

# 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	689
Proportion (%) of pupil premium eligible pupils	16%
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
Pupil premium lead	Stephen Lucas
Governor / Trustee lead	Jenny Ashcroft

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 139,794
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£5,068,547.04

# 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.

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.

### **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	<b>Curriculum Ambition:</b> 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.
2	<b>Literacy and Reading:</b> 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.
3	<b>Attendance and Punctuality:</b> Higher rates of absenteeism and tardiness, 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.
4	<b>Lower Aspirations and Expectations:</b> 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.
5	<b>Limited Home Support:</b> Insufficient support at home due to various factors, such as parents' time constraints, lack of awareness about the education system, or language barriers.
6	<b>SEMH Needs:</b> 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.
7	<b>Special Educational Needs (SEN):</b> A higher likelihood of having special educational needs, which may require additional support and resources to address specific learning challenges.
8	<b>Socio-Economic Disadvantage:</b> Limited access to resources and opportunities due to financial constraints, which can impact access to

	educational materials, extracurricular activities, and additional learning support.
9	<b>Limited Cultural Capital:</b> Lack of exposure to cultural and enrichment activities, which can contribute to disparities in cultural capital and impact social and academic integration.

## 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
<p><b>1. Narrowing the Attainment Gap:</b></p> <p>Demonstrate a narrowing in the attainment gap between pupils eligible for pupil premium and their non-eligible peers across key academic milestones.</p>	<ul style="list-style-type: none"> <li>Data 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.</li> <li>The gap between percentage achieved in KS3 assessments will narrow significantly for PP and non-PP learners.</li> <li>Reading data will improve as PP learners achieve in line with non-PP students. Students will achieve at least in line with chronological reading age.</li> </ul>
<p><b>2. Improved Academic Progress:</b></p> <p>Evidence consistent and accelerated academic progress among pupil premium students, with a focus on improved performance in core subjects such as English, Mathematics, and Science.</p>	<ul style="list-style-type: none"> <li>Improvement in whole school progress score.</li> <li>The gap between PP and non-PP student progress will be narrowed or diminished.</li> <li>RAG meetings at KS4 will explicitly focus on PP students, ensuring that gaps are identified and closed in a timely manner.</li> </ul>
<p><b>3. Enhanced Attendance and Engagement:</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Targeted interventions will support increased numbers of PP students to achieve weekly 100% attendance in line with non-PP students.</li> </ul>
<p><b>4. Increased Access to Enrichment Opportunities:</b></p>	<ul style="list-style-type: none"> <li>Increase in participation in after-school and lunchtime clubs leading to a closure</li> </ul>

<p>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.</p>	<p>in the gap between PP and non-PP engagement.</p> <ul style="list-style-type: none"> <li>• Increased opportunities for PP students to access motivational speakers and engage with employers through targeted in-school activities.</li> <li>• Narrowing in the gap between PP and non-PP access to external trips and visits because of strategic support for PP students/families.</li> </ul>
<p><b>5. Elevated Aspirations and Confidence:</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Destinations of PP learners will include academic routes such as A-levels and T-levels as well as vocational routes.</li> <li>• Access to level 3 courses will increase for PP learners and the gap between PP and non-PP will be diminished.</li> </ul>
<p><b>6. Successful Transitions:</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The gap between PP and non-PP students accessing open events will be narrowed using targeted travel support.</li> <li>• Destination data will indicate that PP learners do not become NEET</li> </ul>
<p><b>7. Effective Use of Targeted Interventions:</b></p> <p>Implement and refine targeted interventions that demonstrate clear efficacy in supporting the specific needs of pupil premium students, leading to improved learning outcomes.</p>	<ul style="list-style-type: none"> <li>• PP learners will be targeted for school led tutoring and as a result the attainment and progress of PP students will show an improvement.</li> <li>• Reading intervention programmes will demonstrate a narrowing in the gap between PP and non-PP students.</li> <li>• Teachers will demonstrate greater skill in the use of formative assessment, with gaps identified earlier. Knowledge gaps will be closed in a timely fashion.</li> </ul>
<p><b>8. Enhanced Wellbeing and Resilience:</b></p>	<ul style="list-style-type: none"> <li>• Data will show that PP learners' Attitude to Learning grades are in line with non-PP learners.</li> </ul>

<p>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.</p>	<ul style="list-style-type: none"> <li>• Reduction in the numbers of PP learners requiring isolation or FTE as sanctions for poor behaviour.</li> <li>• Data will show that PP learners' suspension rates are in line with non-PP learners and the gap is diminishing.</li> </ul>
<p><b>9. Stronger Partnerships with Families:</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Data will demonstrate that PP families attend whole school events, such as parents evening, in line with non-PP families.</li> <li>• PP families will attend reintegration meetings to support the return to school in line with non-PP parents.</li> </ul>
<p><b>10. Regular Monitoring and Evaluation:</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• PP students will be included as a focus for all monitoring and evaluation, ensuring actions are taken where gaps are identified.</li> <li>• 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.</li> </ul>
<p><b>11. Recognition of Individual Talents:</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• The gap between the merit points received by PP and non-PP students will be diminished over time.</li> <li>• 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.</li> </ul>
<p><b>12. Increased Post-16 Progression:</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Data will demonstrate a diminishing gap between PP and non-PP students accessing Level 3 courses.</li> </ul>

## 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: £19,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching CPD programme – all teaching staff	<p>“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.”</p> <p><a href="#">EEF High Quality Teaching</a></p>	1, 2, 4, 7
Specialist CPD with particular focus on SEND and PP	<p>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)</p> <p>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’.</p> <p><a href="#">EEF – Special Educational Needs in Mainstream Schools</a></p>	1, 2, 6, 7
Literacy: Assessment and Intervention  Purchase of Reading Plus	<p>“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.”</p> <p><a href="#">EEF Improving Literacy in Secondary Schools</a></p>	1, 2, 7

<p>Purchase of books to support whole school reading programme</p>	<p>“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)</p>	<p>1, 2, 4, 7</p>
<p>Wider development of teachers, leaders and support staff in school. Bespoke CPD for all school staff including internal professional development and external accredited courses</p>	<p>“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.”</p> <p><a href="#">EEF – Effective Professional Development</a></p>	<p>1, 2</p>
<p>Purchase of diagnostic tests: GL assessments</p>	<p>Strengths and gaps in reading and core subjects identified through standardised assessments. Additional and targeted support implemented Evidence of progress provided.</p> <p><a href="#">EEF Reading Comprehension strategies</a></p> <p>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.</p>	<p>1, 2, 7</p>



## Targeted academic support

Budgeted cost: £95,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fresh Start Phonics training and intervention for students	<p>“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.”</p> <p><a href="#">EEF Phonics – teaching and learning toolkit</a></p>	2, 7
Employment of HLTA (Literacy)	<p>“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:</p> <ul style="list-style-type: none"> <li>• Catch Up Literacy</li> <li>• Catch Up Numeracy</li> <li>• Talk for Literacy</li> </ul> <p>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”</p> <p><a href="#">EEF – Teaching Assistant Interventions</a></p>	2, 7
Employment of SEMH Inclusion Worker	<p>A University of Bath study on the Hamish &amp; 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.</p> <p><a href="#">Evidence Based SEMH Programmes</a></p> <p>A systematic review by <i>BMJ Open</i> found that nurture groups, which focus on social and emotional well-being, had immediate positive</p>	3, 6, 7

	<p>effects on vulnerable students, supporting emotional stability and enhancing their capacity to engage academically</p> <p><a href="#">British Medical Journal</a></p>	
Continued employment of Attendance Officer	<p>“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.”</p> <p><a href="#">Why does attendance matter? The National Centre for Education Statistics, 2009</a></p>	3, 5, 8
Purchase of time from dedicated independent careers advisor – careers interventions and support	<p>“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.”</p> <p><a href="#">EEF- Careers Education</a></p>	1, 4, 7, 9

## Wider strategies

Budgeted cost: £24,689

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	<p>“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.”</p> <p><a href="#">EEF – Parental Engagement</a></p>	3, 5
Increased extra-curricular provision and cultural capital trips.	<p>“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.”</p> <p><a href="#">The Benefits of Participating in Extracurricular Activities – Claudette Christison, 2013</a></p>	3, 8, 9
Continued deployment and development of the whole school rewards system to include social and emotional activities to support students well being	<p>“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”</p> <p><a href="#">The Use of Reward Systems to Improve Behaviour and Attainment in Schools – Drs Laura and Anna Merret 2013</a></p>	3, 4, 8
Offer subsidies for general subject trips throughout the year	<p>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.</p> <p><a href="#">UCL – Impact of Outdoor Learning in the UK</a></p>	3, 4, 8

<p>Provide breakfast every morning so students are ready to learn</p>	<p>A study funded by the Education Endowment Foundation (EEF) and conducted in collaboration with the Institute for Fiscal Studies (IFS) evaluated breakfast clubs in 106 English schools. The findings showed that children made approximately two months of additional academic progress in reading, writing, and maths compared to peers in schools without breakfast clubs.</p> <p>The Magic Breakfast initiative, which supported the EEF study, also found that breakfast clubs reduced pupil absences, increased the proportion of healthy breakfasts consumed, and provided a structured, social context for starting the day. This led to improved health markers and learning conditions</p> <p><a href="https://ifs.org.uk/articles/breakfast-clubs-work-their-magic-disadvantaged-english-schools">https://ifs.org.uk/articles/breakfast-clubs-work-their-magic-disadvantaged-english-schools</a></p>	<p>3, 8</p>
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**Total budgeted cost: £139,794**

## 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 Academic Performance**

	<b>All</b>	<b>PP</b>	<b>Non-PP</b>
<b>Cohort Size</b>	134	17	117
<b>KS2 Average</b>	103.67	101.5	103.99
<b>Attainment 8</b>	47.25	33.5	49.24
<b>Progress 8</b>	0.27	-0.66	0.41
<b>Gaps A8</b>		-15.74	
<b>Gaps P8</b>		-1.07	

#### **Comparison to National Headlines**

Progress 8 scores for disadvantaged and non-disadvantaged pupils showed that non-disadvantaged pupils averaged a Progress 8 score of 0.16 whereas disadvantaged pupils averaged a Progress 8 score of -0.57. This means non-disadvantaged pupils, on average, progressed more than expected when compared to pupils in their prior attainment group, whereas disadvantaged pupils achieved over half a grade less than expected by the end of KS4. At Tarleton Academy this gap was more pronounced as seen in the table above.