

Pupil premium strategy statement – Armfield Academy

This statement details our academy’s use of pupil premium funding for the 2025-2026 academic year to help improve the attainment of our disadvantaged pupils. This statement 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
School Name	Armfield Academy
Number of pupils in school	1214 pupils in total (Primary – 435 pupils + Secondary – 779 pupils)
Proportion (%) of pupil premium eligible pupils	PP 471 pupils’ whole school (38%) Primary- 135 PP pupils (30%) Secondary - 336 PP pupils (42%)
Academic year/years that our current pupil premium strategy plan covers	2026-2028 three-year strategy)
Date this statement was published	31 st Dec 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mark Kilmurray – Headteacher
Pupil premium lead	Marc Height – Assistant Head teacher
Governor / Trustee lead	Chair - LGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£565 599
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£565 599

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 all subject areas. 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 capitalise on our status as an **all-through academy** (ages 3–16). By aligning our curriculum and expectations from EYFS through to KS4, and extending our **GEMS intervention model** into Key Stage 2, we aim to eliminate the traditional performance dip associated with the secondary transition.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support: **vocabulary**, **schema-building**, and **attendance**. 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.

"Furthermore, we refuse to accept that geography determines destiny. Addressing the specific Blackpool context—where NEET rates sit at 7.6% and health is a rising barrier—we have introduced a 'Risk of NEET' early identification system. Alongside this, we have launched the **Jimmy Armfield Equity Entitlement**. This guarantees that every disadvantaged student receives the 'Armfield Advantage': a funded portfolio of leadership, cultural, and resilience-building experiences that ensure they leave us not just with qualifications, but with the character and confidence to thrive." The Armfield **FUTURE** award will provide our young people with a toolkit of essential skills to thrive. Our young people will be able to use these skills through school, college and into the workplace; skills that can be used in many specialist settings too.

Challenges

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

Challenge number	Detail of challenge
1 (Progress)	Closing the Attainment Gap: Internal data indicates a need to accelerate progress to meet 2025/26 targets. Specifically, ensuring KS2 pupils meet expected standards (74% Maths, 75% Reading) and KS4 pupils achieve a Combined 4+ in English and Maths (Target: 57%).
2 (Behaviour)	Attendance & Punctuality: Attendance for disadvantaged pupils is below national non-disadvantaged averages. Our specific challenge is to meet the ABIE target of 89.9% and reduce Persistent Absence, as poor attendance is the primary driver of underachievement. We will be specifically targeting Y3, 5, 10 & 11.
3 (T&L)	Curriculum Transition & Consistency: Ensuring that the "all-through" curriculum effectively supports schema-building, particularly during the Year 6 to Year 7 transition . Additionally, tackling inconsistency in "responsive teaching" and scaffolding within the classroom through quality-assurance, professional development and research-informed pedagogy.
4 (NEET)	High Risk of NEET & Summer Melt: Local data indicates a critical risk for Disadvantaged pupils, with Blackpool's NEET rate for 16–17 year olds at 7.6% (double the national average). Mental health ("ill health") is cited as a rising primary driver. There is a specific risk of " Summer Melt ," where students disengage between Year 11 and post-16 enrollment.
5 (Equity)	Poverty of Experience (The "Armfield Advantage"): Disadvantaged pupils often lack the " Cultural Capital " and social networks of their peers. Without intervention, they miss out on the leadership, resilience, and enrichment opportunities (The JAF Pillars) that build the soft skills required for social mobility and successful employment.

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 (KS2 & KS4)	<p>KS2: Disadvantaged pupils meet or exceed national expected standards (Maths 74%, Reading 75%).</p> <p>KS4: 70% of PP students achieve 4+ in English & Maths individually; 57% achieve Combined. Gaps in "Strong Pass" (5+) are narrowed significantly.</p>
Expanded GEMS Impact	The GEMS programme is fully embedded from Y5–Y11. Review of internal data shows that 80% of pupils entering GEMS support make accelerated progress in Core Subjects.
Improved Attendance (ABIE)	Whole-school attendance meets the 89.9% ABIE target in 2025/26 and continues to rise towards national averages (Primary 95.7% / Secondary 93%). Persistent Absence for PP pupils falls below 10%.
Consistent "Quality First" Teaching	Weekly Quality Assurance (QA) confirms that 95% of lessons demonstrate effective scaffolding and formative assessment . Staff are empowered to manage conduct, resulting in a calm, purposeful learning environment where students are encouraged to be cognitively effortful.
0% NEET (Destinations)	100% of PP pupils secure and <i>sustain</i> a high-quality post-16 destination. The "Risk of NEET" (OnTrack+) matrix identifies vulnerable pupils in Y7–Y10, and interventions prevent disengagement. The "Summer Melt" rate is

	reduced to 0% through the Transition Bridge project.
JAF Equity Entitlement	100% of PP pupils complete their " JAF Passport ," accessing all four pillars (Community, Adventurer, Creator, Future) by Year 11. Student surveys show a significant increase in "Sense of Belonging" and "Confidence," directly linking to improved attendance and oracy.

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: £ 274,332

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole-school CPLD Programme: Focus on "Responsive Teaching," scaffolding, and formative assessment. Includes release time for staff to engage in "Lesson Study" and peer observations.</p>	<p>EEF Feedback (+6 months): Effective feedback and formative assessment are high-impact strategies. The EEF emphasizes that <i>how</i> feedback is given (focusing on the task/process) is crucial for closing gaps.</p>	<p>3 (T&L)</p>
<p>Curriculum Development (Transition Focus): Funded planning time for KS2 and KS3 leads to map the "Schema-building" curriculum, ensuring seamless progression from Y6 into Y7 without learning loss.</p>	<p>EEF Mastery Learning (+5 months): Ensuring prior knowledge is explicitly connected to new learning supports cognitive load management. This is critical for the "all-through" advantage.</p>	<p>3 (T&L)</p> <p>1 (Progress)</p>
<p>Middle Leader Coaching: External/internal coaching for Heads of Dept on data accountability and leading QA to tackle inconsistencies rapidly.</p>	<p>EEF Effective Professional Development: Supporting middle leaders to drive standards ensures that "High Expectations" are not just a slogan but a lived reality.</p>	<p>3 (T&L)</p>

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

Budgeted cost: £ 180,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>GEMS Programme (KS3/KS4): Staffing costs for small-group targeted intervention in English, Maths, and Science. Focus on moving borderline students to 4+ and 5+.</p>	<p>EEF Small Group Tuition (+4 months): Tuition is most effective when targeted (specific needs identified via data) and linked to normal classroom work.</p>	<p>1 (Progress)</p>
<p>Expansion of GEMS to KS2: Introduction of the GEMS model into Years 5 and 6 to secure outcomes (74% Maths / 75% Reading target) and prepare for SATs.</p>	<p>EEF One to One Tuition (+5 months): Early intervention in Primary prevents gaps from becoming entrenched before the transition to Secondary.</p>	<p>1 (Progress)</p>
<p>Exam Preparation Resources: Provision of revision guides, scientific calculators, and holiday revision sessions for Year 11 PP students.</p>	<p>Standardised Tests / Assessment: Ensuring disadvantaged pupils have equal access to the "tools of the trade" removes a material barrier to independent study.</p>	<p>1 (Progress)</p>
<p>"Risk of NEET" (OnTrack+) Tracking: Implementation of an early warning data system (from Year 7) to track attendance <90%, suspensions, and literacy. Funding for a "Transition Coach" to provide intensive</p>	<p>Blackpool Opportunity Area ("Pathways for All"): Early identification is more effective than reactive Y11 work. The "Trusted Adult" model is proven to reduce barriers for high-risk students.</p>	<p>4 (NEET)</p>

mentoring for identified "Red-RAG" pupils.		
<p>The "Transition Bridge" (Summer Melt): A ring-fenced project where a key worker maintains contact with the 20 highest-risk Year 11 leavers over the summer holidays to ensure college enrollment in September.</p>	<p>EEF Transitions / DfE Best Practice: Disadvantaged students are statistically most likely to "drop out" during the summer break. "Keeping in touch" interventions significantly reduce this attrition.</p>	<p>4 (NEET)</p>

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

Budgeted cost: £175, 924

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Action Plan Delivery: Funding for Attendance Officer / Family Liaison time to execute the plan targeting the 89.9% ABIE. Includes home visits and "check-in" interventions.</p>	<p>EEF Parental Engagement (+4 months): Targeted support to help families address barriers to attendance (routines, transport) is more effective than punitive measures alone.</p>	<p>2 (Behaviour)</p>
<p>Pastoral Training & Systems: Training for all staff on "Escalation/De-escalation" and behaviour logging software to track "consistency of application."</p>	<p>EEF Behaviour Interventions (+4 months): Universal systems that ensure a calm classroom climate benefit disadvantaged pupils disproportionately.</p>	<p>2 (Behaviour)</p>
<p>Jimmy Armfield "Equity Fund": A ring-fenced budget to remove hidden financial costs of the JAF Passport. Includes funding for: Transport (Inter-generational project), Kit/Equipment (DofE/Sports), and tickets (Grand Theatre/Showtown).</p>	<p>Sir John Dunford (PP Reviewer): Access is useless if affordability is a barrier. Removing the "poverty of experience" builds the Cultural Capital required for social mobility.</p>	<p>5 (Equity)</p>
<p>JAF "Future" Pillar (Careers): Funding for "Micro-encounters" and "Business Breakfasts"</p>	<p>Gatsby Benchmarks (5 & 6): Schools that provide frequent employer encounters and experiences of</p>	<p>4 (NEET)</p>

<p>to build social capital. Transport for university visits (e.g., Lancaster/UCLan) including lunch/campus experience.</p>	<p>workplaces see a significant reduction in NEET rates.</p>	<p>5 (Equity)</p>
<p>Pastoral "Engagement Coaches": Training for pastoral staff to act as "Key Workers" for JAF participation, ensuring the "Passport" is actively monitored and no PP child is left behind due to passivity.</p>	<p>EEF Social and Emotional Learning (+4 months): Interventions that build resilience, self-regulation, and "school connectedness" improve academic outcomes and attendance.</p>	<p>5 (Equity)</p>

Total budgeted cost: £565, 599

Part B: Review of the previous academic year 2024-25

Outcomes for disadvantaged pupils

Our review of the 2024-25 academic year demonstrates a period of significant "firsts" for Armfield Academy, providing the critical evidence base for our current three-year strategy. As we transitioned to a full all-through capacity, our internal and national assessment data confirmed that while challenges remain, our targeted interventions are successfully closing the gap.

Attainment & The "GEMS" Impact - The 2024-25 results for our first-ever Year 6 cohort provided a powerful proof-of-concept for the expansion of our **GEMS intervention model**. While the school's overall RWM (Reading, Writing, and Maths) combined figure was 45%, our disadvantaged cohort (26 pupils) outperformed the school average at **46%**, sitting narrowly behind the national average of 47%. Notably, **62% of disadvantaged pupils achieved the expected standard in Maths**, exceeding the national average of 61%.

These outcomes, alongside GLD (Good Level of Development) results that exceeded national averages in all profile areas - including Literacy (70%) and Maths (77%) - have directly informed our decision to fully embed the **GEMS model from Year 5 through to Year 11** to eliminate the transition dip and secure our 2026 targets of 74% in Maths and 75% in Reading.

Attendance & The ABIE Journey - Overall school PP attendance was 87.9%, placing Armfield close to the national average. However, the data highlighted a widening gap for our disadvantaged students, which is why our new strategy centers on the rigorous **89.8% ABIE (Attendance: Believe, Inspire, Enjoy) target**.

Positive "success stories" from 2024-25, where reasonable adjustments and "trusted adult" conversations led to improved engagement, have provided the blueprint for our current **Attendance Action Plan**. By shifting "ownership" of attendance to all staff and funding dedicated Family Liaison time, we are moving from reactive support to the proactive, shared responsibility model outlined in our 2026 plan.

Behaviour, Wellbeing & The "Armfield Advantage" Last academic year, we identified that the wellbeing and mental health of our disadvantaged students were significantly impacted by the Blackpool context. In response, we remodelled our behaviour systems and allocated funding to universal wellbeing support.

These findings were the direct catalyst for the **Jimmy Armfield (JAF) Equity Entitlement** launched in this strategy. We recognised that qualifications alone are not enough; our students require a "toolkit of essential skills" to thrive. The success of our previous pastoral interventions has evolved into the **JAF Passport**, ensuring that 100% of our disadvantaged pupils now access the cultural and leadership experiences required to build the resilience and "character"

identified as a need in our 2024-25 analysis.

Securing Future Destinations Improvements in individual GCSE performances in 2025 have shown that we are moving in the right direction. However, the risk of "Summer Melt" and the local NEET rate of 7.6% remain key drivers of our activity. The outcomes from last year have solidified our commitment to the **"Risk of NEET" (OnTrack+) tracking system**, ensuring that the progress made in the classroom translates into sustained post-16 success for every Armfield student.

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.

Programme	Provider
Ren Learning	Accelerated Reader
LBQs	Literary Conon
Literacy Intervention	WIKI
Career Guidance / Work Experience	Educational Business Partneship
Bronze Award	Duke Of Edingburgh
Skills Bulider Framework	Skills Bulider
HUB Mentor Beaverbrooks Enterprise Premier League Inspires	Blackpool Community Trust Football Club
NHS Counsellor	National Health Service