

Alec Reed Academy

Pupil Premium Strategy Statement: 2026 – 2027

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

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

School overview

Detail	Data
Number of pupils in school	1302
Proportion (%) of pupil premium eligible pupils	48.16%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026/2027 to 2029/2030
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Phil Cosby CEO Matt Hire Executive Principal
Pupil premium lead	Sarah Mackenzie (Head of Primary) Claudia Lashmore-Bennett (Vice Principal Secondary)
Governor / Trustee lead	Louise Prince

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£810,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£810,850

Part A: Pupil premium strategy plan

Statement of intent

At Alec Reed Academy, we are committed to ensuring that every pupil, regardless of their socio-economic background or the challenges they face, makes strong progress and achieves highly across the curriculum. We believe that disadvantage should never be a barrier to success, and we are determined to provide the support, opportunities and experiences that enable all pupils to thrive.

We recognise the significant levels of deprivation within our community. As a result, maximising the impact of our Pupil Premium funding remains a central priority within our school improvement planning.

Our Pupil Premium strategy is focused on supporting disadvantaged pupils, particularly those whose circumstances are often more complex and challenging than those of their peers. This includes our most vulnerable pupils, such as those with a social worker, young carers and those facing significant barriers beyond the classroom. Our aim is to remove obstacles to learning, narrow attainment gaps and ensure that every pupil can access the opportunities needed to achieve their full potential.

At the heart of this work is a commitment to providing high-quality academic, pastoral and emotional support. We recognise that pupils are most successful when they feel safe, supported and valued. Through skilled teaching, targeted interventions and strong pastoral care, we seek to ensure that every disadvantaged pupil can fully engage with school life and make the most of their educational journey.

While this strategy is specifically designed to improve outcomes for disadvantaged pupils, the emphasis on high-quality teaching and learning will benefit all pupils across the academy. The approaches outlined below form a key part of our wider school improvement plan based on our 10 strategic priorities, helping to create consistently excellent provision for every learner.

Our approach is responsive to both individual and common barriers to success. It is grounded in robust assessment, evidence-informed practice and a detailed understanding of pupils' needs, rather than assumptions about disadvantage. The carefully planned strategies we have adopted work collectively to improve outcomes and support long-term success.

To ensure our approach is effective, we will:

- Ensure disadvantaged pupils are consistently challenged through ambitious and appropriately pitched learning.
- Use internal assessment data and professional insight to identify barriers to learning, gaps in knowledge and emerging needs.
- Intervene early when concerns are identified, preventing issues from becoming entrenched.
- Maintain a whole-school commitment in which all staff take responsibility for the progress, attainment and wellbeing of disadvantaged pupils.
- Provide access to targeted interventions, enrichment opportunities and wider experiences that enhance cultural capital and broaden aspirations.
- Support pupils' academic achievement, attendance, wellbeing and personal development in order to reduce attainment gaps and improve life chances.

- Promote an inclusive culture and a strong sense of belonging in which all pupils feel safe, supported and valued, enabling them to thrive academically, socially and emotionally, regardless of their starting point.

Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy and Numeracy Gaps</p> <p>Data, assessments and classroom observations highlight a significant concern regarding the number of pupils whose reading age is two or more years below their chronological age. This barrier to learning is particularly pronounced amongst disadvantaged pupils and limits their ability to access the wider curriculum, understand complex texts and demonstrate their knowledge effectively. Similar patterns are evident in numeracy, where gaps in core mathematical knowledge and fluency hinder pupils' confidence and ability to apply mathematical concepts across a range of subjects.</p> <p>Some pupils have underdeveloped speech, language and communication skills, which can impact their ability to access learning, engage in discussion and articulate their understanding effectively. The development of early communication, oracy and language skills, alongside the effective teaching of phonics, plays a crucial role in supporting pupils to become fluent readers, confident communicators and successful learners.</p> <p>Strong literacy and numeracy skills are fundamental to academic success and are key predictors of future educational, employment and life outcomes. Addressing these gaps through targeted intervention, high-quality teaching, effective phonics provision and appropriate support is therefore essential if disadvantaged pupils are to access the full curriculum, achieve their potential and progress successfully into further education, employment and training.</p>
2	<p>Attendance and Persistent Absence</p> <p>Our attendance data demonstrates that disadvantaged pupils are more likely to be absent from school than their non-disadvantaged peers. This attendance gap is particularly evident amongst pupils who are persistently absent and, in some cases, severely absent. Persistent absence significantly reduces the amount of learning time available to pupils, resulting in gaps in knowledge, reduced engagement with the curriculum and poorer academic outcomes over time.</p> <p>The impact of persistent absence extends beyond attainment, often affecting pupils' confidence, wellbeing, sense of belonging and participation in wider school life. As a result, disadvantaged pupils can become increasingly vulnerable to underachievement and may face reduced future educational and employment opportunities.</p>
3	<p>Attainment and Progress Across Key Stages</p> <p>Current attainment data indicates that gaps between the outcomes achieved by disadvantaged pupils and their non-disadvantaged peers remain evident across a number of key performance measures at all key stages. However, academy data also demonstrates that these gaps are continuing to narrow in a number of areas, with disadvantaged pupils outperforming their non-disadvantaged peers in some measures. Whilst this reflects the positive impact of targeted support and high-quality teaching, further work is required to ensure that all pupils are able to achieve their full potential and that barriers to achievement are effectively addressed.</p>

	<p>To support this, the academy continually reviews and adapts its curriculum to ensure that it is ambitious, engaging and accessible to all learners. A range of curriculum pathways and intervention programmes are available to provide pupils with opportunities to experience success, build confidence and secure meaningful qualifications that reflect their strengths, interests and future aspirations. Through these approaches, we aim to further reduce attainment gaps, increase rates of progress and ensure that disadvantaged pupils are well prepared for successful progression into further education, employment and training.</p>
4	<p>Social, Emotional and Mental Health Needs</p> <p>Assessment evidence, attendance data, pastoral records and engagement with families and external professionals indicate a growing number of disadvantaged pupils experiencing social, emotional and mental health challenges. Anxiety, low self-esteem and clinically diagnosed mental health conditions continue to present significant barriers to learning, attendance, behaviour and academic achievement. These challenges can affect pupils' ability to engage positively with school, develop resilience and sustain meaningful relationships with peers and staff.</p> <p>For many disadvantaged pupils, these barriers are further compounded by financial hardship, family instability and wider socio-economic pressures, which can adversely impact wellbeing, aspirations and readiness to learn. Consequently, such pupils are at greater risk of persistent absence, disengagement from education and underachievement when compared with their peers. The academy is committed to reducing suspensions and improving inclusion through early intervention, targeted pastoral support and the implementation of appropriate reasonable adjustments that enable pupils to access learning successfully and regulate their behaviour effectively. Addressing these needs is therefore a key priority within our Pupil Premium strategy.</p>
5	<p>Limited Access to Learning Beyond the School Day</p> <p>Evidence gathered through pupil voice, parental engagement, assessment information and ongoing pastoral support highlights that some disadvantaged pupils face barriers to learning beyond the school day. These barriers can include limited access to appropriate study spaces, educational resources, technology, academic support and enrichment opportunities. In addition, some pupils may lack the confidence, self-regulation and independent learning skills required to successfully complete work outside of school hours. The 11 by 11 and 13 by 13 are key components of this.</p> <p>These challenges can contribute to lower levels of homework completion, reduced opportunities for wider reading and independent study, and decreased engagement with activities that support academic progress and personal development. As a result, disadvantaged pupils may be less able to consolidate learning, extend their knowledge and fully realise their academic potential.</p>
6	<p>Financial Hardship and Reduced Cultural Capital</p> <p>Financial hardship continues to be a significant barrier for some disadvantaged pupils and their families. Limited household income can restrict access to educational resources, enrichment activities, educational visits, extracurricular opportunities, technology, equipment and other experiences that support learning and personal development. As a result, disadvantaged pupils may have fewer opportunities to develop the knowledge, skills and experiences that contribute to future academic success and social mobility.</p> <p>Research consistently highlights the importance of cultural capital in improving educational outcomes, raising aspirations and broadening pupils' understanding of the opportunities available to them. Without access to a wide range of experiences, some pupils may have a narrower understanding of the world beyond their immediate circumstances, potentially limiting ambition and future career aspirations. Reducing the impact of financial disadvantage is therefore a key priority.</p>
7	<p>Quality First Teaching and Learning Behaviours</p> <p>Classroom observations, assessment information and ongoing monitoring indicate that a significant number of lower-attaining disadvantaged pupils struggle to apply effective</p>

	<p>metacognitive and self-regulation strategies when faced with challenging learning tasks. These pupils often find it difficult to plan their approach, monitor their understanding, evaluate the effectiveness of their methods and identify errors independently. As a result, they can become less resilient when learning is challenging and may be more likely to disengage or rely heavily on adult support.</p> <p>This pattern is evident across the curriculum but is particularly pronounced in mathematics and science, where success depends upon the ability to think critically, apply prior learning, solve problems systematically and evaluate the accuracy of responses. Without these skills, pupils can find it difficult to make sustained progress and may lack the confidence to tackle increasingly demanding concepts.</p>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged pupils develop the literacy and numeracy knowledge, skills and confidence required to access the full curriculum gaps in attainment are narrowed, and pupils are well prepared for the next stage of their education.	<ul style="list-style-type: none"> • Reduce the gaps in reading ages, especially for the disadvantaged. • Improve reading fluency, enabling disadvantaged pupils to read with greater accuracy, confidence, automaticity and expression. • Fewer disadvantaged pupils have a gap of more than two years between their reading and chronological age. • Library is being used by more disadvantaged pupils. • Reading schemes are fully embedded within the secondary tutor programme and demonstrates how gaps have narrowed. • Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. • Teachers recognise improvement through engagement in lessons and book scrutiny.
Disadvantaged pupils attend school regularly and rates of persistent and severe absence reduce significantly.	<ul style="list-style-type: none"> • The attendance gap between disadvantaged and non-disadvantaged pupils is reduced. • Attendance for disadvantaged pupils moves closer to, or exceeds, national averages. • Rates of persistent and severe absence amongst disadvantaged pupils reduce significantly. • The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced by at least 1%. • Disadvantaged pupils demonstrate improved engagement in learning and benefit from increased curriculum access as a result of improved attendance.
Disadvantaged pupils make strong progress throughout their education and attain outcomes that are increasingly in line with those of their non-disadvantaged peers	<ul style="list-style-type: none"> • Attainment gaps between disadvantaged and non-disadvantaged pupils are reduced across all phases. • Differences in progress and attainment across key performance measures continue to narrow. • Increased numbers of disadvantaged pupils progress successfully into sustained education, employment or training. • The proportion of disadvantaged pupils identified as NEET remains below national averages. • Disadvantaged pupils participate fully in careers education, employer engagement activities and work experience opportunities. • Disadvantaged pupils demonstrate increased aspirations and a greater understanding of future education, employment and training pathways. • Pupils are able to make informed decisions regarding post-16 and post-18 destinations.

	<ul style="list-style-type: none"> Increased numbers of disadvantaged pupils access apprenticeship, vocational and academic progression routes appropriate to their aspirations and abilities. Destination data demonstrates positive progression outcomes for disadvantaged pupils at the end of Key Stage 4 and Key Stage 5.
Disadvantaged pupils demonstrate improved emotional wellbeing, resilience and self-confidence, enabling them to attend regularly, engage positively in learning and participate fully in academy life.	<ul style="list-style-type: none"> Pupil wellbeing and mental health indicators show sustained improvement over time. Fewer disadvantaged pupils present with significant emotional, social and mental health barriers that affect attendance, engagement and achievement. Incidents associated with anxiety, emotional distress and low self-esteem reduce. Disadvantaged pupils demonstrate increased resilience, confidence and independence when faced with challenge. Attendance rates for disadvantaged pupils improve, particularly amongst those previously affected by emotional and mental health concerns. Disadvantaged pupils engage more positively in lessons and wider academy life. Participation rates in enrichment activities, clubs, educational visits and wider opportunities increase, particularly amongst disadvantaged pupils. Pupil voice, parent surveys and staff feedback demonstrate improved wellbeing, confidence and sense of belonging. Parents engage more consistently with the academy and make greater use of communication systems and support mechanisms. Disadvantaged pupils demonstrate increased confidence in relation to assessments, examinations, future pathways and employability. Behaviour, engagement and readiness to learn improve for pupils receiving targeted pastoral, mentoring and therapeutic support. Disadvantaged pupils develop stronger self-regulation and coping strategies, contributing to improved behaviour, reduced suspensions and greater engagement in learning. The gap between disadvantaged pupils and their peers in measures linked to wellbeing, attendance and engagement continues to narrow.
Disadvantaged pupils are able to access high-quality learning opportunities beyond the school day and successfully engage in independent learning	<ul style="list-style-type: none"> Disadvantaged pupils participate regularly in before-school, after-school and holiday learning opportunities. Increased numbers of disadvantaged pupils access intervention programmes, revision sessions and homework support. Homework completion rates improve across all year groups and subjects. Disadvantaged pupils demonstrate stronger independent learning habits and study skills. Pupils are better equipped to plan, organise and manage their learning outside of normal lesson time. Increased access to technology and learning resources supports effective home learning. Participation in enrichment activities, clubs and wider learning opportunities increases, particularly amongst disadvantaged pupils. Pupils demonstrate increased confidence and engagement when completing independent learning tasks. Improved attainment and progress are evident for pupils accessing additional learning opportunities beyond the school day. Pupil voice demonstrates that disadvantaged pupils feel better supported in their learning both in school and at home. Parents report increased confidence in supporting their child's learning through improved access to resources and guidance. Disadvantaged pupils demonstrate increased aspiration, readiness for future education and greater resilience in their approach to learning.
Financial barriers do not prevent disadvantaged	<ul style="list-style-type: none"> Disadvantaged pupils participate in educational visits, residential experiences and enrichment activities at rates comparable to their peers.

<p>pupils from participating fully in academy life, accessing enrichment opportunities or developing cultural capital.</p>	<ul style="list-style-type: none"> • Financial hardship is not a barrier to accessing the curriculum, extra-curricular activities or wider academy opportunities. • Increased numbers of disadvantaged pupils participate in clubs, teams, performances, leadership opportunities and enrichment programmes. • Disadvantaged pupils have access to the equipment, resources and materials required to engage fully in learning. • Participation in music tuition, cultural visits and other curriculum-enhancing experiences increases amongst disadvantaged pupils. • Pupil voice demonstrates increased confidence, aspiration and awareness of opportunities beyond their immediate community. • Disadvantaged pupils develop cultural capital that supports academic success, personal development and future employability. • Increased numbers of disadvantaged pupils access experiences linked to higher education, careers and the wider world of work. • Parents report that financial support has enabled their children to participate more fully in academy life. • Gaps in participation between disadvantaged pupils and their peers reduce across enrichment, leadership and wider curriculum opportunities. • Disadvantaged pupils demonstrate higher levels of engagement, belonging and connection to the academy community. • Improved attendance, engagement and attainment indicate that barriers associated with financial disadvantage are being successfully reduced.
<p>High-quality teaching, effective assessment and strong learning behaviours enable disadvantaged pupils to become successful, independent and resilient learners.</p>	<ul style="list-style-type: none"> • Teachers have a strong understanding of the barriers faced by disadvantaged pupils and adapt teaching effectively to meet their needs. • Assessment is used effectively to identify learning gaps early and inform timely intervention. • High-quality teaching strategies are consistently embedded across the academy. • Disadvantaged pupils make progress in line with, or better than, their peers from similar starting points. • Attainment gaps between disadvantaged and non-disadvantaged pupils continue to narrow across subjects and key stages. • Disadvantaged pupils demonstrate improved engagement, resilience and perseverance when faced with challenging learning tasks. • Pupils increasingly use metacognitive and self-regulation strategies to plan, monitor and evaluate their learning. • Disadvantaged pupils demonstrate greater independence and confidence when completing classroom and independent learning activities. • Pupils are able to identify their strengths, areas for development and the strategies needed to improve their performance. • Disadvantaged pupils at risk of underachieving in English and mathematics receive effective support that leads to accelerated progress. • Lesson observations, learning walks, book scrutiny and pupil voice demonstrate the consistent use of effective teaching and learning strategies. • Pupils show improved readiness to learn, organisation, self-management and participation in lessons. • Behaviour for learning improves, with disadvantaged pupils demonstrating positive attitudes towards learning across the curriculum. • Improved progress and attainment outcomes demonstrate the effectiveness of teaching, assessment and intervention strategies. • Disadvantaged pupils leave each phase as confident, resilient and independent learners who are well prepared for the next stage of their education.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £557,000

Activity	Brief summary of strategy	Evidence that supports this approach	Challenge number(s) addressed
Senior members of staff with allotted time to oversee provisions and interventions in place across each phase.	Senior leaders are allocated dedicated time to strategically plan, monitor and evaluate the effectiveness of provision for disadvantaged pupils. Regular progress review meetings identify emerging barriers to learning, evaluate pupil outcomes and ensure timely interventions are implemented. Staff are held accountable for the progress and attainment of disadvantaged pupils, with a clear focus on narrowing attainment gaps across all phases.	Regular assessment, monitoring and structured evaluation enable schools to accurately identify pupils' strengths and areas for development, ensuring support is targeted effectively and resources are deployed where they will have the greatest impact. Standardised assessments provide reliable evidence to inform intervention and measure progress over time. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4, 5, 6, 7
Access to a Speech and language therapist.	Pupils identified with speech, language and communication needs receive specialist assessment and targeted intervention. Staff are supported to develop approaches that improve communication skills, vocabulary acquisition and language development, enabling pupils to access the curriculum more effectively. This includes the use of the Nuffield Early Language Intervention (NELI) programme, which provides targeted support for pupils with emerging language needs and helps develop the oral language, vocabulary and communication skills that underpin future literacy and academic achievement.	Oral language interventions consistently demonstrate positive impacts on learning. Developing pupils' communication, vocabulary and language skills supports literacy development, curriculum access and broader educational success. Improving Literacy in Secondary Schools Home Nuffield Early Language Intervention (NELI)	1, 4,
Access to a full time, on site, counsellor.	A qualified counsellor provides therapeutic support for pupils experiencing emotional, social and mental health difficulties. Early intervention helps remove barriers to learning, improves emotional wellbeing and supports pupils to engage positively with education and wider academy life.	Evidence suggests that effective wellbeing and mental health support can improve attendance, engagement, behaviour and academic outcomes. Pupils who receive timely support are better able to access learning and participate successfully in school life. Adolescent mental health: A systematic review on the effectiveness of	4

		school-based interventions Early Intervention Foundation (eif.org.uk)	
Full time SaFE Workers employed across the Primary and Secondary Phases including sixth form.	SaFE Workers provide targeted pastoral support for pupils and families experiencing significant barriers to education. They work closely with parents, external agencies and school staff to improve attendance, engagement, safeguarding outcomes and overall wellbeing. Strong relationships with families enable early identification of concerns and effective intervention.	Research highlights the importance of family engagement, pastoral support and early intervention in improving attendance, behaviour and educational outcomes. Effective support for vulnerable pupils can reduce barriers to learning and promote positive long-term outcomes.	2, 4, 6, 7
Dedicated Teaching Assistants employed to ensure that PP pupils with SEND are able to fully access and engage with in class learning	Additional Teaching Assistant support ensures disadvantaged pupils with SEND can access learning, participate fully in lessons and receive targeted intervention where required. Support is carefully planned to develop independence, confidence and engagement whilst addressing specific barriers to learning.	Evidence indicates that targeted support programmes delivered alongside high-quality teaching can have a positive impact on pupil outcomes, particularly where interventions are carefully planned, monitored and linked directly to identified learning needs. Cognitive Behavioural Therapy - Youth Endowment Fund word-gap.pdf (oup.com.cn)	1, 3, 4, 6, 7
A focus on CPD to further enhance the quality of teaching across the Academy. The quality of teaching has the biggest impact on the attainment of disadvantaged pupils/pupils.	High-quality professional development ensures staff have the knowledge, skills and strategies needed to meet the needs of disadvantaged learners effectively. A sustained focus on Quality First Teaching, adaptive practice, literacy, metacognition and classroom engagement supports improved outcomes for all pupils, particularly those who are disadvantaged.	High-quality teaching is the most significant in-school factor influencing pupil outcomes. Evidence shows that developing teachers' expertise, particularly in metacognitive approaches and adaptive teaching strategies, can have a substantial impact on pupil progress and attainment, especially for disadvantaged learners. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1, 3, 5, 6, 7

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

Budgeted cost: £168,947

Activity	Brief summary of strategy	Evidence that supports this approach	Challenge number(s) addressed
Forest School sessions for pupils/pupils who have challenges in accessing the curriculum.	Forest School provision provides a learner-centred approach for pupils who find traditional classroom environments challenging. Through outdoor learning experiences, pupils develop resilience, confidence, communication, teamwork and problem-solving skills. The programme also promotes positive wellbeing, independent learning and engagement whilst providing opportunities to experience	Research suggests that Forest School provision can have a positive impact on confidence, self-esteem, communication, social skills, motivation and engagement. Outdoor learning environments provide meaningful opportunities for pupils to develop independence, increase resilience and strengthen relationships with peers whilst improving physical and emotional wellbeing.	3, 4, 5, 6, 7

	the wider world beyond the classroom.		
Targeted Literacy and Numeracy Intervention Programmes	A comprehensive programme of literacy and numeracy support is delivered to pupils working below age-related expectations. Provision includes Accelerated Reader, Read Write Inc. phonics interventions, targeted tutoring, reading support, library development and subject-specific literacy programmes. The academy also utilises specialist external support where appropriate and has appointed a Developmental Lead to oversee the implementation, monitoring and evaluation of literacy provision across the school. Interventions are closely monitored to accelerate progress, improve reading ages and fluency, and close attainment gaps.	Evidence demonstrates that targeted literacy and numeracy interventions can significantly improve pupil outcomes. Reading comprehension strategies, structured phonics programmes and high-quality tutoring have been shown to accelerate progress, particularly for disadvantaged pupils and those who are behind their peers. Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1, 3, 6, 7
Additional learning opportunities are provided during and beyond the school day. (11 by 11 and 13 by 13 Cultural Capital Programme) Provision is carefully targeted towards disadvantaged pupils and those at risk of underachievement to improve attainment, strengthen literacy and numeracy skills, raise aspirations and broaden experiences. Particular emphasis is placed on removing financial barriers to participation, ensuring that all pupils can access opportunities.	Disadvantaged pupils make accelerated progress in literacy, numeracy and key curriculum areas, with attainment gaps continuing to narrow over time. Pupils achieve qualifications in line with their potential and participate more fully in enrichment opportunities. Through targeted revision sessions, intervention programmes, booster classes, homework support, educational visits, trips and cultural enrichment activities, pupils demonstrate increased aspiration, engagement and confidence, and are better prepared for the next stage of education, employment or training.	Research highlights the importance of both targeted academic support and enrichment opportunities in improving pupil outcomes. Structured intervention programmes enable teaching to be tailored to identified gaps in learning, whilst enrichment and extracurricular activities develop confidence, motivation, engagement and aspiration. Access to high-quality cultural and educational experiences can enhance cultural capital and improve long-term educational outcomes. EEF - Homework (High Impact/Low Cost	1, 2, 3, 4, 5, 6, 7
Mentoring of vulnerable pupils including learning mentors, attendance welfare, educational psychologist and peer mentors.	Pupils receive targeted mentoring and pastoral support through learning mentors, attendance teams, peer mentors, educational psychologists and other specialist external services. Support focuses on improving attendance, wellbeing, resilience, aspirations and engagement with learning whilst providing early intervention for pupils facing significant barriers to success.	Evidence suggests that mentoring can positively impact attendance, behaviour, confidence and academic outcomes. Strong, supportive relationships between pupils and trusted adults can improve engagement, wellbeing and motivation whilst helping pupils to overcome barriers to learning.	1, 2, 3, 4, 5, 6

Provide additional classroom based catch up time and extended learning opportunities.	Additional curriculum time is provided to address gaps in knowledge, strengthen core skills and support examination success. This includes extended provision at KS4 in English, mathematics and science alongside additional opportunities for targeted intervention throughout the week. Programmes are designed to maximise curriculum access and accelerate progress for disadvantaged pupils.	High-quality teaching remains the most important in-school factor influencing pupil outcomes. Additional learning time, when delivered by skilled teachers and closely aligned to curriculum objectives, can support pupils in consolidating learning and addressing gaps in understanding.	3, 5, 6, 7
Access to homework and Independent study facilities	Structured study support is available before and after school through homework clubs, supervised study spaces and access to ICT facilities. Provision ensures disadvantaged pupils have access to a suitable learning environment, academic support and resources that may not be available at home.	Research suggests that structured homework support and opportunities for independent study can improve attainment, particularly for disadvantaged pupils. Regular reading, guided study and access to learning resources support literacy development, improve knowledge retention and strengthen independent learning behaviours.	3, 5, 6, 7
Connexions (careers) interviews/group seminars for pupils in key transition phases and PP pupils in KS3 and KS4 who are below targets.	Age relevant, targeted careers guidance, employer engagement activities and transition support starts from the primary phase and help pupils make informed decisions about future pathways. Additional support is provided for disadvantaged pupils and those at risk of becoming NEET, including personalised guidance, group seminars, workplace encounters and progression planning.	Effective careers education helps raise aspirations, increase motivation and improve progression outcomes. Exposure to employers, training providers and career pathways enables pupils to understand the relevance of their education and make informed future choices. Careers Strategy: making the most of everyone's skills and talents	3, 4, 5, 6

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

Budgeted cost: £84,903

Activity	Brief summary of strategy	Evidence that supports this approach	Challenge number(s) addressed
Rewards and intervention for attendance. Praise programme, first day absence calls, high priority in all line management meetings.	A comprehensive attendance strategy combines early intervention, first-day response procedures, attendance rewards, parental engagement and rigorous monitoring. Attendance is a standing agenda item within leadership and line management meetings, ensuring that pupils at risk of persistent absence are identified quickly and	Evidence consistently demonstrates a strong link between school attendance and pupil outcomes. Schools that implement robust attendance systems, timely interventions and positive attendance cultures are more successful in reducing persistent absence and improving educational outcomes. Reward systems and positive reinforcement can further strengthen engagement and attendance behaviours.	2, 4, 5, 6

	supported through targeted intervention. Particular focus is placed on disadvantaged pupils whose attendance presents a barrier to academic success. The HALO role provides additional staffing to supplement home visits for persistently absent pupils.		
Develop strong partnerships with parents and carers through enhanced communication, increased opportunities for engagement and the effective use of digital platforms. Promote parental involvement in learning by celebrating success, sharing key information and maximising the use of My Child At School to support pupils' attendance, wellbeing and academic achievement.	The academy uses a range of communication channels and engagement opportunities, including social media, parent evenings, focus groups, MABLE parent meetings, social events and online platforms, to develop effective partnerships with families. These approaches ensure parents are informed, engaged and empowered to support their child's education and wellbeing.	Research consistently identifies parental engagement as one of the most effective ways of improving pupil outcomes. Strong home-school partnerships can improve attendance, engagement, behaviour and academic achievement, particularly for disadvantaged pupils. DfE Review of best practice in parental engagement	1, 2, 3, 4, 5, 6, 7
Provide PP pupils /pupils who need it with basic resources and equipment. Revision resources available: flashcards; highlighters; printed resources; exam packs. Uniform and PE subsidies.	Financial support is provided to ensure disadvantaged pupils have access to essential equipment, uniform, revision materials and learning resources. This removes barriers that may otherwise limit participation in school life, independent study and curriculum access. Additional support is available where financial hardship affects a pupil's ability to engage fully with learning.	Access to appropriate equipment, learning materials and resources is essential for educational success. Removing financial barriers helps ensure disadvantaged pupils can participate fully in learning and access the same opportunities as their peers, reducing the risk of widening attainment gaps. SEN support: A rapid evidence assessment	1, 3, 4, 6, 7
Subsidise the cost of music lessons for PP pupils taking Music as a GCSE subject and for Music SABLE PP pupils. Also subsidise the cost for PP children in Primary that wish to learn an instrument.	Financial support enables disadvantaged pupils to access instrumental tuition and participate in musical opportunities that may otherwise be inaccessible. This support promotes creativity, confidence, self-expression and engagement whilst ensuring that financial circumstances do not prevent participation in the arts.	Participation in music education can support wider personal development, confidence, self-discipline and social skills. Sustained access to high-quality arts provision contributes to cultural capital and helps broaden pupils' experiences beyond the classroom. Youth Music: The Sound of the Next Generation	4, 5, 7
Target and engage pupils with poor attendance, persistent lateness or behavioural concerns during their primary years. Identify pupils who may require additional support to ensure they are secondary-ready. Strengthen transition arrangements through detailed handover meetings	Robust transition arrangements are in place to identify vulnerable pupils and those requiring additional support before transfer between phases. Information sharing, liaison with feeder settings, attendance reviews and targeted induction activities ensure pupils settle quickly and barriers to learning are identified and addressed at the earliest opportunity.	Effective transition programmes can improve attendance, engagement, wellbeing and academic outcomes. Early identification of barriers enables schools to implement targeted support, reducing the risk of pupils becoming disengaged during significant periods of change. Improving School Attendance	1, 2, 3

and the use of a centralised spreadsheet containing key contextual, pastoral and academic information.			
Provide high quality PSHCE provision on a range of topics suitable for each year group. Specifically with the intention of widening children's knowledge and understanding of key PSHCE issues, so they are fully prepared for adult life.	A comprehensive programme of PSHE, personal development and enrichment is delivered through dedicated themed days, workshops and specialist provision. During these sessions pupils develop knowledge, skills and understanding in areas such as mental health, relationships, safeguarding, financial awareness, employability and personal wellbeing. The programme is designed to increase resilience, raise aspirations and prepare pupils for successful adult lives.	High-quality personal development provision can positively impact wellbeing, engagement, decision-making and life chances. Targeted programmes are particularly effective when they address identified barriers faced by disadvantaged pupils and support personal, social and emotional development.	2, 4, 5, 6
A proportion of the Pupil Premium budget is reserved each year as a designated Hardship Fund. This enables the Academy to respond quickly and effectively to unforeseen barriers to learning and welfare needs that emerge during the academic year	Disadvantaged pupils receive timely and targeted support when unexpected circumstances arise, ensuring that financial hardship or changes in personal circumstances do not create additional barriers to their education, wellbeing or participation in school life.	Unforeseen events can place Pupil Premium pupils at a significant disadvantage. Circumstances such as family rehousing, entry into care, bereavement or other periods of crisis may require immediate intervention. The Hardship Fund allows the Academy to provide support where needed, including access to technology, specialist mentoring, transport assistance, uniform, equipment or other bespoke provision, helping pupils to remain engaged, supported and able to achieve their potential.	4, 5, 7

Total budgeted cost: £810,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Primary Phase</p> <p>Outcomes for disadvantaged pupils in the primary phase demonstrate encouraging improvement. Attainment was in line with national disadvantaged averages across all Key Stage 2 measures, with particularly strong performance in reading and mathematics.</p> <p>The attainment gap between disadvantaged and non-disadvantaged pupils narrowed significantly. Disadvantaged pupils outperformed their peers in reading and mathematics, while the combined reading, writing and mathematics measure showed a substantially reduced gap. Writing remained the only area where disadvantaged pupils achieved below their peers, although the difference was relatively small.</p> <p>These outcomes reflect the positive impact of targeted intervention, high-quality teaching, effective pastoral support and a clear focus on removing barriers to learning. The academy is well placed to build on this success through its continued emphasis on improving writing outcomes and ensuring disadvantaged pupils sustain achievement in line with, or above, that of their peers.</p> <p>Attendance remains the most significant barrier to further improvement. Overall attendance was 92.2%; however, disadvantaged pupils continue to be overrepresented within the persistently absent cohort. Further strengthening early intervention, pastoral support and attendance procedures remains a key priority to secure even stronger outcomes for this group.</p>
<p>Secondary Phase</p> <p>Secondary outcomes for disadvantaged pupils improved in 2025/26, with attainment gaps narrowing across a number of key measures. However, there remains a notable difference between the performance of disadvantaged pupils and their non-disadvantaged peers.</p> <p>IDSR analysis indicates that, whilst attainment remains below that of non-disadvantaged pupils, outcomes have improved compared with previous years and there is evidence that gaps are beginning to close. Internal evaluation suggests that barriers linked to attendance, independent learning and study habits continue to impact outcomes for some disadvantaged pupils.</p> <p>The benefit of additional curriculum time in English, mathematics and science, alongside targeted intervention delivered by specialist staff. Is impactful in closing gaps during year 11. Greater emphasis is also being placed on developing independent learning, revision skills and resilience through the wider curriculum and personal development programme.</p> <p>Attendance remains a significant challenge. Overall secondary attendance was 90.9%, with disadvantaged pupils overrepresented amongst those who are persistently absent. The strengthened attendance team and the introduction of the Home Attendance Liaison Officer (HALO) are bringing greater consistency and capacity to attendance improvement work.</p> <p>Whilst transition is a strength, with disadvantaged pupils receiving enhanced support as they move from primary to secondary education we are looking to invest more time in this area moving forward. Early identification of academic, pastoral and safeguarding needs enables timely intervention and helps pupils settle successfully into academy life.</p>
<p>Sixth Form</p> <p>Post-16 outcomes in 2025/26 were below the academy's expectations and improving achievement at Key Stage 5 remains a priority. However, analysis indicates that there was no significant attainment gap</p>

between disadvantaged and non-disadvantaged students, with outcomes reflecting the performance of the cohort as a whole.

The academy maintains an inclusive approach to post-16 admissions, offering opportunities to students with a broad range of prior attainment. Whilst this presents additional challenges, it remains an important aspect of the academy's commitment to raising aspirations and widening participation.

Attendance remains a key area for development, improving attendance, engagement and independent study habits will form a central part of the improvement strategy for 2026/27.

A renewed focus on the quality of teaching and learning, alongside strengthened academic monitoring and intervention, is expected to improve outcomes for all students, including those who are disadvantaged.

Externally provided programmes

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

Programme	Provider
Mentoring	Teach First Brentford Football Club
Study Skills Programme	Elevate Education Royal Holloway The Brilliant Club Elephant Group
Careers advice	Connexions Future Frontiers Career Coaching Unifrog Work Experience placements in Year 10 and 12
Online resources	For example - Oak National Academy Ed Tutor Academy 21
External Provision	Jamie's Farm John Lyons Charity Behaviour Support College placements Specialist course provision at EAP. Alternative School Placements Local Authority reviews in Safeguarding and SEND