

Pupil premium strategy statement – Lady Lumley’s Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	680
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Clair Foden
Pupil premium lead	Samantha Squibb
Governor / Trustee lead	David Read

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 125 775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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>	£ 125 775

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium strategy has one central aim: to improve outcomes for all socio-economically disadvantaged pupils. No matter their background, all pupils can reach their potential through high-quality education. The ultimate aim is for both disadvantaged and non-disadvantaged students to make the same high levels of progress.

High quality teaching is the centre of our approach, ensuring that all students access the same well planned and sequenced curriculum, whilst receiving the support needed in order to progress. Implicit in the intended outcomes detailed below is the intention that the attainment and progress of non-disadvantaged students will be sustained and improved alongside their disadvantaged peers. Our plan will use rigorous diagnostic approaches to remove assumptions about our disadvantaged students, e.g. attendance data, attainment data and information on access to resources. Using robust evidence, we can then identify who will receive the correct intervention to make use of the best resources available to the school. The approaches we have adopted complement each other to help pupils excel. To ensure that they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified by meeting regularly and conducting RAG meetings for KS4 pupils.
- Analysing the performance of KS3 pupils after each trust assessment and intervene when the need is identified.
- Measuring impact towards the end of each term and publishing this on the academy website.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The pupil premium strategy plan will work towards achieving this goal by;

- Improving the attendance of disadvantaged students.
- Reducing suspensions and improving behaviour for pupil premium students.
- Ensuring that disadvantaged students are informed about, enabled to access and participate in enrichment opportunities.
- Raising the aspirations of disadvantaged students.
- Ensuring our disadvantaged students experience equity in their educational experience - providing equal opportunities and resources to all students, regardless of their backgrounds, abilities, or circumstances, to ensure they reach their full potential.
- Using student voice to improve the outcomes for disadvantaged students.

- Ensuring that disadvantaged students are supported to have clear progression routes to level 3 courses and given guidance for progression from Key Stage 3 to Key Stage 4 and then to make their post-16 choices.
- Improving parental information and engagement.

Vulnerable students, such as those who have a social worker or are young carers will also benefit from the activities outlined in this statement, regardless of whether or not they are disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: There is a historic and entrenched higher percentage of disadvantaged pupils than non-disadvantaged pupils, who are persistently and severely absent. Attendance rates for disadvantaged students are lower than for the non-disadvantaged students. In the academic year 2024-25 attendance for disadvantaged students was 8% lower than it was for other students. Persistent absence rate in 2024-25 for disadvantaged students was 24% higher than for 'other' students.
2	Curriculum: A broad and balanced curriculum is the prime vehicle to address educational disadvantage. Any gaps in that curriculum or in full participation of disadvantaged pupils has a significantly detrimental effect. Achievement gaps exist on entry. The average scaled score for maths in the cohort who entered Year 7 in 2025 was 100.9 disadvantaged v 105.0 for other pupils and for reading is 101.4 disadvantaged v 106.2 for other pupils. We must ensure that the curriculum is implemented securely and consistently by all teachers for disadvantaged pupils so that they can develop detailed knowledge and skills and, as a result, achieve well. We must also ensure that students are supported to make aspirational and appropriate curriculum choices into both Key Stages 4 and 5.
3	Home learning: Disadvantaged pupils can lack the facilities and support at home to engage in home learning in line with their peers. This can have a negative impact on readiness for lessons, understanding, attainment and achievement as well as attendance and behaviour.
4	Pastoral Care The mental health of disadvantaged students has declined, with an increase in referrals to external agencies for support and more frequent access to pastoral support in school. The physical health of disadvantaged pupils must also be a focus throughout the year, so that pupils can lead healthy lifestyles.
5	Behaviour : Disadvantaged pupils' behaviour is a greater barrier to learning than non-disadvantaged pupils. Disadvantaged pupils therefore miss teaching, access to positives/consequences and may drive non-attendance.

	Disadvantaged pupils receive more consequences, suspensions and C5s than non-disadvantaged students which can detrimentally impact upon their academic progress.
6	<p>Literacy and Mathematics for SEND Disadvantaged:</p> <p>On entry, average KS2 scores for Maths and Reading are lower for SEND + disadvantaged students, compared to SEND only (Y8 & Y9). However, current KS4 cohorts show higher prior attainment for SEND + disadvantaged, compared to SEND only. Current KS4 cohort have no official KS2 data (covid) – data taken from other assessments in school. Current Year 7 SEND + disadvantaged students have average reading age of 10 years, 6 months on entry, compared to SEND only average of 10 years, 8 months.</p> <p>Literacy</p> <p>On entry the KS2 scaled score for reading is lower for disadvantaged students than 'others'. All students in Years 7 and 8 take the GL Assessment NGRT. In years 7 & 8 disadvantaged students had a reading age 2 years below 'other' students. In September 2025, 26% of Year 7 disadvantaged students were in the lowest 3 stanines on the NGRT, whilst only 4% of other students were in the lowest 3 stanines. For year 8 the percentage of disadvantaged students in the lowest 3 stanines was 12% and only 5% for other students.</p> <p>Numeracy</p> <p>In the GCSE results in 2025, disadvantaged students made +0.17 progress, compared to 'other' students' progress of 0.53. The average point score achieved for disadvantaged students in maths was 3.96, compared to 'other students' average point score of 5.56. Whilst the gap in attainment and progress in mathematics between and non- disadvantaged pupils is closing, there is still a difference in both progress and attainment.</p> <p>Nationally the P8 score in 2024 for disadvantaged pupils was –0.57, whilst for 'others it was +0.16</p> <p>If disadvantaged students literacy and mathematics skills are lower than for 'others' they will find accessing the curriculum harder and fall behind their peers.</p>
7	<p>Parental Engagement</p> <p>The attendance of parents/ carers of disadvantaged students at Parent Consultation evenings is typically lower than that of 'others'</p> <p>The BROMCOM APP usage for parents of disadvantaged pupils is lower than for parents of 'other' pupils. This is partly due to parents of 'other' students' logging in to add money to their child's account for lunches.</p> <p>The attendance at Supporting Success Evenings is lower for families of disadvantaged students than 'others'. This means that these parents/ carers are not fully aware of their child's progress or how best to support them.</p> <p>We also need to ensure that we collect accurate data to enable more accurate monitoring of attendance at Parent Consultation Evenings.</p>
8	<p>Rurality and Cultural Capital (PD and CEIG) Ensuring all students develop the cultural capital needed to succeed and progress.</p> <p>Due to the rural location of the school some disadvantaged pupils have limited experience of other cultures and wider opportunities. Our PP pupils are part of a monolithic culture, which can make it challenging to understand the protected characteristics and recognise the fundamental British values. The nearest universities are over 25 miles from the school. This can result in some disadvantaged students having lower aspirations or waning to live at home which limits their post-18 pathway options.</p>

	<p>Access to theatres and museums is also more limited, due to the nearest big city being over 25 miles away. This distance is increased for students living in more rural parts of the school catchment, or on the coast.</p> <p>Focus of careers provision is to increase opportunities to engage with employers and universities, looking at other ways for disadvantaged students to gain a greater insight into different career choices. This is especially important, since the occupation profile in Pickering shows that the percentage of residents in managerial or professional roles is over 10% below the national average.</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>1. ATTENDANCE - The gap between disadvantaged pupils and their non-disadvantaged peers decreases. (In 2024-25 attendance for disadvantaged students was 83.0%, compared to the attendance of 'others' which was 92.0%)</p>	<p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers decreases, so that their attendance is within 5%.</p> <p>Reduce the number of persistent absentees (PA) amongst pupils eligible for disadvantaged to the national average (31% PA for disadvantaged students in Autumn/ Spring 2024-25) or below.</p>
<p>2. CURRICULUM OFFER - The curriculum is ambitious and is designed to give particularly disadvantaged pupils the knowledge and cultural capital they need to succeed in life. This ensures that pupils eligible for the Pupil Premium make rates of progress that are at least in line with 'other' non-disadvantaged pupils nationally.</p> <p>Curriculum plans are mapped to address educational disadvantage. Disadvantaged pupils develop powerful knowledge and skills to access the appropriate qualifications.</p>	<p>Quality assurance through learning walks, work scrutiny and student voice evidence high demand for all pupils. Work of disadvantaged pupils will be recognised through 'Proud' and positives.</p> <p>Transition at KS3/4 shows disadvantaged pupils making academic choices and can receive support for the costs incurred with course materials/ trips.</p> <p>Analysis of achievement data will show that gaps in progress between pupils eligible for the Pupil Premium and 'other' non-disadvantaged pupils are rapidly reducing.</p> <p>The Most Able Pupils eligible for the Pupil Premium will attain the highest results in national tests, grades (7-9) at equivalent, or better, rates than 'other' non-disadvantaged pupils.</p> <p>Disadvantaged pupils are able to articulate what they are learning and why they are learning it.</p>
<p>3. HOME LEARNING - Home learning supports disadvantaged and their peers to strong outcomes. Gaps in learning, knowledge acquisition and schema building</p>	<p>Behaviour data will show that sanctions are low for lack of home learning, such as poor use of KO, low completion of homework and</p>

<p>are supported to enable access to learning for all. This is evident through the use of the Knowledge Organiser in KS3(KO), Sparx Maths and Science and GCSEPod. Homework will support the development of understanding and pupils will connect new knowledge with existing knowledge. Improved attendance at study sessions for pupils eligible for the Pupil Premium. This will ensure that they are better prepared for national tests in Year 11 because they have developed and sustained good study habits and enhanced their knowledge of the subjects they are studying.</p>	<p>access to Sparx Maths and Science and GCSEPod.</p> <p>Disadvantaged pupils are rewarded in assemblies and regular celebration events for their completion of home learning.</p> <p>Y11 after school study sessions (Study +) are attended by all pupils in receipt of the pupil premium. Parents attend at least one Supporting Success evening.</p>
<p>4. MENTAL AND PHYSICAL HEALTH - Removal of barriers to access the full academy offer – positive discrimination to ensure additional exposure. Disadvantaged students access pastoral support and support from the school counsellor.</p>	<p>Records from pastoral staff, student voice and school counsellor demonstrate that disadvantaged students receive regular check-ins and are accessing student support proportionately in line with, or more often than their non-disadvantaged peers.</p>
<p>5. BEHAVIOUR: Behaviour data reflects same/closing rewards and consequences for disadvantaged/non. Pupil voice recognises support and consistency. In 2024/25 PP students received an average of 69.5 positives per pupil, compared to 'other' students receiving an average of 83.8 positives per pupil. In 2024/2025, 126 out of 215 suspensions were PP students, this equates to 59% of our total suspensions. The national picture for suspensions in the academic year 2023/24 (the most recent year with full data) was that the suspension rate for FSM eligible pupils was more than four times that for non-FSM eligible pupils; 27.55 compared to 5.99.</p>	<p>Disadvantaged students receive positive points at the same rate as 'other' students. Disadvantaged students receive negative points at the same rate as 'other' students. A reduction in the suspension rates for disadvantaged students. The target for 2025-28 is to reduce the suspensions for disadvantaged students, so that they are proportionately in line with 'other' students/</p>
<p>6. LITERACY and NUMERACY- Disadvantaged pupils presenting with gaps in learning and access to the curriculum make sustained progress through wave one teaching and interventions to close gaps. Current benchmark -starting point – pupils have taken the GL assessment reading test. In September 2025, 26% of Year 7 disadvantaged students were in the lowest 3 stanines on the NGRT, whilst only 4% of other students were in the lowest 3 stanines. For year 8 the percentage of disadvantaged students in the lowest 3 stanines was 12% and only 5% for other</p>	<p>All disadvantaged Year 7 and 8 will have a reading age at least in line with their chronological age by the end of KS3. Disadvantaged pupils in Years 7 and 8 make more progress than 'other' pupils in English and mathematics in order to catch up. This will be evidenced using;</p> <ul style="list-style-type: none"> • Reading ages in October and March (Accelerated Reading and NGRT) • Year 7 & 8 English and maths trust assessment results in December and June, which will give a progress comparison for students.

students. In maths, disadvantaged students in Year 7 have an average KS2 score of 100.9, whilst non-disadvantaged students' average score is 105.0.	
<p>7. PARENTAL ENGAGEMENT – Families of disadvantaged children have the same levels of engagement as their peers. Parental surveys evidence that barriers are overcome and communication is purposeful. Disadvantaged pupils have opportunities made accessible in line with their peers. Increased parental engagement, including improved attendance rates for parents/carers of pupils eligible for the Pupil Premium at Parent Consultation Evenings and Supporting Success Evenings.</p>	<p>Data will show that the ratio of positive communication is more than or equal to corrective/negatively perceived communication. Monitor through the RAG meetings, to ensure that the contact home to support attainment for PP students is in the same proportion as for 'other' students. The parents/ carers of pupils eligible for PP attend at least one Supporting Success event or Consultation evening per year.</p>
<p>8. CULTURAL CAPITAL - Progression rates to suitable courses for disadvantaged students are improved and disadvantaged students receive careers advice before their non-disadvantaged peers. To have a range of opportunities for students to contact employers, for example Scarborough Science and Engineering Fair, Careers events and Year 12 Work Experience. Ensure that assembly, tutor time and LIFE lessons highlight opportunities to develop Cultural Capital. Giving students the opportunity to use of eplatform to access books and podcasts. Music and Drama Departments actively promoting disadvantaged students to engage in School Production, Clubs and Music Service Lessons. To use opportunities such as the Brilliant Club to raise disadvantaged students' aspirations. A well-structured options process, alongside Alumni and assembly to highlight the range/breadth of opportunities available to disadvantaged students at LLA.</p>	<p>Records of careers interviews show that disadvantaged students receive careers advice first and more often than their non-disadvantaged peers, when supported with the transition between Key Stages. Having benefitted from the careers' guidance contained within the Life curriculum and the tutor programme, students experience a more informed careers interview. The target for 2025-28 is for disadvantaged students to remain in education, employment or training at a comparable rate to their non-disadvantaged peers. Records show that disadvantaged pupils access curriculum enrichment activities at the same rate as 'others'.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [56 210]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas.</p> <p>Reading Routes is a Delta Academies Trust initiative that helps disadvantaged pupils develop a sustained love of reading and access a wider range of texts. By providing structured, themed routes across genres with clear rewards and staff participation, it engages pupils who may not read regularly at home. The programme widens vocabulary, builds cultural capital, and strengthens reading stamina through choice and consistency. For disadvantaged learners, it removes barriers to reading by creating equity of access, visible celebration of progress, and a shared culture where all pupils see themselves as readers. Oracy prompts such as sentence stems and discussion scaffolds are used across lessons to help disadvantaged pupils communicate ideas clearly and confidently. They provide structure for classroom talk, build vocabulary, and support reasoning, ensuring all pupils can participate fully and use academic language effectively.</p>	<p>DfE (2012) – Reading for Pleasure: A Research Overview: Children who read for pleasure achieve better outcomes in reading and writing; reading enjoyment is a stronger predictor of attainment than socio-economic background. (DfE, Clark & Rumbold, 2012)</p> <p>National Literacy Trust (2023): Pupils who enjoy reading are twice as likely to read above their expected level; enjoyment of reading is closely linked to vocabulary and confidence. (National Literacy Trust, 2023)</p> <p>EEF Teaching and Learning Toolkit – “Oral Language Interventions” (+6 months): structured talk and vocabulary scaffolds significantly improve progress, particularly for disadvantaged learners.</p> <p>Mercer & Dawes (2014) – Exploratory Talk research shows pupils make greater cognitive gains when supported to verbalise</p>	2, 6
CPD on adaptive teaching.	EEF “Special Educational Needs in Mainstream Schools” (2020) and EEF “Pupil Premium Guide” (2023): both	2, 3, 6

Adaptive teaching is a core driver of equity. It ensures that all pupils — particularly those who are disadvantaged — can access and master the same ambitious curriculum through responsive, evidence-informed adjustments to teaching rather than through simplified content.	identify high-quality adaptive teaching as the most effective approach to supporting disadvantaged and SEND pupils. DfE “Adaptive Teaching: Non-Statutory Guidance” (2023): emphasises that adaptive teaching allows all pupils to achieve shared curriculum goals without lowering expectations.	
Curriculum Leaders and Senior Leaders quality assure the work in classrooms to ensure there is consistency, and every disadvantaged pupil is supported to success.	Sutton Trust (2011) states that the effect of high-quality teaching is especially significant for pupils from disadvantaged backgrounds. Over a school year, these pupils can gain 1.5 years’ worth of learning, compared with 0.5 from poorly performing teachers.	2, 6
Director Support: EBACC, Maths and English: Delta Subject Directors bring exceptional subject expertise, deep curriculum knowledge, and extensive experience of examination requirements across the trust. Their specialist knowledge enables them to deliver highly precise teaching to disadvantaged Year 11 pupils, focusing sharply on threshold concepts, specification demands, and the exact skills required to succeed in GCSE examinations. Directors are uniquely placed to identify common misconceptions across multiple academies, provide refined modelling based on exam performance trends, and teach high-value content efficiently and accurately.	Rosenshine (2012): expert teachers provide more effective modelling and worked examples, strengthening pupils’ ability to decode exam questions, structure extended responses, and apply knowledge accurately under exam conditions. Sutton Trust – What Makes Great Teaching (2014): subject knowledge and curriculum expertise are two of the strongest predictors of GCSE attainment. High-expertise staff improve performance in extended writing, multistep problem solving and exam technique.	2, 6

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

Budgeted cost: £ [42 200]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and Numeracy Intervention; 121 staff in maths and English provide targeted intervention for disadvantaged pupils who are below expected standards or at risk of underachievement. Sessions are delivered by qualified teachers or trained tutors, focusing on core gaps identified through assessment. Improved literacy and numeracy aids access to and success within the wider curriculum.	EEF Teaching and Learning Toolkit – “1:1 Tuition” (+5 months): High evidence strength; intensive, individualised instruction significantly accelerates progress, especially for disadvantaged pupils. EEF “Small Group Tuition” (+4 months): Structured, targeted support is most effective when aligned with classroom teaching..	2, 6
RAG: The RAG is a calendared meeting, which follows a cycle, where every Year 11 pupil is discussed in detail. Staff review current performance, attitude to learning, attendance and any concerns raised by teachers. Each pupil is given a clear code, and disadvantaged pupils are marked in blue so they are easy to identify and prioritise. The RAG document records the specific intervention each pupil needs and is updated every week. Interventions assigned include, subject specific tutor groups, additional small group and 121 tuition, targeted after school enrichment and director support. The RAG is displayed in	EEF Implementation Guidance Report (2021): clear systems for monitoring and follow-up strengthen the impact of intervention. DfE Effective School Leadership (2022): regular pupil-level tracking supports better examination performance and more accurate deployment of support.	2, 4, 6, 7

every principal's office to keep the focus on Year 11 outcomes and ensure that support is followed through. This regular review helps leaders respond quickly, direct support where it is most needed and keep disadvantaged pupils at the centre of improvement work.		
Year 11 After School Enrichment: Teacher led additional lessons provide targeted academic support beyond the normal timetable, ensuring that pupil, particularly those who are disadvantaged, receive expert teaching to close knowledge and skill gaps. Delivered by subject specialists, these sessions focus on reinforcing key content, addressing misconceptions, and building exam confidence across all subjects.	DfE "Pupil Premium Guidance" (2023): encourages schools to use PP funding to extend teacher-led learning opportunities for those who need extra time or input.	2 & 6
Year 11 SLT Mentors: Senior leaders act as mentors for targeted Year 11 pupils. Each SLT member is linked to a small group of pupils and meets with them regularly to review attendance, organisation, classwork and progress in key subjects. Pupils are supported to plan their revision, respond to teacher feedback and stay on track with deadlines. Disadvantaged pupils are given priority, so they receive strong, consistent support from experienced staff who know how to remove barriers and keep them motivated. SLT mentoring ensures that concerns are dealt with	EEF Mentoring: regular contact with a trusted adult has a positive effect when it focuses on learning routines and academic support. EEF Metacognition and Self-Regulation: pupils make better progress when adults help them plan, monitor and review their work.	1, 3, 5, 6

quickly and that pupils feel valued and supported by the most senior staff in the academy. This level of attention helps build confidence and contributes to better preparation for exams.		
<p>Year 7 Tutor Time Numeracy Programme: provides structured, targeted intervention to support lower-attaining pupils, particularly those who are disadvantaged, in closing gaps in key mathematical knowledge and fluency. The programme focuses on strengthening number sense, recall, and basic operations through short, daily retrieval-based activities. For disadvantaged pupils, early numeracy intervention is crucial to prevent gaps from widening as they transition to secondary school. The use of consistent, trust-wide resources and clear routines ensures equitable access to high-quality maths support, even outside formal lesson time. This approach builds confidence, mathematical fluency, and engagement, reducing anxiety around numeracy and improving classroom participation.</p>	<p>EEF “Small Group Tuition” (+4 months): focused, guided teaching for lower-attaining pupils accelerates progress, especially when aligned with classroom content.</p> <p>EEF “Improving Mathematics in Key Stages 2 and 3” (2021): recommends regular, short retrieval activities and structured fluency practice to strengthen foundational skills.</p>	6

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

Budgeted cost: £ [£46 470]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Support: Attendance phone calls, structured parental meetings and personalised support plans provide early identification of barriers to attendance for disadvantaged pupils. The attendance team works closely with families to understand the underlying causes of absence, agree actions, and monitor progress through regular check-ins and review points. This approach ensures swift intervention, builds positive relationships with parents and carers, and creates shared accountability for improving attendance. Personalised plans address specific challenges such as routines, transport, health, family circumstances and anxiety, enabling disadvantaged pupils to re-engage with the academy and sustain improved attendance over time.</p>	<p>NFER – Being Present: The Power of Attendance and Stability for Disadvantaged Pupils (2019): disadvantaged pupils experience a stronger negative impact from absence; the link between persistent absence and poor KS4 outcomes is significantly greater for disadvantaged cohorts.</p> <p>EEF – Working with Parents to Support Learning (2021): sustained communication and proactive contact improves attendance and engagement for vulnerable pupils.</p>	1
<p>Behaviour Managers: They provide targeted support for disadvantaged pupils for the equivalent of two days per week. Their work focuses on early identification of concerns and removing barriers that affect attendance, wellbeing and readiness to learn. The team carries out welfare checks, maintains regular parental contact and works closely with</p>	<p>EEF Behaviour and Attendance Interventions: targeted pastoral support and early contact with families have a moderate positive impact, particularly for disadvantaged pupils.</p> <p>EEF Working with Parents to Support Learning (2021): regular communication and relationship-building improve engagement and reduce absence.</p> <p>DfE Behaviour in Schools (2022): timely pastoral intervention and coordinated multi-agency support help remove barriers to learning and improve overall engagement.</p>	4

<p>external agencies where additional support is needed. They also provide small group work, mentoring, counselling referrals and restorative practice to address relationship or behaviour concerns. Behaviour Managers complete lesson drop-ins, support pupils in class when required and help with uniform, equipment and practical issues that may affect participation. This consistent support helps disadvantaged pupils feel known, supported and able to re-engage quickly when challenges arise.</p>		
<p>Provision of High-Quality Careers guidance: Disadvantaged pupils in Years 9, 10 and 11 receive regular, high-quality careers information, advice and guidance. This helps pupils understand the GCSE and post-16 options, plan realistic pathways and develop confidence in making decisions about their future. Pupils receive individual guidance interviews, advice on qualifications and entry requirements, help with applications and support when preparing for college or apprenticeship visits. This early and consistent guidance ensures disadvantaged pupils do not fall behind in planning for their next steps and reduces the risk of becoming NEET. The service also works closely with pastoral staff and subject teachers to identify pupils who need</p>	<p>EEF Aspirations Interventions: careers guidance has a positive effect when linked closely to academic progress and decision-making about future pathways.</p> <p>DfE Careers Guidance and Access for Education and Training Providers (2023): highlights the importance of frequent, impartial guidance, particularly for pupils at risk of disadvantage.</p>	<p>8</p>

extra support or targeted intervention.		
<p>Sparx Maths & Science: is used to set personalised homework that matches each pupil's level and adapts automatically as they improve. It gives clear explanations, support videos, and instant feedback so pupils can correct mistakes straight away. Teachers can see who is struggling and which topics need revisiting, allowing targeted follow-up in class. For disadvantaged pupils, it helps ensure regular practice at the right level even if they have less support at home, building fluency, accuracy, and confidence over time.</p>	<p>Sparx Learning internal impact data (2023): schools using Sparx Maths report higher homework completion rates and increased average attainment, with the strongest gains seen among previously lower-attaining and disadvantaged cohorts.</p> <p>DfE EdTech Demonstrator Programme (2022): notes that adaptive digital platforms like Sparx can support equity and inclusion by personalising learning for disadvantaged pupils.</p>	2, 3, 6
<p>The Brilliant Club: provides disadvantaged pupils with access to high-quality academic enrichment through its Scholars Programme. Pupils work with PhD tutors who deliver university-style tutorials, strengthen academic writing, develop independent learning skills, and build confidence in tackling challenging material. The programme exposes pupils to academically rigorous content beyond the curriculum, raising aspirations and improving pupils' understanding of what higher education involves. Participation develops the academic literacy, metacognitive skills, and self-belief needed for success at Key Stage 4 and post-</p>	<p>EEF Aspirations Interventions: positive impact when linked directly to learning, structured academic challenge, and exposure to higher education.</p> <p>Brilliant Club Impact Report (2023): participation improves academic confidence, written communication, metacognition, and progression into competitive post-16 routes, with the strongest gains for disadvantaged pupils.</p>	8

16 progression. For disadvantaged pupils—who often have fewer opportunities to experience high-challenge academic environments—The Brilliant Club provides structured, empowering access to university pathways.		
Parental Engagement Events: Run a series of targeted parental engagement events throughout the year to strengthen relationships with families and support disadvantaged pupils' progress. These include academic workshops on revision, literacy, and numeracy; attendance and wellbeing sessions; post-16 and careers evenings. Each event is designed to build parents' confidence in supporting learning at home, improve attendance and motivation, and ensure all families feel connected to the school.	EEF “Working with Parents to Support Children’s Learning” (2021): sustained engagement—through workshops, home learning guidance, and on-going dialogue—has far greater impact than one-off events. The report stresses that disadvantaged families benefit most when communication is positive, personal, and focused on improving learning behaviours and routines.	1, 3, 6 & 7
Prioritising After School Clubs and Trips: Actively prioritise disadvantaged pupils for participation in after school clubs and enrichment opportunities to ensure equal access to experiences that develop confidence and aspiration. This includes sports, creative arts, STEM clubs and personal development activities. Staff work with families to remove barriers such as transport or cost.	EEF “Arts Participation” (+3 months): involvement in creative and cultural activities supports engagement and wellbeing, particularly for disadvantaged pupils. EEF “Physical Activity” (+1 month): participation in structured sport and activity improves focus, self-esteem and social relationships.	4, 8

Total budgeted cost: £ [135 140]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2025, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the start of KS3 (based on CAT scores) and the end of KS4, compared to similar pupils nationally) for our disadvantaged pupils was +0.17. For attainment 8 it was 40.72. See [DFE guidance](#) for more information about KS4 performance measures. The 2024 national figures for Progress 8 for disadvantaged students was –0.57, whilst the national figure for Non-disadvantaged students was 0.16

We have compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be treated with caution).

In 2025, the percentage of our disadvantaged students achieving grade 5+ in English & maths was 50%, compared to the 2023-24 national figure of 26%.

The work in the previous plan with regards to developing a school-level positive ethos, to improve behaviour and greater engagement with learning is continuing, based upon the benefits already seen in creating a stronger climate for learning and the research which supports these approaches.

The increased focus for both the attendance officer and the pastoral staff on working with the disadvantaged students has impacted positively and the school has therefore continued with these strategies and further increased the capacity of the pastoral team. Pastoral support to promote mental wellbeing, particularly in light of disruption to face-to-face learning, continues to be a priority. This approach is supported by The Public Health England COVID-19 mental health and wellbeing surveillance report which suggests that whilst some evidence shows that children and young people have generally coped well during the pandemic (March to September 2020), other evidence suggests that some children and young people, especially those with certain characteristics, such as those who are disadvantaged economically appear to have experienced greater negative impacts on their mental health and wellbeing. Following a review, the school curriculum has altered to include a PSHE lesson, called life, rather than deliver this content in tutor time and through cross-curricular lessons. The life lessons teach students about mental health and wellbeing, as described in the Public Health England report [Promoting children and young people's mental health and wellbeing](#). The life lessons have been well received by the students and will continue to deliver a programme of PSHE, along with a carefully planned programme for tutors, which also covers careers and progress.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)