

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-27 academic period) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	The Carlton Academy
Number of pupils in school	1200 (7-11)
Proportion (%) of pupil premium eligible pupils	27.3% (7-11)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	28 Dec 2025
Date on which it will be reviewed	31 Dec 2026
Statement authorised by	G Hillyard
Pupil premium lead	J Byrne
Governor / Trustee lead	H Moody

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 316,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a Trust that pools this funding, state the amount available to your school this academic year	£328,670

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent is that all students, irrespective of their personal circumstances, make excellent progress, achieve well across the taught curriculum, and access a rich and varied wider curriculum.

The focus of our Pupil Premium strategy is to support disadvantaged students\* to achieve as well as their peers. Within this, we aim to improve literacy and numeracy to ensure that all students have the capacity to succeed not only in core subjects but also in all other areas of the taught curriculum.

Through Quality First Teaching and setting aspirational targets for our students, in line with and above national measures, we aim to ensure that all of our students, including disadvantaged students, make excellent progress. Our Trust Fundamentals further support this approach, providing a consistent framework for high-quality education across the academy.

Our strategies are designed to close the gaps between different groups of disadvantaged students and their peers. These strategies are not only classroom-based but also centred around whole-school teaching and learning strategies. They encompass a clear focus on improving attendance and punctuality, enriching student experiences through wider opportunities, and raising aspirations.

In line with The Department for Education emphasis on the importance of high expectations and quality teaching for all pupils, particularly those from disadvantaged backgrounds. We adopt a whole-school approach to our use of the Pupil Premium, with the aim of ensuring that every pupil can achieve their full potential. This aligns with our commitment to deploying the best staff to support our most disadvantaged pupils and using our resources to develop the skills and roles of our teachers and teaching assistants.

The Redhill Academy Trust shares a common approach to delivering education, known as 'The Redhill Values'. This includes high-quality teaching backed by systems that carefully track students' progress, celebrating achievement, and promoting equality. The Trust and Academy also focuses on developing students' leadership skills, providing opportunities for character building through activities such as the Duke of Edinburgh Award, and ensuring that all students have access to a broad and balanced curriculum, and the Pupil Premium allows us to ensure that disadvantaged students have equal access to this.

The academy places a high value on the enrichment of our students beyond the academic curriculum through our Curriculum+ and other opportunities, and views this as a crucial part of the educational experience. We seek to further develop the cultural capital of all our students, particularly those disadvantaged students who may otherwise not gain these experiences. To ensure that our disadvantaged students can access wider opportunities and raise aspirations, as well as reduce the impact of social disadvantage, we provide access to resources and experiences beyond the school gates. This is achieved through funding opportunities for both curriculum and non-curriculum trips and visits, actively targeting our disadvantaged students for these opportunities where appropriate.

\*disadvantaged for the purpose of this document encompasses PP students

## Challenges

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

Challenge number	Detail of challenge
1	The percentage of disadvantaged students achieving grades 4 (pass) and 5+ (good pass) in English and Maths is below national data for non-disadvantaged students including the Basics match.
2	Progress 8 and Attainment 8 for disadvantaged students are lower compared to non-disadvantaged peers
3	Literacy and numeracy - A large number of our lower attainers are from disadvantaged backgrounds.
4	Attendance – there remains an attendance gap between disadvantaged and non-disadvantaged students.
5	Study skills including homework, revision, organisation and issues with knowledge retention and recall can often explain the underperformance of this group in summative assessments.
6	Engagement in enrichment activities is lower amongst our disadvantaged than our non-disadvantaged students.
7	Access to technology and resources.

## 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
Improved outcomes in EM at GCSE	Pass rates improved for disadvantaged and all other students, as measured by outcomes. Maths is a particular focus at higher levels.
Improved outcomes at end of KS4 – P8 score	Closing progress gap between disadvantaged and non-disadvantaged students, as measured by outcomes across Core and Optional subjects.
Headline measures improved against national averages and reducing in school variation.	Headline measures show improving trend when compared to 2019 results and data. Inclusive of whole school targets and in school variation.
Improve overall literacy.	Literacy rates improved for disadvantaged and all other students, as measured by reading ages and outcomes.
Improve overall Numeracy.	Numeracy rates improved for disadvantaged and all other students, measured by outcome.
Improving punctuality and attendance	To continue to improve attendance and punctuality figures for students against 2019-20 figures and national trends.
Widening uptake of opportunities and higher aspiration.	Students have access to a wide range of cultural visits and experiences to raise their aspirations and support their cultural capital as part of our Curriculum+ programmes, and focus on Post 16 uptake.
Reduce impact of social disadvantage	Students' outcomes further increase by providing supplementary resources and support.













## 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: £ 28,956

























Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school teaching and learning strategy	<p>There is a wide range of research evidence documenting the fact that certain teaching and learning interventions benefit all students, but disproportionately advantage disadvantaged students. Our Trust fundamentals focus on key T&amp;L that provide students with background knowledge and effectively build schemata in student's memory.</p> <p>Oracy and literacy language interventions have consistently been shown to encourage greater fluency in spoken and written communication and have a disproportionately positive advantage for disadvantaged students when compared to their non-disadvantaged peers.</p> <p>Oral language interventions   <b>+5</b>  <small>Moderate impact for very low cost, based on extensive evidence.</small></p> <p>Metacognition and self-regulation   <b>+7</b>  <small>High impact for very low cost, based on extensive evidence.</small></p> <p>Feedback   <b>+8</b>  <small>High impact for very low cost, based on moderate evidence.</small></p>	1 2 3 5
Use of Lead Practitioners	<p>Support in the development of high-quality teaching and learning across all subjects. Lead Practitioners in place in Science and Maths have a particular role in supporting and developing effective feedback, modelling and practice of staff in the departments. Similar work is also carried out by other LPs.</p> <p>Individualised instruction   <b>+3</b>  <small>Moderate impact for very low cost, based on moderate evidence.</small></p> <p>Feedback   <b>+8</b>  <small>High impact for very low cost, based on moderate evidence.</small></p>	1 2 5
CPD for school leaders at all levels	<p>Leadership at all levels is integral to driving school improvement. We provide leaders, at all levels, with high quality CPD specific to their role and whole school priorities, in order to enhance and improve leadership capacity and results.</p> <p>Metacognition and self-regulation   <b>+7</b>  <small>High impact for very low cost, based on extensive evidence.</small></p> <p>Feedback   <b>+8</b>  <small>High impact for very low cost, based on moderate evidence.</small></p>	1 2 5
Development and support for ECTs	<p>High quality programme in place and lead by member of staff with specific role within the academy. The CPD is supplemented by support provided by the Redhill Teaching Hub allowing access to high levels of general and subject specific support.</p>	1 2 3
Recruitment of high quality staff	<p>The use of TLRs has been used to both recruit and retain high quality staff into areas of the curriculum where there are challenges, and also allows for accountability in these areas.</p> <p>Performance pay   <b>+1</b>  <small>Low impact for low cost, based on limited evidence.</small></p>	1 2 5






















<p>Homework, Homework Clubs</p>	<p>Homework is shown to have a positive impact on progress. Alongside the use of Class Charts and Office 365, students benefit from having a space that they can complete homework and members of staff to support them.</p> <p>EEF research, strongly suggests that the potential effectiveness of up to 5 months' additional progress can be made by students who fully engage in high quality homework. Class Charts is used to help set homework and encourage students to be organised and independent in carrying out their homework, and allows monitoring of the quality of homework set by teachers and departments. Data is available to Heads of Faculty to ensure that all students have access to the resources and deadlines for each piece of homework, and linked to in lesson learning.</p> <p>Homework (Secondary)   <b>+5</b>  Moderate impact for very low cost, based on moderate evidence.</p> <p>Teaching assistants   <b>+1</b>  Low impact for high cost, based on limited evidence.</p>	<p>1 2 5</p>
<p>Online support and platforms</p>	<p>Students benefit from the use of Office 365 (allowing students access to the entire suite of Microsoft programmes anywhere and at no cost), and Class Charts to consolidate their classroom based learning and also as an opportunity to stretch and extend. A variety of online learning platforms are also used across subjects such as Seneca Premium, Educake, Carousel, Memrise and particular programmes such as SPARX to enhance and engage learners. QLA is available and can be used to inform teaching from a number of these platforms.</p> <p>Homework (Secondary)   <b>+5</b>  Moderate impact for very low cost, based on moderate evidence.</p> <p>Digital technology   <b>+4</b>  Moderate impact for moderate cost, based on extensive evidence.</p> <p>Individualised instruction   <b>+3</b>  Moderate impact for very low cost, based on moderate evidence.</p>	<p>1 2 5 7</p>
<p>Targeted seating plans Mark first, ask first.</p>	<p>All staff have can identify disadvantaged students on their Class Charts seating plans, in order to raise the profile of all disadvantaged students across the key stages. This is used in conjunction with disadvantaged students' books being the first to be marked by the class teacher. Experience and studies have shown that high level feedback provides high impact on progress and a disproportionately positive effect for disadvantaged students. Effective questioning and verbal feedback has been shown to have similar gains and as such we are embedding this as a key feature to lessons as well as reviewing marking and feedback, both in the lesson as live marking as well as marking of submitted work.</p> <p>Feedback   <b>+8</b>  High impact for very low cost, based on moderate evidence.</p>	<p>1 2 3 5</p>

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

Budgeted cost: £ 91,475






















Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy intervention</p>	<p>Literacy is the key to achievement. Studies by EEF and others have shown that children's reading age has a large and measurable impact on their performance in national assessments such as GCSEs. Students who require support will receive It through targeted interventions. Data has shown that in the past these interventions have had a positive impact on student outcomes in English and other subjects. Students also have</p>	<p>1 2 3</p>

























	<p>access to the LEXIA programme and staff that support improving the learning ages of those below chronological age.</p> <p>Students read for 15 minutes every day on a weekly rotation. One day per week is given over in tutorial periods to reading alongside DEAR time as well as affording students the opportunity to feeding back to staff and peers. The introduction of a Reading Lesson in Year 9 to add to the Accelerated Reader lessons in Year 7 and 8 aims to build upon successes in this area.</p> <p>Reading comprehension strategies   </p> <p><small>High impact for very low cost, based on extensive evidence.</small></p>	
Targeted Mentoring (Including Assertive Mentoring)	<p>Mentors have helped improve outcomes in recent years. They work in a variety of settings with disadvantaged students in small groups. They work on specific areas of weakness such as exam technique and revision of key knowledge particularly in Year 11 and Core subjects.</p> <p>Students are also part of university led programmes and others such as the RAWR programme targeted at disadvantaged students in KS4.</p> <p>Mentoring   </p> <p><small>Very low or no impact for moderate cost, based on extensive evidence.</small></p>	2 5
Reading/Literacy development Accelerated Reader Lexia (intervention) ARTi	<p>The Accelerated Reader programme has been implemented using Lexia alongside ARTi testing in order to closely monitor student progress and ensure that the correct interventions are going to the appropriate students. Along with introduction of Disciplinary reading from 2025</p> <p>Accelerated Reader is shown to have a positive impact in an independent evaluation. Components of language identified as an area of weakness from moderation can then be targeted as an area of focus. This has been extended to Year 9 for key students.</p> <p>Reading comprehension strategies   </p> <p><small>High impact for very low cost, based on extensive evidence.</small></p> <p>Teaching assistants   </p> <p><small>Low impact for high cost, based on limited evidence.</small></p>	1 3
Literacy interventions Small group and 1:1 tutoring	<p>The additional content and demands of the GCSE specifications has been shown to have a disproportional effect on those with lower levels of literacy. However, evidence has shown that outcomes are positively affected when students are given access to high quality small groups or 1:1 tuition. At TCA we employ specialist tutors in English to facilitate small group tuition as well as to help provide targeted intervention.</p> <p>Small group tuition   </p> <p><small>Moderate impact for moderate cost, based on limited evidence.</small></p> <p><b>M</b></p> <p>One to one tuition   </p> <p><small>Moderate impact for high cost, based on extensive evidence.</small></p>	1 2 3 5
Targeted intervention sessions "Period 0 and Period 6"	<p>HoFs identify students based upon their knowledge and skills deficits and plan half termly small group interventions and are timetabled by SLT in order to best utilise the extra support available. During these sessions, teachers provide comprehensive and specific feedback to students to move them forward. One hour of P6 tuition across two/three terms in Year 11 equates to approximately 30 hours of additional tuition for a subject, enabling students to maximise their achievement and progress. Many students attend 2 or more of these lessons across each week.</p> <p>LAC students also receive targeted 1:1 intervention in Maths and English, as well as access to Step-up.</p> <p>Extending school time   </p> <p><small>Low impact for moderate cost, based on moderate evidence.</small></p> <p>Feedback   </p> <p><small>High impact for very low cost, based on moderate evidence.</small></p>	1 2 5
Intervention sessions	<p>Students are grouped together by their skills deficits and lessons planned to cover these. Teachers are paid to deliver these small group sessions</p>	1 2
















<p>during holidays</p>	<p>during three to four of the holiday periods. This gives teachers the opportunity to work with specific students and has proven successful in improving GCSE results.</p> <p>Summer schools   </p> <p><small>Low impact for moderate cost, based on extensive evidence.</small></p> <p>Individualised instruction   </p> <p><small>Moderate impact for very low cost, based on moderate evidence.</small></p>	
<p>KS4 Study Lounge</p>	<p>Independent study is shown to have a positive impact on progress. Alongside the use of Class Charts and Office 365 (allowing students access to the entire suite of Microsoft programmes anywhere and at no cost), KS4 students benefit from having a space that they can complete homework and members of staff to support them each day as part of an extended school day.</p> <p>EEF research, strongly suggests that the potential effectiveness of up to 5 months' additional progress can be made by students who fully engage in high quality homework. Class Charts is used to help set homework and encourage students to be organised and independent in carrying out their homework, and allows monitoring of the quality of homework set by teachers and departments.</p> <p>Homework (Secondary)   </p> <p><small>Moderate impact for very low cost, based on moderate evidence.</small></p> <p>Teaching assistants   </p> <p><small>Low impact for high cost, based on limited evidence.</small></p>	<p>1 2 5</p>
<p>Provide key revision materials for all subjects.</p>	<p>All PP students will have all the necessary resources provided at cost to the school in order to improve their preparations for examinations. Departments will make informed decisions on if this is in the guise of revision guides, access to Apps for revision, e-books, and all PP students have access to Seneca Premium where targeted revision can be set for whole class or individuals.</p> <p>It's widely recognised that effective revision plays a vital role in maximising student achievement and progress. EEF evidence shows that teaching students the skills to unpick theory and content as well as having a sound understanding of how to approach exam questions (alongside systematic and thorough revision) is the key to success with up to 7 months' progress made by some students.</p> <p>Additional parental support workshops delivering revision specific sessions such as the 'Help your child revise' events, and where appropriate the use of outside speakers and experts, are also utilised in order to assist parents and students' preparation for their final exams.</p> <p>Metacognition and self-regulation   </p> <p><small>High impact for very low cost, based on extensive evidence.</small></p>	<p>1 2 5 7</p>
<p>Online support</p>	<p>Students benefit from the use of Office 365, and Class Charts to consolidate classroom based learning, and also as an opportunity to stretch and extend. A variety of online learning platforms are also used across subjects such as Seneca, Seneca Premium, Educake, Carousel, Memrise and SPARX.</p> <p>Homework (Secondary)   </p> <p><small>Moderate impact for very low cost, based on moderate evidence.</small></p> <p>Digital technology   </p> <p><small>Moderate impact for moderate cost, based on extensive evidence.</small></p>	<p>1 2 7</p>









## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 198,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Resource Centre  LRC Manager	<p>The importance of reading and the impact on students' outcomes and cultural capital is very important to us. In addition to supporting literacy interventions, it enables students to access computers before and after school; staffed and providing a vitally important space for students, particularly disadvantaged, who lack access to these facilities or quiet spaces in their home environment, or a suitable adult to provide guidance and support.</p> <p>Reading comprehension strategies    +6 High impact for very low cost, based on extensive evidence.</p> <p>Extending school time    +2 Low impact for moderate cost, based on moderate evidence.</p>	3 5 6 7
Transition activities and management	<p>Effective transition key to ensuring that students' aspirations and progress is maximised into and throughout KS3 and 4. Activities run in order to prepare students for secondary school. The transition programme offers opportunities for primary feeders to work in collaboration with TCA. EEF suggests a relatively low impact, however, we have found that successful transition from Year 5/6 to Year 7 greatly benefits students, and employ a key member of staff in this role.</p> <p>Arts participation    +2 Low impact for low cost, based on moderate evidence.</p> <p>Aspiration interventions    0 Very low or no impact for moderate cost, based on very limited evidence.</p>	3 5 6
Attendance officer (contribution to salary)	<p>The national average for student attendance in 2018/19 was 94.6%, Post 2019/20 the national average for attendance has yet to recover to pre-pandemic levels, with the national average in 2023/24 being 90.8%, but 85.4% for PP. EEF evidence shows that intervention to change student behaviour can add up to 3 months' progress. TCA employs an attendance officer and support team whose focus is to raise student attendance; this is achieved through a range of intervention methods including student and parent contact in school and at home. We aim for disadvantaged student attendance to continue to rise (in line with or better than whole school attendance) through the work that the attendance officer and staff as a whole do, day-to-day to ensure students are in school to access the teaching and learning provision on offer.</p> <p>Behaviour interventions    +3 Moderate impact for moderate cost, based on extensive evidence.</p>	4
Student Support Centre (SSC)	<p>The SSC provides targeted students with intervention to help to improve behaviour, attendance and other barriers to making expected progress. The SSC team works closely with students, parents and teachers in order to ensure that students maximise their achievement whilst receiving the support they need, providing CPD and reintegration to full timetable following exclusions or other behavioural aspects. External agencies are also utilised to support students in the SSC; these include such agencies as CAMHS.</p> <p>Behaviour interventions    +3 Moderate impact for moderate cost, based on extensive evidence.</p> <p>Social and emotional learning    +4 Moderate impact for moderate cost, based on extensive evidence.</p>	4 5
Pastoral Support staff / House	<p>EEF research supports this type of intervention as being helpful in improving student progress by up to 3 months. As such, we have invested in a dedicated team of non-teaching support staff, we believe this allows</p>	4 5

support Assistants	<p>consistent interventions provided by the pastoral team enabling the removal of barriers for disadvantaged students to learning, and enabling progress and full engagement within their lessons. The team also helps to disadvantaged students to involve themselves within both the extra-curricular offer and the House events across the academy.</p> <p>Behaviour interventions    +3 Moderate impact for moderate cost, based on extensive evidence.</p> <p>Mentoring    0 Very low or no impact for moderate cost, based on extensive evidence.</p>	
Work related learning	<p>Work Experience (week of work) and Careers guidance provides students with opportunities to develop skills for the work place. Also supporting students with career aspirations and Post-16 options. While the EEF considers this intervention as having low impact, the programme has been well received by students, parents and employers who contribute to drop down days and we believe it supports students in their future aspirations. All PP students have targeted meetings with our dedicated careers officer(s).</p> <p>Aspiration interventions    0 Very low or no impact for moderate cost, based on very limited evidence.</p>	5 6
Pastoral Support HSA/HACs	<p>Experience has shown having a designated member of staff for underperforming groups helps raise achievement. Our tutors, who work with students to raise aspirations and meet students in years 7 to 11 in order to support and set targets to raise student achievement. While EEF research suggests mentoring has a low impact, similar initiatives have been used extensively across the Redhill Trust and have proven highly successful in contributing to raising student achievement and progress.</p> <p>We have also invested in an additional Head of House and HAC to allow for greater focus on student that need higher levels of support and focus, allowing more time for each individual throughout their time at the academy.</p> <p>Mentoring    0 Very low or no impact for moderate cost, based on extensive evidence.</p>	1 2 4
SIMS / SISRA	<p>EEF research shows that the use of digital technology can have a moderate impact on student outcomes. With constantly evolving data available to staff, continued training in the use of SISRA will be vital to plan lessons, arrange effective intervention and contribute to accuracy of predictions. The use of these technologies enables all staff to maximise their use of data, identifying underachievement, implementing intervention and increasing impact on student outcomes, and can focus on key groups such as disadvantaged students.</p> <p>Digital technology    +4 Moderate impact for moderate cost, based on extensive evidence.</p>	2 3 4
Widening Participation	<p>Specific focus on supporting students' enrichment and wider school experiences through the Curriculum+ programme as lead by a staff TLR holder. Regular meeting with tutors and staff to make students aware of what they can become involved in. Close monitoring students attending trips and visits and involvement in wider school initiatives through Class Charts.</p> <p>Sports participation    +2 Low impact for moderate cost, based on limited evidence.</p> <p>Arts participation    +2 Low impact for low cost, based on moderate evidence.</p>	4 6
Higher Attainer Programme	<p>Higher attaining 'Brilliant Club' students including disadvantaged are targeted across Years 7 to 11 to encourage involvement in this HAP programme to support academic success, ambition and motivation, led by TLR holder.</p> <p>Aspiration interventions    0 Very low or no impact for moderate cost, based on very limited evidence.</p>	5 6

University and Higher education	<p>Disadvantaged students at KS3 are targeted for participation in programmes run in partnership with The University of Nottingham and Trent University, to encourage involvement to support academic success, ambition and motivation beyond the Carlton Academy.</p> <p>Aspiration interventions   </p> <p><small>Very low or no impact for moderate cost, based on very limited evidence.</small></p>	
Holiday Revision Sessions	<p>Holiday revision has proved successful in recent years across the Trust, and in conjunction with a range of other strategies, has raised student outcomes for achievement and progress across disadvantaged and non-disadvantaged students. Students benefit from support with revision during October, February and May half-terms as well as the start of the Easter break which enables them to maximise their revision efforts in the run up to the summer exam period. We believe the use of specialist teaching and support presents disadvantaged students in particular with an opportunity and space not otherwise afforded to them.</p> <p>Summer schools   </p> <p><small>Low impact for moderate cost, based on extensive evidence.</small></p>	2 5 7
Trips and Visits (Widening student experiences)	<p>All students participate in a programme of events which ensures they experience the likes of: theatre trips; visits to galleries and museums; enjoy green spaces; complete team building; visit universities; theme parks; outdoor pursuit centres; work with professional artists; problem solving; learn revision skills; listen to motivational speakers from a wide range of backgrounds and businesses.</p> <p>This raises student aspirations for post Carlton Academy through working with external organisations to mentor, inspire and develop students. disadvantaged students from specific groups are targeted to attend. This include parental engagement and events specifically targeted at year groups throughout the academic year alongside Aspire and Aim higher events and programmes.</p> <p>Increasing students' cultural capital through a variety of experiences across each year group through Drop Down Days.</p> <p>Social and emotional learning   </p> <p><small>Moderate impact for moderate cost, based on extensive evidence.</small></p>	2 5 6
Pledge Programme	<p>All Academies within the Redhill Trust operate a Pledge programme for students. Pledges are designed to be accessible and achievable and aim to provide opportunity for students to develop a range of key skills that will be useful as they progress into adulthood. It is also an opportunity to celebrate with students and reinforce the positive and successful culture that is embedding within the Academy. Pledges are achievable in different ways, examples of these include: showing commitment to extra-curricular activities; representing the house in activities/competitions and helping and assisting others within the academy. This initiative draws together a number of proven, effective intervention strategies with the potential of improving progress by up to 4 months for some students.</p> <p>Social and emotional learning   </p> <p><small>Moderate impact for moderate cost, based on extensive evidence.</small></p>	4 6
Duke of Edinburgh Award scheme.	<p>D of E offers students from all backgrounds the opportunity to broaden their horizons and challenges them both physically and mentally. The skills developed here can be utilised to help develop resilience and determination to succeed. The Academy fully funds disadvantaged students who complete the DofE Bronze Award and continues to fund those who go on to the Silver and Gold Awards. Overall, the scheme enables students who may otherwise never experience such an adventure to take part, breaking down barriers. EEF evidence supports such initiatives suggesting a potential 5 months of extra academic progress for students.</p> <p>Outdoor adventure learning   </p> <p><small>Moderate impact for moderate cost, based on moderate evidence.</small></p>	4 6

	<p>Collaborative learning   <b>+5</b></p> <p>Moderate impact for very low cost, based on extensive evidence.</p>	
Extra-curricular sports and coaching	<p>Engaging with additional sports coaching is for students in the Academy who wish to develop a skill or hobby. With a rich and vibrant extra-curricular offer within the PE department, additional sports coaching from local sports clubs enables our students to develop talent in addition to trying new sports that they may not have previously played. The Trust has a focus on Handball and Rowing and as such the Academy has invested in these areas as well as others, to allow access for disadvantaged students as well as others. The EEF suggests that for some, this activity can boost progress by up to 4 months.</p> <p>Sports participation   <b>+2</b></p> <p>Low impact for moderate cost, based on limited evidence.</p>	6
Alternative educational provisions	<p>Where students would benefit from alternative types of education that we seek more suitable provisions for them to continue their education. We work with parents, carers and outside agencies to make this happen.</p> <p>Behaviour interventions   <b>+3</b></p> <p>Moderate impact for moderate cost, based on extensive evidence.</p>	4 5
Academy 21 and GCSE Pod	<p>Students who are not able to fully participate in education in the formal setting of the academy due to pastoral, social or health reasons will be able to access Academy 21 and GCSE Pod, so that they are both actively engaged in their learning and the barriers to success are limited despite other issues the students may face.</p> <p>Digital technology   <b>+4</b></p> <p>Moderate impact for moderate cost, based on extensive evidence.</p>	4 5

**Total budgeted cost: £328,670**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Looking at the performance of Pupil Premium (PP) and Non-Pupil Premium (Non-PP) students in 2025, some differences remain across key measures, with Non-PP students continuing to outperform their PP peers, but with improving A8 figures compared to 2024-25. This pattern is evident across all elements of the Attainment 8 framework and represents a widening of the gap compared to predictions from earlier in the year where PP students performed slightly under internal predictions.

In the English component, Non-PP students achieved 10.47 compared to 8.40 for PP students, representing a gap of 2.07 points. In the Maths component, the difference was 1.51 points (Non-PP 9.64, PP 8.13). This pattern is repeated in both the EBacc and Open buckets, indicating a consistent trend of higher performance among Non-PP students, while at the same time indicating improved A8 performance from PP students. In EBacc subjects, PP students scored 10.94 compared to 13.42 for Non-PP students, while in the Open bucket PP students scored 10.69 against 14.38. The persistent gap suggests that while there are some successes, we will continue to review and refine previously successful targeted interventions that had supported gap closure in earlier cohorts.

Focusing on attendance, the data shows that PP students continued to attend school at a lower rate than their peers. Overall PP attendance in 2024–25 was 84.86%, compared to 92.88% for Non-PP students. This gap was particularly acute in Year 11, where PP attendance stood at 79.6%, compared to 83.2% for Non-PP students. The attendance gap remains a critical barrier to achievement, and will be a focus of this next academic year with the aim of delivering measurable benefits and will continue to be developed, as during 2024-25 its impact was stronger for non-disadvantaged students and therefore contributed to the stronger outcomes seen in this group, inadvertently widening the gap for some PP students. Anxiety-based absence was a significant factor within the PP cohort and remains a key area for further intervention.

Examining performance over time, Non-PP students have outperformed PP students, with the 2025 outcomes continuing this pattern, albeit with improved A8 score compared to the previous year.

The general patterns indicate that, while progress has been made in some areas, there remains a clear need for targeted and responsive interventions to support PP students. Improving attendance and particularly addressing anxiety-based absence will be a

crucial step in tackling both attainment and progress gaps. Alongside this, maintaining a strong focus on high-quality teaching, consistent expectations, and sharply targeted academic and pastoral support will be essential to rebuild momentum.

Overall, the 2025 data underlines the importance of sustained and adaptive strategies to close the performance gap between PP and Non-PP students. By addressing attendance more precisely and refining targeted support, the academy can ensure that disadvantaged students are better placed to achieve outcomes that reflect their potential.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance Learning
Academy 21	Academy 21
GCSE Pod	The Access Group