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Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

● Academy overview

Detail	Data
Academy name	Co-op Academy Stoke-on-Trent
Number of pupils in academy	1317
Proportion (%) of pupil premium eligible pupils	55.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	November 25
Date on which it will be reviewed	April 26
Statement authorised by	Shane Richardson
Pupil Premium lead	Jenny Davies
Governor / Trustee lead	Tom Hutchinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£692,112
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

Part A: Pupil premium strategy plan

Statement of intent

Statement of intent

Co-op Academy Stoke-on-Trent has a pupil premium population equivalent to 55.7%. That is over half of the Academy's students. Therefore, a coherent response, encompassing all areas of the Academy's functions is required.

The strategic actions will continue to close attainment gaps ensuring that all PP students achieve Grade 4s in English and maths and the improvement for PP students is at the same rate as non-PP students across subjects.

Attainment 8 scores for Pupil Premium students increased in 24/25 compared to 23/24 and the gap between PP and non PP students began to close, within the Academy, at every attainment measure - 9-7, 9-5 and 9-4, almost halving at A8 average and 9-7. The Academy A8 score for Pupil Premium students was also above the national average of 37.6 compared to the Academy PP A8 score of 39.08.

The raising of attainment will be achieved by improving the leadership of teaching, the quality of provision, and the rigour of the scrutiny on learning in Years 7-9, in particular, in English & Maths so that it is *sufficiently strong* enough to eradicate the gap in the number of PP children achieving a grade 4 in Year 11. Reading provision will also be developed so that PP students catch up faster to their chronological age and maths intervention will also be prioritised in Year 7 and Year 8 to ensure that KS3 students are secure in Y6 core knowledge.

All leaders are committed to social inclusion and poverty proofing all aspects of academy life to ensure that all students thrive and belong. Vulnerable groups within Pupil Premium eligibility will become target groups, with a particular focus on White British children highlighted by the gap from A8 national average from 23/24 Academy data (24.18 compared to 30.3.)

The number of exclusions will be reduced for students who are PP *because of* a more proactive approach to the early signs supported by the creation of new Behaviour and Attendance posts. The number of C2s for PP students will also reduce *because of*: (1) more effective delivery of behaviour as curriculum; (2) more support for teachers who are struggling with behaviour (3) greater scrutiny on classroom learning environments, and (4) cyclical review and quality assurance of the application of Academy systems and processes. All interventions will be reviewed and evaluated for their impact and cost-effectiveness.

We will further refine the analysis of root causes of poor attendance and - specifically, barriers; aversions; misconceptions; disengagement - and align specific actions to reduce the levels of absence and to ensure that a return to the Academy is also a return to learning.

All leaders will address disadvantage. Specific CPD will be delivered on how to lead to improve quality, support staff, and evaluate effectiveness. Implementation of the Academy Leadership Framework will direct leaders to focus on the things that matter *now* and address the *immediate challenges* allowing for more precision focus on targeted problems.



Challenges

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

Challenge number	Detail of challenge
1	Too many pupil premium students are persistently and severely absent. The number of PP students who were severely absent and persistently absent in 24/25 remains higher than non PP students. 35.4% of PP students were PA compared to 22.3% non PP. 4.8% of PP students were SA compared to 2.9% of non PP. SA and PA students, in all year groups, have been categorised into the root causes of non-attendance so that targeted intervention can occur.
2	Pupil premium students are more likely to be excluded than other students. The number of PP students receiving C2s from lessons, internal exclusion and suspensions remains higher than non PP in the academic year 24/25, as was the case in 23/24.
3	Too many PP students do not achieve a Grade 4 in English and maths. 37% PP students achieved a grade 4 in English and maths compared to 59% non PP so an internal gap is very apparent and below the Academy target of 71.3% and below the national PP collab actuals of 48%. 9-4 English GCSE results were 63% PP compared to collab PP data of 61.6 so was exceeded in English. However, this was still a way from the national non collab PP data of 81.6%. 9-4 GCSE maths results were 39.8% compared to national PP collab data of 54% and national non PP collab data of 77.2%. Underperformance in maths dramatically affected the match of 9-4.
4	Too many PP students have gaps in foundational knowledge at KS2 and these are not fixed rapidly enough in Year 7. 61 PP students in our current Y7 cohort have a reading maths average of 99 or below at KS2 SATs. Reading SAT results show that 61 PP students did not achieve 100 and 59 PP students did not achieve 100 in maths. These students are to be prioritised for rapid intervention in Year 7.
5	More non-PP students engage with the Academy's wider-curricular offer than PP students. Interventions put in place thus far have ensured that amongst our student leadership programmes and externally-led programmes there is a higher proportion of PP students than non-PP students engaged on a regular basis. This is also the case on trips funded by the Academy. 57% of Scholars applications this year were from PP students.

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
Improve attendance for PP students to bring it in line with the national average for non-PP students.	- PP persistent absence is reduced and brought into line with national figures for non-PP students. - Overall attendance rates for PP students are in line with national averages for non-PP students. - By the end of the three year plan: attendance for PP students exceeds national averages for non-PP.
Implement a highly effective behaviour curriculum, that is routine driven, based on high-quality modelling, that creates a culture of excellent behaviour for all, including PP students.	- By the end of Year 1, exclusion rates are reduced so that they are in line with non-PP students. - By the end of Year 2, rates of PP exclusions have reduced to the same level as national non-PP. - By the end of Year 3, exclusion rates for PP students are below national figures for all students.
Improve achievement for PP students in the Basics to widen opportunity.	- All PP students achieve a Grade 4 in English and maths. - All students have a reading age commensurate with their chronological age.
Rapidly close foundational knowledge gaps in Year 7 for PP students.	- All PP students end Year 7 secure in phonics and comprehension through intensive reading intervention. - All PP Y7 students end Year 7 secure in Y6 core mathematical knowledge
Ensure maximum engagement from PP students in the Academy's wider programme of opportunities.	- All PP students undertake a minimum of three extra-curricular activities, with maximum attendance. - All PP students participate in a minimum of three trips per year, all funded. - PP students engaged in Universify, Orwell Award, RNSC and other widening opportunity initiatives

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

£ 346, 056

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of two Assistant Headteachers - Assistant Headteacher Behaviour and Alternative Provision and Assistant Headteacher - Teaching and Learning.	- The significant increase in student numbers means that there is a need for greater capacity on the Senior Leadership Team to address two of the fundamental barriers to PP achievement. - Both are strategic roles designed to ensure that exceptional learning can take place in a purposeful atmosphere.	2,3 4
Appointment of interim Assistant Headteacher in charge of Attendance.	This strategic role will ensure that there is renewed focus, at all leadership levels, on attendance, a fundamental barrier to PP achievement and engagement.	1
Expansion of Lead Practitioner Team (LPs)	- LPs are experts in pedagogy; their role is to exemplify and disseminate the most effective practice. - In turn, this means PP students benefit from the most effective practice consistently across the Academy. - This improves learning and progress	3,4
Regular CPD delivered by Lead Practitioner Team with a particular focus on reading and maths at KS3.	- All of the evidence shows that regular CPD delivered by pedagogical experts will benefit all students. - CPD will be specific to leaders on how to lead to improve quality, support staff and evaluate effectiveness. - The CPD will also be responsive to the needs of the departments and specific cohorts, in particular at KS3 English and maths. - This allows for more targeted CPD focus which will benefit PP students	3,4
Appointment of Maths Intervention Teacher.	- For students to achieve a grade 4 at GCSE, all students must be secure in Year 6 core mathematical knowledge, the foundation of GCSE. - A Maths Intervention teacher will be appointed to rapidly secure Year 6 core knowledge in Year 7 and Year 8.	3,4
Expansion of Reading Recovery Team	- The Head of Reading Intervention is a crucial role to ensure that reading data is analysed timely and effectively to allow for the appropriate wave of intervention to be implemented, - We will deliver this by further expanding our reading recovery team to increase the number of students,	3,4

and intensify the frequency of the lessons, in which PP students receive phonic and comprehension instruction.

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

Budgeted cost

£ 173, 028

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Reading Recovery Team ensures every child is a reader.	- Reading is the foundation stone upon which everything else is built; it is the gateway to the curriculum. - As Academy Year 7 intake increases, more students arrive at the Academy unable to read each year; their phonic development behind their chronological age. - We will commit to ensure no child enters Year 8 with a reading age not commensurate with their chronological age. - We will deliver this by further expanding our reading recovery team to increase the number of students, and intensify the frequency of the lessons, in which PP students receive phonic instruction.	3,4
Investment in Reading Plus programme.	- Fluency is essential: it is the fundamental composite skill that makes reading, and therefore learning, easier. - We will continue to invest in ensuring that all PP children are systematically given the instruction and practice to improve their fluency. - This will mean PP students' learning is accelerated so that they can make more progress more quickly.	3,4
Funding for Reading for Fluency programme	- Every PP child needs the opportunity to practise reading to solidify their decoding, inferential, and interpretative skill. - Furthermore, through regular systematised reading, students can share in the exploration of universal ideas that give definition to their lives. - We will, therefore, continue to invest heavily in providing rich, demanding and complex texts for our Reading for Fluency programme that takes place for 20 minutes every day. - This will mean we realise our ambition that every PP student is a reader every day.	3,4
Investment in Lexonik programme.	Our phonics intervention is embedded and successful. It is this next intervention wave	3,4

	that focuses on comprehension that is needed to accelerate progress in this area. • This programme will complement and be the next logical progression for our reading intervention wave programme. Students are only eligible for this programme when their phonic gaps have been closed. This programme then works on building understanding. • Lexonik Advance focuses on the decoding of polysyllabic words to improve reading accuracy, as well as the identification and understanding of prefixes and suffixes to develop academic vocabulary. This combination results in a deeper understanding and confidence with reading.	
KS3 Maths Intervention Programme for PP students that replicates the reading model.	• Like reading, students arriving at High School without a secure foundational knowledge in maths is growing, and specifically amongst PP students. • We will ensure that, at every stage, there is an intervention capability to support those students who have fallen behind in maths. • We will also provide intervention for our most able PP students to ensure they achieve grades 9-7. • We will replicate the model in reading in maths to ensure children arriving in Year 7 with deficits in their learning catch up quickly	3,4
Targeted PP raising achievement budget for English, maths and science.	• To deliver on our ambition to improve progress and attainment across maths, English and science for PP students, we will make available a fund for those subjects to draw on to fund bespoke interventions.	3,4
Three trips fully funded for PP students across the year.	• We will invest to ensure that all PP students benefit from participating in three trips in the academic year. • These trips will be fully funded and ensure that PP students benefit from wider experiences that broaden their learning. • We will make funds available to further subsidise residential experiences.	1,2, 3,4,5

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

Budgeted cost

£ 173, 028

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing capacity in Attendance and Behaviour team through appointment of Senior Year Manager, Key Stage Year Managers and Attendance and Behaviour Intervention Leads	- Attendance interventions will focus on barriers; aversions; misconceptions; disengagement and we will align specific actions to reduce the levels of absence; - Poor attendance and poor behaviour are both risk factors to the outcomes and life chances of PP students. We need to engage with children and their families on not just poor behaviour and attendance but also its root causes. - We will, therefore, invest in a dedicated team committed to focusing on the attendance and behaviour of PP students. The increased capacity will allow greater intervention, so that staff can undertake proactive work, to ensure that children continue to attend school and behave positively. - This will help us to deliver on our ambition to increase the attendance of PP students and reduce exclusions for them.	1,2,
Funding of MIND intervention programme	- We have achieved a year-on-year 10% reduction in referrals for mental health. - This has been achieved by funding our own MIND counsellor. - We know that one of the key barriers to the attendance of our PP students is mental health. We will, therefore, continue to invest in the support to help them overcome the barriers that stop them attending school.	1,2
CPD time for implementation of our Behaviour Curriculum	- All of the evidence clearly shows a well conceived and executed behaviour curriculum supports students to self-regulate and make the right behavioural choices. - Further, it contributes to a positive culture in which all children can achieve and thrive. - To deliver on our ambition to reduce exclusions for PP students, and bring them below national figures by the end of this plan, we will invest more time in CPD to devise and implement our behaviour curriculum effectively.	2
Transport to school	Poor attendance is a risk factor to the outcomes and life chances of PP students. We need to engage with children and their	1,2, 3

	families on not just attendance but also its root causes. • All PP students are interviewed by PP Lead to identify barriers to learning. For a number of students, travel to and from school can be problematic so the academy will provide transport for students who need this support, particularly in Y11.	
Physical Health Support for students	• Students need to be physically healthy in order to attend school and learn. 7.3% of Y7 students have had time off for appointments to the dentist and 3.6% have had time off due to issues with oral health. • We will routinely test Year 7 students using our eye distance screening tests. Currently, 30 of our Y7 students have been recommended for an eye test with an optician. We will roll this out with other year groups throughout the academic year. • The School Nurse Hub are supporting us with the Healthy Smiles team who are part of the Midlands Health Trust. • The Academy Breakfast Club continues to run daily, providing free breakfast for all students from 8am, in conjunction with Magic Breakfast.	1,2,3,4
Poverty Proofing the Academy Day.	• A poverty proofing audit was carried out in 2023 and is due to be revisited in early 2026. • We are committed to supporting the most vulnerable students by continuing to offer: 1. Breakfast Club 2. Provide uniform to all Y7 and set up a pre-loved Uniform Exchange. 3. No non uniform days. 4. Identification of which FSM students are not accessing lunch or breakfast and redistribute unspent funds back into accounts. 5. Trips and visits will be free to all students, transport included. 6. Y11 Prom will be fully funded. 7. Y7 students provided with basic stationery and a water bottle. 8. No charge for practical equipment or materials needed to participate in learning. 9. In school opportunities to complete online work. Digital audit completed to assess where technology support is required.	1, 2, 3, 4, 5.
Student leadership and raising aspirations programmes to promote academic excellence.	• All programmes within the academy such as Co-operative Young Leaders, Scholars Programme and national competitions will proportionally represent Pupil Premium students.	1, 5

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Total budgeted cost

Total budgeted cost	£ £692,112
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Pupil premium strategy outcomes

Y11 Outcomes:

Academy Data

24/25 Target				24/25 Actual				PP/NPP GAP Diff
Result				Result				
	PP	NPP	GAP		PP	NPP	GAP	
A8 (Avg Total)	44.98	49.43	4.45	A8 (Avg Total)	39.08	46.38	7.3	2.85
9-7 Matching	18.5	15.9	-2.6	9-7 Matching	11.1	16.8	5.7	8.3
9-5 Matching	41.7	47.7	6	9-5 Matching	32.4	43	10.6	4.6
9-4 Matching	71.3	69.2	-2.1	9-4 Matching	37	59.8	22.8	24.9

23/24 Actual				24/25 Actual				PP/NPP GAP Diff
Result				Result				
	PP	NPP	GAP		PP	NPP	GAP	
A8 (Avg Total)	37.67	51.24	13.57	A8 (Avg Total)	39.08	46.38	7.3	-6.27
9-7 Matching	4.4	16.3	11.9	9-7 Matching	11.1	16.8	5.7	-6.2
9-5 Matching	25.3	50.4	25.1	9-5 Matching	32.4	43	10.6	-14.5
9-4 Matching	42.9	72.4	29.5	9-4 Matching	37	59.8	22.8	-6.7

53% of Y11 leavers were PP. Their outcomes indicate that a disadvantaged gap still exists in terms of attainment compared to the national gold standard (49.71). However, our Y11 leavers have outperformed PP students nationally in terms of A8 (39.08 compared to 37.64 respectively - SISRA collab data.) The internal gap between PP and non PP students has also reduced at each measure 9-7, 9-5 and 9-4.

National Data

24/25 Actual					
Result					
	PP	Nat PP	GAP	Nat Non PP	GAP
9-7 Matching	11.1	5.9	-5.2	14.9	3.8
9-5 Matching	32.4	28.5	-3.9	51.2	18.8
9-4 Matching	37	48	11	72.4	35.4

National data for PP compared to Academy indicates that at 9-7 and 9-5 matching there is no gap against national PP as our Y11 students exceeded the national percentages for those measures nationally. At 9-4 matching, our PP students were below the national percentage by 11%. Against national non PP, a gap remains. 9-7 is just 3.8% away from national non PP but the gap at 9-5 and 9-4 is much bigger, in particular at 9-4. Subject Leaders are very aware that this is an area of targeted focus for all members of staff and fortnightly RAP meetings take place for leaders in English, maths and EBacc subjects.

To mitigate the risk of poor attendance which leads to missed work and is then compounded by a lack of revision due to barriers at home, the school day is extended for Y11 to incorporate a P6 revision session, every evening. P0 sessions are also introduced closer to the examination periods to give students the further option of somewhere quiet to work and to receive additional teaching from subject experts. Students with poor attendance and who are at risk of missing lesson 1 are collected from home and transported into school on the minibus. Of the 11 targeted students who were PA or SA and engaged with this intervention, 10/11 students improved their weekly attendance to 92% or above and 8/11 students improved their English and maths grade from Y11 January mock (when the initiative started) to summer GCSEs.

Teaching and Learning:

An Assistant Headteacher in charge of Teaching and Learning was newly appointed in the summer of 2025 who will line manage the team of Lead Practitioners who are an integral part of Academy improvement led by the Deputy Headteacher. This means that the most effective practice is regularly discussed and disseminated to all departments during weekly Teacher Collaboration Time.

The endpoint assessments at KS3 show that gaps do still exist between PP and non PP in most subjects at each assessment point [Endpoints KS3](#). The KS3 assessment process is an area of focus for the Assistant HeadTeacher in charge of Teaching and Learning, as we move away from in line and not in line to help us gauge more accurately, which students require classroom intervention.

The Deputy SENDCO has delivered CPD Sharing Best Practice sessions in the hall. These focused on updating staff on SEND/known your SEND pupils and best practice for pupils with SEND. The Deputy SENDCO has organised and attended annual review meetings with parents for pupils with an EHCPs. Learning walks have been completed focusing on the staff implementation of the pupil passport information and the practice of AT's. This included observations in some subject reviews from a SEND perspective. Parent drop ins have also been organised to discuss pupil passport reviews with parents for them to share their feedback/concerns. All parents with a K code or E code were invited into the Academy to share their views. The learning support interventions that the AT's have been running have been planned and monitored by the DSEDCO. This includes using staff feedback and referring children for interventions when needed.

Targeted support:

23-24 Reading Age Data:

From the final reading age test (taking place March/April):

- 55.1% of students with a reading age *not commensurate* with their chronological age
- 59.4% of PP students with a reading age *not commensurate* with their chronological age
- 52% of non-PP students with a reading age *not commensurate with* their chronological age
- 23% of students who have improved their reading age by at least one year in 2023/4
- 22.6% of PP students who have improved their reading age by at least one year in 2023/4
- 22.9% of non-PP students who have improved their reading age by at least one year in 2023/2024

24-25 Reading Age Data:

From the final reading age test (taking place March/April):

- 45.5% of students with a reading age *not commensurate* with their chronological age
- 46.6% of PP students with a reading age *not commensurate* with their chronological age
- 44.3% of non-PP students with a reading age *not commensurate with* their chronological age
- 52% of students have improved their reading age in 2024/2025
- 36% of students have improved their reading age by at least one year in 2024/2025
- 37.2% of students from the PP cohort students have improved their reading age by at least one year in 2024/2025

- 34.5% of non-PP students who have improved their reading age by at least one year in 2024/2025

Improvement:

Y7: 181/264

Y8: 162/258

Y9: 117/254

Y10: 50/191

Total: 510/967

Improvement of a year or more:

Y7: 134/264

Y8: 107/258

Y9: 72/254

Y10: 35/191

Total: 348/967

PP Cohort Focus: improvement of 1 year or more

Y7: 80/157

Y8: 57/ 141

Y9: 40/ 128

Y10: 18 /98

Total: 195/ 524

Although there has been progress, it is not fast enough to allow PP students to make the gains they need, in order to catch up to their chronological age. A Reading Recovery Teacher vacancy was filled and the team is now at capacity. The Lexonik programme has been purchased as the next logical step in our reading intervention programme. Students are eligible for this programme when their phonics gap has closed. The current data shows that students are successful on the Fresh Start phonics programme (80% pass rate in 2023) but progress then stalls and there is just a 2 month reading age improvement for PP students, in terms of comprehension compared to 3 for non PP students. Movement on our wave programme clearly states that comprehension is the next stage required for reading progression. This can be specifically targeted and carefully monitored through engagement with the Lexonik programme.

To further support the teaching of reading comprehension and vocabulary, students participate in a weekly Reading Plus lesson and complete sessions for homework. Current data indicates that there is no gap between PP and non PP students in terms of the proficiencies in year 8 and Year 9 but in Year 7, there is a gap. This highlights the need for more rapid intervention in Year 7 to accelerate the progress of PP students. Reading Plus is a standing agenda item at English Department TCT.

The Reading for Fluency programme is firmly embedded into KS3. All year groups are given a rich, demanding, appropriate text to read, that is carefully considered beforehand, to address prevalent issues within society. A significant amount of CPD has been delivered to teaching staff to ensure that the programme is expertly delivered. Although the Reading for Fluency programme gives students the opportunity to practise reading, the reading intervention programme needs to complement it so that students engaged in the programme can successfully participate. CPD has been delivered by the Head

of Reading Recovery to the teachers of lower ability sets so that the correct adaptations are made within the Reading for Fluency programme so that all students can access it successfully.

The AHT for PP is now the lead for Y6-Y7 transition and this year has trialled a Y6 intervention programme in the summer of Y6 at our Academy, to gain an insight into the reading and maths skills of Y7 students joining us. Targeted PP students who were predicted to achieve WT in the SAT's were taught maths and English by our staff, every morning for 4 weeks. This allowed our departments to work with some of our most vulnerable students, much earlier than usual and informed curriculum planning and intervention needs, placing the emphasis on which foundational gaps needed to be closed in the first half term. Due to staffing issues, we have yet to replicate the reading model in maths but this is something that remains a priority on this plan and we hope to implement in January 2026. The AHT for PP has started to work with the Primary Trust Maths Director to plan and implement a Y6 core knowledge intervention programme.

In English, additional study evenings were delivered to students and P7s focused on targeted students. Three maths staff delivered targeted interventions to PP students on a Friday evening and Saturday morning and in science, an additional study evening was held that focused on the knowledge gained through practical lessons. A tracking document of the PP students targeted grade '4 or 5 in Eng and Maths and the Ebacc subjects along with their ranked attendance was created. P1 and P2 data was compared with the Trust target and quick wins highlighted, informing staff of students below target for their subject intervention. Staff shared their plans for targeted students and then HoD met with individual students to ensure that the plans were being implemented. Targeted grade 4 and 5 days were held outside of school for English and maths. Targeted students were also withdrawn from P.E and P.S.H.E to receive core intervention. However, predictions are not indicating sufficient progress is being made, despite interventions. Therefore, learning gaps need to be identified earlier and a more intense, structured, targeted programme implemented.

Engagement in Wider Academy Offer:

The Academy implements an exceptionally ambitious Personal Development curriculum that provides every pupil with a broad range of opportunities to develop talents and interests. As a rule, all educational and enrichment visits are fully funded by the Academy to ensure an entirely equitable offer, removing financial barriers for all families. This commitment results in a truly enriching entitlement, including prestigious international opportunities such as fully funded visits to Rome and Tokyo.

Crucially, we strategically embed a significant portion of our enrichment offer directly into the academy day, conscious of the barriers that prevent some students from joining activities outside of school time. This includes major initiatives such as the National Careers Challenge and intensive programmes delivered by partners like the Inspirational Learning Group.

In the 2024/2025 academic year, we delivered 96 educational visits, ensuring sustained and frequent opportunities for real-world learning. These external programmes and opportunities are extensive, featuring competitive initiatives such as the Magistrates' Mock Trial, the creative Poetry by Heart competition, and the global awareness of Model UN. Furthermore, we ensure genuine adventure and personal growth by funding the Bronze Duke of Edinburgh's (DofE) Award for any student who wishes to participate, including the fully funded expedition.

Our academically rigorous Scholars' Programme exemplifies our commitment to social mobility. As a direct result of this targeted intervention, over the last three years, nine students have successfully secured fully funded sixth form boarding school scholarships to elite institutions including Eton and Wellington College. Crucially, six of these scholarship recipients were from students eligible for the Pupil Premium (PP), demonstrating the profound impact of our equitable provision.

In parallel, we have developed an extensive extra-curricular offer featuring over 50 electives available free of charge each week. This sustained breadth of activity is further enhanced by ongoing partnerships, including our successful artistic programmes with the National Theatre. Consequently, this comprehensive investment enables every student to develop the cultural capital, skills, and confidence required to excel beyond the classroom.

Wider Strategies:

PP attendance remains below non PP at 89.1% compared to 93.8%. The Behaviour and Attendance team has been restructured with an additional post and this is currently advertised with interviews before the end of the year.

The Academy has recently been accepted onto the Mental Health Support Team Wave 12 which will be of great benefit to our PP students. We are currently awaiting the end of year report regarding the impact that the MIND intervention programme has had on student's attendance and behaviour but 22.4% of PP students have accessed mental health support compared to 14.2% non PP students.

The Behaviour and Attendance team has been restructured with a Senior Year Manager Position in post and KS3 and KS4 Lead posts. This, in turn, has led to the need for additional Year Managers to be appointed. The new positions will be in place for the new academic year and this will allow greater support for both students, and their families, to reduce PP exclusions.

PP students have received more behaviour sanctions than non PP for the last academic year. The Behaviour Team is now fully staffed with a Senior year Managers, two Key Stage Year Managers and a Year manager per year group and a graduated response implemented to support students in each year group. We would therefore expect to see a reduction over the next academic year.

Breakfast Club continues to be a fundamental part of the day for our Academy students. In all year groups, apart from Y9, more PP students than non are accessing the provision before school. Daily attendance is, on average, 165 students per day. A register is taken at each session and shared with form tutors and the IZone team so that any student that we feel would benefit from attending can be targeted.

In terms of further physical health support, a toothbrush and toothpaste has been purchased for all Y7 students. Members of the Healthy Smiles team are coming into the Academy in December to deliver a session to Y7. From the audit that staff completed about the wearing of glasses, all PP students have received a phone call home to either inform parents that students are not wearing glasses or to inform parents that an eye test is advisable. This will be revisited in January 2025.

Externally provided programmes

Programme	Provider
Fresh Start	Read write Inc.
Lexonik Leap and Advance	Lexonik

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Further information