

# Pupil Premium strategy statement

This statement details our school's use of Pupil 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 effect that last year's spending of Pupil Premium had within our school.

## School overview

Detail	Data
School name	Outwood Academy Easingwold
Number of pupils in school	822 in total Y7 154 (31) Y8 145 (24) Y9 136 (18) Y10 135 (34) Y11 126 (28) Y12 55 (2) Y13 68 (4)
Proportion (%) of pupil premium eligible pupils	17.2% (141 Students)
Academic year/years that our current pupil premium strategy plan covers	2025/26 - 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	November 2027
Statement authorised by	Mrs Emma Taylor
Pupil premium lead	Mr Chris Tiffany
Governor / Trustee lead	Mrs Abigail Clay

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£135,930
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	£135,930

# Part A: Pupil premium strategy plan

## Statement of intent

Our Pupil Premium strategy plan ultimately aims to improve the attainment and the progress of disadvantaged students (those in receipt of the Deprivation Premium and those children that are currently designated as 'Looked After'), and reduce the difference to national figures for non disadvantaged students.

Ultimately, it aims to reduce the gap between students eligible for Pupil Premium and those who are not. As part of this strategy we will be raising expectations of disadvantaged students, actively engaging and informing parents/carers to help improve the ambition and outlook on the future for these students.

A key focus will be improving the attendance of disadvantaged students. Improving the perceptions of the importance of high and consistent attendance is of concern amongst some disadvantaged students and their parents/carers.

This plan will work to achieve these aims by:

- Improving the outcomes for all disadvantaged students through quality first teaching. • Improve disadvantaged student progress in all groups in all years by improving the quality of teaching and learning.
- Embedding and quality assuring the academy's Checking for Understanding Policy to ensure all staff are consistent and compliant with the policy expectations.
- Ensuring appropriate, individual targeted 4i strategies and interventions are identified and actioned across all subjects.
- Insisting that all faculty development plans refer specifically to the achievement and experience of disadvantaged students.

The key principles for the strategy plan involve:

- Robust monitoring of lessons to ensure quality first teaching.
- The training of staff routinely to highlight strategies and raise the profile of those designated as disadvantaged.
- Routine and regular sharing of key information to teaching, SEND and Inclusion staff to aid them in best supporting disadvantaged students
- Training of teaching assistants in order to maximise their effectiveness in supporting students.
- Whole school literacy and reading programme, including phonics provision for those students entering the Academy with reading ages that are, and will continue to impact on their secondary school education.
- Regular review at the timetabled achievement meeting.

- Analysis of the progress towards outcomes every Praising Stars reporting cycle.
- Weekly review at the Inclusion meeting.
- Robust monitoring of attendance procedures.
- Provide a suitable enrichment programme covering both academic and personal development opportunities that is open to all students. Endeavour to remove barriers to attendance for those unable to access these.

The information on the following pages summarises what is in place to support our PP students during the academic years 2025-26 and 2026-27. It is not an exhaustive list but gives a flavour of the provision available at Outwood Academy Easingwold.

## Challenges

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

Challenge number	Detail of challenge
1 - Belong.	<p><u>To ensure a sense of belonging as a member of our school community</u></p> <p>It is clear that the most successful young people have a strong sense of belonging to the school. This ensures that they share responsibility for the journey they are going on with the school and engage fully with, and shape the opportunities available to them and their peers.</p> <p>In order to ensure that those designated disadvantaged have a sense of belonging we need to work to ensure that they attend punctually and in line with their peers. This will help them immerse themselves in the full school experience. Absence or persistent lateness ultimately means they are missing out on elements of their school experience.</p> <p>We also need to ensure that we run an enriching extended curriculum offer that engages them in wider activities to enrich their cultural capital and further their sense of belonging.</p> <p>Cultivating a strong sense of belonging and shared responsibility also ensures strong behavioural traits and positive learning habits, due to a shared investment in the goals we are all trying to achieve. These desirable traits need to be fostered and rewarded at every opportunity.</p> <p>A relational approach helps to foster a strong sense of belonging to encourage the young people to attend and value the wide range of provisions and opportunities available.</p> <p>Parental engagement is a key challenge as it is sometimes the case that the parents have negative feelings and views of school due to their own</p>

	<p>experiences and we need to work to overcome these so that parents also feel a sense of belonging to the school community and can therefore support this view in their children</p>
<p>2 - Achieve.</p>	<p><u>To ensure all disadvantaged students achieve in line with their peers</u></p> <p>Students designated as disadvantaged enter the Academy with lower levels of Literacy and Numeracy capability than their non-disadvantaged peers. Illustrated by the following data:</p> <p>The average Maths SATs score for those students designated non-disadvantaged entering the academy in September 2025 is 105.9, in comparison to 102.17 for the disadvantaged group.</p> <p>September 2024 showed a similar picture with 104.9 in comparison to 98.5 A very similar picture is illustrated below for Literacy.</p> <p>The average English SATs score for those students designated non-disadvantaged entering the academy in September 2025 is 106.75, in comparison to 101.4 for the disadvantaged group.</p> <p>September 2024 showed a similar picture with 106.78 in comparison to 101.35 This is sadly a clear, consistent and robust pattern on entry which we need to work to reverse.</p> <p>Strong literacy and numeracy skills impact positively on so many elements of schooling and life and as such we must work tirelessly to try to reverse any imbalance in these key academic and life skills.</p> <p>We strongly feel that school is not solely about academic outcomes but also about working to ensure that the young people in our care gain the personal development knowledge and character traits to ensure that they become highly effective young adults that do not simply live in their community but that their community benefits from their contributions and presence.</p>
<p>3 - Thrive.</p>	<p><u>To ensure all disadvantaged students thrive as a member of our school community</u></p> <p>Our desire for all our students is that they leave with aspirational dreams and goals and the skills, qualities and knowledge to strive to achieve these. We want them to think of 'school' as part of a lifelong love of learning and the start of their journey in education.</p>

	<p>We want all of our students to be able to follow their desired career path and offer IAG around careers as part of this desire. Our disadvantaged students may require more guidance than other cohorts.</p> <p>Students who thrive at school wish to attend to engage with the holistic offer in place.</p> <p>We hope that this total immersion in the educational and personal development offer, alongside the social and enrichment experience gives our disadvantaged students the vision to aspire to achieve.</p>
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### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To provide a comprehensive Literacy catch up programme for all students identified as being below age related expectations. To allow them better access to all areas of the curriculum.</p>	<p>Increase in reading age for those below chronological age.</p> <p>Greater degree of confidence accessing text identified through student responses to accelerated reader programme.</p> <p>Increase in outcomes at both English Literature and English Language for all students with LPA and in receipt of the Pupil Premium.</p> <p>Increase in outcomes across the board given the increased access to assessments and exam papers.</p> <p>Lexia Reading programme to be deployed effectively to have a positive impact on Reading Comprehension.</p> <p>Rapid Reader to improve decoding, comprehension and confidence.</p> <p>Ruth Miskin Fresh Start Programme to demonstrate significant improvements for the weakest readers.</p>

<p>To provide a comprehensive Numeracy catch up programme for all students identified as being below age related expectations. To allow them better access to all related areas of the curriculum.</p>	<p>Increase in Numeracy and Mathematical building blocks for those below identified as below age related expectation.</p> <p>Greater degree of confidence accessing Maths identified through student voice.</p> <p>Increase in outcomes in other Maths related subjects for all students with LPA and in receipt of the Pupil Premium.</p> <p>To challenge the higher prior attaining mathematicians through the 'Axiom' maths tutor time programme.</p> <p>Sub 90 SATS group to support students' immediate rise in general numeracy skills to allow them greater access to the wonder Maths curriculum.</p>
<p>HPA Pupil Premium students to have access to the highest possible outcomes and to be equally represented in upper ability grouping in subjects where setting is carried out.</p>	<p>An increase in the representation of PP students in higher ability sets, those with comparable KS2 scores represented alongside their peers. An increase in the aspiration of those in receipt of the Pupil Premium.</p> <p>Pupil Premium students accessing the very highest grades, GCSE 7 – 9 and A Level B – A*.</p>

<p>Pupil Premium students accessing the wider curriculum.</p> <ul style="list-style-type: none"> <li>● Creative and Performing Arts enrichments PE enrichments</li> <li>● Academic enrichments</li> <li>● Trips and Academy Events</li> <li>● Local Community Events</li> <li>● Peer Mentoring support</li> <li>● Elephant group widening participation (for Post 16 students)</li> </ul>	<p>Pupils in receipt of the Pupil Premium increasing their access to the wider curriculum, evident through enrichment registers.</p> <p>Students represented at Academy events. Open evenings, concerts etc.</p> <p>Pupil Premium students are enabled to access trips to support their widening access to cultural capital opportunities.</p>
<p>Narrowing the Attendance Gap for students in receipt of the Pupil Premium and those not in receipt. Bringing PP students closer to the 95% Academy target.</p>	<p>Pupil Premium students are closely monitored and interventions tracked to ensure timely support is provided.</p> <p>Weekly, termly and YTD data displayed for the cohort and individuals.</p> <p>Individual interventions detailed for those in receipt of the Pupil Premium.</p> <p>All SEND and Disadvantaged students are closely tracked on a designated tracker to ensure that patterns are identified early and supportive interventions can be put in place.</p> <p>Increased vigilance is carried out with regards to first day contact.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £66,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Five Pillars, Learning Journeys.	<p>Quality first teaching to ensure all PP students make expected progress, incorporating literacy and numeracy.</p> <p>Five pillars of learning evidenced in lessons and books. Key vocabulary highlighted in lessons and books.</p> <p>Evidence - progress of PP students.</p>	1,2 and 3
Ensure that first wave teaching is of high quality, supported by a programme of professional development that is focused around pedagogy.	<p>Quality first teaching to ensure all PP students make expected progress, incorporating literacy and numeracy.</p> <p>Five pillars of learning evidenced in lessons and books.</p> <p>Key vocabulary highlighted in lessons and books.</p> <p>Evidence - progress of PP students. Feedback via the Step Lab programme recording learning walk feedback and coaching.</p> <p>Faculty Development Plans clearly referencing our more vulnerable students.</p>	1,2 and 3
Trust Strategic Leads - School Strategic Improvement	Support departments on tracking pupil Premium students to ensure they make expected progress and intervention is in place where required.	1, 2 and 3

Partners.	<p>Development Plans and routine line management meetings .</p> <p>Support with resourcing and strategies to help ensure students of all abilities are supported to make positive progress.</p> <p>Evidence - progress of PP students.</p>	
Sharing good practice.	<p>Quality first teaching to ensure all PP students make expected progress, incorporating literacy and numeracy.</p> <p>Five pillars of learning evidenced in lessons and books. Key vocabulary highlighted in lessons and books.</p> <p>Comprehensive training takes place via our learning and Performance sessions.</p> <p>One to one coaching is also in place with colleagues supporting each other on key aspects of teaching and learning.</p> <p>Evidence - progress of PP students.</p>	1, 2 and 3
Ensure that we are able to recruit the best teachers, using the TES recruitment package, Indeed and the OIE website.	Ensuring that we are fully staffed and have high quality teachers in front of our children means that students learn well but also impacts positively on behaviour and wellbeing.	1 and 2

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

Budgeted cost: £10,929

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1 Maths tutor and Specialist TA for Maths.	<p>PP students make similar progress to all students in Maths.</p> <p>1 to 1 Maths tutor in place to support Y10 and Y11 students struggling to gain their target grade, or close to the grade 4 and 5 threshold (also referenced in the Teaching element of this plan).</p> <p>Specialist TA for Maths, supporting our LPA students on entry into the school, for example via the Sub 90 SAT group.</p> <p>The tutor also works with HPA students who are below target, to try to ensure students capable of the top grades are able and motivated to achieve these.</p>	1 and 2
1 to 1 English Tutor.	1 to 1 English tutor in place to support Y10 & Y11 students struggling to gain their target grade, or close to the grade 4 and 5 threshold (also referenced in the Teaching element of this plan).	1 and 2
Specialist Literacy TA.		1 and 2
English Specialist tutor time support.	<p>PP students make similar progress to all students in English.</p> <p>PP students improve their literacy to allow them to access the curriculum in all subject areas.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Small group tuition has an average impact</p>	1 and 2

	<p>of four months' additional progress over the course of a year (EEF 2021).</p> <p>The tutor also works with HPA students who are below target, to try to ensure students capable of the top grades and able and motivated to achieve these.</p>	
Learning Resource Centre.	Support via the Library to encourage a love of reading, access to books and research material, and to study independently.	1, 2 and 3
Core subject specialist tutor time support.	Year 11 students accessing specialist support during tutor time improving their responses to high frequency GCSE questions. This is provided by the Heads of Faculty for English, Maths and Science.	1 and 2
Accelerated Reader Programme.	Increase in reading ages for PP students.	1 and 2
Ruth Miskin Read Write inc (Phonics).	Students are able to access reading material.	1 and 2
Ruth Miskin Read Write Inc (Fresh Start).	Students become more fluent with reading.	1 and 2
Bridge (Alternative Provision).	Students make progress in their learning due to support and interventions being in place.	1, 2 and 3

Academic targeted enrichment.	Specialist small group intervention helps students make progress in areas of weakness or extends progress areas of strength.	1, 2 and 3
Career Mentoring to support aspiration.	Linked with effective CIAG (Careers Information and Guidance) this helps to motivate students towards an end point goal.	1 and 3
Quality First teacher training routinely delivered through L & P (Staff training).	Improving access to the curriculum for all students who may require provision that is additional and different in the classroom.	1, 2 and 3
RAG meeting.	PP students make expected progress and achieve expected outcomes.  The meeting highlights these students and holds Faculty leaders and teaching staff to account for all pupils.	1, 2, and 3

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

Budgeted cost: £113,506

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Managers.	Improved behaviour, attendance and wellbeing of students that is then reflected in the progress in lessons.	1,2 and 3
Education Welfare Officer and Attendance Admin.	Improved attendance and support for all students including those in receipt of the Pupil Premium.	1, 2, and 3

<p>Form Tutor Training.</p>	<p>Strong relationships with a form tutor add to the mentoring opportunities, to help raise aspiration.</p> <p>Form tutors also support the attendance, organisation and behaviour of all students, helping those who need additional support in these areas of their schooling.</p> <p>Form tutors also play a huge role in shaping the aspirations of all students.</p>	<p>1, 2 and 3</p>
<p>I Space coaching.</p>	<p>PP students are supported with their mental wellbeing allowing them to access learning and make progress.</p>	<p>1, 2</p>
<p>Bridge Support.</p>	<p>Students make progress in their learning due to interventions and required support being in place.</p> <p>Social time and before school support to help students settle and socialise.</p>	<p>1, 2</p>
<p>TA or Associated TA Support.</p>	<p>Individual support in the classroom helps those students who need additional and different support.</p>	<p>1, 2</p>
<p>Careers, Careers Fair, Career of the Week.</p>	<p>PP students have a clear idea of careers available, grades required and further qualifications needed.</p> <p>In the Sixth Form, students are supported via the bursary and into widening participation schemes into university.</p> <p>We use NYBEP to support with apprenticeship applications.</p>	<p>3</p>

Peripatetic Music Teaching.	Increasing the cultural capital of students through additional 1 to 1 music lessons.	3
Increased support for formal examinations.	Invigilation and required testing and administration for students with Examination Access Arrangements.	1 and 2
Rewards.	As part of our rewards scheme some tangible rewards are offered to students for various positive behaviours, high levels of attendance and high levels of effort.	1 and 3
Recording and management of the Safeguarding of students.	<p>Safeguarding is one of the primary roles of the Academy.</p> <p>All staff are required to play differing roles within this. Many elements are actioned specifically by the Deep Support team, and all student record keeping is managed by CPOMS.</p>	1
Supporting student behaviour.	<p>The administrative management of student behaviour is integral to helping young people make changes.</p> <p>We use all the recorded detail to identify patterns, inform parent and student conversations and aid referral to external agencies. All staff have varying roles in this, with a designated Consequences Manager taking a lead on managing the main elements.</p>	1, 2 and 3

Uniform.	<p>All year 7 and incoming new students receive a free bundle of uniform.</p> <p>We also support students periodically over the year if parents are unable to provide uniform for financial reasons.</p>	1
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**Total initial budgeted cost: £135,930**

## 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 2023 to 2024 academic year.

Outcome	Impact
<p>Good levels of progress in literacy / English for Pupil Premium students.</p>	<p>No key stage 2 data was available for this cohort.</p> <p><b>Outcomes at GCSE</b></p> <p>All students achieving English at Grade 4 equalled 83.6%(Target 92.7%) and at Grade 5 equalled 69.1% (Target 79.1%).</p> <p>PP students achieving English at Grade 4 equalled 50% (71.4%) and at Grade 5 equalled 42.9% (57.1%).</p> <p>Non PP students achieving English at Grade 4 equalled 88.5% (95.8%) and at Grade 5 equalled 80.2% (82.3%).</p> <p>With no progress data available it is difficult to make a direct comparison as no KS2 scores were available for this cohort.</p>

The snapshot of the Literacy RAG document below shows the ratio gains for all the students in Y7 - Y9 receiving literacy support. The overall ratio gains for those designated 'disadvantaged' in 2024/25 for each year group was positive, with Y8 Disadvantaged students showing the highest Ratio Gains for the intervention.

Year	Group	Baseline		Latest test		
		Av RA	Av NRSS	Av RA	Av NRSS	Ratio gain
7	Male	11.75	107	12.48	107	0.99
7	Female	11.71	107	12.47	107	0.97
7	All	11.74	107	12.48	107	0.98
7	SEND	10.16	97	10.91	98	0.95
7	Disadvantaged	10.82	101	11.00	99	0.24
8	Male	12.75	109	13.37	109	0.81
8	Female	12.75	109	13.29	109	0.78
8	All	12.75	109	13.33	109	0.80
8	SEND	11.25	99	11.89	100	0.97
8	Disadvantaged	11.36	101	12.19	102	1.21
9	Male	13.13	108	13.42	108	0.51
9	Female	13.42	110	13.84	110	0.58
9	All	13.27	109	13.62	109	0.54
9	SEND	11.17	98	11.65	98	1.02
9	Disadvantaged	11.69	101	12.07	100	0.68
All	Male	12.50	108	13.06	108	0.79
All	Female	12.64	109	13.21	109	0.78
All	All	12.55	108	13.11	108	0.82
All	SEND	10.65	97	11.31	98	0.97
All	Disadvantaged	11.30	101	11.71	100	0.64

The literacy and reading RAG is compiled each year and details the impact of the Ruth Miskin Phonics programme, the Lexia Programme and the Rapid Reader programme, alongside the Accelerated Reader programme and the 1 to 1 support offered by our Literacy TA Reading mentors and Learning Resource Centre Manager specifically.

In addition to this our 1 to 1 English teachers provided extensive student hours of support to help them prepare for GCSE examinations and to be in a strong position to access the written elements of their GCSE subjects.

<p>Good levels of progress in Numeracy in Maths for Pupil Premium students.</p>	<p>No key stage 2 data is available for this cohort Outcomes at GCSE.</p> <p>All students achieving Maths at Grade 4 equalled 85.5% (Target 95.5%) and at Grade 5 equalled 69.1% (Target 88.2%).</p> <p>PP students achieving Maths at Grade 4 equalled 57.1% (85.7%) and at Grade 5 equalled 28.6% (64.3%).</p>
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	<p>Non PP students achieving English at Grade 4 equalled 89.6% (96.9%) and at Grade 5 equalled 78.1% (91.7%).</p> <p>With no progress data available it is difficult to make a direct comparison as no KS2 scores were available for this cohort.</p> <p>Extensive hours of teaching were delivered by the Numeracy TA across Y7 - Y9 (45 students). The students accessing specific support from the Numeracy TA have reported that they are excited to come to numeracy intervention because they can see that it is making a difference. They are also enjoying being grouped according to their ability per topic. This means they are not in the same group every term and therefore don't feel 'stigmatised' as being part of a specific group. This has contributed to an engaged and positive atmosphere in the numeracy intervention classroom. A detailed tracker is kept by the Numeracy TA detailing the work completed in the sessions. This then informs the TA's future planning.</p>
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In addition to the outcome measures shared specifically about Maths and English. The following were also achieved by the students in receipt of the pupil premium for 2024/25.

	Group	Number on Roll	Average KS2 Reading Score	Average KS2 Maths Score	Attainment 8 Score	Progress 8 Score	ESAT APS	Studying Effect	Achieving Basics (3+)	Achieving Basics (4+)	English Basics (B+)	English Basics (M+)	Maths Basics (B+)	Maths Basics (M+)
ALL	All Pupils	130			52.01	-4.7	36.4%	42.7%	80.9%	75.5%	83.6%	49.1%	85.5%	
Gender	Male	64			53.87	-4.9	42.2%	67.2%	84.4%	78.6%	84.4%	78.1%	90.6%	
	Female	45			49.45	-4.3	30.3%	56.5%	76.1%	73.9%	82.6%	56.5%	70.3%	
FSM/Pupil Premium	Disadvantaged Children	32			30.42	-2.5	36.7%	36.7%	41.7%	43.7%	50.0%	35.0%	50.0%	
	Most At-Risk Disadvantaged	0												
	FSM	31			31.27	-2.6	30.2%	30.2%	45.5%	45.5%	54.5%	27.3%	54.5%	
	Any Pupil Premium	34			33.86	-2.8	34.3%	34.3%	41.8%	42.9%	50.0%	28.6%	37.3%	
	Deprivation Pupil Premium	31			31.27	-2.6	30.2%	30.2%	45.5%	45.5%	54.5%	27.3%	54.5%	
	Looked After Pupil Premium	1			21.00	-1.7	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
	Adopted From Care Pupil Premium	1			21.00	-1.7	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
	Service Child Pupil Premium	2			54.50	-4.6	0.0%	0.0%	50.0%	50.0%	50.0%	50.0%	50.0%	100.0%
	Non-Pupil Premium	95			54.65	-4.9	37.6%	60.8%	86.5%	80.2%	86.5%	75.0%	87.6%	

Pupil premium students improve their resilience towards learning and improved aspirations.

All enrichments were well attended by students from all distinct cohorts.

Academic enrichments were targeted towards students who are struggling to meet target.

All students in receipt of the Pupil Premium can gain financial support for school trips to ensure that they have access to aspirational visits.

We have a comprehensive intervention package available to students in school. Including:

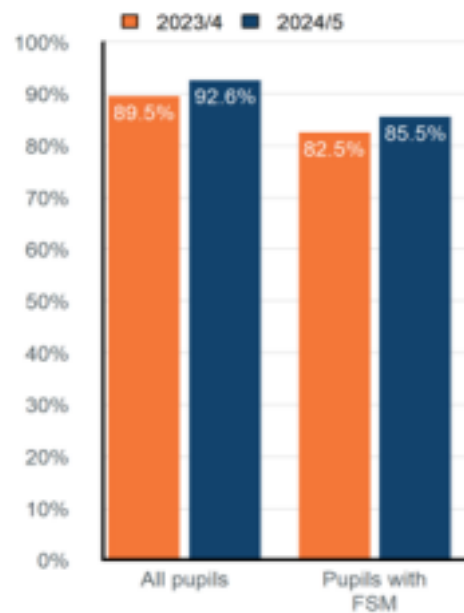
- Pastoral support from the Learning Manager team and SLT
- Inclusion support from the SEND and Wider inclusion team, including our Bridge Provision and our SEMH TA.
- The Wellbeing in Mind NHS team are based in school
- Wellbeing support from the ISpace Coach who is employed to support students with emotional literacy and resilience
- The specialist SEMH TA who supports a number of students with Social Emotional Mental Health worries
- The Bridge which is an additional classroom where some students receive additional support
- Art Therapy delivered by the Inclusion team.
- Exam Access Arrangements.
- Specific SEND support and written SEND support plans for all students with EHCP's and K codes.

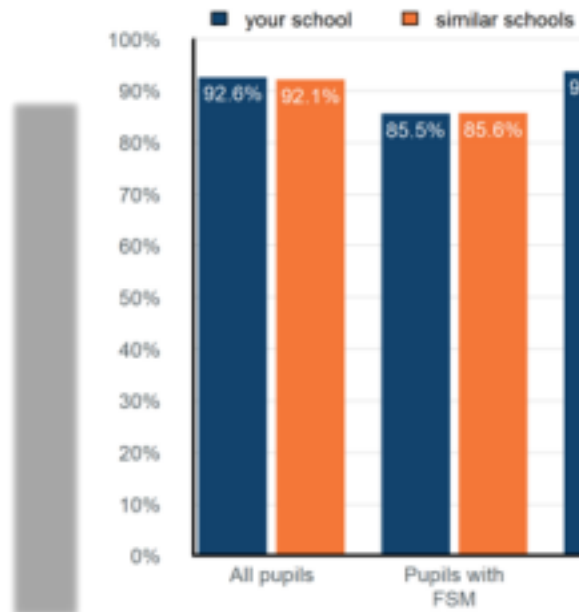
All of the above structures provide support as required for any student in need of anything additional and different.

Improved attendance and reduced number of students recorded as Persistently Absent.

The attendance of all students in the country has been detrimentally affected by the Covid 19 pandemic. The national attendance for all students in state secondary schools according to the DFE for 2024-25 was 91.4%, the school's average for all students was 92.6% and 88.59% for those in receipt of the Pupil Premium. The only comparison available is the national data for all schools (including Primary Schools) for those in receipt of Free School Meals which was 89.4%.

The graphs below show the comparison between 2023/24 and 2024/25 and the comparison between schools with a similar demographic. The first graph shows a positive improvement on the previous year for students eligible for FSM. The second graph shows we are in line with similar schools.





The national Persistent Absence data for all students according to the DFE for 2024-25 was 24.3% the school's average for all students was 17.36% and 33.03% for those in receipt of the Pupil Premium. Again, the only comparison available is the national data for those in receipt of Free School Meals which was 58% in comparison to the in-school date for this group which was 43.14%.

All data is shared each week with students and colleagues and a clear message is given to all students about the importance and impact of positive attendance.

All students who struggle with consistent attendance are supported by the attendance and inclusion teams and we work closely with the LA, Early Help and other outside agencies to support our students around the reasons that may be impacting on attendance. Whilst attendance remains a significant barrier for students in the Pupil Premium and associated cohorts. We have a robust set of procedures to support improvements in this area and our data suggests that we fare positively in national and similar school comparisons.

Decrease in high level consequences for Disadvantaged student's, showing greater compliance and highlighting a stronger sense of belonging and commitment to achieve.

The table below shows a significant decrease in the number of suspensions issued to the disadvantaged cohort in comparison to the previous years. Also illustrated in the table below is a decrease in all measures for suspension, showing a commitment to inclusivity.

This commitment has continued into 2025-26 where at the point of writing this report (11 school weeks) we have seen further decrease in all measures listed below with just 3 disadvantaged students being issued 10 days suspensions across 4 episodes.

	2024-25	
	All	Disadvantaged
Rate of Suspension	25.70%	97%
% 1+ Suspension	4.60%	15.20%
% 2+ Suspension	3.50%	13.10%
PEX Rate	0.46%	1%
PEX Number of students	3	1
	2023-24	
	All	Disadvantaged
Rate of Suspension	67.30%	250%
% 1+ Suspension	8.90%	22.70%
% 2+ Suspension	6.60%	19.30%
PEX Rate	0.77%	3.40%
PEX Number of students	5	3

2024-25 also saw a significant drop in all consequences being issued in comparison to 2023-24. Illustrating improved attitudes to learning in the classroom and desire to achieve (decreased low level disruption reported). And improved social time behaviour illustrating a greater level of belonging to the school community.

## Service pupil premium funding

Measure	Details
<p>How did you spend your service Pupil Premium allocation last academic year?</p>	<p>Specific Learning Manager support led by our Lead Learning Manager who has services links.</p> <p>Specific form group sessions focusing on social skills, emotions, well being and encouraging them to speak to others. The group has also worked on sessions and shared information with the whole academy about being a military student.</p> <p>These are in addition to the following offer which is also in place should it be required by our Services Students. Our service students support the education of all our students with regards to the role of our armed forces, including taking an active role in the Remembrance commemorations in school, in addition to attending the parade in the local community and speaking at the service.</p> <p>Team building activities are arranged for the group who have completed an escape room, been bowling and to laser tag as part of this programme.</p> <p>They also have access as required to 1:1 tutoring, School Coach, Learning Manager support, Bridge intervention. Literacy and numeracy support.</p>
<p>What was the impact of that spending on service Pupil Premium eligible pupils?</p>	<p>50% of service children received a 5+ in English and 50% achieved a 5+ in maths for the academic year 2024-25. 50% achieved both at 5+, 100% achieved a 4+ in maths</p> <p>A8 - 54.5 an average of a mid grade 5.</p> <p>Our services students report that they feel very well supported by the additional intervention in place for them, and that as this is coordinated and supported by a member of staff who is themselves part of a services family that they know and understand the worries they are having.</p>

# Further information

## Pupil Premium Overview

