

Pupil premium strategy statement – Ernulf Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	727
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	<i>Thomas Fisher</i> , Principal
Pupil premium lead	<i>Michael Cox</i> , Vice Principal
Governor / Trustee lead	<i>Gemma Noonan</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£240,450

Part A: Pupil premium strategy plan

Statement of intent

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. 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.

In line with our Academy Improvement Plan, narrowing the gap between our PP and non-PP scholars has been identified as a key area for improvement. Our priorities in this area include narrowing the achievement gap and improving scholar attendance across all year groups with a specific focus on the PP cohort

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 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

Challenges

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

Challenge number	
1	Attendance to school
2	Academic success
3	Behaviour in school
4	Literacy and numeracy skills particularly reading and vocabulary
5	Parental support and engagement

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none">the overall unauthorised absence rate for all pupils being no more than 7% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. <p>the percentage of all pupils who are persistently absent being below 25% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</p>
Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4, particularly in maths.	KS4 performance measures in 2026/27 demonstrate that disadvantaged pupils achieve an average Attainment 8 score of at least 50 in line with national average and at least 50% pass GCSE English and maths at grade 5 or above.
To embed a behaviour strategy of core routines across all aspects of the Academy that ensure the behaviour of disadvantaged scholars is improved.	Fixed Term Suspensions are reduced for disadvantaged scholars so there is no gap between disadvantaged and non-disadvantaged scholars. 23/24 suspension percentage for non disadvantaged 19.55%, Disadvantaged 41.14%

<p>To teach reading explicitly on a daily basis through the Astrea Reads programme, aiming for all scholars to read 10,000 words per day.</p>	<ul style="list-style-type: none"> • All disadvantaged scholars are explicitly taught to read and read often. The aim is for PP scholars to fall in line with non-disadvantaged scholars
<p>To ensure disadvantaged scholars use Sparx Maths and Sparx Reader to complete weekly Maths and English homework.</p>	<ul style="list-style-type: none"> • All disadvantaged scholars complete Maths homework on a weekly basis and completion rate is in line with non disadvantaged scholars.
<p>To provide uniform and equipment for all disadvantaged scholars.</p>	<ul style="list-style-type: none"> • To provide uniform and equipment for all disadvantaged scholars. All disadvantaged scholars are able to present themselves in the Academy in line with their peers. To provide a suite of 'Lunchtime Electives' for all scholars including disadvantaged scholars to improve engagement in school life. All disadvantaged scholars are able to access a range of extra-curricular activities including sports both indoor and outdoor. To provide afterschool sports clubs for all scholars including disadvantaged scholars. Disadvantaged scholars attend afterschool sports clubs lessons at the same proportion as non-disadvantaged.
<p>To provide a suite of 'Electives' for all scholars including disadvantaged scholars to improve engagement in school life</p>	<p>All disadvantaged scholars are able to access a range of extra-curricular activities including sports both indoor and outdoor</p>
<p>To provide 'enrichment days' for all scholars including disadvantaged scholars to improve engagement in school life</p>	<ul style="list-style-type: none"> • All disadvantaged scholars are able to access enrichment days
<p>To ensure all disadvantage scholars have appropriate careers guidance and make appropriate Post 16 choices.</p>	<ul style="list-style-type: none"> • No disadvantage scholar become NEET.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£129,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching: Developing high-quality teaching, assessment...</p> <p>Teach Like a Champion Strategies carefully chosen and embedded as pedagogy across the Academy. This is at a strategic and reactive level. Enhanced from previous year through increased training focus and investment in CPD time.</p>	<p>Analysis of last year's outcomes demonstrated that enhanced work is needed in this area.</p> <p>Teach Like a Champion: The Effect on Scholar Achievement, Behaviour, and Educator Perceptions.</p> <p>Reed, Tjuana O. Trevecca Nazarene University ProQuest Dissertations Publishing, 2020</p> <p><u>Cognitive science approaches in the classroom - A review of the evidence.pdf</u></p> <p><u>https://ecommons.luc.edu/cgi/viewcontent.cgi?article=5011&context=luc_theses</u></p> <p><u>https://berajournals.onlinelibrary.wiley.com/doi/full/10.1002/berj.3696</u></p> <p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils</p>	2, 3
<p>Mentoring and coaching teachers Deliberate Practice is on a weekly basis to practice one specific strategy with all teachers.</p>	<p>Most effective way of raising progress and attainment is through Wave 1 teaching. In line with the research in Quality First Teaching, improving the quality of teaching and learning of disadvantaged pupils improves</p>	2

	<p>outcomes.</p> <p><u>NIOT mentoring and coaching - Key Takeaways.pdf</u></p>	
<p>High Quality Teaching: Developing high-quality teaching, assessment... /</p> <p>Supporting the recruitment and retention of teaching staff</p> <p>ECT's are intensively supported in embedding clear classroom routines. Mentor meetings are all calendared into staff timetables.</p>	<p><u>Full article: The importance of starting well: the influence of early career support on job satisfaction and career intentions in teaching</u></p> <p><u>10 Things We Learned From Early Career Teachers Ambition Institute</u></p> <p>In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements... There is particularly good evidence around the potential impact of teacher professional development</p> <p><u>Education Endowment Foundation EEF</u></p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF <u>Improving Literacy in Secondary Schools</u> guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><u>Improving Literacy in Secondary Schools</u></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p><u>word-gap (Oxford University Press)</u></p>	1, 2

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

Budgeted cost: £64,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Academic Support: Targeted interventions to support language development, literacy.</p> <p>Scholars identified as having a reading age below their biological age take part in the Fresh Start Reading Programme. 37.5% of scholars on the Fresh Start Reading Programme are disadvantaged.</p>	<p><u>Secondary and SEND schools case studies - Ruth Miskin Literacy</u></p> <p>Reading intervention is in line with EEF Guidance: <u>Improving Literacy in Secondary Schools EEF</u></p>	
<p>Targeted Academic Support: Targeted interventions to support language development, literacy...</p> <p>All scholars are taught how to read and read daily at the end of the school day using class sets of books. This includes all PP scholars</p>	<p>The prioritisation of Reading is in line with EEF Guidance: <u>Improving Literacy in Secondary Schools EEF</u></p> <p>EEF research shows that reading capability is a predictor for later life eg: <u>Literacy EEF</u></p>	1

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

Budgeted cost: £64,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wider Strategies: Supporting attendance officer to manage the attendance of all scholars, specifically disadvantaged scholars. Carrying out home visits and working to improve attendance of disadvantaged scholars. Addition of added attendance staff to support.</p>	<p>The Education Endowment Foundation has researched the positive benefits of improving parental engagement on learning: Education Endowment Foundation EEF</p>	4
<p>Wider Strategies: Embedding good practice set out in DfE's guidance on working together to improve school attendance. Staff training and release time to develop and implement procedures. Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Supporting attendance EEF</p>	5
<p>Wider Strategies: Supporting attendance Uniform is loaned or given to disadvantaged scholars ensuring that they present in line with peers</p>	<p>Strategies to promote attendance are recommended. Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - Supporting the attainment of disadvantaged pupils</p>	
<p>Wider Strategies: Extracurricular activities All scholars have access to Electives and Enrichment days</p>	<p>The pupil premium: how schools are spending the funding successfully - GOV.UK Evidenced that extending the school times makes a positive impact on academic Physical activity EEF</p>	

Total budgeted cost: £258,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that closing the attainment gap between pupil premium and non pupil premium students remains a priority but that significant gains have been made from the previous year.

To help us gauge the performance of our disadvantaged pupils we compared their results to the previous years cohort to gage impact of the pupil premium policy

	School dis. Pupils 2024	2025
No. of pupils	38	41
P8 score & CI	-1.2 (-1.65 to -0.75)	N/A
A8 score	26.1	28
English & maths at grade 5+	7.90%	19.5%
English & maths at grade 4+	31.60%	39%
EBacc at grade 5+	2.60%	
EBacc at grade 4+	5.30%	
Entering EBacc	31.60%	22%
EBacc Average Point Score (APS)	2.38	2.64

In education or employed for 2 terms after KS4 (2022 school leavers)	74%	99%	
Exam entries per pupil, all KS4 quals	6.6	7.9	
Exam entries per pupil GCSEs	6.4	7.3	

The data demonstrates that the school has to made significant improvements to progress and attainment of our disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance and behaviour

The data demonstrated that the school must still make an impact on attendance of PP scholars.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Response re: QoE. The 2025-26 strategy will include:

- Increased CPD on Teach like a champion
- Increased time and support for SLT / HoDs for QA of T&L
- Employ an attendance officer to support PP attendance.

Our evaluation of the approaches delivered last academic year indicates that That the use of funding to provide uniform to PP scholars was effective and that PP scholars matched their peers in terms of uniform. Significant gains were made in all areas of our GCSE outcomes. The implementation of a breakfast club to provide breakfast to our PP scholars was effective. Trips and extra curricular activities helped to engage scholars from a PP background. This success has lead to an expanded extra curricular offer this year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

- Added Attendance officer (additional positions 25-26)
- Wider opportunities beyond the curriculum
- CPD on deliberate practice in the classroom

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
SPP was used to assign a staff member to act as a Service Children Liaison Officer to plan and deliver pastoral support. Activities delivered included: <ul style="list-style-type: none">• Supporting pupils and families with mid-year admissions.• Acting as the main point of contact for service families daily including liaison with military welfare teams.• Delivering academic support, assessing needs, and tailoring teaching to address learning gaps.
The impact of that spending on service pupil premium eligible pupils
We have observed that these provisions have helped service children to settle quickly and continue learning, minimising disruption effects from school transfers.

Further information (optional)

Additional activity
Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include: <ul style="list-style-type: none">• Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.• Utilising support from our local Mental Health Support Team and local behaviour hub, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.• Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.