



Pupil Premium Report

September 2025

Contents

1.0 Introduction	3
1.1 Pupil Premium.....	3
2.0 Overview	3
2.1 Academy.....	3
2.2 Funding	4
3.0 Pupil Premium Strategy Plan 2025/26.....	4
3.1 Statement of Intent.....	4
3.2 Challenges	5
3.3 Intended Outcomes	5
3.4 Activities.....	6
4.0 Review of the Outcomes of the Pupil Premium Strategy 2024-25	9
4.1 Attainment and Progress.....	9
4.10 Disadvantaged Pupils' Performance in Subjects – Attainment (GCSE Grade 9-1 or equivalent).....	9
4.11 Disadvantaged Pupils' Performance in each Subjects – Progress (Measured Against FFT Forecast Grades)	10
4.12 Disadvantaged Pupils' Performance GCSE Outcome - Year 11	10
4.2 Attendance	11
4.20 Disadvantaged Pupils' Attendance.....	11
4.21 Disadvantaged Pupils' Persistent Absence.....	11
4.3 Exclusions	11
4.30 Disadvantaged Pupils' Fixed Term Exclusions (Suspensions)	11
4.41 CEAIG	11
4.42 Counselling.....	13

1.0 Introduction

1.1 Pupil Premium

‘Disadvantaged’ pupils refers to those pupils who have been eligible for a free school meal at any point in the last six years and those who are looked after by a local authority or who have previously been looked after by a local authority.

Nationally, at the end of KS4, disadvantaged pupils were over 18.1 months (of learning) behind their peers and the disadvantaged gap index widened to 3.79 in 2020-21, compared with 3.66 in 2019-20 and 3.70 in 2018-19 - [Key Stage 4 National Statistics](#).

To address the inequality in educational outcomes of disadvantaged pupils compared to their peers, the Government has, since 2011, allocated additional funding to schools. Full details on the funding arrangements can be found in the DfE guidance [Pupil Premium](#) and is summarised below.

Category	Description	Grant
Pupil Premium	Pupils in Year 7-11 recorded as Ever 6 FSM	£955
Pupil Premium Plus	Looked after children (LAC) and previously looked after children (PLAC)	£2,345

The Service Premium is not part of the Pupil Premium. This funding is to help with pastoral support.

Category	Description	Grant
Service Premium	Pupils in Year 7-11 recorded as Ever 6 Service Child i.e. parent is serving in HM Forces or has retired on a pension from the Ministry of Defence	£310

2.0 Overview

2.1 Academy

Detail	Information
Number of pupils on roll	93
Number of pupils eligible for pupil premium funding	61
Proportion of pupils eligible for pupil premium funding	65.59%
Academic years that the current pupil premium strategy covers	2023-24 to 2025-26

Detail	Information
Date the pupil premium strategy was published	September 2025
Date on which it will be reviewed	September 2026
Pupil Premium Lead	Assistant Headteacher, Mr A Newman
Academy Council lead	Chair, Miss K Shaplna

2.2 Funding

Detail	Amount
Pupil premium funding allocation for the current academic year	£ 48730 – 24/25
Recovery premium funding allocation the current academic year	£ 0
Pupil premium and/or recovery premium funding carried forward from previous years	£ 0
Total budget for the current academic year	£ 48730

3.0 Pupil Premium Strategy Plan 2025/26

3.1 Statement of Intent

The Academy's intention is to reduce (and eventually remove) the inequality in educational outcomes of disadvantaged pupils compared to their no disadvantaged peers.

Maximising the potential of disadvantaged pupils will involve the following graded approach:

- Identifying the controllable challenges.
- Identifying the pupils (and their needs).
- Implementing appropriate programmes and interventions.
- Managing the process in a sustainable way.

Achieving good educational outcomes across the curriculum, particularly in English and Maths subjects, is at the heart of the Academy's strategy - Curriculum Policy. This will be achieved through the following:

- Teaching - high-quality teaching is proven to have the greatest impact.

- Targeted academic intervention - School-Led Tutoring for pupils whose education has been affected the worst.
- Wider strategies – e.g. those related to attendance, behaviour, wellbeing and aspiration.

3.2 Challenges

Challenge	Category	Description
1	Attainment and Progress	The % of disadvantaged pupils meeting or exceeding their FFT Forecast Grade is lower than their non-disadvantaged peers.
2	Teaching and Learning	Lower attaining disadvantaged pupils generally lack effective self-regulation strategies when faced with challenging tasks, particularly in the monitoring and evaluation of their answers. Lower attaining disadvantaged pupils generally require greater individualised instruction and feedback.
3	Attendance	The attendance of disadvantaged pupils is lower than their non-disadvantaged peers and lower than the NA for all pupils. The persistent absence of disadvantaged pupils is higher than their non-disadvantaged peers and higher than the NA for all pupils.
4	Behaviour	Disadvantaged pupils are generally more predisposed to engaging in misconduct due to the combined effect of inadequate parenting models, poor support networks and the influence of negative social groups.
5	Wellbeing	Disadvantaged pupils are generally more predisposed to low self-esteem, anxiety and depression. The number of referrals to Children's' Social Care, relative to the size of the pupil group level, are generally higher for disadvantaged pupils.
6	Aspirations	Disadvantaged pupils generally have lower aspirations due to intergenerational underachievement and issues relating to self-confidence and self-esteem.

3.3 Intended Outcomes

Category	Success Criteria
Attainment and Progress	The % of disadvantaged pupils meeting or exceeding their FFT Forecast Grade.
Teaching and Learning	Disadvantaged pupils develop effective strategies in self-regulation , and receive regular individualised instruction and feedback , reflected in their attainment and progress. Scrutiny of disadvantaged pupils' work, and observations of behaviour for learning, indicate a high level of pride and engagement, reflected in their attainment and progress.

Category	Success Criteria
Attendance	The attendance of disadvantaged pupils is ~> the NA for this particular pupil group and ~> the NA for all pupils. The persistence absence of disadvantaged pupils so it is ~< the NA for this particular pupil group and ~< the NA for all pupils.
Behaviour	The number of fixed term exclusions as a % of disadvantaged pupils is ~< the NA for this particular pupil group and ~< NA for all pupils.
Wellbeing	Disadvantaged pupils show high levels of participation and engagement in extracurricular and enrichment activities. Disadvantaged pupils show high levels of wellbeing, supported by an analysis of qualitative data acquired through Student Voice, parent and pupil surveys and teacher observations.
Aspirations	The % of disadvantaged pupils in education, employment or training at the end of KS4 is ~> NA for this particular pupil group and ~> NA for all pupils. Disadvantaged pupils show high levels of aspiration, supported by an analysis of qualitative data acquired through CEAIG activities, Student Voice, parent and pupil surveys and teacher observations.

3.4 Activities

Category/Budget	Challenge	Activity	Supporting Evidence
	1, 2, 4, 6	Promote and reinforce an ethos and culture of high achievement for all.	British Educational Research - Students' Aspirations, Expectations and School Achievement: What Really Matters . Pupils with either high aspirations or high expectations have higher school achievement than those with both low aspirations and low expectations. Moreover, complete alignment between high aspirations, high expectations and high achievement is the most important predictor of future educational behaviour.
	1, 2	Undertake Start Assessment Tests to diagnose the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions.	The Start Assessment is similar to an IQ test and gives a snapshot of a pupil's potential, more so than traditional, curriculum based tests. It identifies learning preferences and helps teachers to see which pupils will need assistance and support, as well as those who need to be challenged.

Category/Budget	Challenge	Activity	Supporting Evidence
Teaching and Learning (£)	1, 2, 4	Implement the CREATE (Challenge; Regulate; Enhance; Assess; Target; and Enrich) Curriculum which brings together the key interrelated aspects of curriculum structure, design and delivery into a single coherent entity.	To address 'learning gaps' and expedite progress, subject content and sequencing should be reorganised under a new curriculum.
	1, 2, 4	Improve literacy in all subject areas in line with recommendations in EEF Improving Literacy in Secondary Schools Introduce a Reading Strategy which centres around three broad areas: identification, intervention and promotion.	Reading comprehension, vocabulary and other literacy skills are strongly linked with attainment in Maths and English - Closing the Word Gap - and disciplinary literacy is vital for pupils as they learn new, more complex concepts - Improving Literacy in Secondary Schools .
	1, 2, 4, 5	Appoint and assign the highest performing teaching practitioners to groups with disadvantaged pupils.	EEF - Impact of High-Quality Teaching and Sutton Trust - Impact of Teachers on Pupil Achievement . The best available evidence indicates that high-quality teaching is the most important lever schools have to improve pupil attainment and progress, especially for pupils from disadvantaged backgrounds.
Category/Budget	Challenge	Activity	Supporting Evidence
Teaching and Learning	1, 2	Organise specific CPD for teaching staff to develop and strengthen self-regulation , individualised instruction and feedback .	EEF Evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. The impact on progress over the school year is - self-regulation (+7 months); individualised instruction (+4 months) and feedback (+6 months).
	1, 2, 4, 5	Implement Route 3 - School-Led Tutoring – as part of the National Tutoring Programme, by deploying specialist English and Mathematics tutors to work with pupils on an individual and small group basis.	Some pupils require additional support (alongside high-quality teaching) which is explicitly linked with normal lessons. The impact on progress over the school year is +5 months.
	1, 2, 4, 5	Organise specific CPD Learning Support Assistants and Initial Teacher Trainees through School-Led Tutor Training	EEF Teaching Assistant Interventions . Targeted deployment, where Learning Support Assistants are trained to deliver an intervention to small groups or individuals, can have an impact on progress of +4 months.

Category/Budget	Challenge	Activity	Supporting Evidence
(£)	1, 2	Implement a comprehensive Revision, Intervention, and Subject Enhancement (RISE) programme for Year 11 which involves an extension of the school day.	EEF - Extending School Time . Programmes that extend school time have a positive impact on progress (+3 months).
	1, 2	Purchase educational resources to support learning and progress e.g. textbooks, online subscriptions, laptops and music lessons.	Relationship Between School Resources and Attainment Resources have a small but significant impact on pupil attainment and the gain in attainment from additional resources is greater for disadvantaged pupils.

Category/Budget	Challenge	Activity	Supporting Evidence
Attendance (£)	3	Review and update the Attendance Policy in line with the DfE guidance Improving School Attendance: Support for Schools and Local Authorities Appoint an 'Attendance Champion' – Miss A Bates. Implement the Attendance Strategy - a new system to manage attendance concerns that involves Form Tutors, Attendance lead and SLT Links. Introduce a system of home visits from 14.15 – 15.45 p.m.	Good Practice Advice for Attendance . The DfE guidance has been informed by established practice that has significantly reduced persistent absence levels and improved overall attendance.

Category/Budget	Challenge	Activity	Supporting Evidence
Aspiration and Wellbeing (£)	3, 4, 5, 6	Offer a wide range of high-quality extracurricular and enrichment activities to boost wellbeing, behaviour, attendance and aspiration, and track and monitor through engagement.	PHE Report - The Link Between Pupil Health and Wellbeing and Attainment . The key findings from this report include: pupils with better health and wellbeing are more likely to achieve better academically; effective social and emotional competencies are

Category/Budget	Challenge	Activity	Supporting Evidence
	3, 4, 5, 6	Organise ongoing training for Mental Health Leads through the Wellbeing for Education Recovery Programme Utilise support from the local Mental Health Support Team . Provide additional access to the in-house BACP Counselling Service and external services.	associated with greater health and wellbeing and better achievement; the culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn; and a positive association exists between academic attainment and physical activity levels of pupils. Promoting physical and mental health creates a virtuous circle reinforcing children's attainment and achievement that in turn improves their wellbeing, enabling children to thrive and achieve their full potential.

Category/Budget	Challenge	Activity	Supporting Evidence
Contingency (£)	1,2,3,4, 5,6	Retain a certain level of funds for contingency-related to activities that allow the Academy to respond quickly to needs that have not yet been identified.	The allocation of contingency funds is established practice in budgetary planning.

4.0 Review of the Outcomes of the Pupil Premium Strategy 2024-25

4.1 Attainment and Progress

4.10 Disadvantaged Pupils' Performance in Subjects – Attainment (GCSE Grade 9-1 or equivalent)

Year Group	% Attaining GCSE Grade 9-1 or Equivalent								
	English	Maths	Science	PHSE/RSE	Food Technology	Art	Occupational Studies (Option Subject)	PE	Hair & Beauty (Option Subject)
11	68.4%	68.4%	68.4%	89.5%	84.2%	100%	100%	78.9%	100%

4.11 Disadvantaged Pupils' Performance in each Subjects – Progress (Measured Against FFT Forecast Grades)

Year Group	% Meeting or Exceeding Forecast Grade								
	English	Maths	Science	PHSE/RSE	Food Technology	Art	Occupational Studies	PE	Hair & Beauty
KS1/2	100%	100%	100%	100%	67%	100%	-	33.3%	-
KS3	75%	75%	100%	75%	75%	25%		75%	
10	67%	78%	44%	77%	89%	56%	-	67%	-
11	69%	85%	26%	30%	57%	40%	50%	35%	25%

4.12 Disadvantaged Pupils' Performance GCSE Outcome - Year 11

	Pupil Premium	Non-Pupil Premium	Performance Differential
% achieving at least five (9-4 or equivalent) qualifications (inc. English and Maths)	57.1%	40.0%	+17.1%
% achieving at least five (9-4 or equivalent) qualifications (inc. English and Maths)	35.7%	40.0%	-4.3%
% achieving at least five (9-1 or equivalent) qualifications	92.9%	60.0%	+32.9%
% achieving a GCSE qualification in both English & Maths (1-9)	64.3%	60.0%	+4.3%
% achieving a GCSE qualification in English (1-9)	69.2%	40.0%	+29.2%
% achieving a GCSE qualification in Maths (1-9)	84.6%	40.0%	+44.6%
% achieving a Functional Skills qualification in Maths (L1)	84.6%	40.0%	+44.6%
% achieving a Functional Skills qualification in Maths (L2)	57.1%	100%	-42.9%
% achieving a Functional Skills qualification in English (L1)	42.9%	0%	+42.9%
% achieving a Functional Skills qualification in English (L2)	57.1%	100%	-57.1%

4.2 Attendance

4.20 Disadvantaged Pupils' Attendance

Pupil Group	2022-23			2023-24			2024-25		
	Pupil Premium	Non-Pupil Premium	Variance	Pupil Premium	Non-Pupil Premium	Variance	Pupil Premium	Non-Pupil Premium	Variance
All Pupils	70.51%	66.77%	3.74%	66.51%	72.02%	5.51%	76.98%	73.28%	3.70%

4.21 Disadvantaged Pupils' Persistent Absence

Pupil Group	2022-23			2023-24			2024-25		
	Pupil Premium	Non-Pupil Premium	Variance	Pupil Premium	Non-Pupil Premium	Variance	Pupil Premium	Non-Pupil Premium	Variance
All Pupils	69.44%	21.02%	48.42%	63.81%	22.49%	41.32%	69.41%	20.16%	49.25%

4.3 Exclusions

4.30 Disadvantaged Pupils' Fixed Term Exclusions (Suspensions)

Pupil Group	2022-23			2023-24			2024-25		
	Pupil Premium	Non-Pupil Premium	Variance	Pupil Premium	Non-Pupil Premium	Variance	Pupil Premium	Non-Pupil Premium	Variance
All Pupils	23	3	20	15	5	10	10	2	8

4.41 CEAIG

Disadvantaged pupils across all year groups were prioritised in terms of receiving external CEAIG through Connexions, including, where requested and/or appropriate, additional follow up advice or meetings.

Prior to leaving, pupils completed a survey of their **intended** destination. All disadvantaged pupils apart from 1 pupil in the 2024 cohort were recorded as being in employment, education or training. This will be checked in October 2024 and March 2025.

Victory Park		2023		2024		2025	
		Count	%	Count	%	Count	%
FE College	SACC	3	13.7%	6	26%	0	0%
	SEC	12	54.6%	7	30.3%	16	84.1%
	USP	0	0%	0	0%	0	0%
	Other	5	22.7%	5	22%	2	10.6%
Apprenticeship		1	4.5%	0	0%	0	0%
Employment		0	0	4	17.2%	0	0%
Custodial		0	0	0	0%	0	0%
NEET		1	4.5%	1	4.5%	1	5.3%
Unknown		0	0	0	0%	0	0%
Total Not NEET		21	95.5%	22	95.5%	18	94.7%
Total Pupils		22		23		19	

Victory Park: Non Pupil Premium	2024-25	
	count	%
SACC	0	25%
SEC	5	25%
USP	0	0%
Other	0	25%
Apprenticeship	0	25%
Employment	0	0.00%
Custodial	0	0.00%
NEET	0	0.00%
Unknown	0	0.00%
Total Pupils	5	
Total not NEET or Unknown	5	100%

Victory Park: Pupil Premium(PP)	2024-25	
	count	%
SACC	0	0%
SEC	11	%
USP	0	0%
Other	2	22%
Apprenticeship	0	0%
Employment	0	0%
Custodial	0	0%
NEET	1	6%
Unknown	0	0%
Total Pupils	14	
Total not NEET or Unknown	13	93%

4.42 Counselling

Disadvantaged pupils across all year groups were prioritised in terms of receiving counselling from the in-house BACP qualified counsellor or an external provider.

Academic Year 24/25				
Total Pupil Premium Accessing Counselling	63	Total Sessions		297
Male	41	Sessions Attended	PP Pupils	295
Female	22		PP Pupils	2