evidence of Impact of the 24/25 Strategy

Impact on Intended outcome 1 - 24/25

Improved attainment among disadvantaged students across the curriculum by the end of Key Stage 4, thus reducing the gaps between disadvantaged and non disadvantaged students.

Academy performance data indicates that during 2024-25 the overall attainment for PP students significantly increased from 2024 indicating intervention activities are having an impact.

The Academy for 2024-25 was broadly in line with A8 score for disadvantaged. There is work still to be done to ensure national expectations are met for disadvantaged students and so PP outcomes remain a very high priority for the academy and this is reflected in the high levels of intervention being put in place for 25/26.

A8 3.46 3.5 0.04 2.36 +1.14

Impact on Intended outcome 2 - 24/25

Improved and sustained attendance for our disadvantaged students

Attendance continues to be a key focus area for the whole school. PA has decreased for both whole school and disadvantaged and overall attendance is increasing for both whole school and disadvantaged. Tracking and monitoring systems improved attendance for 2024/25. Tracking of attendance has been refined for 2025/26 for all groups of students including PP students and is reviewed weekly with the trust attendance lead. Appropriate interventions used to support families to raise attendance of individuals.

Overall 87.7% 91.1% 91.4% + 3.4% Overall (pupil premium) 85.39% 88.15% 89.4% +2.8% PA (overall) 30.21% 26.5% 23.2% -3.71% PA (pupil premium) 47.83% 38.58% 33.0% -9.22

Commentary

- Significant improvements have been seen in attendance figures for PP students across all metrics
- Attendance for PP students is broadly in line with national PP figures (in each case slightly below)
- PP figures for PA, while above national, are overrepresented by very few students who distort the percentage against an overall smaller cohort size.
- While improvements are clear, the stated goal for all students in all groups is to reach 97% attendance.

Impact on Intended outcome 3 - 24/25

Reduced number of suspensions and negative behaviour points for disadvantaged students (with particular reference to SEN disadvantaged)

Suspensions for the whole school significantly reduced (243 to 115) which also includes a decrease for PP students. Disadvantaged students account for more incidents, but ratios of suspensions remain in line with cohort size, showing fair application of policy.

Table: Internal behavior logs (post/neg) and ratio between reflecting overall behaviours

Sept 24 - July 25				Term 1 - 25	
Group	Positive	Negative	Ratio	Ratio	Diff 24 - 25
All SEND	33,752	-2,786	92%	96%	+4%
All PP	55,748	-5,904	90%	96%	+6%
All Non-PP	219,393	-13,884	94%	98%	+4%
Whole School	275,141	-19,788	93%	97%	+4%

- PP ratios for all behaviours in 24/25 have seen a 6% positive improvement in 24/25 representing the largest

- increase of any group in the academy
- PP ratios for 24/25 are roughly in line with whole school (-3%) but more work is necessary to have these fully aligned
- This consistency within the PP group suggests that support strategies are reaching both SEN and Non-SEN students effectively.
- As a result of improved behavior there will be an impact on students learning
 - Learning Environment: Classrooms are calmer, with fewer disruptions to teaching and learning.
 - Consistency: Behaviour expectations are now embedded across the academy, with clear routines and staff confidence in escalation procedures

Impact on Intended outcome 4 - 24/25

Improved reading comprehension among disadvantaged pupils across KS3

The Academy's reading strategy has a clear screening and intervention programme for ensuring that all students are progressing in their reading ages across their time here. Students are tested across a range of reading metrics including the Standardised Assessment Scale (SAS) which measures a students reading confidence and capability against a standardised scale set by their date of birth

At the start of Sept 24, Pupil Premium students were overrepresented in the Tier 3 and Tier 4 reading intervention groups. These groups are our weakest two reading cohorts and receive target intervention.

Targeted catch-up provision for this group however resulted in significant gains across the testing period.

Table: NGRT assessment data 24/25

	Sept 24	Jan 24	June 25	
	Test 1	Test 2	Test 3	Progress
Whole school	105.7125	106.6575	108.4775	2.77
Weakest readers	88.085	91.31	93.6	4.85
Female	105.57	106.07	108.83	3.26
Male	105.71	107.43	108.17	2.46
SEND	96.77	100.53	101.88	4.11
PP	99.72	100.57	104.83	5.11

- **Reading** - larger gains made than non-PP/SEND students a- whole cohort moved in line with ARE
 - **PP + 5.11**
 - **SEND + 4.11**
 - **Weakest readers + 4.85**
- PP students, as a group, moved from below ARE as a group **99.72** to above **104.83** representing a significant upward shift for this group and preparing them for stronger Ks4 outcomes in Year 11
- While PP students age related expectations for reading are above the age related baseline, PP students generally not yet aligned with **ALL** students. This data however, does not take into account relative starting points for these groups which would again present favorable progress data for PP students.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
REACH	REACH Alternative Education
Project Future Roots Academy 21	Rylands Farm Academy 21
Extended Work Experience	Selection of Providers
College Courses (Hair and Beauty, Engineering, Motor Vehicle)	Yeovil College - not in 25/26

Forest School	Ansford Academy
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Seneca	Seneca
Medical Tuition	Tor School
Lexia	Lexia Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Support for students to take part in DofE. Enrichment and outreach opportunities was provided offered such as the Bath University trip.

One of our students in receipt of service funding has additional, bespoke, support provided by the Learning Bridge which is fully staffed and only offered to six students across the school.

Another student has had sessions with the school counsellor to support their mental health and wellbeing. Support for all students is provided through our pastoral team which includes tutors, Heads of Year and Pastoral Support Leaders.

The impact of that spending on service pupil premium eligible pupils

The allocation of our service pupil premium was directed through individual assessments for each child in receipt of this funding. This ensured that the intervention met their needs and helped them to feel successful, and made school a more positive experience. Two of the students have become prefects, one has had the number of behaviour incidents significantly reduced over the last academic year since belonging to the Learning Bridge.