

Pupil Premium Strategy Statement – Unity Academy

At Unity Academy, we believe that disadvantage should never determine a child's future. Our ambition is that every pupil, regardless of background, circumstance or starting point, receives an exceptional education and develops the knowledge, skills and character required to succeed in school and beyond.

As an all-through academy serving a community with significant levels of socio-economic disadvantage, we recognise the additional challenges many of our pupils face. Currently, over 60% of pupils are eligible for Pupil Premium funding, with almost 70% of the highest concentration of disadvantage evident within the secondary phase. We also recognise the significant overlap between disadvantage and additional needs, with many pupils experiencing multiple barriers to learning, including SEND, poor attendance, social and emotional challenges, and limited access to enrichment opportunities beyond school.

Our Pupil Premium Strategy is designed to improve outcomes for disadvantaged pupils across the academy through a relentless focus on high-quality teaching, strong attendance, excellent behaviour and targeted support. Whilst this strategy applies to all phases of the school, our analysis indicates that the greatest attainment gaps and barriers to achievement are found within the secondary phase. Consequently, many of the actions within this strategy place a particular emphasis on improving outcomes for disadvantaged pupils in Years 7–11, whilst maintaining strong foundations and early intervention within the primary phase.

School overview

Unity Academy is an all-through academy serving pupils from Nursery to Year 11.

Detail	Data
Number of pupils in school	863
Proportion (%) of pupil premium eligible pupils	536 pupils / 62.1%
Academic year/years that our current pupil premium strategy plan covers	2026-2029 (updated annually)
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027, with termly internal review points
Statement authorised by	TBC
Pupil Premium Lead	R Bradshaw Deputy Headteacher
Governor / Trustee lead	Chair of Academy Council

The academy serves a community with significant levels of socio-economic disadvantage. Currently, 62.1% of pupils are eligible for Pupil Premium funding. However, the level of disadvantage varies considerably between phases:

Phase	Pupils	Pupil Premium	Pupil Premium %	SEND	SEND %
Primary (N1–Year 6)	329	167	50.8% (National: c.25%)	89	27.1%
Secondary (Years 7–11)	534	369	69.1% (National: c.28%)	119	22.3%

Whilst the academy experiences significant levels of disadvantage across all phases, disadvantage is particularly concentrated within the secondary phase, where almost seven in ten pupils are eligible for Pupil Premium funding. This is also the phase where attainment outcomes remain below national averages and where the most significant attendance, behaviour and attainment gaps are evident.

The academy also serves a high proportion of pupils with additional needs. There is a significant overlap between disadvantage and SEND, creating additional barriers to attendance, engagement, curriculum access and academic achievement for many pupils.

Consequently, this strategy maintains a whole-school focus whilst placing particular emphasis on improving outcomes for disadvantaged pupils within the secondary phase, where need is greatest.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£657, 533
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	£657, 533

Part A: Pupil Premium Strategy Plan

Statement of intent

The ultimate objective of this strategy is to ensure that disadvantaged pupils achieve outcomes that enable them to succeed academically, socially and personally, regardless of their starting points or circumstances. We want disadvantaged pupils to attend regularly, engage positively in learning, access the full curriculum, achieve strong academic outcomes, and leave Unity Academy equipped for success in further education, employment, and adult life.

Our strategy is designed to improve outcomes for disadvantaged pupils through a coherent and evidence-informed approach. We recognise that disadvantage can present a range of barriers to learning, including lower attendance, weaker literacy and numeracy skills, social and emotional challenges, reduced access to enrichment opportunities and, for some pupils, additional SEND needs. Through a combination of high-quality teaching, targeted academic support and wider strategies, we aim to remove these barriers and ensure that disadvantaged pupils can thrive.

The key principles that underpin this strategy are:

- High-quality teaching has the greatest impact on improving outcomes for disadvantaged pupils and therefore remains our highest priority.
- Secure foundations in reading, writing, mathematics and oracy are the bedrock of future learning and success. We will identify gaps early and provide timely, evidence-informed support so that disadvantaged pupils can access the full curriculum and build knowledge successfully across every phase.
- Decisions are informed by evidence, including guidance from the Education Endowment Foundation (EEF), Department for Education and our own school data.
- Early identification and intervention are essential in addressing barriers before they become entrenched.
- Support should be responsive to both common challenges and individual pupils' needs, rather than to assumptions about disadvantage.
- All staff share responsibility for the achievement, attendance and well-being of disadvantaged pupils.
- Resources should be targeted where need is greatest and where they will have the greatest impact on pupil outcomes.

Through this strategy, we aim to:

- Improve attendance and reduce persistent absence amongst disadvantaged pupils.

- Improve attainment and progress, particularly in English and mathematics.
- Ensure disadvantaged pupils can successfully access the full curriculum.
- Strengthen literacy, vocabulary and reading across all phases.
- Improve behaviour, self-regulation and readiness to learn.
- Support pupils' social, emotional and mental well-being.
- Increase participation in enrichment, leadership and personal development opportunities.
- Raise aspirations and improve preparation for future education, employment and training.

We aim to give all pupils, including our most vulnerable, the opportunity and currency needed to fulfil their aspirations and to enact generational change.

The impact of this strategy will be reviewed regularly through robust analysis of attendance, behaviour, attainment and wider personal development outcomes to ensure that resources are targeted effectively and that disadvantaged pupils achieve the very best possible outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Quality of Teaching, Assessment and Attainment. Assessment information, internal monitoring and external outcomes demonstrate that disadvantaged pupils achieve less well than their non-disadvantaged peers, particularly within the secondary phase. Whilst outcomes have improved, attainment in English and mathematics remains below national averages. The attainment gap is particularly evident at Key Stage 4, where disadvantaged pupils continue to face barriers to achieving strong passes in English and mathematics. We see highly effective teaching of an ambitious curriculum as the key driver to changing this.
2	Reading, Literacy, Numeracy, Vocabulary and Curriculum Access. The nature and extent of these barriers differ across the academy. In primary, overall Key Stage 2 outcomes in reading, writing and mathematics are strong, although outcomes in EYFS and Year 1 phonics indicate that some pupils require earlier support to secure language and literacy foundations. Further analysis by Pupil Premium status will identify any remaining gaps requiring targeted intervention. In secondary, internal reading assessments, curriculum reviews, lesson visits and attainment information show that many disadvantaged pupils have weaknesses in reading fluency, comprehension, academic vocabulary and foundational mathematical knowledge. These gaps restrict access to increasingly complex subject content and contribute to weaker outcomes, particularly in English and mathematics. Securing and applying foundational knowledge is therefore a particular priority within the secondary phase.
3	Attendance and Persistent Absence. Attendance remains a significant barrier to achievement for disadvantaged pupils. Current attendance for disadvantaged pupils is 89.55%, compared with 93.81% for non-disadvantaged pupils, creating a gap of 4.26 percentage points. In addition, 170 disadvantaged pupils currently have attendance below 90%, including 73 pupils whose attendance is below 80%. Reduced attendance limits access to learning, intervention and enrichment opportunities.
4	Disadvantage and SEND Overlap. A significant proportion of disadvantaged pupils have also been identified as having special educational needs and/or disabilities. Currently, 150 pupils are identified as both disadvantaged and SEND. This overlap creates additional barriers to attendance, engagement, self-regulation and academic achievement and requires coordinated support across academic, additional reading intervention, pastoral and SEND provision.
5	Behaviour, Self-Regulation and Readiness to Learn. Internal behaviour data indicate that disadvantaged pupils are disproportionately represented within behaviour concerns. Some disadvantaged pupils require additional support to develop resilience, self-regulation, positive learning habits and readiness to learn. These factors can affect engagement, attendance and long-term outcomes.

6	Social, Emotional Wellbeing, Aspirations and Cultural Capital. Many disadvantaged pupils face challenges beyond school that impact their wellbeing, confidence and aspirations. Some pupils have limited access to enrichment opportunities, wider cultural experiences and careers-related learning outside school. These factors can influence attendance, engagement and help pupils to reach their future aspirations.
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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
1. Improved quality of teaching, improving attainment and progress for disadvantaged pupils, particularly within the secondary phase.	Attainment and progress measures for disadvantaged pupils improve across all phases from their established baselines. Where outcomes are below national comparators, they improve at a faster rate than national outcomes for disadvantaged pupils, narrowing gaps both to national figures and to the academy's non-disadvantaged pupils. At Key Stage 4, the proportions of disadvantaged pupils achieving grades 4+ and 5+ in English and mathematics increase annually over the lifetime of the strategy.
2. Improved literacy, numeracy, reading fluency and vocabulary development across the curriculum.	Reading ages, NGRT or equivalent assessment data, phonics screening outcomes, KS2 outcomes and Key Stage 4 English outcomes improve over the lifetime of the strategy. Pupils use Tier 2 and Tier 3 vocabulary with increasing accuracy. Work scrutiny shows improved extended writing, transcription accuracy and writing stamina across the curriculum.
3. Improved attendance and reduced persistent absence amongst disadvantaged pupils.	Attendance for disadvantaged pupils improves in line with pre-pandemic levels (94.9% on the IDSR), and the attendance gap between disadvantaged and non-disadvantaged pupils narrows. The proportion of disadvantaged pupils with attendance below 90% and below 80% reduces over the lifetime of the strategy.
4. Improved outcomes for disadvantaged pupils with SEND.	Disadvantaged pupils with SEND make strong progress from their starting points as evidenced in their reading ages, work and in outcomes. The attainment, attendance and engagement of pupils with overlapping disadvantage and SEND improve through effective identification, intervention and support.
5. Improved behaviour, self-regulation and readiness to learn.	Behaviour incidents involving disadvantaged pupils reduce over time. Pupils demonstrate positive attitudes to learning, improved self-regulation and greater engagement within lessons. Disadvantaged pupils participate fully in school life and experience fewer barriers to learning caused by behaviour.

6. Improved well-being, aspirations and access to enrichment opportunities.	Disadvantaged pupils participate fully in enrichment, leadership, careers and personal development opportunities as evidenced in leaders' tracking of this. Pupils demonstrate increased confidence, resilience and aspiration for future education, employment and training. Participation rates for disadvantaged pupils in wider school opportunities increase and remain comparable to those of their peers.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £526,026

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic staffing, recruitment and retention to secure high-quality teaching for disadvantaged pupils, particularly in the secondary phase and in subjects/cohorts where barriers are greatest. This includes the deployment and retention of effective teachers, subject leadership capacity, and staffing structures that enable disadvantaged pupils to access consistently strong teaching. Cost: £326,026	EEF Guide to the Pupil Premium EEF Effective Professional Development DfE using pupil premium guidance	1,2,3,4,5
Whole-school CPD and deliberate practice focused on adaptive teaching, checking for understanding, active monitoring, cold calling, responsive reteaching and securing a calm learning climate. Cost: £45,000	EEF Effective Professional Development EEF Guide to the Pupil Premium	1,2,5
Subject leadership release time to strengthen curriculum sequencing, assessment use, misconception analysis and reteach planning, particularly in English, mathematics, science and high-priority Key Stage 4 subjects. Cost: £35,000	EEF implementation guidance DfE using pupil premium guidance	1,2
Reading, literacy, and vocabulary strategies across the all-through curriculum, including explicit Tier 2/Tier 3 vocabulary, reading routines, disciplinary literacy, and writing stamina. Cost: £55,000	EEF Improving Literacy in Secondary Schools EEF Improving Literacy in Key Stage 2 EEF Reading Comprehension Strategies	1,2,4
Mathematics and numeracy development, including foundational knowledge, fluency, retrieval and responsive intervention for pupils whose gaps prevent curriculum access. Cost: £35,000	EEF Improving Mathematics in Key Stages 2 and 3 EEF Teaching and Learning Toolkit	1,2
Instructional coaching for all teaching staff, providing regular, focused feedback and deliberate practice to develop expertise and strengthen the consistent implementation of effective teaching. More intensive coaching cycles and targeted support will be provided for staff whose practice requires further development, with precise development goals and SLT or subject-leader follow-up. Cost: £30,000	EEF Effective Professional Development	1,5

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

Budgeted cost: £65,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Live Inclusion Matrix and intervention tracker will be used during scheduled review meetings to identify, prioritise and monitor disadvantaged pupils. Cost: £5,000	EEF selecting interventions tool EEF Guide to the Pupil Premium	1,2,3,4,5,6
Small group tutoring, revision sessions and incentives and study spaces for Year 11 and other high-priority cohorts, with a focus on English, mathematics, science and pupils close to key grade thresholds. Cost: £18,000	EEF Small Group Tuition EEF One to One Tuition	1,2,3
Targeted reading intervention based on NGRT or equivalent assessment, including decoding, fluency, comprehension, vocabulary and access-to-curriculum support. Cost: £12,000	EEF Reading Comprehension Strategies EEF Oral Language Interventions	2,4
Targeted teaching assistant and SEND support for disadvantaged pupils with overlapping SEND, including structured interventions, precision teaching, access arrangements, scaffolded curriculum access and review of classroom transfer. Cost: £20,000	EEF Teaching Assistant Interventions EEF Special Educational Needs in Mainstream Schools	1,2,4,5
Digital learning and home learning support, including access to online platforms, revision materials, homework clubs, study spaces, devices where required and structured parental communication. Cost: £5,753	EEF Digital Technology EEF Homework	1,2,3,6
Revision guides and essential learning resources for disadvantaged pupils so that lack of equipment or materials does not prevent independent study. Cost: £5,000	DfE using pupil premium guidance	1,2,6

Wider strategies (for example, related to attendance, behaviour, and well-being)

Budgeted cost: £ 65,754

Activity	Evidence that supports this approach	Challenge number(s) addressed
Graduated attendance response for disadvantaged pupils below 95%, 90% and 80%, including early identification, attendance support plans, parental meetings, home visits, targeted rewards and barrier removal. Cost: £18,000	DfE Working Together to Improve School Attendance EEF attendance interventions evidence review	3,4,5,6
Practical barrier removal: uniform, shoes, equipment, breakfast, basic resources, transport or other reasonable support where lack of access is preventing attendance, belonging or readiness to learn. Cost: £10,000	DfE using pupil premium guidance	3,5,6
Behaviour and inclusion support, including behaviour support plans, pastoral intervention, reintegration after suspension/internal exclusion, restorative conversations and coordinated support from behaviour, SEND, attendance and pastoral teams. Cost: £12,000	EEF Improving Behaviour in Schools EEF Behaviour Interventions	4,5,6
SEMH and wellbeing support, including targeted mentoring, mental health referral pathways, nurture-style provision, staff training and support for pupils whose emotional needs affect attendance and learning. Cost: £10,000	EEF Social and Emotional Learning DfE mental health and behaviour in schools	3,4,5,6

Enrichment, leadership and cultural capital fund to remove financial barriers to trips, visits, sport, arts, Duke of Edinburgh, music, clubs and curriculum-linked experiences. Participation will be tracked by Pupil Premium status. Cost: £9,000	EEF Outdoor Adventure Learning EEF Arts Participation	3,5,6
Careers education, guidance and post-16 transition support, including work experience, employer/provider encounters, aspiration events, careers tracking and targeted support for pupils at risk of weak destinations. Cost: £3,000	DfE Careers Guidance and Provider Access Careers Hubs support	1,3,6
Family engagement and parental partnership, including attendance meetings, transition support, targeted communication, family learning opportunities and coordinated multi-agency support for high-priority pupils. Cost: £3,754	DfE Working Together to Improve School Attendance EEF Guide to the Pupil Premium	3,4,5,6

Total budgeted cost: £657,533

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The performance of disadvantaged pupils was assessed using statutory assessment and examination outcomes, academy summative and formative assessment, attendance and behaviour information, SEND and pastoral records, curriculum reviews, lesson observations and the Live Inclusion Matrix. Comparisons with local and national outcomes have been included where verified data are available. Key Stage 4 outcomes remain provisional until national performance data are published.

Primary outcomes:

Overall primary outcomes in 2025/26 were strongest at the end of Key Stage 2. The proportion of pupils achieving the expected standard was above both local and national outcomes in reading, writing and mathematics.

Reading reached **79%**, compared with 71% locally and 75% nationally; writing reached **74%**, compared with 69% locally and 73% nationally; and mathematics reached **81%**, compared with 72% locally and 75% nationally. The combined reading, writing and mathematics outcome was **74%**, substantially above the local figure of 59% and the national figure of 63%.

Compared with 2024/25, outcomes increased by three percentage points in reading, two percentage points in mathematics and two percentage points in the combined measure. Writing decreased by two percentage points but remained above local and national outcomes. Greater-depth attainment was strong in reading and mathematics, although greater-depth writing remained an area for development.

Outcomes earlier in the primary phase were less secure. The proportion achieving a good level of development at the end of EYFS was 52%, below the local figure of 66% and the national figure of 72%. Year 1 phonics reached 75%, below local and national outcomes. However, the cumulative phonics outcome reached **89%**, in line with the national figure. This indicates that many pupils catch up successfully over time, while also demonstrating the need to strengthen early language, literacy and phonics so that gaps are addressed sooner.

These outcomes provide evidence of increasingly secure curriculum implementation and teaching at Key Stage 2. Verified analysis by Pupil Premium status is being completed to determine whether disadvantaged pupils benefited equally and whether attainment gaps narrowed.

Key Stage 4 outcomes:

The revised Key Stage 4 cohort comprises **106 pupils**, of whom **72—67.9%—are disadvantaged**.

There were some encouraging features within the 2026 outcomes. Whole-cohort English attainment improved at both thresholds: English 4+ increased from 44.1% to **45.3%**, while

English 5+ increased from 28.8% to **31.1%**. Almost all disadvantaged pupils—**98.6%**—achieved at least one recognised qualification.

The overall English and mathematics 4+ measure remained broadly stable at **31.1%**, compared with 31.5% in 2025. The disadvantaged outcome also remained broadly stable, moving from 23.8% to **23.6%**. The gap between disadvantaged and non-disadvantaged pupils narrowed from 27.8 to **23.4 percentage points**, although this reflected some decline in non-disadvantaged attainment as well as changes in the cohort and therefore does not yet represent sufficiently strong improvement among disadvantaged pupils.

KS4 measure	All pupils	Disadvantaged	Non-disadvantaged	Gap
Attainment 8	27.8	23.7	36.5	12.8 points
English and mathematics 4+	31.1%	23.6%	47.1%	23.4 pp
English 4+	45.3%	34.7%	67.6%	32.9 pp
Mathematics 4+	34.9%	25.0%	55.9%	30.9 pp
English and mathematics 5+	14.2%	11.1%	20.6%	9.5 pp
English 5+	31.1%	20.8%	52.9%	32.1 pp
Mathematics 5+	19.8%	15.3%	29.4%	14.1 pp

Despite the improvements in English, outcomes in mathematics decreased. Mathematics 4+ fell from 36.9% to 34.9%, while mathematics 5+ decreased from 21.6% to 19.8%. Consequently, the proportion achieving grades 5+ in both English and mathematics decreased from 17.1% to 14.2%.

The evidence shows that the academy maintained aspects of its previous improvement and secured better outcomes in English, but these gains were not sufficiently consistent across subjects or pupil groups. Disadvantaged pupils continued to experience significant barriers to

achieving both standard and strong passes. This has informed the new strategy's stronger secondary focus on high-quality teaching, foundational knowledge, literacy, mathematics, attendance and precisely evaluated academic intervention.

Attendance:

Attendance processes became more systematic during 2025/26, with earlier identification, increased communication with families, home visits and stronger collaboration between attendance, pastoral, SEND and behaviour teams. These improvements contributed to a stronger whole-academy attendance picture.

A substantial number of disadvantaged pupils attended regularly: **237 disadvantaged pupils achieved attendance of at least 95%**. However, disadvantaged attendance remained **89.41%**, compared with 93.67% for non-disadvantaged pupils, representing a gap of 4.27 percentage points. In total, 171 disadvantaged pupils had attendance below 90%, including 73 below 80%.

The challenge was most significant in the secondary phase, particularly in Years 10 and 11, where absence reduced access to teaching, intervention and examination preparation. The previous attendance outcome was therefore partly achieved: systems and practice improved, but the intended attendance gap of less than 3.5 percentage points was not met.

Behaviour and inclusion

The academy's revised behaviour systems, strengthened routines and increased staff consistency produced significant whole-school improvements. Classroom removals and requests for classroom support reduced by **72%**, while internal truancy reduced by **70%**. These changes increased access to learning and contributed to a calmer and more orderly environment.

Many disadvantaged pupils responded positively to the academy's expectations and recognition systems. However, disadvantaged pupils remained disproportionately represented within repeated behaviour concerns: 90 accumulated at least 100 negative points and 37 accumulated at least 200.

Universal systems were therefore increasingly effective, but targeted provision did not yet reduce the disproportionate representation of disadvantaged pupils sufficiently. The new strategy strengthens individual planning, positive recognition, reintegration and coordinated review through the Live Inclusion Matrix.

SEND and overlapping vulnerability

The academy identified **150 pupils as both SEND and Pupil Premium**, representing 72.1% of all pupils with SEND. In addition, 25 of the academy's 34 pupils with an EHCP were disadvantaged. This demonstrates the significant overlap between disadvantage and additional need.

Collaboration between SEND, pastoral, behaviour and attendance teams strengthened during 2025/26. The Live Inclusion Matrix also improved leaders' ability to identify pupils experiencing multiple barriers and prioritise support.

However, the previous strategy did not consistently establish precise starting points, intended outcomes and review measures for every intervention. Leaders could therefore demonstrate improved identification and coordination more securely than the impact of individual interventions. The new strategy introduces clearer provision mapping, review dates and pre- and post-intervention evidence.

Assessment of the previous strategy plan

The previous strategy was intended to continue into 2026/27. However, following internal evaluation and external feedback, leaders decided to conclude and replace it at the end of 2025/26.

The academy made credible progress towards several of its intended outcomes. Particularly positive developments included strong overall Key Stage 2 outcomes, improved English attainment at Key Stage 4, stronger behaviour systems, improved attendance processes and closer collaboration between attendance, behaviour, pastoral and SEND teams.

The previous strategy was therefore assessed as **partly successful overall**. It supported a broad range of teaching, intervention, attendance and pastoral activity, but its design did not enable leaders to evaluate every aspect of provision with sufficient precision. Individual activities were not consistently costed, and several outcomes lacked clear baselines, milestones or Pupil Premium-specific measures.

This was particularly evident in relation to reading intervention, metacognition, wellbeing and enrichment. Provision was delivered, but participation and impact were not always evaluated systematically by Pupil Premium status. The academy could therefore demonstrate that support had been provided more securely than it could demonstrate its cost-effectiveness or contribution to closing disadvantage gaps.

The new 2026–29 strategy responds directly to these findings. Individual activities are now costed and linked to identified challenges, evidence, intended outcomes and impact measures. Termly reviews will evaluate implementation, participation and impact, enabling leaders to strengthen, adapt or discontinue provision according to the difference it makes.

Assessment against previous intended outcomes

Previous intended outcome	Final judgement	What worked well?	What requires further development?

Improved attainment at KS2 and KS4	Partly achieved	Overall KS2 outcomes were strong and above local and national figures. KS4 English improved at grades 4+ and 5+, and almost all disadvantaged pupils achieved a qualification.	Disadvantaged KS4 attainment remained broadly static, mathematics declined and substantial gaps persisted. Verified PP-specific KS2 analysis is still required.
Improved reading comprehension	Partly achieved, but impact not demonstrated securely	Overall KS2 reading outcomes were strong, cumulative phonics reached the national figure and reading provision was implemented.	The previous strategy did not establish a consistent PP baseline or consolidated assessment of intervention impact across phases.
Improved metacognitive and self-regulatory skills	Progress made, but impact not demonstrated securely	Staff development and deliberate practice increased the focus on classroom routines, checking for understanding and independent learning.	Success criteria relied heavily on general observation and teacher reporting, making PP-specific impact difficult to quantify.
Improved wellbeing and enrichment participation	Partly achieved	Pastoral, mental-health and wider support were available, with stronger collaboration between teams.	Participation, pupil voice and intervention outcomes were not tracked consistently by PP status.
Improved attendance and reduced absence	Partly achieved; stated target not met	Attendance processes, communication, home visits and cross-team working strengthened, with many	PP attendance was 89.41% compared with 93.67% for non-PP. The 4.27-point gap remained above

		disadvantaged pupils attending at least 95%.	the target of 3.5 points.
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Analysis of provision

Aspects working well

- Strong overall Key Stage 2 outcomes, particularly in reading and mathematics.
- Improved English attainment at Key Stage 4.
- Stronger universal behaviour systems and routines.
- Substantial reductions in classroom removals and internal truancy.
- More systematic attendance processes and collaboration with families.
- Greater coordination between attendance, behaviour, pastoral and SEND teams.
- Improved identification and prioritisation through the Live Inclusion Matrix.
- High engagement with the academy's positive recognition system among many disadvantaged pupils.

Aspects requiring further development

- Disadvantaged attainment remained too low at Key Stage 4, particularly in mathematics.
- Improved whole-school outcomes did not consistently result in disadvantaged pupils improving quickly enough to close gaps.
- Spending and provision were not sufficiently transparent at individual-activity level.
- Several previous outcomes lacked precise baselines and measurable milestones.
- Intervention impact was not consistently evaluated using pre- and post-assessment.
- Enrichment, wellbeing and wider participation were not tracked reliably by Pupil Premium status.
- Attendance remained particularly weak for disadvantaged pupils in Years 10 and 11.
- The transfer of intervention gains into pupils' classroom learning was not evaluated consistently.

Alongside statutory outcomes, leaders evaluated academy assessment-point data, reading assessments, question-level analysis, work scrutiny, curriculum reviews and lesson observations. This evidence showed improving curriculum implementation and stronger classroom routines, but also identified continuing gaps in reading fluency,

academic vocabulary, foundational mathematical knowledge and independent application among disadvantaged pupils, particularly in secondary. Targeted support produced improvement for some pupils, but intervention gains were not consistently tracked or demonstrated within subsequent classroom learning. This has informed the new strategy's requirement for clear starting points, intended outcomes, review dates and pre- and post-intervention evidence.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
SALT	Communicate
High School Hub (mentoring)	Blackpool Community Trust
Student Counselling	Lumiere Counselling
Compass Curriculum	Blackpool and the Fylde College & Myerscough College

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

We have three students in the school, classed as being from Service families. Each of these students has benefitted from attendance at Compass.

The impact of that spending on service pupil premium eligible pupils

All three students have indicated a clear intention to continue in education, Post 16 as a direct result of their Compass attendance.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.