

# 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                                                                                                     | Louth Academy                 |
| Number of pupils in school                                                                                      | 892                           |
| Proportion (%) of pupil premium eligible pupils                                                                 | 44.28%                        |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024/25 to 2026/27            |
| Date this statement was published                                                                               | December 2024                 |
| Date on which it will be reviewed                                                                               | December 2027                 |
| Statement authorised by                                                                                         | Mr J Hermiston, Principal     |
| Pupil premium lead                                                                                              | Mr P Donnelly, Vice Principal |
| Governor / Trustee lead                                                                                         | Mr P Bond                     |

## Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £403,030 |
| Recovery premium funding allocation this academic year                                                                                                                      | £0       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £403,030 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Louth Academy we provide all students with a rich, fulfilling deep education. We aim to broaden their minds and raise students' expectations, empowering them with knowledge and skills that will enrich our community, provide a platform for future success in the world of work and their role in society. The Academy recognises the challenges presented by the local context of Lincolnshire, and against this backdrop, seeks to raise aspirations amongst all students. Our intention is to ensure students have high expectations for themselves and an ambitious vision for their future.

Our intent is for all students to experience an exceptional quality of education, enabling them to thrive not only academically, but also in terms of their personal development. The educational journey is designed to meet the needs of all learners, in being both ambitious and also in removing any potential barriers to learning. In alignment with the Education Endowment Foundation (EEF) tiering framework, we place high-quality classroom teaching at the apex of our strategy. This is supported by targeted academic interventions and robust pastoral systems designed to tackle non-academic barriers to learning

Pupil Premium funding is strategically deployed to benefit disadvantaged learners directly, while also enhancing overall classroom practice to uplift all students. We reject low expectations and utilise strict, data-driven diagnostics to ensure every learner achieves their full potential. As stated in the Government's Pupil Premium Overview Document. *"Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It can be used ... for whole class interventions which will also benefit non-disadvantaged pupils"*

In line with EEF guidance, Louth Academy will implement a three-tiered approach to the Pupil Premium, focusing on improving teaching, targeted support and wider strategies.

**High quality teaching** across the curriculum is fundamental to our approach. The Academy supports the EEF view that "Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending."

High expectations of every member of the school community, from staff to pupil, are a hallmark of our school culture. Pupils are explicitly taught how to behave well and treat one another with courtesy and respect. Our pupils are active participants in the creation of a positive school culture. By having such high expectations of all our pupils, regardless of background, we enable pupils to have high expectations and aspirations

for themselves. Everyone in our school understands, shares, and celebrates this culture, which is a key pillar of our success.

A key part of our approach is **targeted academic support** which includes increasing access to intervention, including additional tutoring.

The final strand of our approach is to **tackle non-academic barriers to academic success**, such as difficulties with attendance, behaviour and social and emotional well-being. We want to raise aspirations and increase opportunities for all students. This will be addressed through increased pastoral support for vulnerable students, support from external agencies and access to additional curriculum-based provision, particularly in Music, the Arts and in Sport.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| 1                | <p>Progress 8 score of Disadvantaged students is below that of non-disadvantaged students.</p> <p>Our curriculum programme is designed that all learners, regardless of background, access a full, broad and balanced curriculum. The Progress 8 score in 2024 (+0.01) was lower than the progress achieved by their non-disadvantaged peers. It is a priority therefore to address this and close the gap. There is also a gap between those disadvantaged students with SEND (+0.10) and their non-disadvantaged peers.</p>                                                                                                                                                                                                                                                                                          |
| 2                | <p>Disadvantaged students perform below their non-disadvantaged peers in English and Maths</p> <p>On entry year 7 disadvantaged students have an average Reading Scaled score of 100.3 in comparison to non-disadvantaged students have an average of 101.5. The gap widens further for those disadvantaged students with SEND who on entry, have a scaled reading average of 95.8. KS2 Reading Averages for the Year 7 indicate that 47.7% of our disadvantaged pupils were working below a scaled score of 100.</p> <p>This pattern is similarly high in the other year groups in the Academy. Year 11 outcomes show that there is still an attainment gap between the disadvantaged cohort and their non-disadvantaged peers when they leave the Academy. English GCSE outcomes Summer 2024 show the percentage</p> |

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|   | <p>attaining a standard pass for disadvantaged students was 61% and for non-disadvantaged 78.7%.</p> <p>Initial teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks. KS2 Maths scores for the Year 7 indicate that 46.7% of our disadvantaged pupils were working below a scaled score of 100.</p> <p>On entry year 7 disadvantaged students have an average Maths Scaled score of 99 in comparison to non-disadvantaged students have an average of 100.4. The gap widens further for those disadvantaged students with SEND who on entry, have a scaled maths average of 94.7. In Year 11 results indicate that there is an attainment gap between the disadvantaged cohort and their non-disadvantaged peers. Maths GCSE outcomes Summer 2024 show the percentage attaining standard pass for disadvantaged students was 40.7% and for non-disadvantaged 61.1%.</p> |
| 3 | <p>Attendance rates for Pupil Premium students are below Academy figures for non-disadvantaged students. This can have a serious impact on progress and outcomes.</p> <p>National research and our own assessments and observations indicate that regular attendance at the Academy is vital for improving student attainment. Our attendance data indicates that the average attendance for disadvantaged pupils was 88.5% (+2.3% on national) whereas for the non-disadvantaged group it was 93.2%. We also aim to close the rate of Persistent Absence of disadvantaged to students to be more closely aligned to that of non-disadvantaged students.</p>                                                                                                                                                                                                                                                                |
| 4 | <p>Lower literacy levels of disadvantaged students on entry may prevent them making good progress across the curriculum.</p> <p>Initial diagnostic assessments highlight Pupil Premium students display lower levels of literacy than non-disadvantaged students when they join the Academy. Low levels of literacy impact negatively on students accessing the wider curriculum. Analysis of Y7 spelling ages showed an average of -8.95 months for PP students. This negatively impacts on the progress and attainment of Pupil Premium students. We have recently started to assess students using the New Group Reading Test (NGRT) which provides information Standard Age Scores (SAS). Analysis of this data in year 7 shows that the average SAS for disadvantaged students is 99.1 compared to 100.2 for non-disadvantaged. The levels of oracy are also weak amongst Pupil Premium students.</p>                  |
| 5 | <p>Some disadvantaged students have reduced access to aspiration-building experiences, careers guidance and enrichment opportunities which may limit engagement with future pathways.</p> <p>Our observations over time suggest that many disadvantaged students have low aspirations, lack positive role models and have limited family support. Our assessments and discussions with students and their families suggest that the education and wellbeing of many of our disadvantaged pupils is at risk due to</p>                                                                                                                                                                                                                                                                                                                                                                                                       |

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|  | these low aspirations. Participation in extra-curricular activities by disadvantaged students was lower than that of their non-disadvantaged peers. |
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## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Quality first teaching for all learners. | <p>All learners are able to access our full curriculum offer through high quality teaching.</p> <p>Progress 8 scores for Pupil Premium students in line with national figures at the end of our current plan (2027).</p> <p>The Progress 8 Gap between disadvantaged and non-disadvantaged pupils reduced year-on-year.</p> <p>By the end of our current plan in 2027, KS4 outcomes demonstrate that disadvantaged pupils achieve attainment scores across the curriculum that are in line with their non-disadvantaged peers.</p> <p>Pupil Premium students across all year groups to close the attainment gap with their peers. This will be observed by teachers across the curriculum and evidenced by internal data. Effective data analysis used to identify and redress gaps in student knowledge. Identify and allocate interventions to disadvantaged students who require this support. Interventions will be monitored and analysed termly to ensure effectiveness.</p> <p>Student progress data to be in line with those who are not identified as disadvantaged and above the National Average. This includes using KS3 progress data, GCSE predictions, mock results and formative assessments. KS3 internal progress data shows term-on-term improvement.</p> <p>Analysis of student attainment across all curriculum areas with focus on performance</p> |

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|                                                                                                                                                                                             | <p>of key groups, particularly disadvantaged students.</p> <p>Senior leaders to conduct termly learning walks with a focus on disadvantaged pupils. Termly review of teaching quality through book looks and pupil voice.</p> <p>CPD impact measured through improved lesson observations and pupil outcomes. Senior leaders to analyse sira observation data on a termly basis to identify future CPD needs.</p> <p>Senior leaders intend to see improved instructional practice and modelling through the interventions implemented. Termly analysis of sira observations will measure the implementation of these strategies.</p>                                                               |
| Disadvantaged students experience excellent teaching in English and Mathematics and make good progress through the Basics curriculum comparing favourably to their non-disadvantaged peers. | <p>Increase in the number of disadvantaged students achieving a grade 4 in both English and Maths. In 2024, 40.7% of disadvantaged students achieved this target the aim is to increase the percentage by 3% each academic year. Therefore, in 2027, the aim is to increase this percentage to 49.7%.</p> <p>Basics 4+ and 5+ gap narrows annually.</p> <p>Reading and maths scaled scores on entry improve year-on-year.</p> <p>Targeted pupils demonstrate accelerated progress through intervention tracking.</p> <p>Evaluation of intervention programmes through pre and post intervention data collection.</p> <p>Attendance at intervention sessions in monitored by Intervention Lead.</p> |
| Raise Pupil Premium attendance to national average for all students.                                                                                                                        | <p>Attendance Team to track and monitor attendance data of disadvantaged students through a weekly attendance team meetings using the attendance banding system. Aim to increase the percentage of attendance of disadvantaged students from 88.5% to 91% by 2027.</p>                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                                                                                                                                                                                                                                                                         | <p>Attendance Team to work with targeted students, their families and external agencies to improve attendance.</p> <p>Pastoral team to track attendance of their assigned year group weekly and support targeted students.</p> <p>The gap between attendance percentages for Pupil Premium students and non-disadvantaged students should narrow to below 3% by the end of the current plan. Aim to reduce the attendance gap by 0.5% by the end of the academic year 2024/25. Reduce gap in attendance of disadvantaged and non-disadvantaged students to 3.5% by 2025/26 and 3% in 2026/27.</p> <p>Reduction in the percentage of disadvantaged students who meet the Persistent Absence threshold. Persistent absence for disadvantaged pupils reduces by 2 percentage points each year.</p> <p>Whole Academy attendance to be at <b>93%</b> by 2026/27.</p>                                                                                       |
| <p>Improve literacy skills for disadvantaged students to enable better access to the curriculum.</p> <p>Increased numbers of students in receipt of the Pupil Premium will also read for pleasure through increased exposure to both fiction and non-fiction texts.</p> | <p>Close the gap of disadvantaged students with the national average for Standard Age Scores. Disadvantaged students to increase their average Standard Age Reading scores by 0.2 each year, therefore closing the gap with non-disadvantaged peers.</p> <p>All new teaching staff to receive training on the National Literacy programme and current staff to receive extended CPD to further embed literacy across the whole curriculum.</p> <p>Use Sparx Reader to monitor engagement in reading of disadvantaged students.</p> <p>Provide opportunities for students to develop their literacy skills across all subject areas. Focus on developing subject based skills by providing subject specific texts and supporting staff to deliver this effectively.</p> <p>Pre-teaching of vocabulary part of the Louth Academy core teaching principles and will be evidenced in all subject areas. Sistra observations used by senior and middle</p> |

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|                                                                                                              | leaders to ensure effective implementation of this strategy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Raise aspirations of disadvantaged students to increase motivation towards their studies and future careers. | <p>Pupil premium students will have an understanding regarding their targeted outcomes and a clear idea for Post-16 and therefore an improved motivation to study.</p> <p>All Year 11 student to be assigned a mentor from the extended leadership team to discuss academic outcomes and post-16 pathways.</p> <p>Monitor and track enrichment termly with the aim of increasing participation of disadvantaged students in extra-curricular activities and educational visits.</p> <p>Ensure trips and extra-curricular provision help enhance the curriculum. Increase student opportunities to participate in STEM, cultural and sporting activities.</p> <p>Careers champions ensure that each half-term careers linked to their subject area are discussed and highlighted.</p> <p>Destination data for disadvantaged students to be in line with national averages.</p> <p>Track academic interests of disadvantaged students each and link them to courses, apprenticeships and careers term via Uniforg.</p> <p>Disadvantaged students demonstrate greater motivation by increasing their engagement in online learning platforms.</p> |

## Strategy Monitoring and Evaluation

Louth Academy is committed to ensuring that Pupil Premium funding is used effectively and that all strategies are evaluated rigorously to determine their impact on improving outcomes for disadvantaged pupils. In line with DfE guidance and the Education Endowment Foundation (EEF) implementation cycle, the Academy will adopt a process of diagnosing need, planning evidence-informed action, delivering support, monitoring implementation and evaluating impact.

The Academy will assess the cost-effectiveness of programmes and interventions through ongoing analysis of pupil outcomes and implementation evidence. Funding will be prioritised towards approaches that demonstrate the greatest impact on improving outcomes for disadvantaged pupils, particularly those supported by robust research evidence.

## Monitoring Arrangements

The implementation of the Pupil Premium Strategy will be monitored throughout the academic year through a range of quantitative and qualitative measures, including:

- Termly analysis of attainment and progress data for disadvantaged pupils.
- Attendance, behaviour and persistent absence reviews conducted at least termly.
- Regular evaluation of intervention programmes using entry and exit data.
- Curriculum and pastoral reviews led by senior and middle leaders.
- Learning walks, lesson visits, work scrutiny and pupil voice activities with a specific focus on disadvantaged pupils.
- Monitoring of participation rates in enrichment, extracurricular activities and educational visits.
- Review of destination data and careers engagement for disadvantaged students.
- Evaluation of engagement with online learning platforms and homework completion rates.

## Evaluation of Impact

The Academy will evaluate the impact of strategies against the intended outcomes outlined within this plan. Evaluation will focus on:

- Improvements in Progress 8 and Attainment 8 outcomes.
- Closing attainment gaps between disadvantaged and non-disadvantaged pupils.
- Improvements in English and Mathematics outcomes.
- Improvements in reading ages and literacy assessment outcomes.
- Increased attendance and reductions in persistent absence.
- Improved participation in enrichment opportunities.
- Positive destination outcomes and progression to further education, employment or training.

Where evidence indicates that an intervention is not having the desired impact, leaders will review the approach and reallocate resources where appropriate to ensure the best possible use of funding.

## Activity in this academic year

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

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

Budgeted cost: £221,666

| Activity                                                                                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Embed Rosenshine's Principles and Cognitive Load Theory across all subjects.</p> <p>Use of sisra observe to facilitate regular lesson monitoring to ensure implementation of core teaching principles.</p> | <p>EEF research suggests that this programme, if implemented effectively, can accelerate student learning by 4 months.</p> <p><a href="#">Secondary   EEF</a></p> <p><a href="#">Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT</a></p>                                                                                                                                                                                                                                                                                        | 1 and 2                       |
| <p>Purchase of diagnostic assessments as tools to inform future planning and interventions. Use GL assessments, SISRA, and FFT to identify gaps and inform planning.</p>                                      | <p>Research suggests that frequent low stakes assessment provides a holistic view of student progress which, therefore, improves student outcomes. EEF research states that standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p><a href="#">Deliver targeted interventions to supplement universal provision   EEF</a></p> <p><a href="#">Pupil Premium: General and targeted interventions - SecEd</a></p> <p><a href="#">2. Targeted academic support   EEF</a></p> | 1, 2, 4, and 5                |
| <p>Sustained focus on CPD opportunities for staff by providing increased level of provision in this area. Purchase of external programmes such as <i>NPQs</i>, <i>Enable</i></p>                              | <p>NFER research shows that high quality teaching and learning can make 12 months difference in student progress.</p> <p>EEF research shows that it is important to develop the subject knowledge of teachers but also to focus on teacher's</p>                                                                                                                                                                                                                                                                                                                                                                                            | 1, 2 and 4                    |

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| <p>and <i>National College</i> to support delivery of internal CPD programme.</p> <p>Curriculum Leaders to have access to subject specific training materials which will enhance the quality of teaching within their curriculum area.</p> | <p>knowledge of how to teach that particular subject.</p> <p><a href="#">Secondary   EEF</a></p> <p><a href="#">Teaching and Learning Toolkit   EEF</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |               |
| <p>Promoting literacy across the curriculum, particularly the reading of extended texts and reading for pleasure.</p>                                                                                                                      | <p>Whole school approaches, which address multiple elements of school provision, can produce substantial improvements in academic outcomes (e.g. Sharples et al., 2011). We will follow the approach to disciplinary literacy and the seven recommendations made by the EEF in line with the view that: “literacy is key to academic success across the curriculum” and an awareness that in 2021, “over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading” (EEF Improving Literacy in Secondary Schools).</p> <p><a href="#">Improving Literacy in Secondary Schools   EEF</a></p> <p><a href="#">Why the best data comes with a dash of SAS - GL Assessment</a></p> | 4             |
| <p>Strengthen adaptive teaching to support disadvantaged and SEND pupils.</p>                                                                                                                                                              | <p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1, 2, 3 and 5 |
| <p>Online homework platforms to support home learning and acquisition of key knowledge</p>                                                                                                                                                 | <p><a href="#">Teaching and Learning Toolkit   EEF</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2             |
| <p>Delivery of the Ark UK English Mastery curriculum</p>                                                                                                                                                                                   | <p>Ark UK English Mastery aims to improve attainment in English by enabling teachers to deliver a coherent and cumulative English experience for KS3 pupils. Mastery curriculum has shown that if successfully implemented it raises attainment of all learners, particularly disadvantaged students. The Brilliant Club impact study found</p>                                                                                                                                                                                                                                                                                                                                                                                                 | 1, 2 and 4    |

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|  | <p>that the English Mastery programme had a significant positive effect - equivalent to four months' additional progress</p> <p><a href="#">English Mastery - first trial   EEF</a></p> <p><a href="#">English Mastery Boosts Reading Confidence Ahead of KS4   Ark Curriculum Plus</a></p> <p><a href="#">english-mastery-impact-study-the-brilliant-club.pdf</a></p> |  |
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £100,758

| Activity                                                                                         | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Challenge number(s) addressed |
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| Intervention programmes designed to support identified disadvantaged students in all year groups | <p>The National Tutoring Programme (NTP) introduced in 2020 supported schools by providing funding to spend on academic support. Although a time limited 4 year period it was based on strong evidence showing that trained tutors working with small groups and individuals can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress. Benefits are apparent for both tutor and tutee, though the approach should be used to supplement or enhance normal teaching, rather than replace it.</p> <p><a href="#">Improving Literacy in Secondary Schools   EEF</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p> | 1, 2 and 5                    |

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|                                                                                                                                                                                     | <a href="#">One to one tuition   EEF</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |
|                                                                                                                                                                                     | <a href="#">Phonics   EEF</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |
| Deliver small-group and 1:1 tutoring in English and Maths.                                                                                                                          | <p>Small groups taught by specialists allow for targeted skill development and high-quality feedback. The Sutton Trust found that “Mastery learning” had a “moderate impact for a very low cost”. By focusing on mastery and quality feedback (“high impact for very low cost” students at Key Stage 3 are able to focus on making progress against their own starting points, building deeper learning and skill development in preparation for GCSE study.</p> <p><a href="#">Pupil Premium: General and targeted interventions - SecEd</a></p> <p><a href="#">Teacher Feedback to Improve Pupil Learning   EEF</a></p> | 1, 2 and 4 |
| Provide structured literacy and numeracy intervention delivered by trained TAs                                                                                                      | <a href="#">Deployment of Teaching Assistants   EEF</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1, 2 and 4 |
| Regularly assess reading and numeracy levels with interventions put in as appropriate. Use appropriate programmes e.g. Reading Plus to support targeted pupils.                     | <a href="#">Deliver targeted interventions to supplement universal provision   EEF</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1, 2 and 4 |
| <p>Revision sessions in holidays, weekends, evenings and lunchtimes.</p> <p>Targeted intervention sessions to take place during form time with focus on disadvantaged students.</p> | <p><a href="#">Deliver targeted interventions to supplement universal provision   EEF</a></p> <p><a href="#">Pupil Premium: General and targeted interventions - SecEd</a></p> <p><a href="#">2. Targeted academic support   EEF</a></p>                                                                                                                                                                                                                                                                                                                                                                                  | 1, 2 and 4 |
| Deploy a GCSE intervention tutor for Year 11 disadvantaged pupils.                                                                                                                  | <p><a href="#">Deliver targeted interventions to supplement universal provision   EEF</a></p> <p><a href="#">Pupil Premium: General and targeted interventions - SecEd</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1, 2 and 5 |

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

Budgeted cost: £80,606

| Activity                                                                                                                                                                                                                                                                                | Evidence that supports this approach                                                                                                                                                                                                                                                                                                            | Challenge number(s) addressed |
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| <p>Attendance Team to meet regularly to monitor and track attendance concerns of disadvantaged students on a daily basis.</p> <p>Senior Leaders, Pastoral Managers and EWO to work collaboratively as part of a robust approach to attendance and early identification of concerns.</p> | <p>A recent evaluation for the Department for Education in the UK concluded that one of the greatest barriers to impact was achieving high levels of attendance.</p> <p><a href="#">Supporting school attendance   EEF</a></p> <p><a href="#">Supporting the attainment of disadvantaged pupils: articulating success and good practice</a></p> | 3                             |
| <p>Attendance action plans for targeted pupils.</p> <p>Increase parental engagement through home visits/meetings with EWO and Attendance Team</p>                                                                                                                                       | <p><a href="#">Supporting school attendance   EEF</a></p>                                                                                                                                                                                                                                                                                       | 3                             |
| <p>Pastoral Team to deliver behaviour interventions to reduce suspensions of disadvantaged students</p>                                                                                                                                                                                 | <p><a href="#">Improving Behaviour in Schools   EEF</a></p>                                                                                                                                                                                                                                                                                     | 3 and 5                       |
| <p>Working with external agencies to provide pastoral support and wrap around care</p>                                                                                                                                                                                                  | <p>The EEF highlights the importance of developing a deep, holistic understanding of student needs.</p> <p><a href="#">Improving Behaviour in Schools   EEF</a></p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p>                                                                                                | 3 and 5                       |
| <p>Increase the access of students in receipt of the Pupil Premium to wider/extracurricular activities including</p>                                                                                                                                                                    | <p>In a report published in 2014, Ofsted cite the importance of educational visits and extracurricular provision in “raising aspirations and broadening experiences”.</p>                                                                                                                                                                       | 3 and 5                       |

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| <p>educational trips and other enrichment opportunities.</p> <p>Provide free music tuition and instrument loan offered to Pupil Premium students.</p>                                                                                                                                                                                                                     | <p><a href="#">The advantages of extracurricular activities   Good Schools Guide</a></p> <p><a href="#">Physical activity   EEF</a></p> <p><a href="#">Aspiration interventions   EEF</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |
| <p>Use of Unifrog to help monitor and engage students in raising their aspirations relating to careers.</p> <p>Careers Advisor to provide support and guidance around post 16 pathways to disadvantaged and SEND students</p> <p>Provide regular opportunities for student encounters with a varied range of organisations providing information on post 16 pathways.</p> | <p>Research, such as that by Nabil Khattab (2015), suggests that students with low expectations of themselves, and low aspirations, will achieve less in their educational lives. This is exactly what we want to avoid happening to our learners. Involvement of all stakeholders is crucial, parental encouragement can have a profound impact on student progress and this, coupled with our school programme, should develop the aspirations of Pupil Premium students.</p> <p><a href="#">Students' aspirations, expectations and school achievement: what really matters? - Khattab - 2015 - British Educational Research Journal - Wiley Online Library</a></p> <p><a href="#">Careers review.pdf</a></p> <p><a href="#">Aspiration interventions   EEF</a></p> | 5 |

**Total budgeted cost: £403,030**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Academic Year 2024/25:

No year 11 progress scores in 2025 to judge against the previous Progress 8 score of +0.01 for disadvantaged students. The average attainment 8 for disadvantaged students in 2025 was 39.89 which is an increase of 2.96 on the examination results in 2024. The percentage of disadvantaged students achieving a grade 4 or above in Maths and English increased to 47.3% from 40.7% (+6.6%) in 2024. There was also a 1.8% increase in the number of disadvantaged students who achieved a grade 5 in both English and Maths.

Our attendance data indicates that the average attendance for disadvantaged pupils was 89.2% (+0.7% on previous year) whereas for the non-disadvantaged group it was 93.3%. This also demonstrates a reduction in the attendance gap between disadvantaged and non-disadvantaged from 4.7% in the previous academic year to 4.1%. For 2024-25, 38.0% of students in the Academy who met the threshold for persistent absence were in receipt of Pupil Premium. This is up on non-disadvantaged students who had a persistent absence rate of 20.3%. In 2025-26 the aim is to reduce this gap by two percentage points.

Analysis of Standard Age Scores for disadvantaged students, who on entry, had an average score of 99.1 show that this has increased to 99.4 following exposure to reading through the curriculum and targeted interventions. Closer analysis shows that 82% of disadvantaged students who were identified for interventions increased their SAS score by at least 4 points.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme                | Provider                |
|--------------------------|-------------------------|
| Reading Plus             | Reading Plus            |
| Read Write Inc           | Ruth Miskin             |
| High Impact Study Skills | Maximize Your Potential |

|                    |                     |
|--------------------|---------------------|
| Sparx Maths        | Sparx Learning      |
| Sparx Reader       | Sparx Learning      |
| Languagenut        | Languagenut Ltd     |
| TT Rockstars       | Maths Circle        |
| The Beyond Project | Lincolnshire Police |
| Unifrog Careers    | Unifrog             |