Pupil premium strategy statement – Tarleton Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	674
Proportion (%) of pupil premium eligible pupils	21.2% (143)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Scott Parker – Headteacher
Pupil premium lead	Scott Parker – Headteacher
Local Academy Council lead	Jenny Ashcroft – Chair of LAC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 156,279.31
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£156,279.31

Part A: Pupil premium strategy plan

Statement of intent

At Tarleton Academy, we believe that our pupil premium students deserve the very best in educational provision, support, and opportunities to ensure they excel and achieve their full potential. Our commitment to these students is deeply rooted in our whole-school vision: *"Igniting Excellence and Empowering Individuality."* This vision serves as the foundation of our pupil premium strategy, guiding our approach to fostering success, resilience, and ambition in every learner.

We understand educational disadvantage to mean those pupils whose achievement is at risk because of the impact of their social and economic circumstances. This might include home environment, word and world knowledge, as well as health and welfare considerations like social and emotional development. Educational disadvantage incorporates all children who are vulnerable, whether or not they are in receipt of the Pupil Premium, and whether or not they are high or low prior attainment. This is not about deficit: we celebrate all our children and see everything they bring as strength.

Our strategy plan is not an isolated initiative; it is woven into the fabric of our policies, procedures, and practice. At Tarleton Academy, we make it a priority to consider the needs of our pupil premium students from the outset of any new policy design, procedure, or programme implementation. By doing so, we ensure that pupil premium students are not an after-thought but are placed at the centre of our educational journey, ensuring equitable access to opportunities and resources that support their academic and personal growth.

Our ambition for pupil premium students mirrors the high expectations we hold for all learners at Tarleton Academy. We recognise that, for many of these students, the journey to success often involves overcoming additional barriers. As such, our strategy places a strong emphasis on nurturing confidence, building self-esteem, and fostering an ambition for the future that empowers them to dream big and achieve their goals. Through carefully tailored interventions, mentorship, and individual support, we aim to equip our pupil premium students with the resilience and skills needed to overcome challenges, seize opportunities, and thrive.

We understand that academic progress is only one part of the equation; holistic development is key to helping these students unlock their potential. We have designed our pupil premium initiatives to provide robust support in areas such as personal development, mental wellbeing, and social skills. Our strategy also emphasises parental engagement, recognising the crucial role families play in a student's success. By working closely with parents and carers, we aim to create a supportive network that extends beyond the classroom and fosters a consistent and positive environment for growth.

In line with our core vision of *"Empowering Individuality,"* we strive to tailor our support to meet the unique needs of each pupil premium student, celebrating their individuality and helping them cultivate a sense of self-belief. Tarleton Academy is committed to removing barriers, providing opportunities, and creating a culture where every student feels valued, supported, and inspired to reach their potential. We believe that through

this dedicated approach, we can make a meaningful and lasting difference in the lives of our pupil premium students, igniting excellence and empowering them for the future.

Our philosophy is to direct our resource to where they can make the biggest difference. Research and experience tell us this is in the classroom, where through high quality teaching and strong relationships with our students we have the most control over their development. We can significantly improve all students' learning and sense of belonging at school if we focus tirelessly on anticipating where they might struggle and thinking carefully and deliberately about what we say and do each day.

Multiple Vulnerability

At Tarleton Academy, we recognise that our most vulnerable learners are often those who face multiple disadvantages, for example, students who are in receipt of the Pupil Premium while also having special educational needs and/or being known to children's services, either currently or in the past. As a nurturing school community, we know our children well and understand the complex and varied barriers they may encounter. We are particularly mindful of students with multiple vulnerabilities and prioritise them for the most targeted and intensive support, ensuring that every child has the opportunity to succeed, regardless of their starting point.

2025-26		Multiple Vulnerabilities	
	Pupil Premium	**PP & SEND**	**PP & Children's Services**
Year 7 (130)	34	9	9
Year 8 (134)	27	9	11
Year 9 (126)	27	8	8
Year 10 (147)	31	3	10
Year 11 (137)	24	5	9

Funding criteria

Pupil premium funding is allocated to eligible schools based on the number of:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years (referred to as Ever 6 FSM)
- children previously looked after by a local authority or other state care, including children adopted from state care or equivalent from outside England and Wales

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:

- to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer
- for whole class interventions which will also benefit non-disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	**Literacy and Reading:** A proportion of students enter secondary school below chronological reading age expectations and as such are unable to access parts of the curriculum without intervention and support to catch up and keep up.
2	**Attendance and Punctuality:** Higher rates of absenteeism and lateness, which can be linked to socio-economic factors, health issues, or a lack of motivation stemming from a sense of disconnection from the school environment.
3	**Curriculum Ambition:** Disadvantaged students are disproportionately affected when the quality of teaching is not deemed to be good. Consistently good, high-quality teaching is the main focus to ensure accelerated progress for disadvantaged students.
5	**Special Educational Needs and Disabilities (SEND):** Those students who are doubly vulnerable as a result of socio-economic disadvantage and SEND need are less likely to engage fully with school life. Additionally, challenges related to social and emotional wellbeing, including potential stressors such as unstable home environments, mental health issues, or difficulties in building positive relationships with peers.
6	**Lower Aspirations and Expectations:** Pupil premium learners may face lower aspirations and expectations, either due to a lack of exposure to diverse career options or a perceived sense of limited opportunities.
7	**Limited Home Support:** This includes insufficient support at home due to factors, such as parents' time constraints, lack of awareness about the education system, or language barriers for some in the context of this school.
8	**Socio-Economic Disadvantage:** Limited access to opportunities due to financial constraints, which can impact access to educational materials, extracurricular activities, and additional learning support.
9	**Limited Cultural Capital:** Lack of exposure to cultural and enrichment activities, which can contribute to disparities in cultural capital and impact social and academic integration.
10	**Vocabulary Gap:** A vocabulary gap can be a barrier to learning because limited speech, language, and communication skills restrict a student's ability to understand and express ideas, engage in meaningful discussions, and access the full curriculum, ultimately impacting their confidence and success well beyond school.
11	**Handwriting:** Poor handwriting can be a barrier to lifelong learning because it can limit a student's ability to communicate ideas clearly, reduce confidence in written expression, and hinder the development of essential skills needed for success in and beyond the classroom.

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
1. Narrowing the Attainment and Progress Gap: Demonstrate a narrowing in the attainment gap between pupils eligible for pupil premium and their non-eligible peers across key academic milestones. Evidence consistent and accelerated academic progress among pupil premium students, with a focus on improved performance across a range of subjects such as English, Mathematics, and Science.	2026/27 KS4 outcomes will demonstrate: • An overall increase in whole school attainment as the attainment of PP learners increases in line with peers across all phases and curriculum areas. • Top quartile for progress made by disadvantaged pupils set amongst similar schools. • Progress well above the national average for the attainment of all pupils. • A positive progress 8 score for the attainment of disadvantaged students in across all curriculum areas.
2. Enhanced Attendance and Engagement: Achieve a noticeable increase in overall attendance rates and a decrease in persistent absenteeism among pupil premium students, indicating a higher level of engagement with school activities. The impact of occasional absence from pupil premium students will also be reduced.	• Targeted intervention and support for key children and families will result in data that shows PP learners' attendance is in line with non-PP learners or the gap will be diminishing. • Identified intervention to support with punctuality for PP students to increase access to initiatives at the start of the school day, in line with non-PP students. • Targeted interventions will support increased numbers of PP students to achieve weekly 100% attendance in line with non-PP students. • Targeted interventions will mean that persistent absenteeism among disadvantaged learners remains below the national average.
3. Increased Access to Enrichment Opportunities:	• Increase in participation in after-school and lunchtime clubs leading to a closure in the gap between PP and

Ensure that pupils eligible for pupil premium have equitable access to a wide range of extracurricular activities, educational trips, and enrichment programs, fostering holistic development.	non-PP engagement. 100% of disadvantaged learners will be a member of an extra-curricular club with high levels of engagement/attendance at clubs recorded. • Increased opportunities for PP students to access motivational speakers and engage with employers through targeted in-school activities. Every student to have exposure at least once per term to an external speaker. • Narrowing in the gap over the life cycle of the strategy between PP and non-PP access to external trips and visits because of strategic support for PP students/families and staff training.
4. Elevated Aspirations and Confidence: Witness a positive shift in the aspirations and self-confidence of pupil premium students, reflected in their attitudes towards future education, careers, and personal growth.	• Destinations of PP learners will be broad and spread across multiple disciplines. The range of providers and disciplines will be as diverse for PP learners as it is for non-PP students. • Destinations of PP learners will include academic routes such as A-levels and T-levels as well as vocational routes. • Access to level 3 courses will increase for PP learners and the gap between PP and non-PP will be diminished.
5. Successful Transitions: Facilitate smooth transitions for pupil premium students between key stages, such as the move from primary to secondary school and the transition to post-16 education or employment, reducing the likelihood of dropouts.	• The gap between PP and non-PP families attending transition events (Welcome to Y7, Y9 Preferences, Welcome to KS4, Post-16 Guidance) will be narrowed and diminished over time. • EBacc entry levels will continue to improve, reflecting the school ambition to meet DFE targets, as a result of targeted conversations with PP families during the Y9 preferences process. The gap between students accessing the EBacc pathway will be narrowed. • The gap between PP and non-PP students accessing open events will

	- be narrowed using targeted travel support. - Destination data will indicate that PP learners do not become NEET, with a year-on-year increase in the number of students accessing level 3 courses.
6. Effective Use of Targeted Interventions: Implement and refine targeted interventions that demonstrate clear efficacy in supporting the specific needs of pupil premium students, leading to improved learning outcomes.	- PP learners will be targeted for school led tutoring and as a result the attainment and progress of PP students will show an improvement. - Reading intervention programmes will demonstrate students are catching up and keeping up with their peers. - Teachers will demonstrate greater skill in the use of formative assessment, with gaps identified earlier. Knowledge gaps will be closed in a timely fashion.
7. Enhanced Wellbeing and Resilience: Foster a positive and supportive school culture that contributes to improved well-being and resilience among pupil premium students, creating an environment conducive to learning.	- Data will show that PP learners' Attitude to Learning grades are in line with non-PP learners. - Reduction in the numbers of PP learners requiring isolation or FTE as sanctions for poor behaviour. - Data will show that PP learners' suspension rates are in line with non-PP learners and the gap is diminishing.
8. Stronger Partnerships with Families: Establish and maintain strong partnerships with the families of pupil premium students, promoting collaboration in supporting the child's educational journey and overall well-being.	- Data will demonstrate that PP families attend whole school events, such as parents evening, in line with non-PP families. - PP families will attend reintegration meetings to support the return to school in line with non-PP parents.
9. Regular Monitoring and Evaluation: Demonstrate a commitment to continuous improvement by regularly monitoring and evaluating the impact of the Pupil Premium Strategic Plan, with adjustments made based on data-driven insights.	- PP students will be included as a focus for all monitoring and evaluation, ensuring actions are taken where gaps are identified. - Monitoring and evaluation, at all levels and across all areas of provision, will show a significant

	narrowing in the gap between PP students and non-PP students.
10. Recognition of Individual Talents: Identify and celebrate the diverse talents and strengths of pupil premium students, fostering an inclusive culture that values and promotes the unique contributions of each individual.	• The gap between the merit points received by PP and non-PP students will be diminished over time. • Talents of all students will be explored and celebrated, leading to a reduction in the gap between PP and non-PP students accessing opportunities, such as the school drama production.
11. Increased Post-16 Progression: Achieve higher rates of pupil premium students progressing to post-16 education, apprenticeships, or employment, ensuring a successful transition to the next phase of their educational and professional journey.	• PP student confidence will increase because of prioritised Careers Advisor engagement for PP students. Engagement with the CA will represent no gap between PP and non-PP students. • The tracking of destinations from 'intended destination' to 'confirmed destination' will demonstrate a diminished gap between PP and non-PP students accessing post-16 education, apprenticeships, or employment. • Data will demonstrate a diminishing gap between PP and non-PP students accessing Level 3 courses.
12. Handwriting Foundational Knowledge Secure foundational knowledge in handwriting, including correct letter formation, fluent joining, appropriate pencil grip, and consistent sizing and spacing. This will support overall writing fluency, confidence, and stamina.	• Progress will be measured through regular handwriting assessments, moderation of writing samples, and teacher observations of fluency and legibility across the curriculum.
13. Speaking and Listening / Word Count and Vocabulary Demonstrate strong speaking and listening skills and an increased vocabulary breadth and depth. Pupils will be able to articulate their ideas clearly, use subject-specific vocabulary with	• Impact will be measured through teacher assessments, observations of classroom dialogue, vocabulary tracking within writing and oral tasks, and progress in language-based assessments.

confidence, and engage meaningfully in discussions and collaborative learning.	
14. Knowledge and Awareness of Students with Multiple Vulnerabilities To ensure that all staff have a deep understanding of pupils with multiple vulnerabilities, such as those facing disadvantage alongside SEND, safeguarding, or attendance challenges and are confident in adapting teaching and support accordingly. Increased staff awareness and targeted interventions will enable these pupils to access learning equitably and make sustained academic and personal progress.	• Progress will be measured in line with all of the success criteria noted above, for those students who fall into the category of multiple vulnerabilities.

Activity in this academic year

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

Teaching

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching CPD programme (EFA) – all teaching staff	"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them." EEF High Quality Teaching	1, 3, 5, 9, 10, 11
Specialist CPD with particular focus on SEND and PP	Learners' proficiency in English is closely linked to academic success – Research has found that proficiency in English is the strongest predictor of academic achievement (Strand and Hessel, 2018) High quality teaching (HQT) is the starting point for meeting the needs of pupils with SEND and is based on strategies that should be in the repertoire of every mainstream teacher. These strategies should be used for all pupils and then applied flexibly in response to individual needs. Weaving inclusive approaches into every day, high-quality classroom teaching supports SEND to become part of the fabric of the whole school, rather than being seen as a 'bolt-on'. EEF – Special Educational Needs in Mainstream Schools	1, 3, 5, 6, 9, 10
Literacy: Assessment and Intervention Purchase of Reading Plus	"Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects." EEF Improving Literacy in Secondary Schools	1, 5, 10

Purchase of books to support whole school reading programme.	"Reading for pleasure is not only important because it improves performance in reading tests; it has a much wider significance for children's education. Research shows that it brings benefits that help pupils achieve more across the whole curriculum. These include a broad vocabulary, text comprehension, grammar and general knowledge. Reading for pleasure has also been found to be linked to greater progress in spelling and mathematics skills. Recent longitudinal research found the impact of reading for pleasure on progress in vocabulary, arithmetic, and spelling between the ages of 10 and 16 to be four times greater than the impact of having a parent with degree" (DfE, 2015)	1, 3, 5, 6, 7, 8, 9, 10
Wider development of teachers, leaders and support staff in school. Bespoke CPD for all school staff including internal professional development and external accredited courses	"Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes." EEF – Effective Professional Development	1, 3
Purchase of diagnostic tests: GL assessments (including NGRT and CATs)	Strengths and gaps in reading and core subjects identified through standardised assessments. Additional and targeted support implemented Evidence of progress provided. EEF Reading Comprehension strategies Development of pupils' reading, writing, vocabulary and the mechanics of grammar. Teachers can set different skills based on individual or group needs and analyse the results, identifying any areas of weakness on a whole class or individual level.	1, 2, 3, 5, 10
Supporting resourcing and CPD to support wider disciplinary reading through the 'Catch Up and Keep Up' programme. Including supporting the development of speaking and listening. Reading fluency, word count and rich vocabulary.	"Oral language interventions can have a positive impact at all phases of education, … the impact is highest in the early years (+7 months), and higher in primary schools (+6 months) than in secondary (+5 months)." EEF: What does the evidence base tell us about effective oral language practice?	1, 5, 6, 9, 10

Targeted academic support

Budgeted cost: £99,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fresh Start Phonics training and intervention for students	"Studies in England have shown that students eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other students, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for students who have experienced these barriers to learning." EEF Phonics – teaching and learning toolkit	1, 3, 5, 10
Employment of HLTA (Literacy)	"The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching, such as: • Catch Up Literacy • Catch Up Numeracy • Talk for Literacy There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress" EEF – Teaching Assistant Interventions	1, 5, 10, 11
Employment of SEMH Inclusion Worker	A University of Bath study on the Hamish & Milo SEMH Wellbeing Programme reported significant improvements in academic learning, alongside better emotional regulation and peer relationships. Participating schools observed enhanced self-confidence, increased resilience, and reduced school-based anxiety and behavioural issues. Evidence Based SEMH Programmes A systematic review by *BMJ Open* found that nurture groups, which focus on social and emotional well-being, had immediate positive	5, 6, 7

	effects on vulnerable students, supporting emotional stability and enhancing their capacity to engage academically British Medical Journal	
Continued employment of Attendance Support Worker.	"Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career." *Why does attendance matter? The* National Centre for Education Statistics, 2009	2, 5, 7, 8
Subscriptions – The Day – to support wider academic reading, oracy and personal development through daily news features.	"Students who participate in structured current affairs discussions for just six weeks show up to seven times the progress of their peers in creative problem-solving and communication skills." The Economist: Making current affairs education mandatory in schools	1, 3, 10
Purchase of time from dedicated independent careers advisor – careers interventions and support through Careers North.	"Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work." EEF- Careers Education	2, 5, 6, 7, 8, 9
Supporting the development and implementation of a robust handwriting strategy.	"The ultimate goal of the intervention is to improve the child's capability to undertake cognitively-effortful behaviour … first, improvements in legibility and speed; then fluency (reduced effort); then quality of overall writing composition (due to freed up cognitive capacity)." EEF: Helping Handwriting Shine	1, 10, 11

Wider strategies

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement strategy. Including the use of the Arbor App and online platforms to support attendance tracking to support students' attendance, academic progress and attitude to learning	"Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading." EEF – Parental Engagement	2, 6, 7, 9
Increased extra-curricular provision and cultural capital trips, including motivational speakers/workshops such as HumanUtopia.	"Adolescents who participate in extracurricular activities demonstrate higher levels of academic achievement, greater character development, greater social development, and a greater sense of the importance of community involvement." The Benefits of Participating in Extracurricular Activities – Claudette Christison, 2013	2, 3, 6, 9
Continued deployment and development of the whole school rewards system to include social and emotional activities to support students well being	"Offering a range of rewards that increase personal choice and allow pupils to individualise the rewards they receive helps increase motivation, autonomy and can reinforce an individual's underlying values and therefore intrinsic motivation. Additionally, schools can make choices about the behaviours rewarded based on the values they want to cultivate" The Use of Reward Systems to Improve Behaviour and Attainment in Schools – Drs Laura and Anna Merret 2013	2, 6, 8
Offer subsidies for general subject trips throughout the year	Studies highlight that educational visits, particularly those involving fieldwork and outdoor learning, significantly enhance student engagement and understanding. These experiences provide practical, hands-on applications of classroom concepts, fostering deeper learning and improved retention of material. Furthermore, such visits are linked to improved social and emotional development, which positively influences academic outcomes. UCL – Impact of Outdoor Learning in the UK	2, 6, 7, 8

Enhanced transition activities, Summer School, Heads Up vulnerable student programme	"Transitions require purposeful planning. … Often schools find they have key 'transition activities' which are locked into their annual calendars, but how do we reflect on the purpose and effectiveness of these events? … Several studies have shown a dip in attainment coinciding with this time of change, especially in literacy and numeracy. Reasons cited include: • lack of curriculum continuity; difficulties adapting to academic challenges; • lack of familiarity with school culture, systems, routines and new expectations; and, • issues with developing connections for healthy peer networks." EEF: School Transitions – reflecting on culture, curriculum and connections	1, 2, 5, 6, 7, 8
Support in accessing and insuring work experience placements including transport and support throughout the placement	"Work experience placements were understood to serve multiple purposes, including experience of the world of work, developing employability skills and experience to help guide future career decision-making." GOV.UK Work experience and related activities in schools and colleges	2, 6, 7, 8, 9
Compass Bloom package to support with SEMH need	"Effective SEMH provision supports inclusion: avoiding suspensions/exclusion, enabling children to remain in mainstream settings, preventing referrals to alternative provision. The Ofsted research found that many pupils are referred to alternative provision because their SEMH needs have not been adequately met in mainstream." Ofsted: Alternative provision for primary-age pupils in England: a long-term 'destination' or a 'temporary solution'?	2, 5, 6

Total budgeted cost: £ 156,279.31

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In April 2024, Tarleton Academy embarked on a transformative school improvement journey under a dynamic new leadership team. Central to this progress was the establishment of a fresh and inspiring vision statement, underpinned by clear, actionable values aimed at driving sustained improvement. A core element of this mission is '*empowerment individuality*', ensuring that the unique needs of all learners are met, especially those who have historically been less well served. This commitment places disadvantaged (PP) students firmly at the heart of all decision-making processes. By prioritising their progress and ensuring that their needs inform every strategic action, we are confident that achievement gaps will begin to close, and PP learners will attain outcomes in line with their peers, reflecting a truly inclusive and equitable learning environment.

2024 and 2025 Academic Performance

We have analysed the performance of our schools disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal assessments. This data demonstrated that whilst the gap between disadvantaged and non-disadvantaged pupils remains stubborn, the progress of disadvantaged pupils is continuing to rise year on year, particularly when set against national benchmarks.

	2024			2025		
	All	**PP**	**Non-PP**	**All**	**PP**	**Non-PP**
Cohort Size	134	17	117	128	22	106
KS2 Average	103.67	101.5	103.99	103.86*	100.69	104.37
Attainment 8	47.25	33.5	49.24	46.17	33.25	48.85
Progress 8	0.27	-0.66	0.41	0.4*	-0.16	0.49
Gaps A8		-15.74			-15.6	
Gaps P8		-1.07			-0.65	
*NB. *The 2025 cohort is the first group without validated progress data, as these pupils did not sit SATs in Year 6. Consequently, all progress measures for this cohort are based on projected data generated by SMID.*						

In 2024, Progress 8 scores highlighted a significant gap between disadvantaged and non-disadvantaged pupils. Non-disadvantaged pupils achieved an average Progress 8 score of 0.16, indicating they made slightly more progress than expected compared to pupils with similar prior attainment. In contrast, disadvantaged pupils averaged -0.57, meaning they made over half a grade less progress than expected by the end of KS4. At Tarleton Academy, this gap was even wider, as shown in the table above.

In 2025, the gap narrowed in both attainment and progress. While the improvement in attainment was modest, it is important to note that the cohort profile had changed:

disadvantaged pupils started from a much lower projected baseline, reflecting the ongoing impact of the lower foundational knowledge acquired historically by this group. Early, non-validated progress data from SMID suggests that the narrowing of the gap in terms of progress was more substantial.

Overall attainment and progress, this represents an achievement, one that was a key objective for the outcome at the end of the first year of the three-year strategy period. The fact that the rise has been steady is also reassuring in that it feels more sustainable, particularly given the variance of GCSE performance for any single set of outcomes.

Our disadvantaged students have shown clear upward progress in reading attainment during their KS3 education at Tarleton Academy. The proportion of students achieving 'Very High' SAS scores (>126) has quadrupled from 4% to 16%, far exceeding the national average (4%). Furthermore, the number of 'Below Average' readers has fallen noticeably. The overall performance of our disadvantaged students indicates a positive shift toward higher performance bands, with achievement above national in the top ranges.

SAS Band	SAS Range	22–23 (%)	24–25 (%)	National Av	Change
Below Average	82–88	12%	8%	12%	–4%
Average	89–96	4%	12%	17%	+8%
Average	97–103	19%	20%	20%	+1%
Average	104–111	31%	20%	17%	-11%
Above Average	112–118	12%	0%	12%	-12%
Above Average	119–126	8%	12%	7%	+4%
Very High	>126	4%	16%	4%	+12%

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the attendance of disadvantage pupils remains an area of focus. At the time of reviewing the strategy, YTD attendance for disadvantaged students stands at 88.2%, which reflects a 2% increase on the same time last year and a 4.3% increase on the full year attendance for the same group.

The suspension rates for disadvantaged pupils are reducing. For instance, at the time of reviewing the strategy, a 50% reduction in suspensions for disadvantaged students has been recorded when compared to the same period from last year. We continue to ensure a more graduated response system across the school and additional support within the pastoral system to offer a range of interventions at different levels.

Behaviour and attendance for disadvantaged pupils is heavily linked with rising social emotional and mental health needs. Additional resource to our SEMH provision and greater co-ordination between teaching and specialist staff has helped ensure we are able to meet needs internally and/or in collaboration with local support networks. The appointment of a

specialist SEMH Inclusion Worker will further increase our ability to identify issues early and match needs to appropriate interventions.

Parents and the local authority see this as an inclusive school. One where children are respected, included and celebrated for their own unique and individual talents. This is evidenced in feedback from our stakeholder engagement survey alongside the total number of applications received for Tarleton Academy in 2025.

Overall Outcomes – End of Year 1 Review

☐Good Progress   ☒ Average Progress   ☐ Minimal Progress

Although direct year-on-year comparisons should be treated with care, there has been a steady upward trend in the progress of our disadvantaged pupils. An internal gap still exists between disadvantaged and non-disadvantaged students, yet the progress made by our disadvantaged cohort exceeds that of similar pupils nationally. School leaders remain committed to this cohort of learners achieving an overall positive progress score, reflecting a position whereby, on average, they outperform non-disadvantaged pupils across the country.

Teaching

☒Good Progress   ☐ Average Progress   ☐ Minimal Progress

The school has made excellent progress in deepening understanding and implementation of its strategy to reduce disadvantage. Internal and external evidence highlight that the ongoing focus on supporting vulnerable pupils is leading to tangible improvements in learning. Teachers routinely check understanding, provide targeted scaffolding, and create opportunities to extend pupils' knowledge. Reading is embedded across the curriculum, supported by vocabulary instruction and scaffolded questioning. Pupils also use partner talk effectively to develop and refine their ideas.

Targeted Academic Support

☐Good Progress   ☒ Average Progress   ☐ Minimal Progress

There are now established pathways to ensure that pupils requiring additional support in core curriculum areas receive appropriate intervention. Evidence demonstrates that pupils engaged in reading programmes are making positive progress within their targeted areas. This is beginning to have impact in curriculum areas such as English, where several pupils have successfully applied their gains to broader comprehension, while slower progress among some pupils reflects more profound and persistent learning and cognition challenges.

Wider Strategies

☒Good Progress   ☐ Average Progress   ☐ Minimal Progress

The school's coordinated approach to pastoral care is making a difference to behaviour and attendance concerns, particularly for pupils with social, emotional and mental health issues. Investment in attendance and the pastoral systems and structure have also seen attendance rates improve so that they are higher than the national averages. Suspension rates are also falling, though disadvantaged pupils remain disproportionately represented.