

Pupil premium strategy statement

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	1029
Proportion (%) of pupil premium eligible pupils	27.5%
Date covered	2024-2025 to 2026-2027
Date this statement was published	30/09/2025
Date on which it will be reviewed	23/06/2026
Statement authorised by	Ellie Jacobs (Principal)
Pupil premium lead	David Murphy
Governor lead	Claire Yates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309,850
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>	£309850

Part A: Pupil premium strategy plan

Statement of intent

Mission: Our mission is to provide our students with the best life chances in Oxfordshire. Among the United Learning Values, we believe that Confidence, Respect, Ambition, and Determination best define North Oxfordshire Academy. These values are especially meaningful for our disadvantaged young people, for whom it is crucial to seize every opportunity available to them during their time at school.

Vision: Our vision is to be an academy where students receive a world-class education in both character and academics, leading to happiness and a fulfilling life.

At our academy, we recognise that all students, regardless of their background, should have equal access to a curriculum that enables them to reach their full potential. Pupil premium funding allows some of our most vulnerable students to receive additional support, ensuring their progress is maximised and closing the gap between them and their peers.

A key challenge we face, like many other academies, is supporting vulnerable students who are not eligible for pupil premium funding. Nonetheless, we acknowledge that pupil premium funding should not be viewed solely as a 'catch-up' initiative for underperforming students. Our priority is to ensure that all disadvantaged students, including those performing well, receive support and challenge through a personalised approach to maximise their progress and attainment.

We believe that regularly tracking how the money is spent and its impact is crucial for utilising the funding effectively. This allows teaching and learning initiatives and intervention strategies to be adapted if they are not achieving the intended impact, following robust evaluation.

Our Pupil Premium strategy is rooted in research. We believe that high-quality teaching and learning, with a relentless focus on the progress of disadvantaged students, is key to success. While additional interventions to support our most vulnerable young people are welcomed and utilised effectively, the collective effort of all academy colleagues to prioritise the disadvantaged cohort is most effective in achieving our goals.

Key Elements of Our Strategy:

At North Oxfordshire Academy we pledge that all students in receipt of PP will:

- experience excellent teaching, lesson-by-lesson, day-by-day
- learn in an academy which is a calm and safe place, with disruption-free classrooms
- experience a full and ambitious curriculum, in line with their peers, that is never narrowed •
- read daily, are encouraged to love books, and receive high-quality literacy support and intervention
- attend school every day and are not disproportionately subject to exclusion, because they and their families receive effective support to remove any root causes of repeat or persistent absence and poor behaviour
- are appropriately represented in top sets, high tiers of exam entry, EBacc pathways and have the fluidity to move between groups when they climb the rank order
- participate fully in a wider co-curriculum, that builds education with character, supports the development of the whole person, and exposes them to experiences and opportunities they could otherwise not access
- receive high-quality, impartial, and ambitious careers advice and guidance, that builds aspiration and opens higher education pathways, including at Russell Group universities
- achieve highly, and in line with their peers, in every key stage and beyond school.

Challenges

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

Challenge number	Detail of challenge
1	Reading, Writing and Comprehension: Assessments of Key Stage 3 students indicate that disadvantaged students generally have lower levels of reading comprehension compared to their peers. This impacts their progress across all subjects.
2	Behaviour and Conduct: A small proportion of disadvantaged Key Stage 3 students struggle to self-regulate their behaviour, which could potentially have a detrimental effect on their academic progress.
3	Low aspiration for progression to A Level study and subsequently University: Our most disadvantaged students often come from families with no history of university attendance or experience of higher education. They frequently need tailored support through Key Stage 3 and 4 to ensure they feel confident and prepared for success in their next stage of education, employment, or training.
4	Attendance and Punctuality: Many of our most disadvantaged students have lower levels of attendance or have been persistent absentees during primary school.
5	Limited enriching experiences outside of the academic curriculum: Social assets such as education, intellect, and style of speech and dress are enhanced by raising students' cultural capital. This is essential for students to flourish and is a process that can span years.
6	Recognise the Primacy of Relationship/ Building connections: Strong, positive relationships with boys foster a sense of belonging, which enhances their motivation and engagement in learning.

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
Quality first teaching for all	Students' progress data to be in line with those peers who are not pupil premium and above the national average. <ul style="list-style-type: none"> Includes using KS3/KS4 progress data, GCSE predictions, mock results, and formative assessment. A target is to reduce any internal variation between PP and non-PP students. Learning walks and work reviews will also demonstrate quality work completed by PP students. A high proportion of disadvantaged students are entered for all components of the EBacc. EBacc figures for disadvantaged students achieving grades 4+ and 5+ in all components of the EBacc is far higher than national averages and compare favourably to non-disadvantaged students nationally.
Students who are SEND and pupil premium progress well	Students' progress data to be in line with those peers who are not pupil premium/SEND.

	<ul style="list-style-type: none"> • A range of progress data is to be compared and acted upon, such as KS3 and KS4 data, in addition to reading and spelling scores. • KS5 students are identified as Ever6 and SEND are supported through Learning coaches and pastoral support in sixth form.
Reduction in persistent absence for those students who are pupil premium and an increase their overall attendance	<p>Students' attendance data to be in line with non-PP students.</p> <ul style="list-style-type: none"> • Attendance figures and comparison to the national average and non-pupil premium pupils highlights a decline in persistent absence from previous historical data. • Attendance for specific groups is tracked centrally and appropriate actions are taken. - Increased parental engagement through attendance meetings.
Students who are pupil premium are not disproportionately represented in our behavioural statistics	<p>Pupil premium behaviour support and intervention tracking</p> <ul style="list-style-type: none"> • Removal and fixed term exclusion data shows no pattern that pupil premium students are over-represented; this will be improved upon previous historic data. • The pastoral team, SEND and safeguarding team work collaboratively to co-plan and investigate influencing triggers to challenging behaviours. • Lesson observations show students who are engaged and actively learning. - Quality Assurance and student questionnaires show positive attitudes towards learning. • Reduced number of behaviour incidents. - PSHEE/RSHE lessons are taught to an excellent standard across all year groups. - SMSC/MBV delivered through Tutor Time, lessons and assemblies is delivered well and is impactful. • Appropriate referrals made to outside agencies where necessary and support from specialists is sought.
Students are fluent readers, enabling them to access their learning to the full extent	<p>Students' reading age is in line with their chronological age.</p> <ul style="list-style-type: none"> • There is no internal variation between reading ages of those with PP and those non-PP. • Observations during tutor time and lessons show that students are confident readers, and the enjoyment of reading is an integral part of the taught curriculum.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 125,681

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching groups in E&M core PE & Functional Skills lessons (£2400)	<p>This approach aims to provide targeted support, reduce class sizes, and offer tailored interventions, which can improve educational outcomes for disadvantaged students. Here is a list of evidence that supports this approach:</p> <ul style="list-style-type: none"> • Education Endowment Foundation (EEF) Research: Studies by the EEF highlight the positive impact of small group tuition, particularly in subjects like English and Math. Small group tuition can add up to four months' additional progress over a year. • Focused Instruction in English and Math: Additional teaching groups in core subjects can provide more focused and individualised instruction. Research indicates that intensive support in these foundational areas is crucial for closing the attainment gap. 	1 & 4
<p>Lead practitioner in English and Science (£4,000)</p> <p>31% of management time cost: Science £3236 Literacy £4764</p>	<p>Implementing a lead practitioner in English and Science as part of a pupil premium strategy is designed to enhance teaching quality, provide targeted support, and improve educational outcomes for disadvantaged students. Below is a list of evidence that supports this approach:</p> <ul style="list-style-type: none"> • Effective Interventions in English and Science: The Education Endowment Foundation (EEF) emphasises the importance of targeted interventions in core subjects. Lead practitioners can design and implement evidence-based interventions tailored to the needs of disadvantaged students, resulting in better academic outcomes (EEF, 2020) 	1,3 & 5
Rank Order Assessment as a driver for attitude to learning and academic performance in lessons Data Manager and Director of Operations (£15,000)	<p>Data manager to analyse and present the data so that students can understand their own performance and target how to improve. Below is a list of evidence that supports this approach:</p> <ul style="list-style-type: none"> • Feedback: The EEF highlights that effective feedback can have a high impact on learning outcomes, adding up to eight months of progress per year. ROA provides regular and clear feedback, which can motivate students to improve their performance by showing them exactly where they stand and what they need to do to progress. • Monitoring Pupil Progress: The EEF suggests that effective monitoring of pupil progress is crucial for identifying students who are falling behind and ensuring timely interventions. ROA offers a clear and consistent method for tracking student progress over time, making it easier to identify trends and adjust teaching strategies accordingly. 	1,2,3 & 4
Literacy lead in charge of literacy to improve the quality of education and literacy of PPM students (costed under Lead prac.)	<p>Ensuring that senior leaders with responsibility for the quality of education of Pupil Premium (PPM) students are accountable is a critical strategy. This approach helps drive accountability down through the middle leadership group, ensuring progress across the school. Here's how this strategy aligns with evidence:</p> <ul style="list-style-type: none"> • Leadership: The EEF emphasises the importance of effective leadership in driving school improvement. Senior leaders who are specifically accountable for PPM students can ensure that middle leaders are also focused on improving outcomes for these students. This distributed leadership model ensures that responsibility and accountability are 	1&2
Principal in charge of overall leadership (£22,500)		1,2,3 & 4
VP Curriculum and Outcomes to improve the quality of education of PPM students (£11,544)		

AP KS3 to improve the Behaviour and attitudes of PPM students (£70,031)	<p>shared across the school, which is essential for sustained improvement.</p> <ul style="list-style-type: none"> • Professional Development: High-quality professional development for teachers and middle leaders can significantly impact student achievement, with up to seven months of additional progress. Senior leaders can ensure that middle leaders receive targeted training to better support PPM students, focusing on effective teaching strategies and interventions. • High Expectations: Setting high expectations for all students, including those eligible for the Pupil Premium, is crucial for raising attainment. Senior leaders can foster a school-wide culture of high expectations, ensuring that middle leaders and teachers consistently challenge and support PPM students to achieve their best. 	2, 3 & 6
A librarian to run the logistics of the tutor reading program (£5,201)	<p>Focusing on literacy is critical for improving the educational outcomes of Pupil Premium students. Research from the Education Endowment Foundation (EEF) provides robust evidence on the strategies and interventions that can effectively enhance literacy skills. Here's how a literacy focus can be structured to ensure progress for PPM students, all stakeholders in the academy:</p> <ul style="list-style-type: none"> • Reading Comprehension Strategies: According to the EEF, teaching reading comprehension strategies can provide an additional six months of progress. These strategies include inferring meaning from context, summarizing, and predicting outcomes. Senior leaders can ensure that these strategies are embedded in the curriculum and that middle leaders monitor their consistent implementation. • Phonics: Phonics approaches have a high impact on young readers, leading to an additional five months of progress. Phonics instruction is particularly effective for disadvantaged students. • Small Group and One-to-One Interventions: Small group and one-to-one interventions can lead to significant improvements in literacy. These interventions are particularly effective when tailored to individual student needs. 	1 & 4
Purchase reading books for TTRP time and the reading program (£300)		1 & 4
Purchase NGRT tests to measure the reading ages of PPM students (£414)		1 & 4
Data manager (£3,118)		1 & 4
Tutor time reading (40 tutors for 60 mins a week x 38 weeks) (£7,589)		1, 4 & 6
Sharing good practice added to the agenda of all department meetings (£7,500)	<p>Investing in staff CPD (Continuing Professional Development) and training opportunities is crucial for enhancing teaching quality and improving outcomes for Pupil Premium (PPM) students. Here's how senior leaders can drive the provision of CPD and training, supported by evidence from the Education Endowment Foundation (EEF):</p> <ul style="list-style-type: none"> • Professional Development: Effective CPD can have a substantial impact on student achievement, providing up to seven months of additional progress. Senior leaders should prioritize high-quality CPD programs that are evidence-based and tailored to the specific needs of teachers working with PPM students. • Effective Teaching: CPD should focus on evidence-based teaching strategies that have been proven to work. For example, strategies such as explicit instruction, feedback, and metacognitive approaches can significantly improve learning outcomes for disadvantaged students. • Differentiation: CPD should support teachers in effectively differentiating instruction to meet the diverse needs of PPM students. Training in how to adapt teaching approaches and resources can help close the attainment gap. • Subject-Specific Training: Subject-specific training ensures that teachers have the knowledge and skills to deliver high-quality instruction in key areas like literacy, numeracy, and STEM subjects. This is essential for addressing the specific learning needs of PPM students. 	1, 2,3 & 4
CPD for Year 11 teachers on the specification being delivered (£10,000)		1, 2,3 & 4
AVP T&L with responsibility for the quality of T&L for all PPM students (£10,750)		1, 2,3 & 4
CPD budget. Monitor and evaluate outcomes and quality of implementation by using a Deep Dive model in subject areas and across demographic groups. (£12,000)		1, 2,3 & 4
Training fees for 1 Teach First in their 2nd year (£3500)		2,3 & 4
AVP with responsibility for the quality of T&L for PPM students. CPD programme in line with Rosenshine Principles, TLAC and EEF toolkit that demonstrates strategies for all staff to use in supporting disadvantaged students. (Costed above)		1, 2,3 & 4
Continue subscription to 4matrix (£390)	Using data analysis systems like 4Matrix can significantly support senior leaders in improving outcomes for Pupil Premium (PPM) students. Here's how such systems can be beneficial, with a focus on aligning practices with evidence and recommendations from the Education Endowment Foundation (EEF):	1

	<ul style="list-style-type: none"> • Using Data: The EEF emphasizes the importance of using data to inform teaching and learning practices. Systems like 4Matrix allow senior leaders to analyse student performance data comprehensively. This includes tracking progress, identifying trends, and pinpointing areas where PPM students may need additional support. • Goal Setting: Setting specific targets and benchmarks for PPM students is essential for measuring progress and holding both students and teachers accountable. 4Matrix allows senior leaders to set realistic goals based on data analysis and track progress towards these goals. 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 167,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
LC to focus on literacy and reading. Learning Coach Team & Interventions supporting PP SEND students. (£35,500)	<p>Focusing on a learning coach dedicated to literacy and reading can significantly enhance educational outcomes, especially for Pupil Premium (PPM) students. Here's how this approach can be structured, supported by evidence and recommendations from educational research:</p> <ul style="list-style-type: none"> • Targeted Teaching: Providing targeted support, such as one-on-one or small group sessions with a learning coach, can lead to significant improvements in literacy outcomes for disadvantaged students. The learning coach can focus on individual needs identified through data analysis, ensuring interventions are tailored and effective. • Personalised Support: Developing personalized learning plans for PPM students can address specific literacy needs. The learning coach can work closely with teachers to create and implement these plans, ensuring that interventions are aligned with individual student goals. 	1 & 6
LC to focus on numeracy. Learning Coach Team & Interventions supporting PP SEND students. (£35,500)		1 & 6
IT support for all PPG students. (£12,500)	<p>The Education Endowment Foundation (EEF) has conducted extensive research on the impact of digital technology in education. According to the EEF, providing access to technology can have a positive impact on students' learning outcomes, particularly when combined with effective teaching strategies. Key findings include:</p> <ul style="list-style-type: none"> • Improved Access to Resources: Providing students with IT support ensures they can access a wealth of online resources, including educational websites, e-books, and learning platforms. • Enhanced Engagement: Technology can make learning more engaging and interactive, helping to maintain students' interest and motivation. 	1,3 & 5
SED Mentoring of underperforming PPM students (£25,288) cost of SED team	<p>Pastoral mentoring of students, especially focusing on Pupil Premium (PPM) students, can have a profound impact on their well-being, engagement, and academic outcomes. Here's how a structured pastoral mentoring program can be beneficial, supported by evidence and recommendations from educational research:</p> <ul style="list-style-type: none"> • Social and Emotional Learning: Providing pastoral mentoring addresses the social and emotional needs of students, which is crucial for 	1, 3 & 6

	<p>their overall well-being and academic success. Mentors can support PPM students in developing resilience, managing stress, and fostering positive relationships.</p> <ul style="list-style-type: none"> • Relationships: Strong relationships between students and mentors contribute to a positive school environment and enhance engagement in learning. Pastoral mentors can establish trust and rapport with PPM students, creating a supportive environment where they feel valued and understood. • Self-Regulation: Pastoral mentors empower PPM students to advocate for themselves and take ownership of their learning and well-being. They can help students develop self-regulation skills, such as goal-setting and problem-solving, which are crucial for academic and personal success. 	
Careers advice for underperforming PPM students and various careers events throughout the year (£3,321)	<p>Careers guidance plays a crucial role in supporting Pupil Premium (PPM) students by helping them make informed decisions about their future education, training, and career paths. Here's how effective careers guidance can benefit PPM students, supported by evidence and recommendations:</p> <ul style="list-style-type: none"> • Early Career Guidance: Early exposure to career exploration can broaden students' aspirations and motivate them academically. Providing careers guidance from an early age helps PPM students understand the range of opportunities available to them and the pathways to achieve their goals. • Information Provision: Providing access to up-to-date information and resources about careers, further education, and apprenticeships is essential. Career advisors can guide PPM students in researching different options and understanding the requirements for various career paths. • Transition: Effective careers guidance supports smooth transitions between educational stages or into employment. Advisors can help PPM students navigate these transitions by providing guidance on application processes, interviews, and adapting to new environments. • Collaboration: Collaborating with employers, higher education institutions, and community organizations enriches careers guidance programs. PPM students benefit from guest speakers, industry visits, and mentoring opportunities that broaden their horizons and inspire future career paths. 	3
Careers Lead with strategic overview for careers provisions/advise over y7-13 (£7,313)		3
Mental Health first aiders Part of the Wellbeing team budget (£15,000)	<p>A wellbeing team plays a crucial role in supporting the holistic development and academic success of Pupil Premium (PPM) students. Here's how a structured wellbeing team can effectively benefit PPM students, supported by evidence and recommendations:</p> <ul style="list-style-type: none"> • Social and Emotional Learning: Wellbeing teams can provide comprehensive support to PPM students, addressing social, emotional, and mental health needs. This holistic approach promotes a positive school climate and enhances students' overall wellbeing, which is linked to improved academic outcomes. • Relationships: Building positive relationships with students is fundamental to wellbeing. Wellbeing team members can act as trusted mentors and advocates, fostering a sense of 	4 & 5
Counsellor to manage and assist with external barriers to learning for PPM students. (£1,000)		4 & 5
Welfare AP to manage and assist with external barriers to learning for PPM students (10,000)		4 & 5

	<p>belonging and enhancing students' social and emotional development.</p> <ul style="list-style-type: none"> • Family Engagement: Engaging families in supporting students' wellbeing enhances the effectiveness of interventions. Wellbeing teams can provide guidance and resources to parents and caregivers, promoting consistency in support across home and school environments. 	
Educational Welfare Officer with a sole focus on improving the attendance of students (£600)	<p>Improving attendance among Pupil Premium (PPM) students is crucial for their academic progress and overall well-being. Here's how addressing attendance can benefit PPM students, supported by evidence and recommendations:</p> <ul style="list-style-type: none"> • Attendance: Regular attendance is strongly correlated with academic achievement. PPM students who attend school regularly have more opportunities to engage in learning activities, participate in class discussions, and benefit from teacher support, which can lead to improved educational outcomes. • Closing the Gap: Addressing attendance gaps between PPM students and their peers helps reduce disparities in achievement. Effective strategies can ensure that PPM students have equitable access to learning opportunities and support to succeed academically. • School Climate: A positive school climate, where attendance is valued and supported, contributes to higher attendance rates among PPM students. Schools can foster a sense of belonging and engagement through activities, rewards for good attendance, and supportive relationships with staff. • Motivation: Providing incentives and recognition for good attendance can motivate PPM students to attend school regularly. Incentives may include certificates, awards, or participation in special activities, reinforcing positive behaviour and commitment to learning. 	4 & 5
Welfare AP for the attendance and wellbeing of PPM students (see above)		2 & 4
VP Pastoral with responsibility for the attendance and wellbeing of PPM students (£12,000)		2, 4 & 5
The Attendance Team to drive up PPM attendance (£8,898) cost of attendance team.		4 & 6

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

Budgeted cost: £ 47,481

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Admin assistants supporting and tracking KS3 and KS4 interventions (£13,000) ZBU	<p>Pastoral support for Pupil Premium (PPM) students is crucial in addressing their social, emotional, and personal development needs, which are often barriers to academic success. Here's how effective pastoral support can benefit PPM students, supported by evidence and recommendations:</p> <ul style="list-style-type: none"> • Social and Emotional Learning: Pastoral support helps PPM students develop essential social and emotional skills, such as resilience, empathy, and self-regulation. This promotes a positive school climate and enhances students' overall well-being, which is linked to improved academic outcomes. • Targeted Support: Developing personalized support plans for PPM students ensures that their individual needs are met effectively. These plans may include academic, social, emotional, 	1 & 6

	and behavioural goals tailored to support their overall development and academic success.	
Uniform expenditure to allow PPM students access to the correct uniform if financial issues are apparent (£310)	<p>Uniform subsidies for Pupil Premium (PPM) students can positively impact their educational experience and overall well-being. Here's how providing uniform subsidies can benefit PPM students, supported by rationale and potential outcomes:</p> <ul style="list-style-type: none"> • Equity and Access: Uniform subsidies help mitigate financial barriers that PPM students and their families may face. By providing financial support for school uniforms, schools ensure that all students, regardless of economic background, have equal access to education and feel included in the school community. 	4 & 5
Purchase of Sparx Maths, Sparx Reader, Bedrock, Method Maths, and any other software packages. (£5,857)	<p>Online learning tools can significantly support Pupil Premium (PPM) students by providing accessible and engaging resources that cater to diverse learning needs. Here are several types of online learning tools and their benefits for PPM students:</p> <ul style="list-style-type: none"> • Benefits: Adaptive learning tools like Sparx can adapt content based on a student's strengths and weaknesses. This personalized approach helps PPM students build foundational skills in subjects like math and English, addressing individual learning gaps and promoting mastery. 	1 & 3
GLIA Learning session (£150)	<p>Hiring a motivational speaker can be a beneficial strategy to inspire and empower Pupil Premium (PPM) students, fostering a positive mindset and encouraging academic and personal growth. Here's how a motivational speaker can support PPM students and the potential benefits:</p> <ul style="list-style-type: none"> • Boosting Confidence: Motivational speakers often share personal stories of overcoming challenges and achieving success. This can inspire PPM students, boosting their confidence and belief in their own abilities. • Fostering Belonging: Motivational speakers often promote a sense of belonging and unity among students. This contributes to a positive school culture where PPM students feel valued and supported. 	3 & 5
Financial support for all other items such as clubs (£10,000)	<p>Providing financial support for trips, clubs, and extracurricular activities is crucial for ensuring equitable access to enrichment opportunities for Pupil Premium (PPM) students. Here's how financial support can benefit PPM students and some considerations for implementation:</p> <ul style="list-style-type: none"> • Access to Educational Trips: Financial support enables PPM students to participate in educational trips that enhance their learning outside the classroom. These experiences can deepen understanding of curriculum topics and provide real-world context to academic learning. • Participation in Extracurricular Activities: Funding for clubs and extracurricular activities allows PPM students to develop skills beyond academics, such as teamwork, leadership, and creativity. These activities contribute to their personal and social development. • Recognition and Achievement: Participating in trips and clubs gives PPM students opportunities to showcase their talents and achievements. This boosts their confidence and self-esteem, reinforcing their sense of belonging and contribution to the school community. 	4 & 5
Provision of peripatetic music lessons for PPM pupils (£900)		4 & 5
Provide students with the opportunity to attend additional trips and visits that are non-curriculum essential but potentially beneficial (£0)		4, 5 & 6
Minibus fuel and running costs (£465)		4 & 5
Finance support for PPM families to visit local activities – shortlisted provided by the school (£2,500)		4 & 5
Character Charter incl. AP (£14,224)		4, 5 & 6

	<ul style="list-style-type: none"> • Recognition and Achievement: Participating in trips and clubs gives PPM students opportunities to showcase their talents and achievements. This boosts their confidence and self-esteem, reinforcing their sense of belonging and contribution to the school community. 	
Peer support of KS3 students by 6th Form students and lesson support (£75)	<p>The EEF's research highlights the effectiveness of peer mentoring in improving student outcomes. According to the EEF, peer mentoring can lead to an average of 5 months' additional progress over the course of a year, with particularly positive effects for disadvantaged students. This strategy leverages older students' experiences and skills to support younger peers, fostering a collaborative and supportive school environment.</p> <ul style="list-style-type: none"> • Academic Support: 6th form lesson support provides KS3 students with additional academic help, particularly in challenging subjects. This one-on-one support can help bridge gaps in understanding and improve overall academic performance. • Improved Behaviour and Conduct: 6th formers can serve as positive role models, helping KS3 students develop better behaviour and self-regulation skills. This can reduce behavioural issues and improve classroom conduct. • Increased Aspirations: Exposure to 6th Form students' experiences and aspirations can inspire KS3 students to aim higher in their academic and career goals, particularly for those from families with no history of higher education. 	4, 5 & 6

Total budgeted cost: £ 341,072

References:

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures):

Below is a table that outlines the outcomes for pupil premium students based on data from the previous academic year's national assessments and qualifications, including school attainment and progress measures:

Outcome Measure	Pupil Premium Students	Non-Pupil Premium Students	GAP
Key Stage 2 (KS2) SATs Results			
Percentage achieving expected standard in Reading, Grammar, and Maths	G – 62% R – 67% M – 71%	G – 73% R – 78% M – 78%	G – 11% R – 11% M – 7%
Average Scaled Score in Reading	104	104	0
Average Scaled Score in Maths	102	103	1
Key Stage 4 (KS4) GCSE Results			
Percentage achieving 9-4 in English and Maths	46%	70%	24%
Average Attainment 8 Score	37.41	50.10	12.69
Average Progress 8 Score	n/a	n/a	n/a
Average Attendance Rate			
Average Attendance Rate	86.4%	94.6%	-8.2%
Percentage of Persistent Absentees	34%	14%	-20%
Post-16 Progression			
Percentage progressing to A Level study	42%	46%	-2%
Percentage progressing to Higher Education	100%	97%	+3%
Behaviour and Conduct			
Percentage with at least one fixed-term exclusion	5%	3%	-2%
Average number of behaviour incidents per student	40.5	14.2	26.3
Enrichment and Extra-Curricular Participation			
Percentage participating in at least one extra-curricular activity	29.5%	70.5%	41%

EBacc entry data for secondary schools

This table below provides a clear comparison between pupil premium students and their non-pupil premium peers in terms of EBacc entry and achievement, highlighting the gaps that need to be addressed.

Outcome Measure	Pupil Premium Students	Non- Pupil Premium Students	GAP
EBacc Entry Data			
Percentage entering the EBacc	39%	57%	18%
Percentage achieving EBacc at Grade 4/C or above	17%	39%	22%
Percentage achieving EBacc at Grade 5/C or above	9%	32%	23%
EBacc Subject Breakdown			
Percentage entering English	89%	98%	9%
Percentage entering Maths	100%	98%	2%
Percentage entering Science	100%	98%	2%
Percentage entering a Language	39%	57%	18%
Percentage entering Humanities	91%	95%	4%

Headline figures analysis. What were the successes.

- PP 7+ >20%: Chemistry, Engineering, HSC, Physics, Polish, RE, Biology, Music, Art & Spanish
- PP 5+ >50%: Biology, Chemistry, Physics, Polish, RE, Music, Film Studies, Music Practice & HSC
- PP 4+ >70%: Biology, Chemistry, Physics, Polish, RE, Spanish, Music, Film Studies
- Subjects with a positive P8 score: Polish, RE, Chemistry, Biology, Physics, Engineering, Spanish, HSC

Pupil Premium students in our school are performing below national averages across all measures, with noticeable gaps in attainment and progress.

	Results 23/24	Results 24.25
PP Basics 4+	45%	54%
PP Basics 5+	24%	28%
PP Basics 7+	4%	7%

Non-Pupil Premium students are performing at national averages for attainment but above average for progress.

Information from summative and formative assessments the school has undertaken.

Below the table will set out the assessment data from our own internal assessment that have all been moderated or externally marked within the United Learning Trust.

Form of Assessment	Headline Figures
NGRT Tests	Y7 25-26 PP cohort: Wave 1 (SAS: 100+ - no intervention): 50% Wave 2 (SAS: 91-100 – support and monitoring): 15% Wave 3 (SAS: 85 – 90 – reciprocal reading): 11% Wave 4 (SAS: below 85 – phonics intervention): 19% Did not sit 4%
MidYIS Tests	Y7 25-26 PP cohort: Well above average (SS: 113-124): 7% Above average (SS: 106-112): 11% Average (SS:96-105): 26% Below Average (SS: 88-95): 15% Well Below Average (SS:76-87): 22% Did not sit 17%
End of Year KS3 assessments for academic year 24/25	Y7 English: Age Related D+ - 45% Age Related C+ - 36% Age Related B+ - 22% Y8 English: Age Related D+ - 66% Age Related C+ - 47% Age Related B+ - 22% Y9 English: Age Related D+ - 48% Age Related C+ - 36% Age Related B+ - 20% Y7 Maths: Age Related D+ - 52% Age Related C+ - 30% Age Related B+ - 13% Y8 Maths: Age Related D+ - 59% Age Related C+ - 41% Age Related B+ - 23% Y9 Maths: Age Related D+ - 54% Age Related C+ - 32% Age Related B+ - 24%
End of Year 10 assessments	PP Attainment 8: 27.14 PP Crossover 4+ 19%, 5+ 15% and 7+ 2% PP English Lang. 4+ 38%, 5+ 15% and 7+ 5% PP English Lit. 4+ 45%, 5+ 23% and 7+ 4% PP Maths 4+ 47%, 5+ 30% and 7+ 11%

Impact of strategies to improve the Teaching for PPM students:

Additional teaching groups in E&M core PE & Functional Skills lessons	Accessing additional teaching groups in English, Maths during core PE lessons as well as Functional Skills benefits Pupil Premium students by providing personalised support in smaller class sizes, helping to improve literacy, numeracy, and overall academic achievement. These groups offered targeted interventions, helping to close the attainment gap and boost confidence through regular feedback and tailored instruction. Functional Skills lessons equip students with practical, real-world abilities, while Core PE promotes physical and mental well-being, enhancing focus and engagement in other subjects. Ultimately, this support prepares students for future education, employment, and life beyond school.
Lead practitioner in English, maths and science	Lead Practitioner strong outcomes at GCSE and A Level with responsibility for key groups. Lead Practitioners attend T&L summit meetings and feed into whole school priorities and CPD.
Rank Order Assessment as a driver for attitude to learning and academic performance in lessons Data Manager	Rank order assessment protocols have been set up and are on reports to go home to help have proactive conversations with parents about where improvement is needed in KS3 – these pertain to attitude learning as well as results as we know that the one informs the other. Also, will use it for display purposes to celebrate the top 50 students in each subject after exams to promote these students and help create an ethos in the school where students want to be a top performing student and see their name on the boards.
Literacy lead in charge of literacy to improve the quality of education and literacy of PPM students	Literacy lead is responsible for implementing United Learning literacy strategy across the academy. Literacy lead oversight of phonics programme Lexonik Leap which has good impact in supporting early readers. EHCP sought for students who do not make required progress from Lexonik intervention (5 students). Reciprocal reading set up to ensure that students graduating from phonics programme continue to have reading support regularly. Programme of NGRT tests take place throughout the year to accurately identify and diagnose reading need. Tutor time reading programme ensures that all pupils have access to (and complete the reading of) 6 high-quality fiction and non-fiction texts per year. Student voice is used to ensure that texts are diverse and represent a wide range of voices. Sparx Reader implemented and monitoring of completion rates via sub-group takes place. Intervention and homework clubs support with difficulty and underperformance. Average 78% completion in KS3.
VP Curriculum and Outcomes to improve the quality of education of PPM students	Accessing a Vice Principal (VP) of Curriculum and Outcomes provides Pupil Premium students with strategic, high-level support to enhance the quality of their education. The VP ensures that the curriculum is tailored to meet the needs of disadvantaged students, integrating targeted interventions and personalised learning pathways to close the attainment gap. They also oversee the effective use of data to monitor progress, ensuring that teaching practices and resources are aligned with the students' needs. By focusing on outcomes, the VP drives improvements in teaching quality, academic achievement, and overall student engagement, ultimately preparing Pupil Premium students for long-term success. PP Attainment 8 32.17 in 23/24 and was 37.32 in 24/25. English & Maths 4+ 54% 5+ 28% 7+ 7% which all improved since 23/24.
AP KS3 to improve the Behaviour and attitudes of PPM students	The focus of an AP on KS3 behaviour and attitudes allows for specific tracking, support, and intervention for PPM students. The AP ensures that the taught behaviour curriculum is having an impact and that students are making positive behaviour choices when they are in school. Students making negative behaviour choices are tracked through behaviour reports, removals, and FTS. In Year 7 72% of students on report are PPM, in Year 8 80% and in Year 9 50%. As PPM students' progress through the curriculum they are less likely to require reports to ensure positive behaviour as shown by the overall decrease in the number of reports issues in Year 7 compared to Year 9 and by the percentage decrease of PPM students in those groups. In Year 7 PPM students make up 67% of the total negative incidents in the cohort. In Year 8 this falls to 61% and in Year 9 this drops again to 48%
Purchase NGRT tests to measure the reading ages of PPM students	Tests have been purchased for Y7 and 8 and once completed they are used to assess reading ability and put students onto the correct intervention to ensure fluency and comprehension. Wave 3 students access phonics support and the impact of this is further monitored by interim NGRT testing for those on intervention programmes. Recent testing for Y7 returned a 98% completion rate

	allowing students to be further assessed where appropriate and placed onto the correct pathways.
Data manager	<p>A Data Manager plays a crucial role in improving the quality of education for Pupil Premium students by ensuring that data is accurately collected, analysed, and used to inform decision-making. They track student progress, and performance, identifying gaps in attainment and areas needing targeted support. By providing teachers and school leaders with detailed insights, the Data Manager helps to implement timely interventions and monitor their effectiveness. This data-driven approach enables a more personalised learning experience for Pupil Premium students, ensuring resources are allocated effectively to enhance their academic outcomes and close the achievement gap.</p> <p>There were three data collections in October predictions, Mock 1 WAG and predictions and Mock 2 WAG and predictions. All data collections included reports sent to parents via Arbor.</p>
<p>Tutor time reading (40 tutors for 60 mins a week x 38 weeks)</p> <p>Purchase reading books for the reading program</p>	<p>Books are chosen in consultation with students and a range of voices and perspectives is represented in the canon. Both fiction and non-fiction texts are selected and read with students. Students have access to high quality and fluent reading every day. Feedback is taken each year and amendments take place where appropriate.</p>
Sharing good practice added to the agenda of all department meetings	<p>Weekly departmental meetings that are run by Curriculum Leaders and offer bespoke subject specific training and sharing of good practice.</p> <p>Clips, reading, and structured support offered to CL so that they understand what good practice looks like.</p> <p>Celebration each week in staff room highlighting good practice e.g.TL Highlights Regular joint LW with SLT link.</p>
CPD for Year 11 teachers on the specification being delivered	<p>Each curriculum leader is required to attend termly calendared HOD meetings with UL subject advisor: Further CPD is accessible via United Learning CPD calendar including access to NPQ and internal UL programmes (2 NPQ and 6 UL leadership courses this academic year). Ring-fenced time is provided for HODs/Curriculum Leaders to introduce and implement strategies with their own departments. This is monitored via curriculum leader -regular curriculum learning walks, book looks and student voice panels. All Curriculum leaders have received training on accurate and effective quality assurance.</p> <p>All requests for exam board training are agreed. Funding via CPD budget.</p>
CPD budget. Monitor and evaluate outcomes and quality of implementation by using a review and support process areas and across demographic groups.	<p>Ring-fenced CPD budget. Process of application takes place to confirm appropriateness of CPD requested. UL subject advisor visits take place for each subject a least twice per year with many departments visited more than this. Cumulative tracking of progress towards targets is shared with SLT, relevant curriculum leader and disseminated to the team.</p> <p><i>e.g. 'There were conversations about mapping the curriculum intent and core knowledge more thoroughly in Key Stage 4' English Subject Advisor visit 10th Oct 24</i></p> <p><i>"The consistency and cohesion of KS4 curriculum materials is excellent. A lot of work has gone into ensuring that reading booklets, resource booklets, revision materials and lesson PPTs align and reinforce similar content." 4' English Subject Advisor visit 16th October 2025</i></p> <p>This loop ensures that progress and improvement continues year on year.</p> <p><i>"The school has embraced a proactive approach to engaging with subject advisors, demonstrating a 'can do' attitude towards offered advice." Regional Director 2025</i></p>
Mentoring ITT/ECT	<p>1 mentor slot per week per ITT and ECT. 1 mentor slot every 2 weeks for ECT +1. Transport to training and development. 100% trainees and ECT successfully completed stage of training 24-25.Successful recruitment/retention of all ECT into year 2 of Induction.</p> <p><i>"Training to teach with United Learning (and especially NOA) was such an incredible experience! I felt supported every stage of the way by my school and the course leaders. I have gained experience in teaching, observed the best practice and been given precise and supportive feedback, giving me the confidence to develop my own teaching."</i></p>
AVP with responsibility for the quality of T&L for PPM students. CPD programme in line with Rosenshine Principles, TLAC and EEF toolkit that demonstrates	<p>NOA's philosophy for teaching and learning is based around the Rosenshine Principles of instruction. The instructional core of 'Review-teach-check-practise is seen in classrooms across the curriculum, and this supports students to know more,</p>

strategies for all staff to use in supporting disadvantaged students.	<p>remember more and to be able to do more. <i>"There is a greater consistency in terms of teaching, with an example being the targeted and effective use of MWBs."</i> RD Visit Jan 2025</p> <p>Students' books show evidence of their progression through the curriculum and their increasingly independent thought <i>"Book Presentation and Independent Work: Books were well-presented in most cases, showing no discernible difference between SEN and non-SEN students in the best lessons, with evidence of independent thinking and high-quality output in many instances."</i> RD Visit November 24. "A particular strength was the strong output in Pupil Premium (PP) books, which reflected effective support and progress for PP students." R&S Visit December 24.</p> <p>Teachers are supported to implement the Rosenshine Principles by a range of TLAC (Teach like a champion) strategies. <i>"The visit showcased excellent behaviour and engagement across the school, with students staying focused and actively participating in lessons. The NOA Teaching 10 strategies were consistently evident, further demonstrating the school's commitment to high-quality teaching."</i></p> <p>94% students say that they are 'expected to produce work in lessons that reflects my own thinking and understanding' Learning from Learners survey 2024.</p>
Continue subscription to 4matrix	<p>4Matrix is a powerful tool for improving the educational outcomes of Pupil Premium students by providing detailed analysis of student performance and progress. It allows schools to track and compare data across various student groups, helping to identify achievement gaps and underperformance. With 4Matrix, teachers and leaders can quickly generate reports, analyse exam results, and monitor the impact of interventions in real time.</p> <p>This has been accessed by all teaching staff members and most frequently used by senior leaders and curriculum leads to inform their raising achievement plans.</p>

Impact of Targeted Support Strategies to improve support of PPM students:

LC to focus on literacy and reading. Learning Coach Team & Interventions supporting PP SEND students.	<p>Lexonik Phonics program in place with 10 staff members trained to deliver this programme. Programme showing good impact with interventions now running throughout KS3.</p> <p>Y8 40 students – 31 completed successfully. Remaining added to SEND register. 3 EHCP</p> <p>Y9 20 students – 15 completed successfully. Remaining EAL/retest. 6 students removed for need for reading support.</p>
LC to focus on numeracy. Learning Coach Team & Interventions supporting PP SEND students.	<p>Maths/English LC supporting students with numeracy/Literacy. ABR to support Y11 maths students identified by November mock data. Learning Coaches to be deployed specifically to the maths department to focus on students with low levels of numeracy to provide support aligned to the teaching of the maths department.</p>
IT support for all PPG students.	<p>Providing IT support, such as loaning Chromebooks to Pupil Premium students, helps bridge the digital divide and ensures equal access to learning resources. By offering these devices, schools enable disadvantaged students to complete homework, access online educational platforms, and participate in remote learning, which is crucial for academic success in today's digital age.</p> <p>There was 14 Chromebooks in total loaned out to PP students.</p>
SED Mentoring of underperforming PPM students	<p>Evidence based Interventions based on behaviour/engagement/wellbeing with pastoral SED team. 80% of all behaviour mentoring interventions have shown positive impact for PP students.</p> <p>Parent engagement group has also been set up to reengage families and ensure that families are well supported to support their children.</p>
Careers advice for underperforming PPM students and various careers events throughout the year	<p>All PP students had at least 1 Careers Meeting with a Level 6 Careers Advisor for 1 hour. Students in Y9 have small group Careers Meeting, Y10 all have 30 min.</p>

	<p>Interview with PP priority given.</p> <p>PP students were invited to a range of extra opportunities including:</p> <p>Year 10 Careers Taster = 40%</p> <p>Year 11 Kassam Stadium = 29 %</p> <p>Y9 New Bucks Uni = 31%</p> <p>Y9 Boys Impact Project PP 100%</p> <p>Y10 Oxford Brookes Uni 40%</p> <p>Into Trinity College Oxford Uni 100%</p>
Careers Lead with strategic overview for careers provisions/advice over Year 7-Year 13	<p>Newly appointed Careers Leader with a focus on KS3 – KS4 as well as KS5 Apprenticeship Students.</p> <p>Careers education delivered through Tutor PHSE programme. Unifrog used with all groups Y7 – Y13.</p> <p>UCAS one to one support for disadvantage students- fee for university waived if PP.</p> <p>Unifrog used every term with KS3 to boost aspiration and information about pathways.</p> <p>All KS3 students visited the Careers Fair this year during the day to meet local employers and Higher Education providers.</p> <p>Careers Newsletter sent out to Students & Parents each month.</p>
Welfare team daily drop ins as part of the Wellbeing team budget	Welfare daily drop ins to support student wellbeing, this is offered to m100% of students daily.
DDU Counsellor to manage and assist with external barriers to learning for PPM students.	Counsellors are seeing 6 students for every 6 weeks. Students are identified and referred through the FABS process. PPM students are currently accessing the support. Robust pre and post evaluations to measure impact on the students.
Wellbeing Manager to manage and assist with external barriers to learning for PPM students	<p>PPM students open to S&N, TAF, CIN or CP plans having weekly 1:1 check ins from their allocated welfare manager, this is in addition to the daily drop in offer.</p> <p>Student have voiced finding this support valued and allows them to feel heard and supported in school.</p>
DDU Educational Welfare Officer with a sole focus on improving the attendance of students	<p>PPM students are currently accessing both 1:1 and group support, they are bespoke interventions personally written to address and support their individual needs.</p> <p>With the right support students feel more able to access school. A student questionnaire is completed before and after the intervention to capture their voice and the impact.</p> <p>PP student voice to be obtained around their sense of belonging and barriers to attending school.</p>
DDU Welfare AP with responsibility for the attendance and wellbeing of PPM students	<p>Attendance interventions to be led by the Distraction Youth Team.</p> <p>Morning calls to parents of all the students who are absent to offer support to for their return to school.</p> <p>Obtaining PP student voice to create an action plan to further improve the support available.</p> <p>Assemblies being led by AP to promote the wellbeing offer at NOA to all students.</p> <p>1:1 weekly check in with welfare manager.</p>
SMF VP Pastoral with responsibility for the attendance and wellbeing of PPM students	<p>Interventions for Persistently Absent PPG students set up for term 2. Run by pastoral staff. PPG students identified and incentivised.</p> <p>New EBSA role in place to support SEND/PPG attendance.</p> <p>Wellbeing drop in 4 times per day for students – this is well advertised to students and parents.</p> <p>UL Student survey/Aspire survey identifies students who are vulnerable and may need additional support.</p>
DDU The Attendance Team to drive up PPM attendance	<p>Morning and afternoon call home when a PPM student in absent to offer them support on their return.</p> <p>PA incentives offered to all PPM students</p> <p>Group attendance intervention being offered to PPM students.</p>

Impact of Wider strategies to improve the Teaching for PPM students:

Pastoral/SEN Admin assistants supporting and tracking KS3 and KS4 interventions	Clear processes for tracking interventions through the FABs referral process. All interventions are time limited and pre and post assessed.
Uniform expenditure to allow PPM students access to the correct uniform if financial issues are apparent	£1500 has been spent on uniform and equipment to support PPG students access learning without a barrier. This will continue to be a priority.
Purchase of Sparx Maths, reader, Bedrock, Method Maths.	<p>The purchase of Sparx and Method Maths for Pupil Premium students provides targeted, data-driven support in mathematics. These platforms offer personalized learning experiences, adapting to each student's skill level and helping to identify areas where they need additional practice.</p> <p>85% of Year 11 PP students engaged with these online platforms weekly.</p> <p>Subjects that saw increased Progress figures were Biology, Chemistry, Engineering, English, Food Tech., French, Geography, HSC, history, Maths, Physics, RE and Combined Science.</p>
GLIA Learning session	<p>A motivational speaker can have a significant positive impact on Pupil Premium students by inspiring them to overcome personal and academic challenges. Through powerful storytelling and real-life examples, motivational speakers can help students build self-confidence, resilience, and a growth mindset.</p> <p>PP represented 15% of the families attended the event. Feedback from families was very high.</p>
Financial support for all other items such as FSM	<p>Financial support for items like Free School Meals (FSM) and other essential resources plays a vital role in supporting Pupil Premium students. This support ensures that basic needs such as nutrition, school supplies, uniforms, and extracurricular activities are met, allowing students to focus more on their education without the distraction of financial stress. Providing FSM ensures that students have access to healthy meals, which is linked to better concentration, energy levels, and overall well-being. Financial assistance for other necessities also helps level the playing field, giving disadvantaged students the same opportunities as their peers to fully engage in their learning and school life. This, in turn, helps improve attendance, academic performance, and social inclusion.</p> <p>In 2024.25 we spent £10,000 to subsidise Food technology, Art, DT Materials. Subsidised cost of lunch meals to 250 students daily.</p>
Provision of peripatetic music lessons for PPM pupils	<p>Providing peripatetic music lessons for Pupil Premium students offers a range of benefits that extend beyond musical skills. These lessons help build self-confidence, creativity, and discipline, while also fostering a sense of achievement and self-expression. Music education has been shown to enhance cognitive abilities, including memory and problem-solving skills, which can positively impact academic performance in other subjects.</p> <p>Music Outcomes 2024.25 PP 5+ 50% and PP 4+ 100%.</p> <p>Music Attainment 8 was 62.00</p>
Provide students with the opportunity to attend additional trips and visits that are non-curriculum essential but potentially beneficial	<p>During the year 50 trips ran from Year 7 to Year 13 ranging from science trips, Reward trips, Careers Trips and Theatre/Music trips.</p> <p>Whole School Trips Attendance</p> <p>PP Trips Attendance = 22%</p>
Character Charter	<p>Clubs are advertised with Parents & Students, with posters produced to go in Tutor Rooms. Clubs promoted by staff, posters created, and Club Handbook produced.</p> <p>Student Leadership structure in place with Sixth Form Head Team proactive in planning & leading events and working younger Leaders within each Pupil Charter strand.</p> <p>Students can participate in NOA Fest, NOA Got Talent, NOA School Show.</p> <p>Students watch a performance. Y7 Panto PP 21%, CBSO Trip PP 16%, Macbeth Trip PP 14%, Barbican Music Trip PP 24%, Crucible Trip PP 29%</p> <p>Students hear from Inspirational Speakers using Extended Tutor Time, eg The JJ Effect, Libby Flenley, James Shone, The Prevent Guy, and Leah Chowdry.</p> <p>Students experience a residential trip KS3 Camp PP Attendance = 13% and Iceland PP 11%</p> <p>PP Club Attendance = 18 %</p>

Impact

Based on the above interventions and outcomes, here is an analysis of progress and areas for development:

On-Target Areas:

1. Tracking and Intervention: Clear processes for tracking through the FABs referral, time-limited interventions, and pre/post-assessment data have been effective. The pastoral and SEN admin assistants' support is leading to positive outcomes, particularly through the Lexonik Phonics program and numeracy interventions.
2. Resource Provision: Investments in uniforms and materials have reduced barriers for Pupil Premium (PP) students. This financial support allows these students equitable access to resources, as evidenced by the £1,500 allocated for uniform and equipment and an additional £10,000 supporting Food Tech, Art, and DT.
3. Engagement with Educational Platforms: High engagement (85%) among Year 11 PP students on Sparx Maths and Method Maths reflects positive outcomes, as many subjects showed improved Progress scores.
4. Careers Education: A robust careers program, including monthly newsletters, Unifrog access, and KS3-KS4 taster opportunities, has enhanced pathways and engagement with higher education and career options, with significant PP participation across events and consultations.
5. Mental Health and Wellbeing Support: Expanding drop-ins and increasing counsellor availability have improved student well-being. Positive feedback from students and families highlights the value of these services, which help students feel heard and supported.
6. Reading and Literacy Programs: The NGRT tests and reading programs such as Lexonik Leap are showing progress. The Year 7 phonics cohort with reading needs decreased from 41 to 5, indicating strong impact, and 78% KS3 students are completing Sparx Reader.

Areas for Development:

1. PP Progress 8 and Attainment 8 Scores: Attainment 8 of 37.32, overall performance could improve. Enhanced targeting of literacy, numeracy, and core subjects like English and Maths may be needed to increase these scores.
2. PP Attendance in Extracurriculars and Trips: While numerous trips have been offered, PP attendance remains low (22% for trips, 18% for clubs). Increasing targeted communication with families about the benefits of these opportunities may improve participation.
3. Behaviour Monitoring for PP Students in KS3: Despite progress, KS3 PP students still account for a higher proportion of negative incidents and reports, particularly in Years 7 and 8. Continued focus on behaviour interventions and alternative engagement strategies may help further reduce these numbers.

Overall Summary

The strategy's implementation is positively impacting many PP students, particularly through personalized support, targeted resources, and mental health provisions. To fully achieve intended outcomes, the next steps will involve enhancing engagement in enrichment activities, addressing specific areas where progress remains below targets, and bolstering academic support to improve overall attainment and progress rates for PP students.

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
Sparx Maths (KS3/Y10)	Sparx Learning
Method Maths (Y11)	Method Maths Ltd.
NGRT Tests	GL- Assessment
Bedrock Learning	Bedrock Learning Ltd.
Sparx Reader	Sparx Learning
ED Class	EDClass Ltd.
Unifrog	Unifrog

Further information (optional)

Supporting disadvantaged young people is central to our mission at Academy. We have appointed a dedicated Senior Leader responsible for overseeing the effective utilisation of Pupil Premium funds to enhance the academic progress and overall development of these students. This commitment is outlined in our detailed Academy Pupil Premium Plan, which encompasses various initiatives aimed at supporting disadvantaged students, including those eligible for Pupil Premium and students with Special Educational Needs and Disabilities (SEND).

Our efforts to support disadvantaged students and narrow the achievement gap are woven into every aspect of our Academy Development Plan. Specifically, our Year 11 Maximising Progress Strategy outlines targeted support measures designed to assist Pupil Premium students in achieving their potential. This includes prioritising disadvantaged students for revision sessions held during lunchtimes, after school and school holidays. Students identified as needing additional support are matched with dedicated mentors within the school.

The Senior Leadership Team and Line Management consistently integrate discussions on Pupil Premium students into their meetings, ensuring that quality assurance processes are aligned with prioritising, supporting, and challenging these students to excel. This includes rigorous monitoring of Teaching and Learning, Marking and Feedback practices, and Pastoral care, all geared towards demonstrating the differentiated support provided to disadvantaged students compared to their peers.

Ongoing Continuing Professional Development (CPD) is a cornerstone of our approach, ensuring that all staff remain focused on meeting the needs of disadvantaged young people. This academic year, our CPD initiatives are centred on maximising lesson time through high-quality Assessment for Learning techniques, aimed at driving forward the progress of disadvantaged students.

To further bolster our efforts, focus groups within the academy, such as the KS4/ KS5 Raising Attainment leads and the Student Engagement Team, convene regularly to address specific challenges related to academic achievement, progress, student behaviour, and pastoral care among disadvantaged students.

At our Academy, closing the gap and ensuring equitable opportunities for all students, particularly those facing disadvantages, remains our top priority.