

# Pupil premium strategy statement – The Sutton Academy

This statement details our school’s use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 Sutton Academy
Number of pupils in school (Years 7-11)	1333
Proportion (%) of pupil premium eligible pupils	40.21%
Academic years that our current pupil premium strategy plan covers	2024/2025 – 2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	February 2026 September 2026
Statement authorised by	P Willerton (Principal)
Pupil premium lead	E Parker (Assistant Principal)
Governor / Trustee lead	N Kearney (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£590,259
Recovery premium funding allocation this academic year	£0
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	£590,259

## Part A: Pupil Premium Strategy Plan

### Statement of intent

At The Sutton Academy our intent is for all students, irrespective of their background or the challenges they face, to make good progress and achieve to the best of their ability across the curriculum, particularly in EBacc subjects. The focus of our Pupil Premium Strategy is to reduce the attainment gap by supporting all disadvantaged students and those students with parent/carers in the armed forces to achieve to the best of their ability regardless of whether they join us as high or low attainers.

The barriers and challenges disadvantaged pupils face are complex and varied – there is no single difficulty faced by all. To form the Pupil Premium Strategy, we will consider the different challenges that disadvantaged students may face and ensure that all of the challenges that we identify are supported by evidence from within our context and not based solely on assumptions.

In order to overcome the challenges that disadvantaged students face we have identified the outcomes that we wish to achieve and the actions that we will take to reach these. These actions are all based on evidence and there are clear success measures for each outcome that we can use to review the impact that we have with our actions.

Being a large academy with a high proportion of Pupil Premium students means that some of the interventions that are put in place are shared by children who are not in receipt of the Pupil Premium funding. This promotes good outcomes for all students as well as disadvantaged students.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>The average reading age of disadvantaged students is low and there is a significant gap between the reading age and SAS scores of disadvantaged students and non-disadvantaged students.</b></p> <p>This is evident from the Year 6 SATS data for the new year 7 cohort.</p>
2	<p><b>Disadvantaged students have a low level of numeracy on entry compared to the rest of the cohort.</b></p> <p>This is evident from the Year 6 SATS data for the new year 7 cohort.</p>
3	<p><b>Disadvantaged students may be less engaged with home learning and independent revision.</b></p> <p>Our students from disadvantaged backgrounds can find it harder to complete their homework due to less consistent home environments or a lack of engagement in school from their families. Homework and independent revision are important factors in ensuring that students retrieve and retain key knowledge and so if they are failing to complete their homework they are more likely to make less progress than their peers.</p>
4	<p><b>A small group of disadvantaged students are demonstrating disengagement or behavioural issues.</b></p> <p>From our observations, a small group of disadvantaged students are having more issues self-regulating their behaviour than their non-disadvantaged peers which is leading to disengagement and behavioural issues that is affecting their progress.</p>
5	<p><b>Students continue to be significantly impacted by the lockdowns during the COVID-19 pandemic.</b></p> <p>71% of the year 7 cohort in 2024-2025 were identified as at or above the expected standard in English in the year 6 SATs. This is 7% below the national figure in 2019 (pre-COVID). 69.1% of the year 7 cohort in 2024-2025 were identified as at or above the expected standard in maths in the year 6 SATs 10.1% below the national figure in 2019 (pre-COVID). This shows that despite government and school interventions, students continue to have gaps in knowledge and understanding.</p>
6	<p><b>The attendance of students continues to be a concern post-pandemic.</b></p> <p>The attendance of disadvantaged students nationally continues to be lower than non-disadvantaged students nationally. From our observations this is also the case at The Sutton Academy.</p>
7	<p><b>Disadvantaged students generally have lower aspirations than non-disadvantaged students leading to lower rates of progression into further education.</b></p> <p>Our observations and discussions with students and families have highlighted that</p>

	disadvantaged students are more likely to come from families who have had little experience of higher education. Consequently, disadvantaged students often need additional support to make them aware of their option post year 11 and year 13.
8	<p><b>Following the COVID-19 pandemic many students and in particular disadvantaged students have become less socially confident and more liable to need support with their mental health.</b></p> <p>Our assessments, observations and discussions with students and families have found that some disadvantaged students have become less socially confident and more liable to need further support with their mental health.</p>
9	<p><b>Many pupil premium students do not have the same support at home or cultural capital opportunities as non-disadvantaged students.</b></p> <p>Disadvantaged students are identified as Pupil Premium because they come from families with lower incomes. This means that they may be less likely to be exposed to same cultural capital opportunities as their non-disadvantaged peers. It can also mean that there is a lack of support in encouraging students to engage with independent learning and opportunities that would help them to reach their full potential.</p> <p>We know that this is the case for some of our disadvantaged students from discussions with both students and their families.</p>
10	<p><b>Disadvantaged students often start school significantly behind in language and communication skills, creating a "vocabulary gap" that widens their overall achievement gap and limits their life chances in education, employment, and well-being.</b></p> <p>Our assessments, observations and discussions with students have found that some disadvantaged students struggle to articulate themselves both verbally and in their written work.</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
<p><b>Improved attainment and progress of disadvantaged students</b></p>	<ol style="list-style-type: none"> <li>1. Percentage of disadvantaged students achieving a grade 9-4 in maths and English to be in line with national and in line with non-disadvantaged students</li> <li>2. Percentage of disadvantaged students achieving a grade 9-5 in maths and English to be in line with national and in line with non-disadvantaged students</li> <li>3. Percentage of disadvantaged students achieving a grade 9-7 in maths and English to be in line with national and in line with non-disadvantaged students</li> <li>4. The progress of disadvantaged students in English and Maths to be positive and in line with non-disadvantaged students</li> <li>5. The progress of disadvantaged students to be to be positive and in line with non-disadvantaged students</li> </ol>
<p><b>Improve the literacy levels of disadvantaged students</b></p>	<ol style="list-style-type: none"> <li>1. Reading ages of disadvantaged students to move more in line with their chronological age</li> <li>2. SAS scores of those disadvantaged students involved in intervention to improve</li> </ol>
<p><b>Improve the numeracy levels of disadvantaged students</b></p>	<ol style="list-style-type: none"> <li>1. Percentage of disadvantaged students achieving a grade 9-4 in maths to be in line with national and in line with non-disadvantaged students</li> <li>2. Percentage of disadvantaged students achieving a grade 9-5 in maths to be in line with national and in line with non-disadvantaged students</li> <li>3. Percentage of disadvantaged students achieving a grade 9-7 in maths to be in line with national and in line with non-disadvantaged students</li> </ol>
<p><b>Support disadvantaged students to develop their metacognition and ability to self-regulate their learning in order to improve their engagement with homework and independent study</b></p>	<ol style="list-style-type: none"> <li>1. Increase in the percentage of disadvantaged students completing their homework on online platforms</li> <li>2. Increase in percentage of students engaging with revision</li> <li>2. Reduction in the number of behaviour points being assigned to disadvantaged students for failing to complete homework</li> </ol>
<p><b>Support disadvantaged students to develop their ability to self-regulate</b></p>	<ol style="list-style-type: none"> <li>1. A reduction in the percentage of disadvantaged students being internally or externally suspended</li> <li>2. A reduction in the behaviour points being assigned to non-disadvantaged students</li> <li>3. Positive results from behaviour mentoring programmes for disadvantaged students</li> </ol>
<p><b>Identify and address the gaps in knowledge that disadvantaged students have</b></p>	<ol style="list-style-type: none"> <li>1. The progress of disadvantaged students to be to be positive and in line with non-disadvantaged students</li> <li>2. The attainment of disadvantaged students to be in line with national and in line with non-disadvantaged students</li> <li>3. The progress of disadvantaged students to be to be positive and in line with non-disadvantaged students</li> </ol>

<p><b>Improve the attendance of disadvantaged students</b></p>	<ol style="list-style-type: none"> <li>1. The gap between attendance of disadvantaged students and non-disadvantaged students to close compared to the previous academic year</li> <li>2. A reduction in PA for disadvantaged students</li> </ol>
<p><b>Increase the percentage of disadvantaged students who go onto further education or employment</b></p>	<ol style="list-style-type: none"> <li>1. A reduction in the percentage of disadvantaged students who are classed as NEET</li> <li>2. A reduction in the number of TESSA referrals for NEET</li> <li>3. An increase in the percentage of disadvantaged students pursuing an academic post-16 route e.g. sixth form, college</li> </ol>
<p><b>Ensure that all disadvantaged students who have issues with their mental health and confidence are provided with the appropriate support</b></p>	<ol style="list-style-type: none"> <li>1. All students who display issues with their mental health are referred to appropriate counselling/support</li> <li>2. Improved attendance for disadvantaged students</li> </ol>
<p><b>Ensure that we provide all disadvantaged students with the same opportunities as non-disadvantaged students in school</b></p>	<ol style="list-style-type: none"> <li>1. Percentage of disadvantaged students who take part in extra-curricular clubs/activities improves</li> <li>2. Percentage of disadvantaged students who attend trips improves</li> </ol>

## 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: £219,929

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to recruit and retain highly qualified staff to deliver quality first teaching.	<p><a href="#">The EEF Guide to the Pupil Premium</a></p> <p><i>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending.</i></p> <p><i>Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention.</i></p>	1, 2, 5, 10
Provide all staff with a high quality CPD programme which develops teachers who are skilled in evidence informed instructional strategies that can effectively support the implementation of the knowledge rich curriculum.		
Support teacher development through high quality instructional coaching.		
Ensure that all Early Career Teachers, ITTs and Teach First participants are assigned a mentor/coach and provided with a bespoke CPD package which enables them to develop into high-quality teachers who can deliver the knowledge-based curriculum effectively		
Overstaffing in key subjects to enable smaller class sizes and intervention sessions to be run	<p><a href="#">EEF: Small Group Tuition</a></p> <p><b>+4 months</b></p> <p><i>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></p> <p><a href="#">EEF: Reducing Class Size</a></p> <p><b>+2 months</b></p>	1, 2, 5, 10

	<i>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.</i>	
Develop the curriculum in all key stages and in all subjects to incorporate lessons in which teachers model to students how to prepare for assessments effectively.	<b><u>EEF: Metacognition and Self-Regulation</u></b> <b>+7 months</b> <i>The potential impact of metacognition and self-regulation approaches is high. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</i>	10
Ensure that all subjects have a clear and effective system in place to identify gaps in knowledge and provide high-quality feedback to KS3 students.	<b><u>EEF: Feedback</u></b> <b>+6 months</b> <i>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i>	5, 10
Ensure that all subjects have a clear and effective system in place to provide high-quality personalised feedback to KS4 students regarding their gaps in knowledge following assessments and how they can address these independently.	<b><u>EEF: Individualised instruction</u></b> <b>+4 months</b> <i>Individualised instruction can be an effective approach to increasing pupil attainment. It can, however, be a challenging approach to implement given the increased requirements on the teacher to organise and monitor individual activities. Studies of Individualised instruction with older pupils of secondary age tend to show higher effects. It may be that the impact is increased when pupils are more skilled at managing their own learning.</i>	
Ensure that all subjects have a clear and effective system in place to allow both staff and students to respond to gaps in knowledge that are identified in assessments.	<b><u>EEF: Metacognition and Self-Regulation</u></b> <b>+7 months</b> <i>The potential impact of metacognition and self-regulation approaches is high. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</i>	
Ensure that there are rigorous yet supportive quality assurance processes in place to monitor and ensure that the quality of education is high.	<b><u>The EEF Guide to the Pupil Premium</u></b> <i>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending.</i>	1, 2, 5, 10
Develop the curriculum and teachers' delivery of the curriculum to incorporate strategies to improve students' oracy.	<b><u>EEF: Oral language interventions</u></b> <b>+6 months</b> <i>The evidence is strongest on interventions that are integrated with the existing curriculum. It is important</i>	

	<p>to consider how any changes or refinements to practice are integrated with the curriculum.</p> <p>Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.</p>	
--	--	--

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

Budgeted cost: £303,559

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA staffing in English to deliver targeted intervention sessions to small groups of students	<p><a href="#">EEF: Teaching Assistant Interventions</a> <b>+4 months</b> <i>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact'</i></p> <p><a href="#">EEF: Small Group Tuition</a> <b>+4 months</b> <i>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></p>	1, 5, 10
Delivery of well-structured, high quality literacy interventions delivered by trained staff to support those students who are identified as having a low reading age or SAS score to improve	<p><a href="#">EEF: Reading Comprehension Strategies</a> <b>+6 months</b> <i>Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction.</i></p> <p><a href="#">EEF: Small Group Tuition</a> <b>+4 months</b> <i>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></p> <p><a href="#">EEF: Phonics</a> <b>+5 months</b> <i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component</i></p>	1, 5, 10

	<i>in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i>	
Provision of external Alternative Education provisions for a small number of students who have difficulty accessing mainstream education.	Please note that we place students in alternative provision when we have exhausted all options within the Academy and it is in their best interests and the best interests of other students at the Academy. This decision is not taken lightly and follows extensive support.	4, 9
Provision of an Internal Alternative Education provision for a small number of KS4 students who have severe difficulty accessing mainstream education.	<b><u>EEF: Behaviour interventions</u></b> <b>+4 months</b> <i>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i>	
Provision of an Internal Alternative Education provision for a small number of KS3 students who have severe difficulty accessing mainstream education.	<b><u>EEF: Metacognition and Self-Regulation</u></b> <b>+7 months</b> <i>The potential impact of metacognition and self-regulation approaches is high. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</i>	
Provision of an Educational Support provision for a small number of KS3 students who have difficulty accessing mainstream education.	<b><u>EEF: Individualised instruction</u></b> <b>+4 months</b> <i>Individualised instruction can be an effective approach to increasing pupil attainment. It can, however, be a challenging approach to implement given the increased requirements on the teacher to organise and monitor individual activities.</i> <i>Studies of Individualised instruction with older pupils of secondary age tend to show higher effects. It may be that the impact is increased when pupils are more skilled at managing their own learning.</i> <b><u>EEF: Small Group Tuition</u></b> <b>+4 months</b> <i>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i> <b><u>EEF: Social and Emotional Learning</u></b> <b>+4 months</b> <i>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</i> <i>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</i>	4, 9

	<p><b><u>EEF: One-to-One Tuition</u></b>  <b>+5 months</b>  <i>On average, one to one tuition is very effective at improving pupil outcomes.</i></p>	
Provide a data driven, well targeted intervention programme run through Ready to Learn to support students in improving in key subjects (English, Maths, Science, Geography, History, Spanish). Sessions will be personal to students and target gaps in knowledge that have been identified in assessments.	<p><b><u>EEF Strategy: Small Group Tuition</u></b>  <b>+4 months</b>  <i>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></p>	1, 2, 5, 10
Delivery of a Boost and Secure programme two days a week for Year 11 students to provide additional curriculum time in English and Maths.	<p><b><u>EEF Strategy: Small Group Tuition</u></b>  <b>+4 months</b>  <i>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></p> <p><b><u>EEF Strategy: Extending School Time</u></b>  <b>+3 months</b>  <i>Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after school programmes (including additional small group or one to one tuition)</i></p>	3, 5, 10
Delivery of a bespoke Boost and Secure session for Year 11 students once a week to provide intervention in subjects that students are underperforming in.		
Delivery of additional in-person and online high-quality revision sessions through the school holidays and at weekends as well as a Saturday tuition programme.		
Run a targeted Saturday tuition programme run by subject specialists in key subjects to target those students at risk of not achieving passes in their GCSEs.	<p><b><u>EEF: Small Group Tuition</u></b>  <b>+4 months</b>  <i>Small group tuition has an average impact of four months' additional progress over the course of a year.</i></p> <p><b><u>EEF: One-to-One Tuition</u></b>  <b>+5 months</b>  <i>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</i></p>	1, 2

Support disadvantaged students to complete all homework to a high standard by ensuring that all students have access to the required resources.	<a href="#">EEF: Homework</a> <b>+5 months</b> <i>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). Homework has a positive impact on average, particularly with pupils in secondary schools. Pupils eligible for free school meals typically receive additional benefits from homework.</i>	3
Support disadvantaged students to complete all homework to a high standard by providing students with a quiet place to complete homework and access to appropriate support to complete all homework to the best of their ability.	<a href="#">EEF: Metacognition and Self-Regulation</a> <b>+7 months</b> <i>The potential impact of metacognition and self-regulation approaches is high. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</i>	3
Ensure students are provided with high quality online resources and homework platforms to support them to learn independently.	<a href="#">EEF: Using Digital Technology to Improve Learning</a> <i>Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</i>	3, 5, 10
Achievement leaders to provide support and intervention to motivate and challenge high ability disadvantaged students	<a href="#">Using Pupil Premium: Guidance for School Leaders</a> <i>Evidence shows that eligible pupils who are among the highest performers at Key Stage 2 are more likely than their noneligible peers to fall behind by Key Stage 4.</i>	5, 8
Development of Risk Registers for every year group to enable year teams to identify and intervene with key students at risk of underperforming in their GCSEs.	<a href="#">EEF: Mentoring</a> <b>+2 months</b> <i>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</i>	5, 8
Development of an EBSA provision for our most vulnerable students to encourage and allow them to access education.	<a href="#">EEF: Supporting School Attendance</a> <i>Universal approaches to teaching, learning, behaviour, relationships and communication with families will support the majority of pupils and families, but universal systems are unlikely to meet the needs of all pupils. Some, who might have very specific and individual reasons for their absence from school, may need a more personalised approach to support their attendance and engagement.</i>	6

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

Budgeted cost: £66772

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target disadvantaged students with intervention and regular contact home to improve attendance to school.</p>	<p><a href="#">DfE: Using pupil premium: guidance for school leaders</a></p> <p><i>'Absence rates in schools have been 50% higher since the pandemic, with persistent absence doubling to 22.3% in 2022/23. Disadvantaged pupils have higher absence rates than their peers, with pupils eligible for free school meals missing an average of 4 weeks of school in 2022/23/ and looked after children missing nearly 6 weeks in 2021/22. Schools should consider using their pupil premium to support improving attendance, where appropriate, including tackling underlying causes of absence.'</i></p> <p><a href="#">The EEF Guide to Pupil Premium: 'Menu of Approaches'</a></p> <p><i>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</i></p> <p><a href="#">EEF: Guide to the Pupil Premium</a></p> <p><i>Recent data shows that pupils eligible for the Pupil Premium are also far more likely to be persistently absent from school.</i></p>	<p>6, 7</p>
<p>Provide transport to school for disadvantaged students with poor attendance and punctuality.</p>	<p><a href="#">DfE: Using pupil premium: guidance for school leaders</a></p> <p><i>Absence rates in schools have been 50% higher since the pandemic, with persistent absence doubling to 22.3% in 2022/23. Disadvantaged pupils have higher absence rates than their peers, with pupils eligible for free school meals missing an average of 4 weeks of school in 2022/23/ and looked after children missing nearly 6 weeks in 2021/22. Schools should consider using their pupil premium to support improving attendance, where appropriate, including tackling underlying causes of absence.</i></p>	<p>6, 7</p>
<p>Ensure that pastoral and safeguarding staff have a key focus on supporting disadvantaged students and their families.</p>	<p><a href="#">EEF: Parental Engagement</a></p> <p><b>+4 months</b></p> <p><i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</i></p>	<p>3, 6, 7, 8, 9, 10</p>
<p>Ensure that there is a hardship fund available to support families of disadvantaged students financially where necessary to support in</p>	<p><a href="#">EEF: Parental Engagement</a></p> <p><b>+4 months</b></p> <p><i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider</i></p>	

reducing the barriers to attendance to school.	<i>how to engage with all parents to avoid widening attainment gaps.</i>	
Ensure that all disadvantaged students are provided with extra-curricular, cultural capital and personal development opportunities.	<p><a href="#">The EEF Guide to Pupil Premium: 'Menu of Approaches'</a></p> <p><i>Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning.</i></p> <p><a href="#">EEF: Arts Participation</a></p> <p><b>+3 months</b></p> <p><i>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</i></p> <p><i>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</i></p> <p><a href="#">EEF: Physical Activity</a></p> <p><b>+1 month</b></p> <p><i>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</i></p> <p><i>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</i></p>	8, 11
Provide well targeted support for students who require additional support with their mental health.	<p><a href="#">EEF: Social and Emotional Learning</a></p> <p><b>+4 months</b></p> <p><i>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</i></p> <p><i>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</i></p> <p><a href="#">EEF: One-to-One Tuition</a></p> <p><b>+5 months</b></p> <p><i>On average, one to one tuition is very effective at improving pupil outcomes.</i></p>	4, 6, 7, 9
Provide guidance and support to students in choosing their post-16 route.	<p><a href="#">Navigating post-16 careers guidance: supporting learners from lower socioeconomic backgrounds</a></p> <p><i>High-quality careers guidance is crucial for improving students' confidence in decision-making, helping them to align their educational choices with their career aspirations, and improving employment outcomes in early adulthood.</i></p> <p><i>Research has shown that careers guidance benefits students from disadvantaged backgrounds, who may</i></p>	7, 9
Provide careers advice to support and guide disadvantaged students.		

not have access to the same levels of social capital as their peers. Young people from lower socioeconomic backgrounds are still more likely to be claiming out-of-work benefits by the time they are 27, compared to their peers.

### Effective Careers Interventions for Disadvantaged Young People

*A gap in employment outcomes exists between young people from lower socio-economic backgrounds and their more advantaged peers. Analysis of longitudinal education outcomes (LEO) data, reveals that 26% of young people who received free school meals (FSM) in year 11 are not in education or employment (NEET) aged 18-24, compared to 13% of non-FSM students.<sup>4</sup>*

*Although differences in GCSE attainment are a contributing factor, young people from disadvantaged backgrounds remain twice as likely to be categorised as NEET even when qualifications are controlled for. High achieving students from disadvantaged backgrounds are also less likely to apply to higher education, attend a high-status university, or access high status professional jobs than similarly qualified peers from more affluent backgrounds. However, there is evidence to suggest that career support in schools can help to address this inequality.*

**Total budgeted cost: £590,259**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### GCSE Outcomes 2025

The 2025 GCSE cohort this year had no prior attainment data and so in the 2025 GCSE results a progress measure could not be calculated. It is therefore incredibly difficult to make comparisons to previous cohorts of students as we have observed that the outgoing cohort of Year 11 students was academically weaker than previous cohorts so we would expect the attainment of the year group to be slightly lower.

Unfortunately, in 2024-2025 attendance of Year 11 pupil premium students was lower than non-pupil premium students and we believe that this has significantly impacted on their attendance. When attendance of PP students was above 95% in Year 11 those PP students went on to achieve an SPI of +0.25 and their Average Grade was 4.41.

Moving forward, in 2025-2026 there is going to continue to be a significant focus on improving the attendance of Pupil Premium students across all year groups.

**Attainment 8 figures for 2025 are as follows:**

	Results '23	Results '24	2025 Results	National '24	National '25
Pupil Premium	35.22	34.65	<b>32.83</b>	34.6	TBC
All	43.21	43.11	<b>43.13</b>	45.9	TBC

### Externally provided programmes

Programme	Provider
Sparx Maths	Sparx
Sparx Reader	Sparx
Lexonic Leap	Lexonic
Lexonic Advance	Lexonic
NGRT	GL-Assessment
Evolve Premium	Edufocus
Step Lab	Step Lab
Century English	Century
The Everlearner	The Everlearner
iAchieve	iAchieve