# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail | Data |
|---|---|
| School name | Caistor Yarborough Academy |
| Number of pupils in school | 736 |
| Proportion (%) of pupil premium eligible pupils | 17.6% |
| Academic year/years that our current pupil premium strategy plan covers | 2025-2028 |
| Date this statement was published | Nov 2026 |
| Date on which it will be reviewed | Nov 2027 |
| Statement authorised by | Mark Midgley |
| Pupil premium lead | Jo Biglands |
| Governor / Trustee lead | Mark Rushby |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £232,728 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £232,728 |

# Part A: Pupil premium strategy plan

## Statement of intent

- We want our disadvantaged students to develop the knowledge, skills and confidence to enable them to succeed in their next steps after Caistor Yarborough Academy. As an academy, we feel that all pupils should reach their true potential regardless of their background.
- We want our higher ability disadvantaged students to have the confidence and outcomes to aspire to have the chance to attend university.
- We expect our pupil premium students to have outcomes in line with or exceeding our non-pupil premium students.
- We want our disadvantaged students to have attendance figures in line with national averages.
- We will achieve this through quality first teaching for all which is proven to have the greatest effect on reducing the disadvantaged gap and will also benefit other pupils in the school. It is for this reason that some strategies are focused on whole school teaching and learning which is then supplemented by appropriate interventions and enhanced with enrichment opportunities. 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.
- The barriers and challenges disadvantaged pupils face are complex and varied – there is no single difficulty faced by all. However, we have identified several challenges that we believe are particularly relevant to the disadvantaged children in our context.
- In deciding how to use our Pupil Premium Grant, we draw upon the following sources:
    - Sutton Trust Report – School Funding and Pupil Premium 2025
    - Education Endowment Foundation Teaching and Learning Toolkit
    - The EEF Guide to the Pupil Premium 2025
    - Our combined professional experience of what works best
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- From these sources we have identified the following priority areas for spending:
    - Evidence based literacy interventions
    - Additional staff – teaching and support
    - High quality homework programmes
    - Small group and / or individual intervention groups
    - Enrichment opportunities

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | PP students are progressing less well than other students in some subjects, for example English. |
| 2 | Assessments indicate that disadvantaged pupils have lower literacy levels than their peers. The average standardised score for disadvantaged pupils is 100.1 compared to 103.3 for their non-disadvantaged peers. Across the academy 21% of disadvantaged pupils have a SAS of below 88 indicating below average performance compared to 14% of their non-disadvantaged peers. This is a barrier to learning and will impact the progress made across all subjects. |
| 3 | Disadvantaged pupils are particularly affected by restricted personal development because of SEMH concerns and lack of wider educational experiences as identified through observations and discussions with pupils and families. |
| 4 | On average, our disadvantaged pupils are more likely to come from families who have had little experience of higher education. Consequently, going on to university-level study can be seen as an unrealistic goal for their secondary-level education. Pupils from disadvantaged backgrounds often need extra support to make them aware of their options for them following Year 11. |
| 5 | Attendance rates for students eligible for PP is broadly in line with the target for all children nationally but below the whole school attendance figure. This reduces their curriculum time and leads to less progress being made. PA is higher in PP than non-PP. |
| 6 | Our pupils from disadvantaged backgrounds often find it harder to complete their homework, due to less consistent home environments or a lack of engagement in school from their family. As the children grow older, the important of them keeping up with their homework becomes even greater, as they can fall behind their peers, leading to homework becoming a non-preferred task. |

## 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 |
|---|---|
| Levels of progress to be in-line with national average. | PP pupils to achieve a positive P8 score.<br>Percentage passing English and Maths GCSEs.<br>This will be reviewed termly with the final review at the end of each year. |
| Pupils to be able to access the national curriculum through appropriate levels of literacy. | All PP pupils to make expected progress in line with their ability in terms of reading age.<br>Reading ages for disadvantaged pupils to have improved to be in line with their peers. |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. | A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.<br>Positive results from pastoral support strategies, e.g. decreased behaviour sanctions<br>Pupil's personal development skills enable them to make the expected progress over the year and move on to a suitable post-16 destination. |
| Pupils to have above the national required level of attendance. | Pupils to have an attendance of 95% or higher and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be less than 2%. The proportion of PA PP pupils will also reduce. |
| To close the gap in homework completion between disadvantaged and non-disadvantaged pupils | Reported homework quality and completion from class teachers.<br>Homework detention numbers should be low for both disadvantaged and non-disadvantaged pupils. |
| To continue to develop careers provision so that all PP students are aspirational in their next steps. | All PP students accessing careers provision following Gatsby Benchmark. |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £172,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| All teaching staff will take part in the Embedding Formative Assessment CPD over a two-year programme to develop Quality First Teaching through high quality formative assessment | High quality teaching can make a difference to student progress and EEF research shows that it is important to focus on how to teach a particular subject<br><br>Formative assessment with Dylan Wiliam \| Science Teaching | 1 |
| Support in lessons from additional LSAs | Groups of students to be provided with small group intervention and 1:1 support.<br>39% of our SEN support students are PP so this support will target those students<br><br>Teaching Assistant Interventions \| EEF | 1 |
| Employ an additional cover supervisor | Lessons are covered by internal staff who the students know. This consistency will help to support behaviour and progress in lessons.<br><br>Improving Behaviour in Schools \| EEF | 1 |
| Employ a primary school teacher | Data for students entering year 7 in September 2025 showed large gaps in progress and attainment. The students will work in small groups in Ther Lodge for core subjects focusing on closing the gaps in line with the KS3 curriculum. | 1 |

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| Literacy across the curriculum lead by a literacy coordinator – Differentiated tutor time reading programme based on reading age and the Letter Wandle Letters and Sounds Code programme, disciplinary literacy and echo and choral reading across the curriculum | Improved literacy can have a positive impact on progress in all subjects. Improving reading and disciplinary literacy are key elements across all subjects<br><br>Improving Literacy in Secondary Schools \| EEF | 2 |
| Maths interventions delivered to students in KS4 in tutor time. Lead by numeracy coordinator | Regular Maths interventions will support the delivery of the Maths curriculum<br><br>Small group tuition \| EEF | 1 |
| Online homework platforms purchased (Sparx, Educate) to enhance homework across the academy, but particularly at KS3 | The effect of homework has been rated as having an impact of +5 months by the EEF toolkit.<br>We have found that online platforms are an accessible way for our pupils to access resources easily at home, with availability at school to support if necessary.<br>Improved uptake of homework at KS3 will lead to increased progress at KS4<br><br>Teaching and Learning Toolkit \| EEF | 6 |

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

Budgeted cost: £14,728

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| NGRT tests used for all pupils to track and improve literacy. | Literacy interventions throughout KS3 and KS4 will improve reading levels. Reading can have a positive impact on progress<br>Improving Literacy in Secondary Schools \| EEF | 2 |
| Little Wandle phonics and Reading development course in tutor time | Students are identified by their reading age and then appropriate intervention takes place during tutor time to make rapid improvements. The phonics programme is small group work focusing on gaps from KS2<br>Improving Literacy in Secondary Schools \| EEF | 2 |
| Stareway to spelling and Precision teaching interventions delivered to key students identified by the SENCO | Improved literacy can have a positive impact on progress. Bespoke interventions to work on phonics for those that have the lowest reading ages<br>Teaching and Learning Toolkit \| EEF | 2 |
| Maths interventions for students who did not meet expected standards at KS2 | Small group intervention work enhances progress<br>Teaching and Learning Toolkit \| EEF | 1 |
| English interventions for students who did not meet expected standards at KS2 | Small group intervention work enhances progress<br>Teaching and Learning Toolkit \| EEF | 1, 2 |
| Compulsory intervention to take place after school for Y11 students with transport provided | Targeted intervention has had a positive impact historically in the academy and fills gaps in learning sometimes caused by lower attendance | 1 |

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| Students provided with breakfast prior to the summer examinations | Evidence shows there is a link between eating breakfast and academic performance in tests<br><br>Magic Breakfast - trial \| EEF | 1 |
| Resource packs provided for Art based subjects for KS4 students to enable them to work on projects at home | The effect of homework has been rated as having an impact of +5 months by the EEF toolkit. | |
| Support for EAL pupils to engage with the use of Flash academy on i-pads and a translator when required for communication with home | Flash academy has been proven to improve engagement in lessons and development of language | |

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

Budgeted cost: £46,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Revision guides provided for all PP students for all subjects at KS4 | Pupils will have the resources they need to aid with revision at home. The subsidising of revision guides supports our strategies relating to meta-cognition and self-regulation because our teachers instruct and teach pupils how to use them effectively, which in turn helps the pupils become more independent and lead their own learning | 1 |
| PP pupils provided with a scientific calculator to use in school | Reduces barrier to learning in lessons and preparation for GCSE exam | 1 |
| Pastoral support for pupil premium students, including Trauma Informed Training and the Graduated Approach | Pastoral support can be used to address the non-academic barriers that prevent disadvantaged students from succeeding, helping to close the attainment gaps. | |

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| Development of the Book Nook to emphasise the importance of reading for students and to provide a quiet space for students to go before school and at break and lunchtime with pastoral and academic support from staff | Reading can have a positive impact on progress and students can use the Book Nook for downtime when feeling anxious or overwhelmed | 2,3 |
| Application for SENDIA Inclusion Award | External review of existing practice and further development will strengthen Inclusion across the academy | 1,2,3,4,5 |
| Fortis counselling service employed to support the emotional well-being of identified students | Students develop the resilience they require to succeed<br><br>Mentoring \| EEF | 3 |
| Attendance officer closer monitors PP student attendance and implements interventions where necessary | Pupils cannot access the curriculum fully if their attendance is low<br><br>Supporting attendance \| EEF | 5 |
| Attendance competitions at regular points in the year with prizes available | Pupils cannot access the curriculum fully if their attendance is low | 5 |
| Study skills day to support students in KS4 to develop revision techniques and manage stress | If students are prepared for the examinations and are provided with techniques to manage the stress, they are more likely to be successful | 1, 3 |
| Careers week and trips to post 16 providers and universities. Provide regular opportunities for students to meet with a range of organisations providing information on post-16 pathways | Students are provided with the information and guidance they need to succeed at post-16 | 4 |

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| Careers interview for all PP students in year 11 | Help and support provided for students who may not get advice at home | 4 |
| Careers work experience placement checks | All pupils have the opportunity to experience the world of work in support of planning for post-16 | 4 |
| Subsidy of both academic and personal development visits (faculty trips and Enrichment week activities) | Enrichment activities enhance the delivery of the curriculum and develop resilience and personal skills | 1, 3 |
| Subsidy of bus fares for transport to/from school | Disadvantaged families should be able to pick the school of their choice despite transport costs. Subsidised bus fares enable pupils to succeed at our academy | 5 |
| Subsidy of bus fares for Rewards Trips to celebrate attitude and attendance | All students should be able to take part in the Rewards trips and cost should not be a barrier | 3,4,5 |
| Purchase of food resources for key Stage 3 DT lessons | All students can take part in lessons, removing barriers | |

## Total budgeted cost: £232,728

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

**Our desired outcomes in 2025/2026 were:**

- Levels of progress to be in-line with the national average
- Pupils to be able to access the national curriculum with appropriate levels of literacy
- To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.
- Pupils to have above the national required level of attendance
- To close the gap in homework completion between disadvantaged and non-disadvantaged pupils
- To continue to develop careers provision so that all PP students are aspirational in their next steps.

**Impact measures and evaluation:**

Our internal data during 2025-2026 suggests that we are closing the gap in progress and attainment for students in receipt of pupil premium funding. This was also reflected in year 11. Based on internal assessments due to the lack of KS2 SATS, our overall P8 score was 0.97. The P8 score for PP students was 0.96 and non-PP students was 0.97. This was an improvement on previous years as there is typically a gap of approximately -0.25 which is about a quarter of a grade.

With regards to Attainment 8, PP pupils achieved 42.34 compared to 45.46 for their non-disadvantaged peers. This was a gap of -3.12. However, targets set based on entry assessments suggested an A8 of 41.96 for PP pupils and 46.39 for non-pp pupils which is a gap of 4.43. This indicates that the gap was reduced for PP pupils during their time at the academy. Likewise, the percentage of PP pupils who achieved five 9-5 grades (including English and Maths) was 40%, while non-PP was 46.97% (a gap of -6.97%). However, targets based on entry assessments suggested PP should be 40.0%

and non-PP 53.85% (a gap of -13.85%), again indicating that PP students have achieved very well compared to their non-disadvantaged peers.

A key area of focus for us in 22/23 was Maths as PP students have historically under-performed in this area. The P8 score for PP students this year was 1.21 compared to 1.19 for non-disadvantaged students. The PP students therefore performed better than their non-PP peers and this has continued to be a strength. Our focus area over the last two years was English as in 2024 there was over half a grade difference in progress between PP (0.04) and non-PP (0.60). In 2025 this had been removed, and the P8 for PP pupils was 0.25 compared to 0.12 for non-disadvantaged pupils. This trend has continued in 2026. The P8 for PP pupils were 0.80 compared to 0.66 for non-disadvantaged pupils However, English will continue to be a focus as there are still improvements that can be made for PP students particularly regarding English language.

Pupils have made significant progress in reading due to various interventions. This was tracked by the NGRT reading tests as part of a whole school strategy for literacy which included a curriculum emphasis on reading, Sparx reading homework and the development of choral and echo reading and disciplinary vocabulary through tutor time and faculties under the guidance of the Literacy Lead. Targeted interventions also took place during tutor time based on initial assessments. Tutor groups in Key Stage 3 were streamlined based on reading ages so that targeted interventions could take place including whole class teacher modelled reading, a Reading Development Course focused on automaticity and fluency, and small group phonics work.

A range of interventions took place including Fortis counselling and ELSA mentoring sessions to support students socially and emotionally. These developed independence and resilience which enabled the PP students to make good progress over the year.

Various interventions and support have been used over the year that have enabled students to develop their resilience, personal skills and aspirations. The quality and breadth of our career's education programme continues to improve year on year, offering students a range of experiences and opportunities. All year 11 students had a 1:1 careers interview and although official data is not yet published, our own internal data shows that all students had applied to a post-16 provider by May of 2026.

The whole school attendance for 2025 - 2026 was 92.60%. PP was 90.90% and non-PP was 93.40%. These figures are above the national average of 91.43% for all pupils and show a gap of 2.5% between PP and non-PP while the national gap is 5.19%. Overall, PA for 2025 – 2026 was 159 pupils, 23.3%. The 159 pupils were split into 69 PP and 90 non-PP therefore 43.3% of the PA pupils were PP which is similar to the previous year 24/25 of 41.2% although this has increased slightly. 31.65% of our PP pupils were PA whereas 19.43% of our non-PP pupils were PA. Attendance will continue to be a focus for 2026-2027 to ensure this does not decline and to aim to

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| increase the PP attendance to over 95% following the effect of the COVID pandemic and decrease the proportion of PP pupils who are PA. |