

Pupil premium strategy statement – Outwood Academy Brumby

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	705
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/2023 - 2024/2025
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Donna Fitzgerald
Pupil premium lead	Rebecca Tyrer
Governor / Trustee lead	Jamie Watkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£349,731
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£349,731

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for our disadvantaged pupils is to enable them to have the best life chances.

At Outwood Academy Brumby, we are dedicated to putting students first by raising standards and transforming lives. Our mission is to ensure every pupil, regardless of background, achieves strong academic progress, especially in key areas like literacy and the EBacc subjects, equipping them for future success in learning, training, or employment. We nurture confident, proficient readers and lifelong learners who are prepared to make a positive impact in society. Beyond this, we focus on holistic development, addressing barriers like attendance, behavior, and aspirations to help every student reach their full potential.

Our strategy plan is committed to overcoming the key challenges that hinder disadvantaged students from reaching their full potential. These challenges (educational barriers) include:

- **Low literacy levels particularly reading comprehension and vocabulary development (challenge 1)**
- **Attendance and persistent absenteeism (challenge 2)**
- **Attitudes toward learning, behavior, and exclusions (challenges 2 and 4)**
- **Low expectations and aspirations (challenges 2 and 4)**
- **Well-being, mental health, and safeguarding (challenges 2 and 5)**

To address these barriers effectively, our approach is dynamic and tailored to both common obstacles and the unique needs of each student. The key components of our strategy are:

- **Quality First Teaching:** Anchored in consistent pedagogy and our Five Pillars of Learning, ensuring all students benefit from excellent instruction.
- **Deep Understanding of Students' Needs:** Leveraging comprehensive data, including reading ages and individual contextual information, to inform our support.
- **Targeted Interventions:** Providing precise support for students receiving Pupil Premium funding, with careful monitoring of progress and outcomes.
- **Holistic Care:** Recognising the importance of nurturing both academic growth and social-emotional well-being for every child.
- **Strategic Alignment:** Integrating our efforts with the school development plan to ensure our goals drive continuous school improvement.

By prioritising these areas, we aim to create a learning environment where all students, especially the most vulnerable, can thrive and achieve their fullest potential.

Challenges

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

Challenge number	Detail of challenge
1	<p>Improving Literacy:</p> <p>Reading Comprehension and Vocabulary</p> <p>Pupil Premium (PP) students often begin secondary school with literacy levels below those of their peers, a disparity that has grown due to the pandemic. Challenges such as limited access to books, language-rich environments, and consistent reading support at home further impede their ability to develop essential comprehension and vocabulary skills. These skills are fundamental for academic success across all subjects.</p> <p>To address these challenges, our school prioritises literacy development, with a particular focus on reading fluency. A significant number of pupils enter secondary school with standardised reading scores below 85, requiring targeted interventions to help them access age-appropriate texts.</p> <p>Our approach includes:</p> <ul style="list-style-type: none"> • Regular Assessment of Reading Ages in Years 7-9: Gathering and analysing data to identify gaps and track progress. • Targeted Interventions: In Years 7-9, using the Fresh Start programme, we address phonics to enable decoding and later comprehension, designed to close literacy gaps effectively. • Comprehensive Literacy Support: In Years 7-9, all English lessons begin with fostering a love of reading for the first 10 minutes. Further opportunities are across all subjects where we provide students with reading texts across a wide range of genres/disciplines exposing each lesson to key words (tier 3 subject specific words), fostering fluency, comprehension, and a lifelong love of learning. • Personal Development and Growth sessions where Years 7-9 read key texts to develop a love of reading • Ruth Miskin Programme <p>Through these focused efforts, we aim to close the literacy gap for PP students, enabling them to achieve their full potential and succeed academically.</p>

2	<p>Improving attainment/outcomes:</p> <p>Pupil Premium (PP) students currently face an attainment gap compared to their non-PP peers. Specifically:</p> <ul style="list-style-type: none"> • Attainment 8 Scores: PP students achieve lower average scores compared to non-PP students. • Basics Measures (Grades 5+ and 4+): PP students achieve lower percentages of 5+ and 4+ passes in English and Mathematics than their non-PP counterparts. <p>Our Commitment: We are determined to close these gaps by implementing targeted strategies that focus on equity and excellence for all students. By fostering high expectations and providing holistic support, we aim to empower every PP student to achieve at the same high level as their peers.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Delivering quality first teaching through the Five Pillars pedagogy (inspired by Rosenshine's Principles) in all year groups. • Delivering an ambitious curriculum in order to inspire and challenge students. • Tailored interventions where teachers will include wave 1 interventions tracked in their 4i teaching folders to target any underperformers across all year groups and subjects. • Robust tracking systems collecting data each half term through our Praising Stars to ensure PP students receive the support they need to succeed. • Half termly analysis of all year groups and subjects by middle and senior leaders.
3	<p>Improving Attendance and Persistent Absenteeism:</p> <p>Attendance is a key factor in ensuring academic success, yet Pupil Premium (PP) students as a group have an attendance rate below 95% and a persistent absenteeism (PA) rate that exceeds the national average. These challenges significantly impact their ability to engage fully in learning and achieve their potential.</p> <p>We recognise that poor attendance can stem from a variety of factors, including socio-economic challenges, health concerns, and barriers to accessing education. To address these issues, our strategy focuses on:</p> <ul style="list-style-type: none"> • Early Identification and Intervention: Monitoring attendance data closely to identify patterns of absenteeism early and intervene promptly. • Targeted Support: Providing tailored interventions for students and families facing barriers to regular attendance, including pastoral support and signposting to external services. Use of the Attend Framework and Voice of the Child. • Engagement and Communication: Building strong relationships with families to foster a shared understanding of the importance of attendance and its impact on achievement. Additionally, working with professionals such as social workers, YJP (Youth Justice worker) etc to provide support. Team Around the Child/School, is also used for

	<p>students at risk of high absenteeism.</p> <ul style="list-style-type: none"> ● Recognition and Incentives: Implementing initiatives to celebrate and reward improved attendance and punctuality for example our 'In it to Win it' half termly attendance reward. ● Alignment with Safeguarding Measures: Ensuring that attendance strategies are closely linked to well-being and safeguarding, addressing underlying issues that may contribute to absenteeism. ● High priority: Attendance is managed by the Principal, and led by our own Education Welfare Office / Attendance Manager accompanied by two Attendance Officers. This is in collaboration with the local authority and our other Trust academies to share good practice. Daily, Attendance reports to the SLT the attendance figures which are shared with students weekly personal development and assemblies. Any opportunities to discuss education with a student will involve attendance including half termly Praising Stars reports, reintegration meetings and parents' evenings. <p>By prioritising attendance and reducing persistent absenteeism, we aim to create a foundation for consistent engagement in learning, helping PP students to thrive academically and personally.</p>
4	<p>Reducing Suspensions and improving Attitudes to Learning, and behaviour:</p> <p>Disadvantaged students are more likely to face suspensions or receive behavioural sanctions, often due to underdeveloped learning habits and a lack of structured support at home. These challenges can result in disengagement from school, creating a cycle of negative behaviour that further hinders their academic success.</p> <p>Pupil Premium (PP) students are disproportionately represented in school suspension data, highlighting the need for targeted strategies to address underlying issues and reduce exclusion rates. Suspensions can disrupt learning, hinder progress, and negatively impact a student's overall engagement with school life.</p> <p>Our goal is to minimise suspensions for PP students by creating a supportive environment that addresses the root causes of behavior challenges while promoting positive engagement. Our approach includes:</p> <ul style="list-style-type: none"> ● Early Intervention: Identifying students at risk of suspension through robust behavior tracking systems and implementing timely support to prevent escalation. ● Restorative Practices: Promoting conflict resolution and accountability through restorative approaches, helping students understand the impact of their behaviour and fostering a positive school culture. ● Targeted Support Programmes: Offering tailored interventions, such as mentoring, counseling, or social-emotional learning programs, to address individual needs and reduce behavior incidents. ● Staff Training: Equipping staff with strategies to manage behaviour effectively and promote inclusion, with an emphasis on understanding the challenges PP students may face. ● Parental Engagement: Building strong partnerships with families to create consistent expectations and support behaviour improvement at

	<p>home and in school.</p> <ul style="list-style-type: none"> • Celebrating Positive Behaviour: Encouraging positive conduct through recognition programmes that celebrate achievements and reinforce high standards for example rewards trips. • Team around the child to discuss concerns and triangulate possible strategies. <p>By reducing suspensions, we aim to ensure that PP students remain engaged in their education, build strong relationships within the school community, and are empowered to achieve their full potential.</p>
5	<p>Supporting SEMH Needs:</p> <p>Social, Emotional, and Mental Health (SEMH) challenges can significantly impact the well-being, engagement, and academic outcomes of Pupil Premium (PP) students. Many PP students face additional barriers due to socio-economic factors, which may increase their vulnerability to SEMH concerns. Supporting these needs is critical to ensuring they thrive both personally and academically.</p> <p>Our strategy to support the SEMH needs of PP students includes:</p> <ul style="list-style-type: none"> • Early Identification and Assessment: Proactively identifying students with SEMH needs through behavior tracking, attendance monitoring, and well-being surveys. This enables timely interventions tailored to their specific challenges. • Dedicated Support Services: Providing access to in-school counseling, mental health support workers, and pastoral care to offer targeted, ongoing assistance. • SEMH-Focused Interventions: Implementing programs such as mindfulness, resilience training, and social-emotional learning to build coping skills and improve emotional regulation. • Staff Training: Equipping teachers and support staff with the skills to recognise SEMH challenges and respond effectively, creating a supportive and inclusive school environment. • Partnerships with External Agencies: Collaborating with mental health professionals, local charities, and external organisations to provide specialised support and resources. • Family Engagement: Working closely with families to ensure a consistent approach to addressing SEMH needs both at home and in school. • Safe and Nurturing Spaces: Creating safe areas within the school where students can regulate their emotions, access support, and feel valued and secure. <p>By addressing the SEMH needs of PP students, we aim to foster their emotional well-being, enhance their resilience, and enable them to fully engage with their education, unlocking their potential for success in all areas of life.</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>To close the literacy gap for Pupil Premium (PP) students, enabling them to achieve age-appropriate reading levels and excel across all subjects.</p> <p>Improved Reading Ages</p> <ul style="list-style-type: none">• Achieve measurable improvements in reading ages for Pupil Premium (PP) students, with the majority reaching or exceeding age-appropriate levels by the end of the academic year. <p>Progress in Reading Fluency and Comprehension</p> <ul style="list-style-type: none">• Demonstrate significant progress in reading fluency and comprehension, with at least 80% of PP students making expected progress in these areas based on regular assessments.
<p>Achieve expected attainment and outcomes for disadvantaged pupils across all subjects by the end of Key Stage 4.</p> <p>Attainment 8 Score</p> <ul style="list-style-type: none">• Ensure disadvantaged students meet or exceed the national average Attainment 8 score. <p>Basics 4+ and 5+</p> <ul style="list-style-type: none">• At least 55% of disadvantaged students achieve a Grade 4 or above in English and Mathematics.• At least 35% of disadvantaged students achieve a Grade 5 or above in English and Mathematics. <p>Disadvantaged vs Non-Disadvantaged Gap</p> <ul style="list-style-type: none">• Narrow the attainment gap between disadvantaged students and their non-disadvantaged peers in all core subjects. <p>Subject-Specific Outcomes</p> <ul style="list-style-type: none">• Ensuring disadvantaged students achieve strong progress in key subjects, including non core subjects, with a focus on ensuring no subject area is a barrier to success.

Improve pupil premium attendance so students attend 95% of the time.

Success Criteria for Pupil Premium Attendance and Persistent Absenteeism Target

- 1. Improved Attendance Rate**
 - Increase the overall attendance rate for Pupil Premium students to at least 90%, 23/24.
- 2. Reduction in Persistent Absenteeism**
 - Decrease the percentage of Pupil Premium students with persistent absenteeism to 30%.
- 3. Targeted Support Effectiveness**
 - Provide tailored interventions for Pupil Premium students identified with attendance concerns, leading to an improvement in attendance.
- 4. Family Engagement**
 - Foster strong partnerships with all of the families of Pupil Premium students to ensure a shared commitment to improving attendance, with regular communication leading to improved attendance outcomes.
- 5. Recognition and Incentives**
 - Implement initiatives that reward improved attendance, with Pupil Premium students receiving recognition for better attendance within the academic year.
- 6. Safeguarding Integration**
 - Align attendance strategies with safeguarding measures to ensure that at least all of students facing barriers to attendance are supported by appropriate well-being services.
- 7. Academic Improvement Linked to Attendance**
 - Demonstrate a clear correlation between improved attendance and better academic outcomes, with Pupil Premium students showing a measurable increase in progress and attainment as attendance improves.

To reduce the number of suspensions and sanctions for PP students, to be in line with non PP students.

- 1. Reduction in Suspension Rates**
 - Decrease the suspension rate for Pupil Premium (PP) students in line with non PP students.
- 2. Improved Behavioural Tracking and Early Intervention**
 - Identify 100% of PP students at risk of suspension through proactive behaviour tracking and provide timely interventions.. For example, Early Help.
- 3. Effective Use of Restorative Practices**
 - Implement restorative practices for 100% of behaviour incidents, ensuring that students involved in these processes show improved attitudes and a reduction in repeat behavioural incidents.
- 4. Impact of Targeted Support Programmes**
 - Provide tailored support programs (mentoring, counselling, social-emotional learning) for PP students who show recurring behaviour concerns, and measure the improvement of these students demonstrating improved behaviour and therefore engagement.
- 5. Staff Training and Inclusion**
 - Train teaching and support staff in effective behaviour management and inclusion strategies, with staff reporting increased confidence and success in managing PP students' behaviour.
- 6. Increased Parental Engagement**
 - Engage with parents of PP students exhibiting behavioural concerns to create a

consistent approach between home and school, with parents reporting improved communication and partnership. (parents evening attendance increase)

7. Celebration of Positive Behaviour

- Implement recognition programs that reward positive behaviour for at least trips honours and praising stars.
- Improvement in Attitudes to Learning
- Show an improvement in the attitudes to learning of PP students, with at least reduction of C 4s.

By achieving these success criteria, we aim to foster a positive and inclusive school culture where PP students are supported in managing their behaviour, staying engaged with learning, and ultimately reaching their full academic potential.

Intended Outcomes for Supporting SEMH Needs of Pupil Premium Students

1. Early Identification and Timely Intervention

- Achieve early identification of SEMH needs for Pupil Premium students through behavior tracking, attendance monitoring, and well-being surveys, with tailored interventions provided within two weeks of identification.

2. Improved Well-being and Engagement

- Demonstrate a measurable improvement in the emotional well-being and engagement of Pupil Premium students identified with SEMH concerns, as measured by increased participation in lessons, improved attendance and higher effort grades across all year groups.

3. Access to Dedicated Support Services

- Ensure that PP students with SEMH needs have access to dedicated in-school counseling, mental health support, and pastoral care, leading to a noticeable reduction in emotional distress and improvement in behavior if needed.

4. Effective SEMH-Focused Interventions

- Implement programs for PP students with identified SEMH challenges, with 70% of these students showing improvement in emotional regulation and coping skills.

5. Staff Competence in SEMH Awareness

- Equip 100% of teaching and support staff with the skills to recognise and respond to SEMH needs.

6. Strengthened External Support Networks

- Build partnerships with mental health professionals and local agencies, ensuring that 100% of PP students with complex SEMH needs have access to external specialist services, with follow-up support leading to measurable improvements.

7. Family Engagement and Consistency

- Involve families in the development of SEMH support plans, ensuring consistent strategies between home and school, and achieving positive feedback from families on the effectiveness of this collaborative approach.

By achieving these outcomes, we aim to ensure that Pupil Premium students with SEMH needs receive the support necessary to thrive emotionally and academically, enabling them to fully engage with their education and reach their potential.

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. All activities have been considered in line with the EEF toolkit to select activities that have maximum impact for our students based on research.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>The quality of teaching and learning is a cornerstone of our approach to raising achievement for all students, particularly those eligible for Pupil Premium (PP) funding or who are otherwise disadvantaged. To ensure that teaching meets the diverse needs of these students, we prioritise high-quality, evidence-based professional development (CPD) for all staff.</p> <p>Our CPD program focuses on enhancing Quality First Teaching, equipping educators with strategies that are proven to be effective for PP and disadvantaged students. Training encompasses a range of approaches, including trauma-informed practices, SEMH (Social, Emotional, and Mental Health) strategies, and best practices for supporting students with SEND (Special Educational Needs and Disabilities). Additionally, staff are trained in Adverse Childhood Experiences (ACE) awareness, enabling them to understand the long-term effects of</p>	<p>Quality First Teaching is fundamental to supporting the success of all students. The strategies designed to boost the progress and attainment of disadvantaged students also benefit their non-disadvantaged peers. Addressing challenges 1, 2, and 4, these evidence-based approaches have been shown to accelerate progress by an equivalent of +8 months within a relatively short time frame.</p>	<p>1, 2 and 4.</p>

<p>adversity and respond with empathy and precision.</p> <p>These practices are not only implemented across the school but also embedded into the daily teaching and learning environment. By fostering inclusive, supportive, and effective teaching strategies, we aim to create an environment where all students, regardless of their background or challenges, can thrive and succeed academically, socially, and emotionally.</p> <p>Budgeted cost: £139,911</p>		
<p>Teaching (for example, CPD, recruitment and retention)</p> <p>Targeted academic support (for example, tutoring, one-to-one support, structured interventions)</p> <p>Budgeted cost: £72,292</p>		Budgeted cost:
<p>GCSEPod Maths sparks LanguageNut</p> <p>Activity</p>	<p>Improves progress and promotes engagement from this learning. Homework and extended learning packages can have up to +4 months of progress.</p>	<p>1, 2, and 4.</p> <p>Challenge</p>
<p>Use small group work, 1:1 support and targeted intervention to support PP students in literacy and intervention providing structured support.</p>	<p>EEF Toolkit – Targeted academic support to improve progress and attainment.</p>	<p>1, 2, 4 and 5.</p>
<p>Director's support for planning, delivery and intervention providing structured support.</p>	<p>support to improve progress and attainment.</p>	<p>1, 2 and 4.</p>
<p>HMG group and additional Option core subject sessions providing structured intervention.</p>	<p>EEF Toolkit – Targeted academic support to improve progress and attainment.</p>	<p>1 and 2.</p>
<p>TA support for students as a combination of 1:1 support in class and also small group support on interventions.</p>	<p>EEF Toolkit – Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving. Teachers are supported to keep improving.</p>	<p>1 and 2.</p>
<p>RAG meetings</p> <p>Online based programmes to support learners out of school interventions.</p> <p>Revision materials provided to students to ensure they have equal opportunities to others.</p>	<p>Weekly RAG (Red, Amber, Green) meetings are held to identify students of concern and establish a cohesive, whole-school approach to their learning. These meetings focus on addressing any targeted academic performance,</p>	<p>1 and 2.</p> <p>1 and 2.</p>

<p>121 tutors, employed by the academy, to support English, maths and science progress.</p> <p>SENCO and SEND Officer employed to allow Inclusion Officer and Inclusion Admin to focus on the support for other groups of Students.</p> <p>Ruth Miskin</p> <p>Fresh Start & Literacy RAG</p>	<p>support to improve progress and attainment.</p> <p>EEF Toolkit – Targeted academic</p> <p>support to improve progress and attainment.</p> <p>EEF Toolkit – Targeted academic</p> <p>support to improve progress and attainment.</p> <p>EEF Toolkit - Targeted Academic Support progress/attainments</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £115,923

Activity	Evidence that supports this	Challenge
EWO monitors PP cohort along with other groups of students and supports parents and students to improve attendance and reduce PA.	EEF Toolkit – Wider strategy used to support students attendance by removing non-academic barriers.	3
Rewards are implemented to support students in attending, some of which are family based rewards to include parental support.	EEF Toolkit – Wider strategy used to support students attendance by removing non-academic barriers.	3

<p>Enrichment clubs are in place to support and promote students' social skills and wellbeing.</p> <p>Deeps role appointed to lead on wellbeing for students and staff in the academy to raise awareness and highlight support available.</p> <p>Inclusion team support for students who have a wider need for support relating to behaviour, wellbeing or SEMH needs.</p>	<p>EEF Toolkit – Wider strategy used to</p> <p>support students wellbeing.</p> <p>EEF Toolkit – Wider strategy used to</p> <p>support students (and staff) wellbeing EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers.</p>	<p>3 and 5.</p>
<p>Learning Manager in place for each year group and lead learning manager to support students from a non academic perspective and ensure their safety and wellbeing.</p>	<p>EEF Toolkit – Wider strategy used to</p> <p>support students behaviour and wellbeing by removing non-academic barriers.</p>	<p>3 and 5</p>
<p>Support PA students through providing wider experiences.</p>	<p>EEF Toolkit – Wider strategy used to</p> <p>support students wellbeing and SEMH needs.</p>	<p>3 and 5.</p>
<p>Uniform provision to all new starters at the academy to ensure that all students have the same basic requirements.</p>	<p>EEF Toolkit – Wider strategy to support</p> <p>students by removing non-academic barriers.</p>	<p>3 and 5</p>
<p>Inclusion Coordinator to be in position to monitor and track groups of students and ensure that barriers to learning are removed.</p>	<p>EEF Toolkit – Wider strategy used to</p> <p>support students behaviour and wellbeing by removing non-academic barriers.</p>	<p>1, 2, 3, 4 and 5</p>

<p>External intervention providers to support student behaviour, wellbeing and SEMH needs and reduce exclusions; this is through With Me in Mind.</p> <p>Off site intervention support.</p> <p>Free breakfast – All students can get a free breakfast before school PP students receive a free breakfast to the value of £1.08 each day in order to ensure they are ready and focussed for learning.</p>	<p>EEF Toolkit – Wider strategy used to</p> <p>support students SEMH and wellbeing by removing non-academic barriers.</p> <p>EEF Toolkit – Wider strategy used to support students behaviour, attendance, SEMH and wellbeing by removing non-academic barriers.</p> <p>EEF Toolkit – Wider strategy used to support students wellbeing by removing non-academic barriers.</p>	<p>5.</p>
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The attainment and progress of Pupil Premium (PP) students remain critical areas of focus, as data consistently demonstrates that these students underperform compared to their non-PP peers. This gap underscores the need for effective, targeted interventions and strategic planning to address the specific barriers faced by PP students in realising their academic potential. There have been improvements in the 4+ and 5+ grades for PP students in maths and english.

The academy continues to have an established and comprehensive strategy aimed at narrowing this gap. This strategy integrates whole-school initiatives with individualised support, ensuring that every PP student receives the necessary resources and opportunities to succeed. The sustained improvement plan reflects this commitment, with a clear focus on prioritising disadvantaged students and embedding their progress as a central goal for all staff and leaders.

A wide range of academic support measures has been implemented across all year groups, including one-to-one tutoring, small group sessions, and tailored workshops. These interventions are designed to meet the specific needs of individual students, ensuring that support is targeted and effective. Regular monitoring of performance data enables early identification of gaps and timely adjustments to interventions, ensuring continuous improvement. In particular, literacy and numeracy remain foundational priorities, with initiatives such as reading recovery programmes and math interventions providing essential support to help PP students access the broader curriculum.

Leadership at all levels is deeply involved in driving improvement for PP students. Senior and middle leaders are held accountable for outcomes, and regular data reviews and progress meetings ensure that high expectations are maintained. The rigorous implementation of the sustained improvement plan includes clear milestones and measurable targets, aligning the entire school community around the shared goal of reducing the attainment gap.

The academy also recognises that academic success is closely linked to students' well-being and broader life experiences. Pastoral care plays a vital role in addressing the social and emotional challenges that may impact learning, with mentoring programs and mental health support readily available to PP students. Families are given the opportunity to be actively engaged to create a cohesive home-school partnership that supports the holistic development of each child. Furthermore, enrichment opportunities such as extracurricular activities and leadership roles are promoted to ensure that PP students experience a well-rounded education that builds confidence and aspirations.

While the attainment gap has not yet been fully closed, early evidence suggests that the implemented strategies are making a difference. Key indicators such as improved reading ages, increased attendance, and reduced behavioral incidents demonstrate meaningful progress. These improvements highlight the positive impact of the academy's tailored interventions and its commitment to continuous refinement based on evidence and feedback.

This ongoing dedication to equity and excellence ensures that no student is disadvantaged by their circumstances. The academy remains focused on providing high-quality education and support, empowering all PP students to achieve their full potential and succeed in the next stages of their education and beyond. Attendance has also significantly improved with persistent absenteeism decreasing to 33.16%.

Externally provided programmes

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

Programme	Provider
Careers advice and guidance for all students with additional support implemented for PP and disadvantaged students.	Progress Careers Unifrog
Mental wellbeing support	With me in mind.

The rate of suspensions is declining YTD, currently 3.9% compared to last year of 6.8%, showing an improving picture.

Further information (optional)

All Year 11 students, including those eligible for Pupil Premium (PP) funding, are a key focus in our weekly achievement meetings. These meetings are designed to drive attainment and progress across all subjects, with a particular emphasis on identifying and addressing barriers to success. By closely analysing data and discussing individual student needs, staff are able to implement targeted strategies that ensure no student is left behind. The focus is not only on academic performance but also on providing the necessary support to help PP students excel across the curriculum. These discussions ensure that teachers and leaders maintain high expectations and take swift action to address any emerging issues.

In addition, key students from Years 7 to 11, including PP students, are regularly reviewed in our weekly inclusion meetings. These meetings bring together key stakeholders, including representatives from attendance, pastoral care, senior leadership, and the SEND team, to discuss concerns, successes, and safeguarding updates. By pooling expertise and insights, the team ensures a holistic understanding of each student's situation. This collaborative approach allows for the sharing of high-quality information that informs the development of personalised provisions to support students who may be vulnerable or struggling due to a range of factors.

The inclusion meetings also serve as an opportunity to review progress following parental meetings and other interventions, ensuring that actions are timely and effective. This process is critical for addressing the needs of PP students, who may face additional barriers to engagement and success. The ability to respond quickly with tailored support strategies, such as mentoring, additional learning resources, or targeted pastoral care, helps to create an environment where PP students feel supported and empowered to overcome challenges.

The commitment to detailed, regular discussions about PP students demonstrates the academy's dedication to improving outcomes for disadvantaged learners. By embedding these practices into the fabric of school life, we aim to ensure that all students, regardless of their background, are given the opportunities and support they need to achieve their full potential.