KIRTON ACADEMY

PUPIL PREMIUM STRATEGY

2026/27

Principal: Mrs E Ricketts

Pupil Premium Lead: R Watson

Governor Link: A Hull

Lincolnshire Gateway Academies Trust

Pupil Premium Strategy Statement

This statement explains how Kirton Academy will use its Pupil Premium, Service Pupil Premium and Post-Looked After Children funding during the 2026–2027 academic year. It sets out the Academy's intended outcomes, the barriers identified through its assessment and contextual information, the evidence-informed activity that will be delivered and the arrangements for monitoring impact and expenditure.

The strategy is informed by Department for Education guidance and the Education Endowment Foundation (EEF). It follows the EEF's tiered model of high-quality teaching, targeted academic support and wider strategies. Funding will be directed towards removing identifiable barriers and improving outcomes; it will not be used to lower expectations, narrow curriculum access or create a separate, less ambitious offer for disadvantaged pupils.

School overview

Detail	Data
School name	Kirton Academy
Academic year	2026–2027
Number of pupils in school	422
Proportion of pupils eligible for Pupil Premium	201; 47.63%
Pupil Premium Lead	Mr R Watson
Principal	Mrs E Ricketts
Governor Link	Mrs A Hull
Funding envelope	£234,000
Deprivation funding	£203,500
Service children funding	£3,600

Funding overview

Funding stream	Amount
Deprivation funding	£203,500
Service children	£3,600
Post-Looked After Children (Post-LAC)	£26,900
Total funding available	£234,000
Funding carried forward	To be confirmed by Finance Lead

Total planned programme budget	£234,000

Part A: Pupil premium strategy plan

Statement of Intent

Kirton Academy is committed to ensuring that every pupil, regardless of background, personal circumstances or starting point, receives an excellent education and the opportunity to achieve their full potential. Disadvantage must never become a reason for reduced expectations, limited curriculum access or restricted opportunities. Our ambition is that disadvantaged pupils achieve as highly as their potential allows, access the same ambitious curriculum as their peers and leave Kirton Academy with the qualifications, knowledge, skills and confidence required for their next stage of education, employment or training.

The Academy has a significant disadvantaged cohort. The previous strategy recorded that approximately 50% of pupils were eligible for Pupil Premium; the precise 2026–2027 figure will be confirmed against the September census. The scale of need makes it essential that disadvantage is addressed through sustained whole-school improvement rather than isolated interventions or assumptions about individual pupils.

Kirton Academy's 2026 GCSE outcomes demonstrate improvement across a number of subjects. The results information supplied for this strategy records an 8.5% increase in English and Mathematics outcomes and an 8% increase in Science outcomes. 100% of pupils achieved a strong pass (Grade 5 or above) across all three sciences. Biology outcomes increased by 49%, Chemistry by 30% and Physics by 37%. English Language, Mathematics, History and Hospitality and Catering recorded rapid improvements, and Grade 9 outcomes were achieved in Biology, Chemistry, French, Hospitality and Catering and Sports Science.

Local context and barriers: Kirton Academy serves pupils from Kirton in Lindsey, Gainsborough and surrounding communities, including families with connections to North East Lincolnshire. The catchment contains differing economic, geographical and social circumstances; disadvantage is not uniform and will not be inferred from postcode alone. In parts of Gainsborough, low household income, insecure employment, lower levels of adult educational qualification and limited access to wider opportunities can affect access to learning resources, suitable study space, educational visits, enrichment and post-16 opportunities. In Kirton in Lindsey and surrounding rural communities, limited public transport, distance between villages and services, and reliance on family transport can affect punctuality, attendance, access to after-school intervention, enrichment and appointments with external agencies. Pupils travelling from communities connected to North East Lincolnshire may experience different urban, coastal or rural pressures, including financial insecurity, transport constraints and unequal access to services. These are contextual considerations, not assumptions about individual families. They may contribute to lower attendance or persistent absence, gaps in reading age, vocabulary and background knowledge, reduced access to independent study resources, SEMH needs, reduced confidence or a weaker sense of belonging. The Academy's

response is to remove practical barriers and provide the teaching and support required for full participation, not to lower expectations or narrow the curriculum.

High-quality teaching is the foundation of our approach and the most important entitlement for disadvantaged pupils. All pupils will access a full, broad and ambitious curriculum, taught by subject specialists and underpinned by consistently high expectations. Equality of entitlement does not always mean identical provision: some pupils require additional teaching, intervention, pastoral support, financial assistance or specialist provision to access those opportunities successfully. Our approach is therefore equality of entitlement and equity of support.

Pupil Premium funding will be directed towards high-quality teaching, targeted academic intervention, attendance and pastoral support, literacy, SEMH provision, enrichment and practical access. The strategy will prioritise identifiable barriers and evaluate whether the provision improves pupils' achievement, attendance, participation and destinations.

Provision will be informed by individual assessment and evidence, including prior attainment, reading assessments, attendance and persistent absence, behaviour records, pupil and parent voice, safeguarding and pastoral information, assessment outcomes and the needs of service and previously looked-after pupils. Disadvantage will not be inferred from postcode or group membership alone.

- The Academy is committed to supporting disadvantaged pupils to achieve in line with their potential and to reducing differences in outcomes between disadvantaged and non-disadvantaged pupils. Leaders will consider school, local, regional and national comparisons where reliable and comparable data are available.
- identify and address the challenges that may limit achievement and pupil progress.
- ensure all pupils, including disadvantaged pupils, receive high-quality teaching and are challenged in their learning.
- supplement the curriculum with intervention to support pupils to raise achievement in a timely and targeted manner.
- adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes.
- maintain high expectations of what every pupil can achieve and ensure that additional support enables access to the full curriculum rather than replacing it.

Challenges

Following careful analysis of assessment information, attendance data, behaviour records and wider contextual information, the academy has identified the following key barriers affecting the achievement of disadvantaged pupils.

Challenge number	Detail of challenge
1 / Attainment and progress	Gaps in prior knowledge and attainment can affect GCSE performance, particularly in English, Mathematics and Science. Some pupils require carefully sequenced teaching, retrieval, feedback and additional practice to secure essential knowledge and apply it independently.
2 / Literacy, reading and oracy	Some pupils need additional support with decoding, fluency, comprehension, vocabulary, inference and extended writing. Reading gaps can restrict access to subject-specific texts, examination questions and the wider curriculum.
3 / Attendance and persistent absence	Absence may be influenced by SEMH, family circumstances, financial hardship, transport, health needs or disengagement. Rural transport limitations can also affect punctuality and access to after-school intervention.
4 / Behaviour, regulation and belonging	Some pupils require support with emotional regulation, relationships, confidence, engagement and a sense of belonging. Behaviour and SEMH needs can affect learning time and attendance.
5 / Access, enrichment and resources	Financial and transport barriers can restrict access to educational visits, extracurricular activities, curriculum equipment, revision resources, technology, independent study and post-16 opportunities.
6 / Individual vulnerability	Service children and previously looked-after children may experience individual barriers linked to deployment, separation, mobility, disrupted education, attachment, early adversity or changes in relationships and care arrangements.

Intended Outcomes

The Academy has identified the following intended outcomes for disadvantaged pupils during the 2026–2027 academic year. Progress will be reviewed through assessment cycles, attendance monitoring, reading assessments, behaviour analysis, intervention registers, pupil voice and destination information.

Intended outcome	Success criteria
Improved academic achievement	Disadvantaged pupils make strong progress from their starting points; increased Grade 4+ and Grade 5+ outcomes in English and Mathematics; reduced attainment and progress gaps when compared with validated cohort baselines.
Improved literacy	Reading age, decoding, fluency, comprehension and vocabulary improve; identified reading gaps narrow; pupils access increasingly challenging texts and demonstrate improved reading and writing across subjects.
Improved attendance	Disadvantaged attendance improves; persistent absence and the attendance gap reduce; pupils at risk of absence receive timely, individualised support and follow-up.
Stronger Year 11 outcomes	Targeted pupils attend intervention more consistently, address identified knowledge gaps, improve assessment performance and achieve stronger GCSE outcomes. Intervention is accessible to pupils across the catchment.
Improved behaviour and engagement	Repeat behaviour incidents, removals and suspensions reduce; pupils demonstrate improved regulation, classroom participation, relationships and engagement with learning.
Belonging and wider participation	Disadvantaged pupils participate in enrichment, educational visits, careers activity and extracurricular opportunities; pupil voice indicates improved access and belonging.

Successful destinations	Pupils progress to appropriate post-16 education, training or employment and receive support to access open days, applications and transition activity.

Specific numerical targets will be set against validated September 2026 baselines. Leaders will disaggregate outcomes by Pupil Premium eligibility, service status and Post-LAC status where cohort size and data protection permit. Whole-cohort improvement will not be treated as evidence of gap closure without this analysis.

Activity in This Academic Year

The following section outlines how Kirton Academy will invest the £234,000 funding envelope during 2026–2027. The strategy follows the EEF's three-tiered model: high-quality teaching; targeted academic support; and wider strategies. The proposed programme allocations are a single allocation of the total funding envelope, not additional spending on top of the funding received. All provision will be reviewed for eligibility, value for money and impact.

Teaching

Budgeted Cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain a full, broad and ambitious curriculum for all pupils; monitor disadvantaged access to subjects, higher-attaining groups, examination entries and challenging pathways.	EEF guidance on high-quality teaching and implementation supports consistent, evidence-informed classroom practice. The Academy will evaluate curriculum access and outcomes by pupil group.	1, 2
Develop teachers' use of explicit instruction, modelling, scaffolding, adaptive teaching, questioning, retrieval practice and feedback through CPD and instructional coaching.	EEF Effective Professional Development identifies modelling, instruction, feedback, goal setting and revisiting prior learning as mechanisms that support effective professional development.	1

Make disciplinary literacy a whole-school priority: explicitly teach vocabulary, support reading of subject texts, structure discussion and model extended writing in every department.	EEF Improving Literacy in Secondary Schools recommends disciplinary literacy, explicit vocabulary instruction and supporting pupils to read, write and communicate effectively across subjects.	2
Use assessment and curriculum review to identify misconceptions and gaps in prior knowledge early; adapt teaching and provide timely feedback and opportunities to improve.	EEF evidence on feedback and metacognition supports actionable feedback, pupil response and explicit teaching of planning, monitoring and evaluation.	1, 2

High-quality teaching remains the foundation of the strategy. Every disadvantaged pupil will access the same full, broad and ambitious curriculum as their peers, with appropriate scaffolding and adaptive teaching rather than a reduced curriculum. Leaders will monitor access to subjects, higher-attaining groups, examination entries and opportunities to achieve the highest grades. Teaching will prioritise explicit instruction, clear modelling, guided practice, checking for understanding, purposeful questioning, retrieval practice, feedback and metacognitive approaches. Literacy is the responsibility of every department through explicit vocabulary teaching, disciplinary reading, structured discussion and modelling of extended writing.

Professional development and instructional coaching will be aligned with identified teaching priorities. Leaders will use lesson visits, curriculum reviews, work scrutiny, assessment outcomes, pupil voice and professional dialogue to evaluate implementation. The EEF's Effective Professional Development guidance identifies mechanisms including revisiting prior learning, goal setting, feedback, modelling and instruction. The EEF's Improving Literacy in Secondary Schools guidance recommends disciplinary literacy, explicit vocabulary instruction and support for pupils to read, write and communicate effectively across subjects. These are evidence-informed benchmarks, not guarantees of a fixed impact in every setting.

Targeted Academic Support

Budgeted Cost: £62,000

Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**

Identify and support struggling readers through the Read Write Inc Phonics programme and Reading Plus.	Developing reading strategies has a strong evidence base for improving outcomes EEF Reading Strategies	1, 4
Run daily after school support for pupils who have consistently not completed their homework and require the time, space and/or additional support of an adult or subject expert to complete their work.	Evidence from the EEF Toolkit suggests that, under the right conditions, regular completion of homework can have a positive impact on pupil learning.	
Year 11 form time interventions to support students in English, science and mathematics	Internal evidence that DI groups develop core knowledge and skills. Regular feedback each lesson is a key feature of this intervention.	
Develop a Graduated approach to create an Inclusive Environment for all our students as default. Through improved data collection procedures, ensure a more holistic approach to supporting pupils in and out of lessons. Structured support for students with SEMH by training two staff to be able to deliver the ELSA programme and two staff to be Mental Health First Aiders.	Evidence to support this activity comes from different sources, including improving social and emotional learning (though mostly at primary). It also comes from recommendations in the EEF Improving Behaviour in Schools Guidance Report.	1, 3, 4

Targeted academic support provides additional teaching for pupils whose diagnostic information identifies a specific learning need. It will complement, not replace, high-quality classroom teaching. Read Write Inc Phonics will support pupils with identified gaps in decoding

and foundational reading. Guided Reading will develop fluency, comprehension, vocabulary, retrieval, inference and summarising through structured work with increasingly challenging texts. Reading Plus and other targeted reading support will be used where assessment identifies need. Progress will be monitored through reading age, fluency, comprehension and the extent to which pupils can access subject-specific reading.

Year 11 is a strategic priority. Provision will include targeted English, Mathematics and Science intervention; subject-specific form-time support; small-group teaching; after-school sessions; examination practice and feedback; mock-examination gap analysis; revision resources; and individual progress reviews for pupils at risk of underachievement. Groups will be reviewed regularly and selected through assessment evidence, not Pupil Premium status alone. Attendance at sessions, including non-attendance, will be recorded; staff will identify reasons for absence, contact families where appropriate and address barriers. Success will be judged through improved knowledge, assessment performance and examination outcomes, not simply the number of sessions offered. The Academy's historical internal Year 11 analysis has shown the following relationship between attendance and average GCSE grade: pupils with attendance of 95% and above achieved an average grade of 4.6; pupils with attendance between 90% and 94.9% achieved 3.5; and pupils below 90% also achieved 3.5. This comparison reinforces the importance of attendance and curriculum access, but it does not establish that attendance alone causes differences in grades. It will be considered alongside prior attainment, subject assessment and individual circumstances. Year 11 intervention attendance and assessment performance will be monitored together so that the Academy can evaluate whether additional teaching is translating into improved learning.

Making intervention accessible is essential. The Academy recognises that after-school intervention is not genuinely accessible if pupils cannot get home safely or practically. Rurality, limited public transport, distance between villages and reliance on family transport can prevent participation. Kirton Academy will therefore use its minibus provision, where routes, capacity, staffing and safeguarding arrangements allow, to enable pupils from across the catchment to attend intervention and access an appropriate journey home. The offer will be based on need and operational capacity, rather than being restricted to pupils whose families can collect them. The current intervention attendance figure is 40%; this will be validated against registers using sessions attended as a proportion of sessions offered. Leaders will distinguish pupils invited, pupils booked, sessions offered and sessions attended, record reasons for non-attendance and review take-up half-termly. A realistic improvement target will be set once the baseline and cohort have been validated.

Wider Strategies

Budgeted Cost: £132,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance monitoring, early family contact, attendance plans, Attendance Officer intervention and home visits where appropriate. Track overall, persistent, lesson and Year 11 attendance.	EEF attendance guidance supports a whole-school approach, accurate data, communication with families and targeted support to address barriers. Local impact will be evaluated through attendance and persistent absence data.	3
Use minibus provision, where operationally and safely possible, to remove transport barriers to after-school intervention for pupils across the catchment.	The Academy's local evidence identifies transport as a barrier to intervention access. Monitor bookings, take-up, attendance and reasons for non-attendance; apportion only eligible minibus costs.	3, 5
Provide pastoral mentoring, ELSA, counselling and emotional wellbeing support; use individual plans and multi-agency working where appropriate.	EEF evidence on social and emotional learning supports explicit development of self-management, emotional understanding and relationships. Evaluate through participation, pupil voice and wellbeing indicators.	4, 6
Maintain consistent behaviour expectations alongside support for regulation, relationships and classroom engagement; monitor repeat incidents, removals and suspensions.	EEF evidence on behaviour interventions supports consistent routines and teaching of self-regulation. Evaluate locally through behaviour and learning-time data.	4
Provide targeted financial support for uniform, educational visits, curriculum equipment, revision resources, technology,	Removing practical cost barriers supports equitable access. Monitor participation, pupil voice, resource access and value for money.	5

transport and extracurricular participation.		
Provide individualised support for service children and Post-LAC pupils in response to deployment, separation, mobility, disrupted education, attachment and early adversity.	Support will be based on individual need and relevant plans; monitor attendance, engagement, progress and participation while protecting confidentiality.	6

Wider strategies remove attendance, pastoral, financial and social barriers that prevent pupils from accessing education consistently. Attendance will be monitored at whole-school, year, pupil and lesson level. The Attendance Officer and pastoral teams will identify declining patterns early, make family contact and undertake visits where appropriate. Individual attendance plans will address transport, financial, health, SEMH and other barriers, with support escalated through appropriate school and multi-agency processes. Year 11 attendance and intervention attendance will be considered alongside assessment and examination information.

Additional provision	**Rationale and evidence**	**Challenges addressed**
Supervised study and homework support for pupils without a suitable study space, reliable technology or adult support at home.	Provide structured access to learning resources and subject support; evaluate participation and completion of identified learning tasks.	1, 5
Careers guidance, post-16 open days, transition support and access to	Broaden aspirations, increase cultural capital, develop confidence and independence, and ensure financial or transport barriers do not prevent pupils accessing enrichment	5

Additional provision	Rationale and evidence	Challenges addressed
enrichment opportunities.	activities, exploring future pathways, and making informed choices about education, employment and training.	

Pastoral and SEMH provision will include mentoring, ELSA, counselling and emotional wellbeing support where appropriate; individual support plans; early identification of emerging needs; and multi-agency working. The Academy will maintain high expectations and consistent implementation of its behaviour policy while supporting emotional regulation, relationships and engagement. Financial support may include uniform, educational visits, curriculum equipment, revision guides, digital access, transport and extracurricular activities where cost is a barrier. Careers guidance, further education visits and experiences that broaden cultural capital and aspiration will be supported. Service children will receive support responsive to individual circumstances, including deployment, separation or mobility. Post-LAC provision will be informed by each pupil's circumstances and relevant plans.

Summary of Planned Expenditure

Area of Expenditure	Budget	Examples of Provision
High-quality teaching and professional development	£40,000	CPD, instructional coaching, curriculum development, adaptive teaching, disciplinary literacy, quality assurance and staff development.
Targeted academic support and intervention	£62,000	Read Write Inc Phonics, Guided Reading, Reading Plus, diagnostic assessment, small-group tuition, Year 11 English/Maths/Science intervention, examination practice and revision support.
Attendance and pastoral staffing	£55,000	Attendance monitoring, family contact, attendance plans, Attendance Officer and pastoral intervention, home visits where appropriate and targeted Year 11 attendance work.
SEMH and specialist support	£28,000	ELSA, counselling, emotional wellbeing, pastoral mentoring, specialist input and multi-agency support where appropriate.

Area of Expenditure	Budget	Examples of Provision
Resources, technology and curriculum access	£14,000	Reading and revision resources, curriculum equipment, digital access and resources that enable participation in learning.
Enrichment, transport and wider access	£35,000	Educational visits, extracurricular participation, careers and post-16 access, targeted financial support and eligible minibus costs to improve access to after-school intervention.
TOTAL	£234,000	100% of the proposed funding envelope.

Externally provided programmes

Communication & Interaction	Cognition & Learning	SEMH & Wellbeing	Sensory / Physical
NFER Reading Age Testing	SPARX	Think for the Future	Physio
LASS Diagnostic Reading	Academy21	With Me In Mind / Healthy Minds	School Nurse
Reading Plus	Access Arrangements	School Counsellor (1:1 & Groups)	
Read Write Inc	Alternative Provision (Internal & External)	CAMHS	
Speech & Language Therapy	ASET	Blue Door / EDAN Lincs	
ELSA (1:1 & Group)	Exact Testing	EMTAS	
SNAP (Behaviour & Learning)	Maths Intervention (KS3 & KS4)	FASST	
THRIVE 1:1	Literacy Support	BOSS	
TA Social Skills	Reading Intervention	Attendance Officer Meetings	
IAG Careers Advice	Reading Pen	Lunch / Break Club	
	Laptop Provision	RETHINK	
	Specialist Software	Big Talk (Class & 1:1)	
	TA 1:1 Support	Staff Support (HOY / Pastoral / SLT)	

	TA HOVER Support	Youth Justice Partnership	
	Single Page Profile	Educational Psychologist	
	Form Tutor Report		
	PSP Report		
	Educational Psychologist		

Part B: Review of Outcomes in the Previous Academic Year

Review of 2025–2026 Strategy

During 2025–2026, Kirton Academy continued its programme of whole-school improvement, with a continued focus on improving teaching, curriculum access, attendance, behaviour and outcomes. The 2026 GCSE results information supplied for this strategy records improved outcomes across English, Mathematics and Science, including an 8.5% increase in English and Mathematics outcomes and an 8% increase in Science outcomes. 100% of pupils achieved a strong pass (Grade 5 or above) across all three sciences; Biology outcomes increased by 49%, Chemistry by 30% and Physics by 37%. Improvements were also recorded in English Language, Mathematics, History and Hospitality and Catering, with Grade 9 outcomes in Biology, Chemistry, French, Hospitality and Catering and Sports Science.

These figures relate to whole-cohort outcomes unless otherwise specified. They demonstrate improved Academy performance but do not, by themselves, establish the extent to which the disadvantaged attainment gap has narrowed. The Academy will use validated pupil-group analysis to compare disadvantaged and non-disadvantaged outcomes, taking account of prior attainment, SEND, service status and Post-LAC status.

The Academy recognises that the attainment gap remains an important priority. Improvement in overall outcomes must be matched by improved progress and attainment for disadvantaged pupils. Leaders will examine subject-level performance, Grade 4+ and Grade 5+ outcomes, progress from starting points and the participation of disadvantaged pupils in intervention and higher-attaining curriculum pathways.

The Academy has also considered wider factors affecting disadvantaged pupils' performance, including attendance, behaviour, wellbeing, literacy, financial hardship, transport and access to wider opportunities. These barriers are not uniform and will be assessed at an individual level.

The previous strategy recorded disadvantaged attendance of 87.3%, compared with a national figure of 91.8%. This is a historical baseline from the previous strategy and must not be treated as the 2026–2027 current figure. The Academy will confirm the current attendance baseline using validated September 2026 data and monitor attendance, persistent absence and lesson attendance.

Disadvantaged pupils have been disproportionately represented in behaviour and suspension data. The Academy will continue to monitor behaviour, removals and suspensions by pupil group, with the aim of maintaining consistent expectations while improving regulation, engagement and access to learning.

The Academy recognises the relationship between SEMH needs, attendance, behaviour and engagement. The 2026–2027 strategy therefore retains investment in pastoral and SEMH support, early identification, family work and multi-agency collaboration where appropriate.

Literacy remains a priority. Reading age and diagnostic information will be used to identify pupils who require support with decoding, fluency, comprehension, vocabulary and extended writing. Read Write Inc, Guided Reading and Reading Plus will be used where assessment identifies need, with progress evaluated through reading measures and classroom access.

Attendance and access to intervention will be reviewed together. The current reported intervention attendance figure is 40%; this will be validated against intervention registers and consistently calculated. The Academy will monitor invitations, bookings, sessions offered, attendance and reasons for absence. Minibus provision will be used where possible to reduce transport barriers for pupils across the catchment.

Behaviour systems and pastoral approaches will continue to be evaluated through behaviour records, suspensions, removals, pupil voice and evidence of classroom engagement. Support for regulation will sit alongside clear expectations and consistent routines.

The Academy will continue to provide financial support to remove barriers to educational visits, equipment, revision resources, technology, careers activity and enrichment. Participation will be monitored to ensure disadvantaged pupils can access the wider life of the Academy.

Overall, the 2026–2027 strategy builds on whole-school improvement while sharpening the focus on disadvantaged pupils' own outcomes. Funding will be directed towards evidence-informed teaching, targeted academic support and wider strategies, with evaluation focused on whether pupils achieve better, attend more consistently and participate fully.

Monitoring, Evaluation and Review

The Principal, Pupil Premium Lead, senior leadership team, subject leaders and relevant governors will monitor the strategy throughout 2026–2027. Evaluation will consider implementation, participation, impact and value for money. The Academy will establish September 2026 baselines and review provision at each assessment and attendance monitoring point.

- Academic achievement: internal assessment and GCSE outcomes; subject performance; Grade 4+ and Grade 5+ outcomes; progress by pupil group; and impact of targeted intervention.
- Literacy: reading age; Read Write Inc progress; Guided Reading assessment; fluency, comprehension, vocabulary and evidence of transfer into subject learning.
- Attendance: overall attendance; persistent absence; lesson attendance; Year 11 attendance; intervention attendance; minibus bookings and take-up; and reasons for non-attendance.
- Behaviour and wellbeing: behaviour incidents; suspensions; removals; SEMH participation; pupil voice; engagement and belonging.
- Wider opportunities: educational visits; enrichment; access to technology and revision resources; careers participation and post-16 destinations.

- Financial accountability: expenditure against allocation; cost per intervention; pupil participation; evidence of impact; eligibility of expenditure and value for money.
- Review cycle: September 2026 – establish baselines, confirm eligible pupils and diagnostic needs. Autumn Term – review attendance, reading, assessment, intervention participation and transport take-up. Spring Term – evaluate progress, Year 11 intervention and minibus access, and adjust provision. Summer Term – evaluate GCSE outcomes, attendance, literacy, behaviour, wellbeing and wider participation. July 2027 – complete the formal strategy review and identify priorities for 2027–2028.

The strategy will be formally reviewed at least annually. Funding will continue to be directed towards approaches that demonstrate the greatest impact. Provision that is not producing the intended outcomes will be adapted or discontinued. The Finance Lead and Principal will validate staffing costs, existing core-funded provision, procurement and the permitted use of each funding stream before publication. Avoid double-counting costs or charging the same provision to more than one funding source.

EEF evidence benchmarks and interpretation

The EEF Teaching and Learning Toolkit reports average additional progress across studies. These figures are indicative benchmarks, not guaranteed outcomes or forecasts for a particular Kirton programme: metacognition and self-regulation +8 months; reading comprehension strategies +7 months; feedback +6 months; phonics +5 months; small-group tuition +4 months; parental engagement +4 months; behaviour interventions +3 months; and social and emotional learning +3 months. At Kirton, these approaches will be applied through explicit modelling of planning, monitoring and evaluation; structured comprehension teaching in Guided Reading and across subjects; actionable feedback and pupil response; Read Write Inc where decoding gaps are identified; small-group tuition linked to diagnostic need and classroom content; consistent routines and self-regulation; purposeful two-way family communication; and support for emotional understanding and self-management.

The Academy will consider evidence security, implementation, cost and the needs of its pupils, and will evaluate local impact using baseline and follow-up data. Source: EEF Teaching and Learning Toolkit, https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/ .

EEF approach	**EEF average impact**	**Application at Kirton Academy**
Metacognition and self-regulation	+8 months	Model planning, monitoring and evaluation within challenging curriculum tasks.

Reading comprehension strategies	+7 months	Explicitly teach and model comprehension strategies in Guided Reading and across subjects.
Feedback	+6 months	Give specific, actionable feedback and time for pupils to respond and improve.
Phonics	+5 months	Use Read Write Inc where assessment identifies gaps in decoding and foundational reading.
Small-group tuition	+4 months	Target small groups using diagnostic assessment and close links to classroom content.
Parental engagement	+4 months	Build purposeful, two-way communication with families to support learning and attendance.
Behaviour interventions	+3 months	Teach and reinforce self-regulation and consistent routines.
Social and emotional learning	+3 months	Support emotional understanding, relationships and self-management.

EEF benchmark interpretation: The 'months' figures describe average additional progress reported across studies. They are not guaranteed outcomes and should not be treated as forecasts for an individual pupil or a specific Kirton intervention. The EEF advises schools to interpret averages in context and consider evidence security, implementation, cost and pupil need. The Academy will evaluate its own impact using baseline and follow-up data. Source: EEF Teaching and Learning Toolkit, https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/ .