

# Pupil premium strategy statement – Longsands 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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1424
Proportion (%) of pupil premium eligible pupils	23.9
Academic Years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Francis Bray (Principal)
Pupil premium lead	Thomas Smy (Assistant Principal)
Governor / Trustee lead	Hazel Bell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£340, 775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£340,775

# 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 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.

We will deliver a curriculum which equips children with powerful knowledge, maximises their cognitive development and nourishes the whole person and the talents of the individual. The curriculum will therefore liberate and empower pupils, providing scholars with the confidence to understand and shape the world around them, to be active and economically self-sufficient citizens, and to 'enter into the conversation of mankind'.

Our aim is to provide an excellent education for all our scholars; an education which brings out the best in all of them and prepares them for success in life. Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By teaching our curriculum we will develop scholars' cultural capital and provide disadvantaged scholars opportunities they may not have access to at home: 'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' We draw on Michael Young's distinction between 'the knowledge of the powerful' and 'powerful knowledge': 'Powerful knowledge ensures that people are not trapped by the limits of their experiences.' Yet we also want all scholars to be able to see themselves in our curriculum, so they relate to their learning and this will increase internal motivation.

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 academy. 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. To ensure that the high-quality teaching has maximum impact, disadvantaged scholars need to be in all lessons, resulting in a focus on attendance and positive behaviours that enable scholars to access the high-quality teaching being provided.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, and avoid 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 academy approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Ensure disadvantaged scholars are in as many lessons as possible

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Academic attainment</b></p> <p>Although KS2 scores are broadly similar when scholars join us in Year 7, there remains a gap between disadvantaged and non-disadvantaged scholars. Our disadvantaged scholars continue to enter the academy achieving above-average results in their KS2 SATs. However, our data shows that the gap between the two groups widens over time. Despite starting from comparable points at KS2, disadvantaged scholars do not make the same levels of progress or reach the same academic outcomes as their non-disadvantaged peers by the end of Year 11.</p>
2	<p><b>Attendance</b></p> <p>Our absence figures continue to reveal a gap between our disadvantaged and non-disadvantaged cohorts. This is of particular concern, as if scholars are not in school, we cannot teach them and they become less likely to achieve our aim of closing the gap in attainment and allowing all the scholars the opportunity of reaching university, or a real alternative.</p>
3	<p><b>Behaviour</b></p> <p>Our internal data shows that disadvantaged scholars are subject to higher fixed-term suspensions than our non-disadvantaged cohort. Our internal data also shows that reset (isolation) figures are also higher for our disadvantaged cohort. We need our disadvantaged scholars to be in all their lessons, to allow for maximum opportunity in learning and therefore progress.</p>
4	<p><b>Literacy</b></p> <p>Disadvantaged scholars are entering the academy with lower literacy and numeracy levels than their non-disadvantaged peers. This generates a disadvantage regarding attainment and ability to access the curriculum across subjects. For example, our GL data for 2025-2026 indicates there is a gap in SAS reading scores between PP and non-PP scholars. The average score at Longsands September 2025 for Non-PP is 106 but this is 99 for PP. There is also a gap in terms of reading ages. From the NGRT data which tested students when they entered year 7, we can see the average reading age from non-PP is 11 years, 11 months but this is 11 years, 4 months for PP students.</p> <p>Last Academic year (2024-2025) 13 PP students from years 7 and 8 received small group phonics intervention using the Fresh Start programme as their reading ages were below 9 years, 6 months. This Academic year (2025 to 2026) there are 2 PP year 7 scholars receiving Phonics intervention. Further work is needed to ensure that improvements in literacy are sustained and accelerated</p>

	because there are still gaps in comprehension scores. In year 7, 11 PP students have a -2 or -3 PTE difference between English skills and reading comprehension in their GL score assessment scores. From January 2026, we are going to be running the 'Thinking Reading' programme which will provide scholars with 3 30-minute personalised one-to-one reading lessons per week to support their comprehension skills.
5	<p><b>Enrichment</b></p> <p>Whilst the number of disadvantaged scholars accessing enrichment rose in the last academic year, a gap remains between the number of disadvantaged and non-disadvantaged scholars accessing both school trips and extra-curricular clubs at lunch times/after school. We want to ensure that their access to culture capital is equivalent to that of non-disadvantaged scholars.</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
<b>High Quality Teaching</b>	
<p>To continue to develop a high-quality curriculum across the academy, ensuring that disadvantaged scholars make progress comparable to their disadvantaged peers, both locally and nationally.</p>	<p>Attainment 8 (A8) scores and basic measures for disadvantaged scholars should closely approach or improve rapidly towards the levels of their non-disadvantaged peers.</p>
<p>Actions: Invest in recruitment, Initial Teaching Training (ITT) and Early Careers Teachers (ECT) programmes, professional development (CPD), bookletise the curriculum and ensure all classroom resources are accessible to disadvantaged scholars</p>	
<p>To ensure that the attainment of disadvantaged scholars is in-line with their non-disadvantaged peers.</p> <p>Prioritise English and maths interventions within KS4 during PM tutor time for disadvantaged scholars to support them achieving 4+/5+ measures.</p> <p>Prioritise disadvantaged scholars within year 11 to access additional subject intervention sessions during the school day.</p> <p>Actions: CPD, P6 sessions, RAM meetings to identify support through data, attendance calls a priority for disadvantaged scholars.</p>	<p>Attainment 8 (A8) scores and basic measures for disadvantaged scholars should closely approach or improve rapidly towards the levels of their non-disadvantaged peers.</p>
<p>To continue to embed the behaviour strategy across the academy with a focus on raising the praise particularly for disadvantaged scholars.</p>	<p>The percentage of fixed-term suspensions for disadvantaged scholars should decrease, with a significant decrease in the gap between disadvantaged and non-disadvantaged scholars for both suspensions and internal isolation incidents.</p>

Actions: Further embed core routines within the academy to foster positive behaviour. To monitor and review behaviour structures and systems.	
<b>Targeted Academic Support</b>	
To offer targeted academic support tailored to meet the specific needs of disadvantaged scholars, ensuing academic success across subjects <ul style="list-style-type: none"> <li>• The Brilliant Club</li> <li>• P6 sessions</li> <li>• Afternoon intervention sessions</li> <li>• Fresh Start reading programme</li> <li>• Revision Guides</li> <li>• Half term revision sessions</li> <li>• Thinking Reading</li> </ul>	Disadvantaged scholars should have a higher than proportionate representation in these programmes, and are all supplied with revision guides for core subjects. They should show improved academic performance and alignment with peers, particularly in terms of behaviour and curriculum access.  The gap in reading age reduces between disadvantaged and non-disadvantaged scholars.
<b>Wider Strategies</b>	
Improved attendance for disadvantaged scholars from 82.7% to 90%. Reducing the gap in attendance between disadvantaged and non-disadvantaged scholars.	Sustained high attendance by 2027/28 academic year demonstrated by the attendance gap between disadvantaged pupils and their non-disadvantaged peers being removed and disadvantaged scholar's attendance is on a par with their peers.
Reduce the number of disadvantaged scholars who are persistently absent and ensure figures are in line with their peers.	The percentage gap of all disadvantaged scholars who are persistently absent being within 2% of their non-disadvantaged peers.
Offer a range of extracurricular activities including sports for all scholars, including disadvantaged scholars.	Disadvantaged scholars should have equitable access to school trips and enrichment activities, and we should see equitable uptake in these activities.
Provide all disadvantaged scholars with uniform and necessary academic equipment.	All disadvantaged scholars to present in the academy according to their expected uniform and equipment standards, in line with their peers.
Ensure disadvantaged scholars use Sparx Maths, Sparx Reader and Sparx Science to complete weekly core subject homework.	All disadvantaged scholars should complete their weekly Sparx homework.
Offer breakfast meal for disadvantaged scholars.	All disadvantaged to have access to the breakfast provision, ensuring no scholar is excluded.
Provide comprehensive careers advice to ensure all disadvantaged scholars make informed and appropriate Post-16 choices.	No disadvantaged scholar should become NEET (Not in Education, Employment, or Training)

## 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: £54,524

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>High Quality Teaching: Developing high-quality teaching, assessment.</b></p> <p>Teach Like a Champion Strategies carefully chosen and embedded as pedagogy across the Academy.</p>	<p>In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>Teach Like a Champion: The Effect on Pupil Achievement, Behaviour, and Educator Perceptions. Reed, Tjuana O. Trevecca Nazarene University ProQuest Dissertations Publishing, 2020</p> <p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils</p> <p>1. <a href="#">High-quality teaching   EEF</a></p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a></p>	1 and 3
<p><b>High Quality Teaching: Developing high-quality teaching, and assessment.</b></p> <p>Regular Deliberate Practice to practice one specific strategy with all teachers and monitored through lesson drop ins. Feedback provided to all staff.</p>	<p>In line with research regarding the impact of Quality First Teaching, we have an Deliberate Practice training schedule to ensure that all staff are developing their skills and TLAC expertise.</p> <p><a href="#">1. High-quality teaching   EEF</a></p>	1 and 4
<p><b>High Quality Teaching: Developing high-quality teaching, assessment.</b></p> <p>Supporting the recruitment and retention of teaching staff ECT's are intensively supported in embedding clear classroom</p>	<p><a href="#">10 Things We Learned From Early Career Teachers   Ambition Institute</a></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>	1

<p>routines. Mentor meetings are all calendared into staff timetables, and weekly CPD provided through the Thursday Breakfast Club and ECT CPD Programme</p>		
<p><b>High Quality Teaching: Professional development to support the implementation of the evidence-based behaviour strategy</b></p> <p>All teachers and staff clearly understand the behaviour policy, language used and common approach. Deliberate Practice is used to ensure knowledge and consistency.</p>	<p><a href="#">Improving behaviour in schools</a></p> <p>The EEF Improving Behaviour in Schools guidance states that:</p> <p>‘There’s a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.’</p> <p>Positive behaviour in lessons will result in less lost learning and greater progress and attainment</p>	<p>1 and 3</p>

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

Budgeted cost: £136,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeted Interventions</b></p> <p>To support language development, literacy</p> <p>Scholars who achieve an SAS of under 79 in the NGRTS are then assessed for Fresh Start We will be training staff and implementing Thinking Reading</p>	<p><a href="https://www.ruthmiskin.com/ofsted-reports/casestudies/secondaryandsendschools/">https://www.ruthmiskin.com/ofsted-reports/casestudies/secondaryandsendschools/</a></p> <p>Reading intervention is in line with EEF Guidance: <a href="#">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 and 4</p>
<p><b>Targeted Interventions</b></p> <p>PM interventions P6 and holiday sessions</p>	<p>Extending school time can lead to improved attainment through additional learning hours providing pupils with more exposure to teaching, more time to engage with content, and generally more learning. This can on average result in an additional 3 months' worth of progress.</p> <p><a href="#">Extending school time   EEF</a></p>	<p>1</p>

	Disadvantaged scholars attainment in lessons and through assessment is monitored and they are invited to attend P6 sessions and intervention during PM registration sessions which will be of most support.	
<p><b>Targeted Interventions:</b> Supporting pupils' social, emotional and behavioural needs / Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> <li>- Lego Therapy,</li> <li>- Sensory Circuits</li> <li>- Pre-Post teaching strategies</li> <li>- Social skills group</li> <li>- Maths Intervention,</li> <li>- Reading Intervention</li> </ul> <p>Additional pastoral capacity ensuring disadvantage Pupils are able to receive the required support and required behaviour intervention.</p>	<p>Structured interventions at lunch include playing boards games and other games that promote two-way conversations and social skills. Interventions designed to support with pre-ad post teaching of subject specific content. Social communications groups have also been added to our interventions to ensure that students have the social skills they need to navigate the social environment. Reading and maths interventions are designed to close the gaps and develop student understanding in this area. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p><a href="#"><u>Social and emotional learning   EEF</u></a></p> <p>An extra Scholar Support Officer is employed, in addition to one allocated to each year group, to provide more capacity to support pastoral needs of scholars.</p>	1, 3 and 5
<p><b>Targeted Interventions</b> Astrea Reads</p> <p>All Pupils in KS3 are read to daily at the end of the school day using class sets of books.</p>	<p>The prioritisation of Reading is in line with EEF Guidance: <a href="#"><u>Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</u></a></p> <p>EEF research shows that reading capability is a predictor for later life eg:</p> <p><a href="#"><u>How the EEF helps to improve literacy education standards   Bedrock Learning</u></a></p>	1 and 4
<p><b>Targeted/wider school -</b> SEMH – Behaviour, Rise and Thrive</p> <p>Targeted behaviour intervention for identified scholars who have a disproportionately high number of after school detentions/reset referrals</p>	<p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, which produces +4 months of progress.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific scholars with particular needs or behavioural issues can be effective, especially for older pupils.</p>	1, 2 and 3

<p>and/or who have a high exclusion rate.</p> <p>Use of the pastoral leads to engage with parents and scholars as part of their intervention.</p> <p>Rise sessions to support key scholars on making the correct choices and approach to school.</p>	<p>Rise counselling allows key scholars to be supported, providing a specialised approach with elements of SEL for targeted scholars, the majority of whom are disadvantaged. Cohorts are selected termly</p> <p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p>The EEF Toolkit suggests that targeted interventions matched to specific scholars with particular needs or behavioural issues can be effective, especially for older pupils. The Thrive approach has been researched and evidenced to make a positive impact. For more information see;</p> <p><a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a></p>	
<p><b>Targeted interventions</b></p> <p>Axiom Maths sessions</p> <p>A programme run to support disadvantaged scholars transitioning from primary to fulfil potential in Maths</p>	<p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p> <p>The EEF report, Improving Mathematics in KS2 and 3 report recommends the use of structured interventions to provide additional support</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</a></p>	1
<p><b>Targeted Interventions</b></p> <p>The Brilliant Club</p> <p>A small cohort (14 scholars) in year 9 will work with a PhD scholar and write an essay – developing their literacy and communication skills, graduating at Cambridge University.</p>	<p>Raising aspirations is believed to incentivise improved attainment. Some studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them. This programme develops key skills needed to develop independence and an interest beyond the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/">Aspiration interventions   EEF</a></p>	

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

Budgeted cost: £149,941

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Wider Strategies:</b> Supporting attendance</p> <p>Attendance Manager and school engagement officer to manage the attendance of all pupils, with disadvantaged scholars a priority.</p> <p>Carrying out home visits and working to improve attendance of disadvantaged scholars.</p> <p>Other strategies include:</p> <ul style="list-style-type: none"> <li>- BRAG Cards</li> <li>- Rewards linked to BRAG</li> <li>- First day calling</li> <li>- Home visits</li> <li>- Rewards throughout the year</li> <li>- Staged absence response</li> <li>- Tutor check ins</li> <li>- Transport support during exams</li> <li>- Reminder of attendance in assemblies</li> </ul>	<p>DfE statistics explore the link between attendance and outcomes:</p> <p><a href="https://www.gov.uk/government/publications/link-between-attendance-and-attainment">https://www.gov.uk/government/publications/link-between-attendance-and-attainment</a></p> <p>The Education Endowment Foundation has researched the positive benefits of improving parental engagement on learning:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1 and 2
<p><b>Wider Strategies:</b> Extended school time.</p> <p>All Pupils complete weekly homework on Sparx Maths and Sparx English and a space to complete these.</p>	<p>Benefits of homework include a positive impact on average (+ 5 months), particularly with pupils in secondary schools. – in line with EEF:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p>Homework club runs daily in the library and Sparx support sessions allow a space for scholars who do not have access</p>	1

	<p>to resources or a quiet suitable space to complete these tasks.</p>	
<p><b>Wider Strategies:</b> Breakfast clubs and meal provision / Supporting attendance.</p> <p>Disadvantaged pupils are able to access a food at the start of the Academy Day, along with board games and a social space.</p>	<p>Evidence for the EEF found positive impact in the provision of breakfast for primary-age pupils and it is felt that given the context and background of disadvantaged pupils, particularly in Year 7, that this will also be beneficial at secondary:</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	2, 3 and 5
<p><b>Wider Strategies:</b> Supporting attendance</p> <p>Uniform is loaned or given to disadvantaged Pupils 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:</p> <p><a href="https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils">https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils</a></p>	2
<p><b>Wider Strategies:</b> Extracurricular activities</p> <p>Plan to look into possibility of electives which scholars sign up to, along with lunch and after school clubs.</p> <p>House competitions (department and whole school)</p>	<p>Evidence that extending the school times makes a positive impact on academic.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum and also be used to re-engage scholars.</p> <p><a href="#">Arts participation   EEF</a></p>	2 and 5
<p><b>Wider Strategies:</b> Positive recognition</p> <p>Ensuring that disadvantaged scholars are recognised equally and more for their brilliant work, to raise aspirations and recognise success.</p> <p>Reward breakfasts, certificates, competition prizes, positive call outs,</p>	<p>Reward systems based on pupils gaining rewards can be effective when part of a broader classroom management strategy</p> <p><a href="#">Improving Behaviour in Schools   EEF</a></p>	1, 3, 4 and 5

merits, golden tickets and communication home.		
<b>Wider Strategies:</b> Extracurricular activities and school trips.  Disadvantaged Pupils can participate in certain trips through subsidised costs	<p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>Access to extra-curricular trips and clubs is important for raising aspirations of disadvantaged scholars as detailed by how schools spend their pupil premium funding successfully.</p> <p>By subsidising the cost of trips and resources for clubs, this allows disadvantaged scholars to access these opportunities.</p>	2 and 5
<b>Wider Strategies:</b> Careers  All disadvantaged pupils get their chosen next steps supported and tracked in order to emphasise the importance of these decisions	<p>Scholars who underestimate education needs for careers are more likely to end up not in education. A clearly signposted and supportive, tracked programme can make a difference socially, academically and economically.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match">https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match</a></p>	1 and 2
<b>Wider Strategies:</b> Revision guides, stationary and revision kits  Scholars are provided with equipment to access curriculum and KS4 scholars receive revision guides in core and optional subjects where it will support	<p>Arrangements are made for resources to be available for each scholar as needed. This includes stationary and access to replace lost stationary for free. Staff can identify resources that pupils need in order to achieve well, e.g a calculator, or additional revision guide. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress. KS4 scholars receive revision guides for English, Maths and Science in year 10.</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding.pdf">The Pupil Premium - How schools are spending the funding.pdf</a></p>	1

**Total budgeted cost: £340,775**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Improved attainment out-comes for disadvantaged pupils to bring them in line with target grades.**

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 4 performance data and our own internal assessments.

Progress 8 is the usual measure to consider the progress of pupils from Key Stage 2 to Key Stage 4, comparing their actual achievements to expected outcomes. As there are no KS2 SATs results to use for this cohort, this year progress will be measured using Attainment 8 (achievement) figures instead. This year's grade boundaries are reflective of those pre-covid, making a comparison with 2019 more appropriate.

For Attainment 8, the score for disadvantaged scholars was 32.82 which is lower than the 37.50 in 2024 and lower than the national average of 34.9. Whilst our average attainment 8 score was lower than national our EBacc results were significantly higher than national average. 47.4% of disadvantaged scholars were entered for EBacc compared to 29% nationally. The average point score achieved was also higher than national at 3.19 compared to 3.02 nationally. 26.3% of disadvantaged scholars achieved a grade 5 in both English and Maths, this is higher than the national average of 25.6%. The number of disadvantaged scholars achieving a 9-7 increased on 23/24 by 1.8%.

Whilst acknowledging our core subjects are performing in line with national our Language and Humanities average point scores are significantly lower than other subjects for our disadvantaged scholars. Something to take note of is that 13 out of the 57 (23%) disadvantaged scholars were school refusers or on alternative provision. This meant that they did not access a full suite of GCSE subjects and so did not have all their A8 buckets filled.

#### **Improved attendance for disadvantaged pupils from 89.85% to 95%.**

The attendance figure for pupils in receipt of PPG was 82.9%. Throughout the academic year, the attendance of disadvantaged scholars maintained between 82% and 87%. In the academic year 2023/2024 the attendance of pupils in receipt of PPG was 84.7% meaning that attendance declined by 1.8%. This decline was not seen in our non disadvantaged cohort who improved their attendance by 0.3% in the same period. Information was gathered from scholar voice on what barriers present most often for our disadvantaged scholars and general illness and the need to catch-up missed learning were identified as the two most common themes. In response, scholars were encouraged to attend the academy homework club and make use of this to catch up learning. Also,

teaching staff were regularly reminded to support disadvantaged scholars with their catch-up learning. Furthermore, rewards for 100% attendance and most improved attendance were given strategically throughout the year. During the summer examination series, the academy minibus was utilised to support disadvantaged scholars to attend on time for their examinations. Whilst this target has not been met in the academic year 2024/2025, the target for the next strategy is to reduce the gap between disadvantaged and non-disadvantaged attendance, through continued rewards and increased individualised catch-up support whilst also incorporating an improved sense of belonging amongst our disadvantaged cohort.

**To diminish the number of after school detentions, reset classroom events and exclusion gaps to equal the non-disadvantaged pupils.**

Our internal reset (isolation) figures decreased from the 23/24 year at 2527 to 2028 incidences in 24/25. However, the percentage of these incidences that accounted for disadvantaged scholars increased from 1141 (45%) in 23/24, to 1168 (58%) in 24/25. Whilst numbers have remained relatively stable, the gap between disadvantaged scholars and non-disadvantaged scholars has increased by 13%. This suggests that more work needs to be done to support our disadvantaged cohort with behaviour issues. There were a number of repeated offenders in this cohort and the more time out of lessons the cohort spends, the more difficult the learning will become. We need to ensure we are putting increased strategies in place to support the disadvantaged cohort to be in lessons as much as possible.

The suspension figures for the year again dropped significantly on the year before from 671 to 421 but gap has significantly increased between our disadvantaged cohort and non-disadvantaged. In 23/24 disadvantaged scholars accounted for 24.4% of suspensions, but in 24/25 this rose to 53.9%. These figures mirror the behaviour figures we see in the increase in the gap between disadvantaged and non-disadvantaged scholars for internal isolation, but these figures also indicate that the higher level presentation of behavioural issues is now coming more predominantly from the disadvantaged cohort. At a detention level, we also saw in 24/25 that 49% of detentions were obtained by disadvantaged scholars, disproportional to the 22% of scholars in the school were disadvantaged.

Whilst number of internal isolation events levelled off, the gap has increased and we are now seeing more disadvantaged scholars suspended compared to non-disadvantaged. We need these scholars to be in the classroom and as a school we now need to look further at the support and interventions we have in place to combat these issues.

**Improved access to enrichment activities for dis-advantaged pupils, leading to improved outcomes and a broader cultural literacy.**

There was an increase in the number of disadvantaged scholars participating in enrichment clubs, rising 1.07% from 70.6 to 71.67%, however the gap between disadvantaged and non-disadvantaged increased by 2%.

The number of trips ran in the last academic year was down on the previous year, resulting in 34.55% of disadvantaged scholars going on a school trip, a gap of 11.76% compared to non-disadvantaged. The offer of a financial assistance towards trips was accepted by 85 scholars. This was out of 111 who attended (76%). Scholar voice resulted in a vote on reward trips in a attempt to increase motivation to join.

Over the course of the strategy, we started to see an increase in the number of scholars participating in enrichment clubs, but the gap between disadvantaged and non-disadvantaged has widened. The number of disadvantaged scholars participating in reward trips has reduced. The target for the next strategy needs to be increase participation in clubs and trips on offer, whilst removing the gap between disadvantaged and non-disadvantaged accessing enrichment opportunities.

### **Conclusion**

The school has implemented a multi-faceted strategy for supporting disadvantaged scholars, with some successes, notable in Attainment in many areas, number of scholars accessing enrichment activities. There are many areas where disadvantaged scholar engagement with school is developing but these improvements are not evident in all areas of school. Challenges remain in improving academic outcomes in areas, attendance and reducing the disproportionate impact of behaviour sanctions on disadvantaged scholars. Moving forward, the academy will continue to refine its strategies to close gaps in achievement, attendance and positive engagement of disadvantaged scholars both inside and out of the classroom.

## **Externally provided programmes**

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

<b>Programme</b>	<b>Provider</b>
Fresh Start	Read/Write Inc
The Scholars Programme	The Brilliant Club
Rise	Rise Youth Coaching
Thinking reading	Thinking Reading

# Further information

## Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits, particularly for disadvantaged pupils.
- utilising support from our local [Mental Health Support Team, scholar services and TFTF](#).
- 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 triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, scholars and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of 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 also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

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 have adjusted our plan for the next three years to maximise outcomes for pupils. This will be reviewed and amended annually.