

# St Edward's Church of England Academy

## Pupil Premium Strategy Statement

This statement details our Academy'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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
Academy Name	St Edward's Church of England Academy
Number of pupils in school	664 (Dec 25)
Proportion (%) of pupil premium eligible pupils	Whole school: 16.3% (108 pupils) Year 5: 14.5% (24 pupils) Year 6: 15.8% (26 pupils) Year 7: 16.8% (29 pupils) Year 8: 18% (29 pupils)
Academic years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-2026
Date this statement was published	December 2025 (updated)
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs K Smith
Pupil premium lead	Mrs J Skelding
Trustee lead	Mrs A Pass

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,025
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£137,025</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Addressing disadvantage in schools and academies countrywide is one of the greatest challenges that we as educators face. Inequality is pervasive throughout society and ‘impacts on pupils’ learning over time. It is a process, not an event, and affects every individual differently’

**Marc Rowland 2021 in Addressing Educational Disadvantage in schools and Colleges**

**The Essex Way**

It is with this in mind that all members of staff and the trustees at St. Edward’s Church of England Academy accept full responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs.

This commitment is reflected by our Christian vision: the promise by Jesus of ‘life in all its fullness’, and embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, within a wider framework.

Our intention at St. Edward’s Church of England Academy is to enable our disadvantaged pupils to achieve in all aspects of their lives and our Christian values of Respect, Courage, Hope and Friendship underpin this. We are committed to their academic attainment and progress, attendance and engagement in wider school life, as well as their personal development and wellbeing. This includes levelling up their opportunities and aspirations and continuing to narrow any existing differences between their progress and attainment and that of their non-disadvantaged peers, both on a national level and within our academy. We intend to achieve this by careful consideration of how to spend the allocated funding, largely using evidence of effective strategies produced nationally. This includes the Education Endowment Foundation. We also evaluate the impact of our own work using internal data and analysis.

There is no doubt that carefully targeted spending of the pupil premium funding has had a significant impact in closing attainment gaps for eligible pupils in the case study schools. It is with this in mind that the key principles of our strategy plan are based on the following:

- A relational approach
- High expectations for all pupils
- Effective monitoring, tracking and analysis of data to identify tightly focused improvement priorities and evaluate the impact of our strategy
- Use of appropriate evidence-based teaching, academic intervention and wider approaches to address the root causes of underachievement for all pupils (curriculum equity is prioritised)
- The training and support of staff to deliver and sustain quality first teaching for all pupils, addressing pupil need in the classroom
- A long-term strategy for addressing disadvantage which aligns with the Academy’s Self Evaluation Form and Development Plan.

In addition, we will ensure that:

- A high profile is given to pupils in receipt of the Pupil Premium Grant.
- All staff are accountable for the attainment, progress and wellbeing of these pupils.
- The Trust Board, Senior Leadership Team including the Pupil Premium Lead, and leaders at all levels challenge and champion these children.

## Challenges

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

Challenge number	Detail of challenge
1	Meeting national expectations and narrowing the progress and attainment gap between PP and Non-PP pupils
2	Low aspiration which can lead to a lack of engagement with education
3	Attendance levels are lower for PP pupils than Non-PP pupils, even though they are above the national average.
4	Increasing access to a wide range of life experiences to develop cultural capital
5	Enhancing our work with parents, so that they engage in the learning process and in doing so build positive relationships

## 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
Further improve the results achieved by disadvantaged pupils both at Key Stage 2 externally, but across all subjects over the 4-year journey at St. Edward's Church of England Academy	<ul style="list-style-type: none"> <li>• Pupils to make expected progress or better.</li> <li>• Teacher assessments and end of year tests demonstrate that pupils achieve in line with starting points/national average, and results are moving to be in line with non-disadvantaged pupils.</li> <li>• PP and Non-PP attainment gap is closing and there is not a significant difference in outcomes</li> </ul>
Pupils will demonstrate improved engagement with school life.	<ul style="list-style-type: none"> <li>• Pupil voice demonstrates an increase in aspirations from the measured starting point to the end.</li> <li>• Improved attitude to learning (ATL) scores for PP pupils</li> <li>• Reduction in the number of behaviour incidents recorded for PP pupils</li> <li>• Improved participation in clubs and activities offered at lunch and after school</li> <li>• Increase the number of PP pupils who take up the opportunities provided in relation to educational trips, visits and residentials</li> </ul>
Increased attendance of disadvantaged pupils and reduced persistent absence	<ul style="list-style-type: none"> <li>• Attendance of PP pupils is within 1 percentage point of their peers.</li> </ul>

Further improve relations with parents of disadvantaged pupils in order to ensure that parents encourage attendance, aspiration and participation in school life in order to best prepare pupils for the future

- A greater percentage of disadvantaged pupils' parents attend parents' evenings, and those who do not attend to be contacted by telephone.
- Events will be offered to targeted parents
- Homework support is available for targeted pupils
- Increased attendance of PP pupils at homework club

## 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: £62,437

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing quality evidence-based CPD to ensure high quality teaching and classroom support for all pupils at KS2 and 3, addressing pupil need in the classroom.</p> <p>Equitable teaching approaches including a focus on <b>metacognition and self-regulation</b> strategies as well as targeted <b>feedback</b> providing specific information on how to improve.</p> <p>CPD on oral language interventions and reading strategies.</p>	<p>Evidence indicates that high quality teaching is the most powerful way to improve pupil attainment, particularly for socio-economically disadvantaged pupils.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a></p> <p>Metacognition and Self-Regulation strategies <b>+8 months additional progress</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p>Providing quality feedback has a high impact on learning outcomes: <b>+6 months' additional progress</b> when successful</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Equity-based Ethos</p> <p><a href="https://challengingeducation.co.uk/module/module-2-an-equity-based-ethos/">https://challengingeducation.co.uk/module/module-2-an-equity-based-ethos/</a></p>	<p><b>1 &amp; 2</b></p>

	<p>Oral language interventions: <b>+6 months additional progress when successful</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
<p>Key Leadership role to further develop strategies to support disadvantaged learners, including CPD for all teaching staff and TAs.</p> <p>Regular updates for staff in staff briefings and CPD sessions.</p> <p>Engagement with the RADY programme and additional training.</p> <p>£17,260</p>	<p>Metacognition: 7 months additional progress when successful <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Parental Engagement: 4 months additional progress when successful <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>RADY – Challenging Education <a href="https://challengingeducation.co.uk/wp-content/uploads/2022/08/Recorded-RADY-offer-Sept-2022-1.pdf">https://challengingeducation.co.uk/wp-content/uploads/2022/08/Recorded-RADY-offer-Sept-2022-1.pdf</a></p>	1,2,3,4 & 5
<p>Key Pastoral role to support well-being across the Academy and in turn improve pastoral measures</p> <p>£24,362</p>	<p>Behaviour and SEMH Interventions: <b>3 months' additional progress when successful</b> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p><a href="https://www.hopeprojectschools.co.uk/">https://www.hopeprojectschools.co.uk/</a></p>	2, 3, 4 & 5
<p>Key Leadership role to develop Teaching, Learning and Assessment and in turn improve academic outcomes</p> <p>£20,815</p>	<p><a href="https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/">https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</a></p> <p><a href="#">Education Endowment Foundation - Assessment</a></p>	1, 2, 4 & 5

Further develop positive and effective relationships between staff and PP pupils	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-three-keys-to-unlocking-positive-learning-behaviours">https://educationendowmentfoundation.org.uk/news/eef-blog-three-keys-to-unlocking-positive-learning-behaviours</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2, 3 & 4
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6,958

Activity	Evidence that supports this approach	Challenge number(s) addressed/ Autumn Term update
Teaching of reading comprehension strategies at both key stages 2 and 3  Peer reading at local first school  Literacy Gold £800	Targeted reading comprehension strategies. On average, reading comprehension approaches deliver an additional <b>seven months' progress</b> .  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a>	1 & 2
Teaching of Tier 2 vocabulary	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1 & 2

Phonics Intervention TA led small group intervention £1,293  Little Wandle £300	Phonics has a positive impact overall <b>(+5 months additional progress)</b> with very extensive evidence and is an important component in the development of early reading skills, particularly for children of disadvantaged backgrounds.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	<b>1 &amp; 2</b>
Maths Master Classes, Intervention and Revision Sessions (including after school) and Parent Meeting	Extending school time <b>(+3 months additional progress)</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	<b>1 &amp; 5</b>
Further Development of Accelerated Reader £4,565	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/</a>  Reading - additional 3 months progress  Reading FSM – additional 5 months progress	<b>1 &amp; 2</b>

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

Budgeted cost: £156,948

Activity	Evidence that supports this approach	Challenge number(s) addressed
Visits to local employers and colleges and Drop-Down Days  Careers linked to curriculum	Impact of careers education on improving young people's outcomes <a href="#">EEF impact of careers education</a>	<b>2, 4 &amp; 5</b>



Enterprise days  Family learning sessions  Visit to Uttoxeter races – Maths event/ raise ambitions  £2,154		
Increase the number of pupils who attend clubs, take on leadership roles, access trips and music lessons £4,527	Arts Participation: <b>+3 months' additional progress when successful</b> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a>	<b>4</b>
Continued use of attendance clinics together with bespoke SEMH/ pastoral interventions specifically targeted towards vulnerable groups £143,926	Behaviour Interventions: <b>+3 months' additional progress when successful</b> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</a>  The EEF maintains that interventions are often 'most effective when adapted to meet the needs of the individual'	<b>3</b>
Termly data meetings with leaders to focus on clearly identified priorities	Effective communication between the pastoral and curriculum teams to ensure sharing of knowledge and ensure early identification of those pupils who require interventions, particularly PP and SEND	<b>1, 2 &amp; 3</b>
Parent training – Reading Cafe  Parent tours, survey and additional invitation to attend Parents' Evenings	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. <b>+4 months additional progress</b>	<b>5</b>
Academic and pastorally focussed visits to the main feeder first schools to meet and engage with parents and pupils ahead of transition	The <a href="#">transition</a> between phases of education is a risk-point for vulnerable learners – EEF point 4 – closing the attainment gap.  <a href="#">Knowing our pupils as individuals and tailoring support to meet this</a> – EEF Blog	<b>5</b>

	<a href="#">Parents play a crucial role</a> in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.	
Support with homework tasks via homework clubs  £4,309	The EFF states that evidence shows that the impact of homework at secondary level, on average, is <b>+5 months' additional progress</b> at secondary level and <b>3 months</b> at primary age. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/</a>	<b>1 &amp; 2</b>
Improved transition with regard to Maths and English across feeder schools and high schools  Collaborative curriculum development with feeder schools and high schools re transition to GCSE syllabus to ensure curriculum continuity  First school and secondary network meetings  £2,032	EEF Key lessons learned point 15 states that sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap.  <a href="https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf">https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2/">https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2/</a>  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-2-of-2/">https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-2-of-2/</a>	<b>1 &amp; 2</b>

**Total budgeted cost: £ 226,343**

**Supplemented amount from school funds: £89,318**

Part B: Review of the previous academic year  
**Outcomes for disadvantaged pupils**

Table 1: KS2 SATs Attainment Over Time from Summer 2022- Summer 2025

	2022 (191 pupils) – July 2024 Leavers						2023 (184 pupils) – July 2025 Leavers						2024 (164 Pupils) – Current Year 8						2025 (173 Pupils) – Current Year 7					
	Expected	%	Nat %	Higher	%	Nat %	Expected	%	Nat %	Higher	%	Nat %	Expected	%	Nat %	Higher	%	Nat %	Expected	%	Nat %	Higher	%	Nat %
Reading	130	68%	74%	48	25%	28%	139	76%	73%	49	27%	29%	128	78%	74%	49	30%	29%	127	73%	75%	44	25%	33%
PP	21	62%	62%	7	21%	17%	19	56%	60%	3	9%	17%	20	65%	62%	5	16%	18%	20	71%	63%	2	7%	21%
Non-PP	109	69%	80%	41	26%	32%	120	80%	78%	46	31%	34%	108	81%	79%	44	33%	33%	107	74%	81%	42	29%	39%
Writing	90	47%	69%	8	4%	13%	145	79%	71%	15	8%	13%	126	77%	72%	20	12%	13%	124	72%	72%	17	10%	13%
PP	14	41%	55%	2	6%	6%	21	62%	58%	1	3%	7%	18	58%	58%	1	3%	6%	15	54%	59%	0	0%	7%
Non-PP	76	48%	75%	6	4%	16%	124	83%	77%	14	9%	16%	108	82%	78%	19	14%	16%	109	75%	78%	17	12%	16%
Maths	125	65%	71%	38	20%	22%	134	73%	73%	31	17%	24%	117	71%	73%	20	12%	24%	131	76%	74%	42	24%	26%
PP	16	47%	56%	2	6%	12%	17	50%	59%	1	3%	13%	17	57%	59%	2	6%	13%	18	64%	61%	3	11%	15%
Non-PP	109	69%	78%	36	23%	27%	117	78%	79%	30	20%	29%	100	75%	79%	18	14%	29%	113	78%	80%	39	27%	32%
RWM	77	40%	59%	4	2%	7%	115	63%	60%	10	5%	8%	102	62%	61%	5	3%	8%	102	59%	62%	12	7%	8%
PP	8	24%	43%	0	0	3%	11	29%	44%	0	0%	3%	12	39%	45%	0	0%	3%	11	39%	47%	0	0%	4%
Non-PP	69	44%	65%	4	3%	9%	104	69%	66%	10	7%	10%	90	68%	67%	5	4%	10%	91	63%	69%	12	8%	11%
GPS	131	69%	72%	42	22%	28%	146	79%	72%	78	43%	30%	129	79%	72%	42	26%	32%	125	72%	73%	53	31%	30%
PP	19	56%	59%	6	18%	17%	21	62%	59%	8	24%	18%	20	61%	59%	4	13%	20%	18	64%	60%	4	14%	19%
Non-PP	112	71%	78%	36	23%	33%	125	83%	78%	70	47%	35%	109	82%	78%	38	29%	37%	107	74%	79%	49	34%	35%

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

### **Key Stage 2 SATs Results 2024-2025**

**Reading** In Reading, 71% of PP pupils reached expected standard in line with National Average (73%) This is 8% above the national average for disadvantaged pupils (63%). The 3% gap between our PP and non-PP pupils shows a narrowing of 13% since 2023-24. 7% of our PP pupils attained the higher standard (21% nationally), compared to 29% of non-PP pupils.

**Writing** In Writing, 54% of PP pupils attained the expected standard in writing, 5% below the national average. There is an in-school gap of 21% which is 3% less than 2023-24. 0% of our PP pupils achieved the higher standard in writing in 2025. This is below the national average of 7% for PP pupils. The overall national average for higher writing was 13%.

**Maths** In Maths, 64% of our PP pupils reached expected standard in maths, compared with the national average of 61%. This is an increase of 7% since 2024. This compares with 78% of our non-PP pupils reaching expected standard. This is a gap of 14% compared with a 19% gap nationally. 11% of our PP pupils achieved higher standard in maths; this gap has narrowed by 5% since 2024. This compares with 15% of PP pupils attaining higher standard nationally (26% of all pupils nationally). The equivalent gap between PP and non-PP pupils at the higher standard nationally is 17%.

**Combined R/W/M** In terms of attaining RWM combined, 39% of PP pupils attained this in school which is lower than the national average (47%) by 8%.

However, this is an improvement of 10% since 2023. No PP pupils attained the Higher Standard in RWM compared to 8% of Non-PP pupils – the national average was 4% of PP pupils and 8% of all pupils.

### **Grammar, Punctuation and Spelling**

In EGPS (GPVS), 64% of PP pupils achieved expected standard, compared to 60% of PP pupils nationally. The figure for all pupils nationally is 73%. The in-school gap is 10%, an improvement of 11% on 2023-24. 14% of our PP pupils reached higher standard in GPS compared with 19% nationally (31% of all our pupils and 30% of all pupils nationally).

### **Summary (2025 KS2 SATs Data)**

Attainment of our PP pupils at the **expected standard** is broadly in line with National figures. Although there are some significant gaps between attainment outcomes for PP and non-PP pupils, the outcomes for our PP students has improved over consistently over the past 4 years. Writing is slightly down since 2024, but is broadly in line with national standard for PP pupils. GPS for our pupils at expected standard is 4% above the national level for PP pupils. This indicates that the 3-year strategy continues to have an impact, but results are still being affected by the impact of the COVID-19 pandemic.

At the **higher standard**, PP pupils' attainment is below the national average for PP pupils in all 4 measures, but has narrowed in maths.

There is more work to be done to support our disadvantaged pupils to attain in line with national standards and with their peers, most notably at the higher standard.

**Pupil Premium Nationally 2024-25**

Our Inspection Data Summary Report - IDSR (Nov 2025) shows the attainment of our disadvantaged pupils in Reading, Writing and Mathematics at the expected standard to be below (non-significant) in terms of National distribution banding for 2025.

According to the government's headline figures, nationally, the disadvantage gap index has remained stable at 3.14 (3.13 in 2024. Since 2012, the gap had continued to shrink year on year. (The disadvantage gap index summarises the attainment gap between disadvantaged pupils and all other pupils.) In reading, writing and maths (combined) nationally, 47% of disadvantaged pupils met the expected standard in 2025 compared to 69% of other pupils, keeping the gap at 22 percentage points as in the previous two years.

**Other Internal Data 24-25**

Analysis of attainment data across other subjects/year groups also shows some gaps in attainment for disadvantaged pupils in most areas and year groups, although an increased focus in 24-25 within whole-school and faculty development plans and targeted staff CPD has seen the narrowing of this gap and some successes in a number of areas. For example, the overall disadvantage gap at ARE in French in Summer 25 was 13.5% compared with 18.9% in the Autumn Term. This has been a constant focus through discussion in French meetings and tracking of individual pupils, whole school training, seating plans etc. In Science, the large gaps seen in Autumn in Y7 and Y8 were reduced by Summer, and in line with targets. Within maths and English, pupil premium pupils have achieved well at Age Related Expectations. In a number of subjects, leaders have identified more marked gaps at the higher standard (ABV+) which will be addressed in development plans for 25-26.

As a middle school, we employ subject specialist teachers who have a clear understanding of the links between prior knowledge and concepts and who can adapt their teaching quickly during lessons, addressing misconceptions as they arise.

**Impact of CPD** Our PP Lead is in a key leadership role, sitting on SLT as Assistant Principal with an overview for CPD.

In 24-25, we began our training to be a RADY school in conjunction with Challenging Education. Training on the RADY pledge and principles as well as further sessions on Equitable Teaching Strategies have been shared with all staff, and the Golden Thread of RADY is evident in our Academy Development Plan and Faculty Development Plans.

Since Autumn 24, we have had three staff training sessions on metacognition and self-regulation and this continues to be a focus for 25-26. Evidence of metacognitive strategies has already been seen in learning observations, with pupils building independence.

We have also received training and reflected upon Oracy across the Curriculum, and how talking through processes and planning responses can be beneficial to our disadvantaged learners. In October 24, we had whole school CPD on our Reading Strategy and how this supports the lowest 20% of readers, in particular our PP pupils.

**Reading and Phonics Interventions**

More than 40 pupils have been involved in peer reading with younger learners. In the case of one disadvantaged learner, who initially declined the opportunity to visit a local first school to read, decided to 'give it a try' when his friend went along and spoke positively about his experience. He then asked to be considered for further visits and

actively engaged with younger pupils and was proud of his achievement. We use Accelerated Reader programme and all pupils have timetabled reading time in our school library. Disadvantaged learners are given priority for reading aloud with TAs and reading volunteers.

A number of pupils have engaged in phonics interventions following diagnostics from the Little Wandle programme. This improved reading fluency, spelling scores and quality of writing tasks for all pupils involved as well as boosting self-esteem and confidence to actively engage in lessons.

**Maths After-school Master Classes** were run for 8 months over the course of the year and were attended by 37% of disadvantaged Y6 pupils which supported an increase in results in all areas in the Maths SATs on the previous year.

### **Behaviour and Pastoral Interventions 2024-25**

Analysis of behaviour incidents that occurred in the academic year 2024-25 demonstrates the strength of the pastoral team and their support of disadvantaged pupils. Of the total incidents that occurred, 28.9% were recorded for PP pupils, disproportionate to the 16.3% disadvantaged cohort, however this is a reduction of 4% on the previous year. One third of suspensions in 24-25 involved disadvantaged learners. The Academy will continue to operate a system which employs non-teaching Pastoral Leaders for 2025-2026 who will continue this impactful work with pupils and their families.

We employ a whole-school restorative approach to behaviour management. We have dedicated, non-teaching Pastoral Leaders and an Inclusion Leader to provide immediate support for wellbeing and behaviour concerns, providing regular supportive contact with our families and liaison with external agencies. A number of pupils, including have successfully engaged in pastoral interventions such as **Zones of Regulation**, Raising Aspirations, the Hope Project and EBSA to improve pupils' ability to become more resilient. For example, the **Hope Project** 'listening ear' support intervention which promotes emotional wellbeing is led by 2 trained members of our pastoral team with two separate cycles across the academic year. In cycle 1, 60% of pupils in this intervention were in receipt of Pupil Premium funding and this rose to 71% for cycle 2. Pupil voice indicated that their confidence grew as a result of the project, in some cases leading to a significant improvement in attendance. The **Raising Aspirations** intervention, based on information generated by pupil surveys into attitude towards education, has targeted 15 disadvantaged pupils in 24-25 to raise self-esteem and increase future aspirations.

### **Attendance 2024-25**

Attendance of our PP pupils for 2024-25 was 88.82%, 4.8% lower than our school average. This figure is in line with the National Average for disadvantaged pupils (FSM 88.01% compared with 89.4% nationally) but is an area of continued work. Our pastoral team continue to work closely with children and their families to improve attendance with targeted families attending **attendance clinics** and engaging with **EBSA** support .

The gap in attendance further highlights the need for quality first teaching to engage learners when they are in school, and to continue to raise aspirations so that they work to the best of their ability when in school. This will remain a priority in the 3-year Pupil Premium Strategy 2023-26.

### **Careers Education**

All of our pupils have access to quality education through our PHSE programme and our annual Careers Week, and we engage with a number of careers events to raise aspirations and ensure all pupils are informed of the wide range of pathways available to them so they can make informed decisions. We ensure that disadvantaged learners are **at least** proportionally represented in these events. For example, 45 Year 6 pupils went to a Maths event at Uttoxeter Race Course (20% PP pupils), 75 Year 7 pupils

including 20% PP pupils attended a Careers Fair at Leek High School in March 25, 14 Year 8 PP pupils (50% PP) visited Buxton and Leek College to take part in an art lesson with lectures from the college and Year 8 PP and more able pupils visited Staffordshire university to learn about life at university.

### Wider Engagement – Clubs and Activities

As outlined in the table below, by the Summer term 2025, approximately 61.4% of PP pupils had attended at least one club or activity either during lunch time, or after school. Broadly inline with our Non-PP pupils, this highlights how engaged a significant number of disadvantaged pupils are in school life. We have continued to increase our offer of clubs and enrichment activities and aim for proportional representation.

24-25																
	Autumn Term						Spring Term						Summer Term			
	Pupil No.	Total Number of Clubs Attended		Total Number of Pupils Attending at least 1 club		Diff pupil	Pupil No.	Total Number of Clubs Attended		Total Number of Pupils Attending at least 1 club		Diff pupil	Pupil No.	Total Number of Clubs Attended		Total Number of Pupils Attending at least 1 club
<b>Year 5</b>	167	600	43.8%	166	99.4%	1	168	418	32.7%	134	79.76%	34	168	506	36.4%	160
<b>Year 6</b>	174	280	20.5%	122	70.1%	52	175	396	31.0%	142	81.14%	33	175	415	188.6%	145
<b>Year 7</b>	167	303	22.1%	135	80.8%	32	167	301	23.6%	124	74.25%	43	167	307	26.2%	124
<b>Year 8</b>	188	186	13.6%	99	52.7%	89	188	162	12.7%	79	42.02%	109	188	162	54.4%	79
<b>Whole School</b>	695	1369		522	75.1%	173	698	1277		479	68.62%	219	698	1390		508
<b>PP</b>	114	115	8.4%	80	70.2%	34	114	202	15.8%	62	54.39%	52	114	220	15.8%	70
<b>Non PP</b>	581	580	42.4%	442	76.1%	139	584	1075	84.2%	342	58.56%	242	584	1170	84.2%	343
<b>SEN</b>	134	137	10.0%	104	77.6%	30	133	281	22.0%	75	56.39%	58	133	298	21.4%	102
<b>PP &amp; SEN</b>	248	252	18.4%	184	74.2%	64	247	483	37.8%	137	55.47%	110	247	483	34.7%	137

### 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
Accelerated Reader	Renaissance Learning
Little Wandle	Literacy Gold

Keeping on Track	Action for Children
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