

Pupil premium strategy statement – The Wells Academy

This statement details our school's use of pupil premium (and recovery 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	706
Proportion (%) of pupil premium eligible pupils	50.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	30 th September 2023
Date on which it will be reviewed	1 st September 2024 / 1 st September 2025
Statement authorised by	George Coles - Principal
Pupil Premium Lead	Sarah Bailey-Wiles
Governor / Trustee lead	Claire Leitheiser

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£383,985
Recovery premium funding allocation this academic year	£102,396
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£486,381

Part A: Pupil premium strategy plan

Statement of intent

Our intent at The Wells Academy is to use Pupil Premium and Recovery funding to help improve and sustain higher attainment for disadvantaged students, through rapid progress and attainment that is comparable with that of non-disadvantaged students nationally. This strategy represents a three-year plan, during this period of time the strategy will focus on the key challenges that are preventing our disadvantaged students from attaining well.

Our aim is to ensure that every student at The Wells Academy is equipped with the personal and academic tools to thrive fully in the world beyond the academy, so they may go on to experience great success in their adult lives, and the rewards this success brings. At The Wells Academy we believe that all students, irrespective of their background, should leave school able and qualified to play their full part in an ever-changing world, through a curriculum which is broad, ambitious, and innovative, empowering them with the skills, knowledge and character that will enable them to be successful both in school and in their future lives.

Through our work we seek to nurture the values of integrity, resilience and ambition in all students. To this end it is our goal to provide our students with access to a high-quality academic education, wide ranging opportunities to promote personal development and an environment where students can grow and develop fully. We encourage our students to be aspirational and ambitious but champion them to seek to do so whilst fostering the attributes of integrity and resilience.

Our strategy can largely be summarised within three areas, High Quality Adaptive Teaching, Targeted Academic Support and Wider Strategies:

High Quality Adaptive Teaching: We aim to use high quality adaptive teaching as a central pillar to our approach, this is fortified in the understanding that great teaching is the most important lever school have to improve outcomes of students.

Targeted Academic Support: In addition, we aim to use the power of providing targeted additional support for some students. This will be evidence based and targeted using information from assessment and other sources to make decisions which lead to maximum impact.

Wider Strategies: We will ensure that we consider fully the whole child and the role of wider strategies, with particular emphasis on the non-academic barriers that can be supported including how to overcome attendance challenges, behavioural concerns and social and emotional barriers.

All members of The Wells Academy are highly motivated and dedicated to the development and success for all of our students, regardless of background, to improve their outcomes and ultimately their life chances. We believe that all students are

entitled to the support they need to grow and flourish to reach their full potential, both personally and academically.

Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy</p> <p>On entry, the average literacy levels of students starting at The Wells Academy are significantly lower than national averages. Disadvantaged students generally have lower levels of literacy than their peers.</p>
2	<p>Overall Attainment</p> <p>We continue to address the attainment gap by the end of Key Stage 4 between PP and non-PP students, increasing the percentage of PP students achieving a basic 4+ and basic 5+ is also a focus. The gap between disadvantaged students and non-disadvantaged students is not confined to a single academic area.</p>
3	<p>Well-being, Emotional Regulation and Self-Confidence</p> <p>Social, emotional and mental health is the highest area of need within the academy and national datasets indicate the high correlation between child mental health and absence from school which impacts greatly on future attainment and outcomes. The number of students struggling with mental health still requires support as seen nationally and due to extensive waiting lists for NHS services. We continue to build on local services such as Kooth online counselling, BeU Notts, Base51 and existing provisions such as MHST, The 0-19 School Nursing Team, CAMHS and The Educational Psychologist Team all continue to form part of the graduated response for students with SEMH needs. We continue to go above and beyond as an academy by implementing identified resources such as an in-school counsellor and other forms of mentoring to try and ensure all students have positive mental health and can regulate their emotions in times of difficulty.</p>
4	<p>Cultural Capital and Enrichment</p> <p>A high level of deprivation amongst the school cohort, with Nottingham classed by the ONS as 17th most deprived area of the UK. https://www.ons.gov.uk/visualisations/dvc1371/#/E07000223 The historical socio-cultural and economic deprivation has led to limited opportunities to support student's cultural capital and without academy intervention many students do not have equal opportunities to their peers in less deprived areas.</p>
5	<p>Attendance, Absence and Persistent Absence (PA)</p> <p>The attendance of all students continues to be an academy priority as when students attend, they can learn and thrive. The absence rates of</p>

	students identified as PP and in particular those that reach the persistent absentee category is an on-going challenge we are working to try and further improve.
6	<p>Careers</p> <p>Without the experience and guidance of the local context and post-16 provisions, there is a risk that students will not successful be in reaching the next stage of their education, training and employment. A lack of career aspirations and ambition requires support for students to guide them into their post-16 destinations. Carefully planned and considered careers education, information advice and guidance contributes towards ensuring all students leave the academy with high aspirations for their future.</p>

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
An increase in the literacy ability of all PP students over their curriculum journey at Wells.	An increase in the number of students achieving chronological reading ages over time as well as removing barriers to access literacy for life skills. Develop practices that help overcome reading as a barrier for learning. Reading assessments demonstrate that the percentage of students reading below their chronological age will continue to decrease. The reading-age gap between disadvantaged and non-disadvantaged students closes year on year. Reading is not a barrier to accessing examinations across all subject areas.
Narrowing the achievement gap between PP and non-PP students.	Whilst our disadvantaged students performed significantly better than national averages, we strive to continue to improve further. High quality teaching and bespoke targeted interventions take place, including use of additional in-school staffing and high-quality external providers.
<p>Provide meaningful support to students with SEMH problems.</p> <p>To provide an inclusive environment where students are taught the skills to regulate their emotions to allow them to be healthy, happy and successful.</p>	Sustained improvements in levels of wellbeing are demonstrated through qualitative data e.g., student voice, family surveys and teacher observations. To provide students with the skills and ability to regulate their emotions so that this allows them to fully engage with education. Suspensions

	continue to decline and attendance continues to improve. Participation in wider enrichment opportunities demonstrate a higher sense of belonging and improved health and well-being of students.
All students can engage with opportunities to enrich their cultural capital, to provide students with the opportunity to share equal opportunities and experiences with non-disadvantaged students.	Further engagement with extra-curricular activities, trips and visits to broaden the experiences of all students which are mapped against the curriculum..
Further improving attendance rates for PP students and reducing the number of students identified as persistent absentees (PAs) through creating a school culture of belonging where students want to attend. 'Miss School Miss Out' mantra is adopted by all.	Disadvantaged students will achieve or exceed attendance percentages against national averages. The attendance gap between disadvantaged and non-disadvantaged students will continue to close year on year. The number of PP PA students will continue to decrease.
Through high quality CIEAG, all students are successful in achieving the next steps of their pathway, demonstrated by zero per cent NEETS	All students receive quality careers education, information advice and guidance and have high aspirations for their future careers, with post-16 destinations for all PP students being appropriate and challenging ensuring pathways into higher education are considered.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on improving the quality of education for all students, prioritising teaching staff professional development and	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has	All

<p>opportunities to collaborate and research informed CPD. Drive to ensure that all staff understand the teaching and learning frame work, and how strategies benefit disadvantaged students.</p> <p>Development of the Wells Teaching Framework with EEF SEND 5-a-day utilised to promote effective adaptive teaching to support disadvantaged students and also students with SEND.</p> <p>Development of Fundamental Ideas Curriculum with clear guidance shared with students and families to promote core learning.</p> <p>SLT Teaching and Learning lead will oversee bespoke CPD to target academy improvement and teacher development throughout each academic year based on internal quality assurance as well as Trust evaluations.</p> <p>CPD programme focusing in developing adaptive teaching. Staff attendance at CPD / training delivered by external agencies such as WE SEND and also across the Trust including the attendance by senior leaders at all Assurance Board meetings and subject networks.</p> <p>GL Assessment to provide targeted information to support teachers with curriculum delivery including on-going details CPD so that staff know how to use this data to inform planning and teaching to support students</p>	<p>a particularly positive effect on children eligible for the Pupil Premium.” (Pupil Premium Guidance, 2019, EEF)</p> <p>“Adaptive teaching strategies sit firmly at the heart of this: adapting planning prior to the lesson and adjusting practice during the lesson. There is still lots to explore around adaptive teaching: what it means for our pupils and teachers in school and what we share with parents and carers to support home learning. A shared language and understanding of what works in each context is vital” (EEF Blog - Assess, adjust, adapt – what does adaptive teaching mean to you?)</p>	
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<p>with reading ages below chronological age.</p> <p>Coaching by T&L Academy Leaders</p> <p>Costs for PPA to provide cover for teachers and for collaborative planning to take place consistently.</p> <p>Lance Hanson – external provider to enhance the quality of provision in English</p> <p>Other specialist external sources utilised across faculties to improve quality of teaching in subjects:</p> <p>Outwood Trust Collaborative Development – History</p> <p>Ron Dearing - Science</p> <p>Trust Specialist Support in identified areas</p> <p>SEND Self-Evaluation Tool on the quality of teaching for the provision for PP and SEND through Whole Education (WE) SEND.</p> <p>Resources to provide staff CPD on assessment including teaching and learning publications, research studies and reference texts.</p> <p>Continued development of codified Wells Teaching Framework with on-going CPD to ensure high quality teaching across all key stages.</p> <p>ECT programme for all staff new to teaching, ensuring high quality CPD, mentoring and career development pathways offered.</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted provision such as mentoring, ELSA, Literacy support through Lexonik etc. for students in vulnerable groups to ensure attainment can be achieved regardless of the barriers. This will be achieved by members of the Inclusion Team including the SENCO and Literacy Coordinator jointly evaluating student data to ensure that correct support is implemented early to support student attainment.</p>	<p>“Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high-quality support and training.” EEF Guidance Making Best Use of Teaching Assistants 2021.</p>	<p>1,2,3</p>
<p>Continue to develop a culture of reading for pleasure with a full time librarian working with faculty leaders, the Literacy Coordinator, Reading and EAL lead and English department to develop a wide range of events and activities to promote a love of reading. Librarian will also work with local university reading mentors including NTU to further support improvements in literacy skills.</p>	<p>EEF - Reading for pleasure interventions are designed to promote children’s enjoyment of books and encourage them to see reading as a pastime rather than a chore. There is some research evidence which suggests that reading for pleasure is important for both personal and academic development. The EEF Social and Emotional Learning report recommends expanding children’s emotional vocabulary so as to support them to express emotions, and reading for pleasure is a good way to do this.</p>	<p>1,2,3,4,5</p>
<p>Focus on improving literacy through whole-school approaches, targeted intervention and programmes such as Lexia, Lexonik Leap and Lexonik Advance as well as other accredited strategies aimed at improving literacy and reading levels.</p>	<p>“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.” (KS3/4 Literacy Guidance, 2019, EEF)</p>	<p>1,2,3,4</p>

<p>This will be led by the Literacy Coordinator and supported by the Reading and EAL Intervention Lead, overseen by the Vice Principal for Inclusion.</p> <p>Tutor Reading Programme including all students being given reading rulers and access to individual copies of tutor read texts, allowing students to read 16 books from Y7 to the end of Year 10 with the adults as the expert readers modelling key skills and exploring unfamiliar vocabulary.</p>		
<p>Targeted Y11 Academic Mentoring – provided by leaders across the academy to identified students at risk of disengagement or under achievement to improve attendance, engagement in lessons and after school interventions and to raise overall achievement.</p>	<p>EEF – Mentoring has increasingly been offered to young people who are deemed to be hard to reach or at risk of educational failure or exclusion. On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p>	All
<p>Targeted Online Platforms to improve outcomes in Year 11 including Tassomai for Maths, Science and English – provided for all Year 11 students to engage in revision and learning at home to consolidate in-school learning and prepare for GCSEs.</p>	<p>Platforms target areas of weakness for students and generates topics and questions to address gaps and misconceptions.</p> <p>EEF - Individualised instruction EEF</p> <p>Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback.</p>	1,2,3

<p>Targeted Careers education, information advice and guidance for all students across Y7-11.</p> <p>Range of interventions including but not limited to – Careers guidance, careers interviews, work experience, work insight days, careers fairs, CEIAG for families all aimed at promoting high aspirations for future pathways, securing post-16 destinations for all students and ensuring all stakeholders have high aspirations.</p> <p>All students and staff will have access to the Uni Frog platform to support and enhance careers education and promote aspirations for higher education.</p> <p>Full time Careers Lead employed to offer CEIAG to all students throughout the academic year.</p> <p>Into University links made with regular events to promote higher education throughout the academic year for all year groups.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>EEF - By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p>Aspiration interventions tend to fall into three broad categories:</p> <ol style="list-style-type: none"> 1. interventions that focus on parents and families; 2. interventions that focus on teaching practice; and 3. out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors. <p>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p>	All
<p>Targeted support for students from the academy Inclusion Officer to address specific personal barriers to education, offering mentoring to reduce the risk of disengagement and under achievement.</p>	<p>EEF – Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends. In some approaches mentors may meet with their mentees in small groups.</p>	1,2,3,4,5
<p>Internal and external Alternative Provision curriculum to support students that find mainstream education challenging. Through this we are able to provide tailored</p>	<p>“For pupils with more challenging behaviour, the approach should be tailored to individual needs.” (Improving Behaviour in Schools – Recommendation 5, 2019, EEF)</p>	All

<p>support to their specific needs to ensure their attendance to school and future outcomes. Internal provision in the Inclusion Hub overseen by SENCO and includes bespoke support from Learning Mentors.</p>	<p>“Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education.” (Alternative Provision, 2016, Ofsted)</p>	
<p>Lexonik Lead and Advance Literacy Intervention - to raise attainment through transformational programmes and training to supercharge literacy skills. The aim of Lead is to resolve phonics gaps for learners who find literacy particularly challenging and those for whom English is not their first language. The programme rapidly progresses phonics, reading, spelling, and oracy. Lexonik Advance aims to increase fluency and vocabulary in students with SAS between 85-115.</p>	<p>National Literacy Trust Evaluation of Lexonik: Microsoft Word - Lexonik Advance - NLT evaluation report 2022 - Summary.docx</p> <p>EEF - Phonics EEF</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils’ knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or ‘blending’ the sound-spelling patterns.</p> <ol style="list-style-type: none"> 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). 	All

	4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Students in need are able to access subsidised equipment, resources and uniform through the school.</p> <p>Ingredients provided for Food Technology Lessons.</p> <p>Subsidised revision guides provided to Year 11 students as part of revision evening.</p> <p>Equipment packs provided to aid out of school learning as part of revision evening.</p> <p>Scientific Calculators purchased for all students to use to prepare for skills required in formal examinations.</p> <p>Subsidised trips including theatre trips to local performances.</p>	<p>Internal data shows that low attendance and poor behaviour can sometimes be caused by students not having the correct uniform or equipment. Our families do not always have cash at hand to provide these items to their children when needed.</p> <p>In addition, by removing the stigma of ill-fitting uniform or lack of equipment we are supporting the general wellbeing of students.</p> <p>Funding for equipment and resources (e.g. ingredients for food lessons, materials for art and technology, general stationary equipment) allow for all PP students to access the full school curriculum.</p>	2,3,4,5
<p>Breakfast Club – run by dedicated staff to provide meet and greet for vulnerable students and those struggling with attendance, to promote a sense of belonging and to provide a nutritious breakfast</p>		3,4,5

as well as a safe space before school.		
<p>Academy Education Welfare Officer – EWO - working together with Senior Leader Attendance Champion and Attendance Lead to identify and work with targeted students and families to improve attendance and/or attainment of PP students.</p> <p>Production and distribution of Family Handbook to all students on roll to promote links with families and promote core values and engagement from families including attendance ambition for all.</p>	<p>“Working effectively with parents can be challenging and is likely to require sustained effort and support.”</p> <p>“Consider offering regular home visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings in settings, and for building relationships.” (Working with Parents to Support Children’s Learning, 2018, EEF)</p> <p>“Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children’s social care and early help services which are working with families.” (Improving School Attendance, 2022, DfE)</p>	2,3,4,5
<p>Rewards for improved attendance and 100% attendance.</p> <p>Certificates and rewards for improved and above 95% attendance including small group rewards such as ice skating trips, and whole school rewards.</p> <p>Termly reward for 100%.</p>	<p>Embedding principles of good practice set out in DfE’s Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Reward culture to foster positive engagement with attendance process for all students.</p>	3,4,5
<p>Duke of Edinburgh experience subsidised including purchasing of necessary kit and equipment. Dedicated member of staff provided with necessary training and time to co-ordinate the award fully.</p>	<p>EEF - Aspiration interventions EEF</p> <p>Raising aspirations is therefore often believed to incentivise improved attainment. Aspiration interventions tend to fall into three broad categories:</p>	2,3,4,5,6

	<ol style="list-style-type: none"> 1. interventions that focus on parents and families; 2. interventions that focus on teaching practice; and 3. out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors. 	
<p>Range of after school extra-curricular enrichment opportunities for all year groups including:</p> <p>Drama Club EPIC football club Nottingham Hoods Basketball Coaching Debate Club Crafts Clubs Reading Clubs and more throughout the academic year.</p>	<p>EEF - Arts participation EEF</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p>Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses. Whilst these activities, of course, have important educational value in themselves, this Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics.</p>	All
<p>Fundamental Ideas Challenge linked to curriculum fundamental ideas including PD to promote learning and skills outside of the classroom that will develop students' cultural capital and skills for life. Overseen by Senior Leader with rewards and celebrations built into the challenge.</p>	<p>EEF - Aspiration interventions EEF</p> <p>Raising aspirations is therefore often believed to incentivise improved attainment. Aspiration interventions tend to fall into three broad categories:</p> <ol style="list-style-type: none"> 1. interventions that focus on parents and families; 	All

	<p>2. interventions that focus on teaching practice; and</p> <p>3. out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors.</p>	
<p>Counselling Service – CASY Counselling</p> <p>ELSA Mentoring</p>	<p>Support for students with SEMH difficulties, targeting those who are also at risk of non-attendance due to anxiety related issues.</p> <p>Bespoke 1:1 counselling and where appropriate, group sessions to target emerging needs for example exam stress, bereavement, friendship groups.</p>	2,3,4,5
<p>Nottingham City Support Services including: Behaviour Support Team Educational Psychologist Team Autism Team Learning Support Team</p>	<p>Bespoke pathways to establish barriers to education and to find causes of any dysregulation, to prevent non-attendance and to reduce fixed term suspension rates so that students can attend school, be happy, thrive and achieve academic outcomes.</p>	All

Total budgeted cost: £380,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium attainment is significantly higher than the national. We are seeking to improve this further in 2026.

Results from summer 2025 indicated that the gap between disadvantaged and non-disadvantaged students was reduced, with a significant reduction in the gap between the basics measures for grades 9-4. Attainment 8 measures also improved. In 2024 the attainment rate was 6% below national average for disadvantaged students, however in 2025 it has risen 11% to be above national by 5%. In 2024, the 4+ measure for disadvantaged students was 7% below the national average, however 2025 saw a 16% increase, with an overall 9% higher rate than national for 4+ for disadvantaged students.

Reading ages have continued to improve across all year groups following a robust literacy and reading intervention strategy overseen by the Literacy Lead as well as strengthened curriculum plans to meet the needs of all students with targeted intervention. Student standardised age scores (SAS) have improved significantly across almost all year groups to be in line with the average score of 100.

Attendance rates have improved with the collaborative working of the Senior Attendance Champion, The EWO and all staff at the academy to promote the on-going approach that attendance is everyone's business. An external review of attendance strategies highlighted the current strengths and offered targeted approaches further enhance the success seen last academic year with the year to date being above the national average last academic year by 1.87%.

Quality of T&L has improved and quality assurance continues to identify on-going areas for development each term. Fortnightly Focus on key teaching and learning strategies is allowing for consistent approaches to be seen across the academy.

Parent voice indicates that there is an increased satisfaction in the support and enrichment being offered to students, as well as the overall curriculum offer for all students. Parents show an increased satisfaction with the routines and rigor of the academy and report that more students feel lessons are calm and conducive to learning.

A higher percentage of students were able to access counselling support and as a result students have shown increased exit scores in relation to SEMH and their improved emotional resilience after a period of counselling which continues to be monitored through CASY counsellors.

Externally provided programmes

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

Programme	Provider
One to One Tuition	First Class Tailored Solutions / Catch-Up Academy

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Context Overview

48.5% PP

13.3% SEND

2% EHCP

40% EAL

There are significant gaps between PP and non-PP students when they join the academy.

Almost all students on roll live in the **11th** most deprived ranked area out of the **317** districts in England using the Average Score measure (based on the 2019 IMD results)

Students join the academy with literacy and numeracy levels significantly below national averages for every cohort.

The student population is highly transient and therefore unstable, due to large numbers of students joining and leaving the academy often when entering and leaving the UK.