

Pupil premium strategy statement – Park Vale Academy

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

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

School overview

Detail	Data
Number of pupils in school	887
Proportion (%) of pupil premium eligible pupils	45.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/ 2025 2025/ 2026 2026/ 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	S Bowhay, Headteacher
Pupil premium lead	N Pearson, Head of School
Governor / Trustee lead	Ben West, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£433,577.08
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	£433,577.08

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Park Vale Academy is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High – quality teaching, as recognised by the EEF, is at the heart of our approach, with a focus on areas in which disadvantaged pupils in our school require the most support. The education endowment foundation identified high quality teaching as having the biggest impact on the progress of disadvantaged pupils and at the same time this will also benefit the non-disadvantaged pupils in our school. As well as using research conducted by the EEF, we will also use recognised literature such as 'Addressing Educational Disadvantage' by Marc Rowland and 'Closing the Attainment Gap' by Daniel Sobel to support decisions made. The strategy will focus on equipping the teachers at the academy with the tools they need to design high challenge, accessible curriculums as well as giving teachers the tools to implement their curriculum with a particular focus on commitment to learning and our Park Vale Fundamentals. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' progress will be sustained and improved alongside progress for their disadvantaged peers.

In light of our ongoing reviews and evaluations, we continue to increase and adapt our focus on attendance. Following the decline in outcomes and progress in 2022 we renewed and redefined our overarching Achievement Strategy as detailed on the following pages. We were pleased with the improvements in progress that this focus delivered 2023 and 2024 but of course we are ambitious for our students and so we will continue to sustain and adapt this approach even further. Finally, our strategy also aims to enrich the lives of our more disadvantaged students as they might not have access to the same opportunities as their peers. From September 2024, we have consequently re-launched our co-curricular offer with an increased focus on ensuring the participation of disadvantaged students. We also believe that participation in enrichment activities will help to achieve and sustain improved wellbeing.

Our strategy adopts the recommended tiered approach from the EEF although we recognise that many elements of the strategy overlap categories and that the balance of the approach will vary from year to year as the school's and pupils' priorities change. We will also ensure that our Pupil Premium Strategy is sharply aligned to, and clearly embedded within, our overall School Improvement Plan. The approach to our strategy reflects the learning from a 3-day training programme on supporting disadvantaged

pupils which was delivered by the Derby Research School; this was further complemented by an additional seminar with the Derby Research School and Marc Rowland in October 2021 and then again with Marc Rowland and the Unity Research School in October 2023

Our approach will be responsive to both common challenges and individual needs, and rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Adopt a whole school, and subject specific, approach, in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1 – KHT	Students experience a variability in teaching due to variations in of experience, teaching styles and methodologies in secondary school. For our disadvantaged students, this variation can add to their cognitive load and could be a contributing factor to lower achievement in relation to their non-disadvantaged peers. Equally, disadvantaged students may lack the support, contextual knowledge or prior learning to acquire knowledge at the same rate as their less disadvantaged peers. The teaching and learning fundamentals and CPD focus create a consistent, high-quality approach for all students, combining the key elements of quality-first teaching. Their implementation can then be followed up by Step Lab Drop ins to ensure this becomes embedded in practice.
2 - KHT	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension and vocabulary than peers (Matthew effect). This impacts their ability to access challenging texts and their progress across all subjects. Disadvantaged pupils' reading ages are lower on average than their peers on entry to the school. On entry to Year 7 in the last 3 years, on average, 70% of our disadvantaged pupils arrive below age-related expectations compared to 50% of their non-disadvantaged peers.

3 – NPR	Whilst improving, the % of disadvantaged pupils achieving grades 4+ and 5+ in English and maths is still below national data for non-disadvantaged pupils. There is also still a significant gap between the performance of disadvantaged students versus all students within the Academy particularly at the higher end. 2025 A8 (Dis) 34.82 v A8 42.82. The gap is fairly consistent across all elements. 2024 Basics 9-5 for all students = 34.3% compared to 22.4 % for disadvantaged. 2024 Basics 9-4 = 58% for all students compared to 49.3% for disadvantaged. In 25, 9-5 was 37 compared to 22.5% and 9-4 was 57.5% for all compared to 42.3 for disadvantaged. In particular, disadvantaged students do not do as well in maths compared to English.
4 – NPR	The progress of HAP continues to be an area for development across all pupils as 2024 HAP P8 was -0.40 compared to overall P8 of -0.07. This is even more marked for HAP disadvantaged students who had a P8 of -0.91. Obviously there is no measure for this in 25 outcomes.
5 - RHP	The attendance of disadvantaged pupils is lower than their peers. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils -5.3% in 2023, -5.8 in 2024 and 8.6 in 2025.
6. SLV	Our disadvantaged pupils frequently present with pastoral issues and difficulties with social skills, incorrect uniform or equipment, lack of breakfast, low aspirations and anger management. The number of negative behaviour points, academy sanctions and exclusions are proportionally higher than non-PP pupils. During half term 1 of the academic year 2023-2024, PP students received 3623 negative points compared to 2806 for non-PP students. During the same time period, the PP gap was 7.3% for on calls, 1.1% for suspensions, 1.5% for WFLs and 1.4% for RIC referrals.
7. TMK	In comparison to their peers, proportionally fewer disadvantaged pupils engage with co-curricular opportunities. 2023/24 academic year shows that 85.3% of the whole school population have participated in a co-curricular activity and 44.8% in school sports only. 81.2% of PP students have participated in a co-curricular activity, a gap of 4%. A 1% reduction in the gap since term 1. The % of PP students attending Co-curricular from total number of PP in each year group are: Y7 85%, Y8 81%, Y9 69%, Y10 78% and Y11 92%

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
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(NPR) Improved progress among all pupils, particularly our disadvantaged pupils across the curriculum at the end of KS4 with a focus on HAP and girls.	Outcomes demonstrate that disadvantaged pupils achieve: • Top quartile for progress made by disadvantaged pupils amongst similar schools
(KHT) Improved reading ages among our disadvantaged pupils across KS3	Reading tests demonstrate improved reading ages for disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
(KHT) Improve consistency of teaching practice and implementation of CPD / new teaching ideas	Step Lab Drop ins demonstrate that specific teaching strategies have been adopted across the school and are embedded consistently in practice
(KHT) Improved commitment to learning among disadvantaged pupils across all subjects by: embedding of trust teaching and learning fundamentals as non-negotiables to improve consistency Implementation of new focus on knowledge acquisition (KHT)	Staff voice, class observations, learning reviews and drop-ins suggest disadvantaged pupils actively contribute to and take responsibility for the learning. Teachers will use, and students will have, a range of strategies to support them to engage with learning.
(RHP) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	The attendance of disadvantaged pupils to be in line with national average.
(SLV) To reduce the PP gap across all sanctions	Successfully implement 1:1 and group mentoring sessions. Early identification of PP pupils with behaviour concerns. Data will need to show the gap between PP and non-PP pupils decreasing for all sanctions. Currently the PP gap is largest for on calls and decreases as the sanctions increase. During the first weeks of half term 1 of the 2023-2024 academic year the PP gap was 7.3% for on calls, 1.1% for suspensions, 1.5% for WFLs and 1.4% for RIC referrals.
(TMK) Disadvantaged pupils to participate in a wide range of co-curricular activities offered at PVA	Disadvantaged pupils to complete pledge process for participation. Tracking of co - curricular sessions used to prioritise and direct disadvantaged

	pupils to engage. Data to show a year-on-year increase in the number of disadvantaged pupils attending co-curricular activities, with the ambition of their attendance mirroring their non-disadvantaged peers.
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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: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
(KHT) Continued Professional Development: Develop use of step lab and drop ins Implementation of rehearsal into CPD T/L assemblies CPD in staff meetings CPD in TLCs Coaching pilot Focus on knowledge organisers Revision strategies linked to year group exams Whole staff attendance at 3x trust CPDs. Teaching and learning briefings to maintain focus on quality first teaching.	The EEF Guide to Supporting School Planning: A Tiered Approach to 2021, makes continual reference to the importance of quality first teaching “We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom”. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Utilising CPD approached that make use of the mechanisms as mentioned in the EEF guidance report to ensure effective CPD is embedded in practice.	1, 2, 3, 4, 5

Lunch time CPD programme for ECTs to develop quality first teaching. Lunch time induction programme for new staff Drive to encourage staff to engage in CPD programmes including NPQs and subject association CPD, National College etc.		
(KHT) Literacy: DEAR time Year 7 and 8 Tutor time literacy programme Disciplinary literacy Increase opportunities for reading for pleasure through co-curricular offer Immersive reading in library lessons Sparx Reader	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <u>Word-gap.pdf(oup.com.cn)</u>	1, 2, 3, 4, 5

(TMK) Home-work	EEF surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.	1,2,3,4,5
Homework clubs will continue to be offered school to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision –the new policy will embrace digital technologies for homework. Shorter, more regular homework tasks with immediate feedback are effective.		
		1,2, 3, 4, 5
(NPR) Reduce class sizes through recruitment of additional teaching staff Creation of additional groups and use of over-staffing in maths and English, History, MFL to provide targeted catch up intervention	The EEF Toolkit strand, Reducing Class Sizes acknowledges that... As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase, improving outcomes for pupils. It also says that; “reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches https:// eef/ reducing class size	1,2,3,4,5

(NPR) Curriculum re-development	We will continue to complete a forensic analysis of our curriculum pathways to ensure that, within our broad and balanced curriculum, students are directed towards the most successful pathway for them. This analysis will also include an enhanced understanding of which specification we deliver within subjects. This will then match up with the Trust Curriculum Convergence plan to ensure all subjects deliver the same specification across the Trust. We returned to a three year KS3 curriculum in September 2023 and again we will continue to review and adapt the implementation of this. The EEF and the DfE cite the importance, as part of quality first teaching of: Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils	2, 3, 4, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
(NPR) Although the national Tutoring Programme has been disbanded we will continue to provide a blend of tuition and mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive	The EEF Guide to Supporting School planning: A tiered Approach to 2021, widely acknowledges that tutoring is one of the most effective tools for supporting rapid pupil progress, and the evidence supports that it is a highly effective means of raising attainment amongst lower attaining and disadvantaged pupils; the pupils hardest hit throughout the pandemic. <u>One to one tuition/ EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition/ Toolkit Strand/ Education Endowment Foundation/EEF</u>	1,2,3,4,5

tutoring will be disadvantaged, including those who are high attainers,		
(KHT) Provide high quality literacy interventions for struggling students	Oral Language interventions and reading comprehension strategies can add an additional 6 months of progress (EEF). Phonics based approaches can add an additional 5 months of progress (EEF). The EEF acknowledges that “the evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient.” https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Graduated response literacy programme - Phonics Programme Switch on 121 reading Rigorous testing and monitoring of intervention	1,2,3,4,5
(KHT) Literacy TA	Literacy TAs will be used to increase capacity for the TA team to provide long term and regular interventions in order to sufficiently develop pupils’ literacy skills so that they are not held back in the classroom. Whilst teachers will continue to teach literacy, the aim is to move all students from a point at which they are still “learning to read” to a state of independence and self-sufficiency where they are “reading to learn”. We will use a combination of targeted strategies which are appropriate to student need as identified by their diagnostic testing. (No nonsense, switch on, 121) EEF guidance re positive impact and outcomes for these programmes is detailed below.	1,2,3,4,5
(KHT) Literacy Coordinator	The literacy coordinator will support in the administration of effective diagnosis, monitoring and evaluation of interventions as above. Disadvantaged children are less likely to own books and enjoy reading and writing than their non-disadvantaged peers. Literacy challenges also correlate with low life expectancy and poorer mental wellbeing (National Literacy Trust). Therefore, the work of the literacy coordinator will also be focused on	1,2,3,4,5

	using various strategies to promote positive engagement with literacy.	
(LPG) No nonsense phonics Intervention	The EEF states phonics has a positive impact overall within the development of reading skills, particularly for children from disadvantaged backgrounds and the teaching of phonics should be explicit and systematic. EEF cites that the average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. TAs during 2024-25 were delivering phonics twice weekly to the same group. This did not meet the EEF guidance and so therefore all TAs have now been trained on phonics and Switch On. Therefore, the TA's are delivering explicit phonics interventions daily through no nonsense phonics. This is delivered to small groups of students with a similar starting point and then this is reviewed continuously where students are removed as they have made significant progress and replaced via new students who need additional support. We monitor the effectiveness of the intervention through regular assessment of each student's phonics ability and adapt the interventions to ensure all sounds are secured by each individual student. EEF acknowledges that the average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Using staff time to ensure	1,2,3,4,5
(LPG) Reading Intervention Graduated Response	Once students have completed no nonsense phonics, they still need additional intervention to get them to chronological reading age. We have trained all TAs in switch-on reading and all have had a refresher in September 2025, which the EEF found is can gain 3 months additional reading progress. Additionally, we have used staff time to be able to deliver 1to1 reading to those students who are still below chronological age. The EEF states one to one is very effective at improving pupil outcomes. This strategy allows students to still make progress on their reading age to try and get them to chronological reading age by the time they start GCSEs.	1,2,3,4,5
(LPG) Access Arrangements SEND Reviews	We have identified a need for access arrangements to be embedded across all subjects and exams. This is to ensure students can access the assessment without changing the demands of the assessment. All access arrangements have been individualised for each stu-	1,2,3,4,5

	dent with input from their teachers. Cambridge University cites access arrangements create a level playing field for disadvantaged students. We have invested in electronic devices such as reading pens and laptops to ensure access arrangements are in place for all lessons students attend. During the summer of 2025 all Year 9 students were assessed using EXACT to explore their individuals needs. Currently all Year 11 and over 90% of Year 10 have their access arrangements in place. Regular SEND reviews take place as per the SEND of Practice 2015, including views from parents/carers, students and teachers and are held with the SENCO and all students have assigned a TA to support them through school. From the reviews, targeted intervention is put in place dependent on the student's need. EEF cites providing one to one or small group targeted interventions ensure that students make greater progress and reach/exceed their full potential and programmes are likely to have the greatest impact where they meet a specific need.	
(NPR)Zorba/ SAM meetings/ Assertive Mentoring/ PVA 100/ Flexible timetabling/ P6 and Easter Schools	Based on our previous experiences and those of schools similar to ours, we have identified a need for, and impact from, the need for our continued extensive focus on the achievement of disadvantaged pupils. We keep this live and accountable with both CTLs and teaching staff through Zorba/ SAM. The EEF continues to highlight the impact of mentoring and the use of P6 and Easter schools is another strand within our targeted tuition.	1,2,3,4,5
(NPR) Contingency fund for Subject Specific interventions	Based on our previous experiences and those of schools similar to ours, we have identified a need to set a small amount of funding aside to respond quickly to subject specific needs – webinars, subscriptions, revision guides	1,2,3,4,5

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

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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(RHP) Pastoral Coach	<u>Embedding principles of good practice set out in DfE's Improving School Attendance advice</u> <i>The EEF Toolkit</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring acknowledges that on average, mentoring appears to have a positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. The pastoral coach at Park Vale will meet with disadvantaged students and encourage them to breakdown their barriers to attending. A pastoral coach has been appointed and works closely with Attendance and Inclusion staff to identify and support those disadvantaged students in need. Acting as a positive role model to build students confidence, develop their resilience and character and raise aspirations.	6
(RHP) School Counsellor	<i>The EEF Toolkit</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring acknowledges that on average, mentoring appears to have a positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. The school counsellor will support students and assist them with their everyday struggles – again breaking down barriers to achieve more. A school counsellor has been appointed and works with disadvantaged students to help them reach their full potential by providing care, support and a safe space to discuss sensitive issues.	6, 7
(SLV) Behaviour Mentor	Improving behaviour in schools EEF, increased capacity for 1:1 behaviour support. Increased number of students seen for mentoring/support through the student support centre.	6,7
(SLV) Tom Bennett/ SLANT/ PROUD	Based on our previous experiences and those of schools similar to ours, we have identified a need to sustain both staff and students on routines for learning and the existing behaviour systems. Improving behaviour in schools EEF.	7
(SLV) Class Charts	Based on the experience of schools which are similar to ours, they found that using Class Charts improved both parent and pupil engagement and helped with the effective tracking and monitoring of behaviour. We will	1,2,3,4,5,6, 7

	continue to adapt our use of this for our current systems.	
<i>(TMK) Co - curricular</i>	Based on Ofsted Inspection handbook – ‘The range, quality and take-up of extra-curricular activities offered by the school’ The impact of participation in extra-curricular physical activity on males from disadvantaged schools Sarahjane Belton, Paul Prior, Eric Wickel, First Published January 28, 2016 Research Article https://doi.org/10.1177/1356336X15625381 Social Mobility Commission – An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility – University of Bath https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	8
<i>(SLV, RHP) Contingency fund for acute issues</i>	Based on our previous experiences and those of schools similar to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs as they arise or that have not yet been identified (child care, uniform, bags, equipment). On a daily basis, House Support ensure that disadvantaged students are dressed and equipped for the day that lies ahead.	6,7

Total budgeted cost: £430,000

Part B: Review of the previous academic year

Outcomes for disadvantaged students

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Obviously we do not have any way to measure the progress of disadvantaged students in 2025 but we recognise that the attainment gap widened.

In 2024, the data demonstrated an overall improvement of the P8 figure for disadvantaged pupils which rose from -0.53 in 23 to -0.3 in 24. This means that the gap narrowed in 24 and we continue to have disadvantaged performance that is better than national which is pleasing given the size of the disadvantaged cohort. Of note, the P8 for disadvantaged pupils with 95% and above attendance was a pleasing +0.33. This highlights that our quality teaching, supported by targeted academic support, is having the desired impact. Equally, it highlights the need for us to continue to sustain and improve our work on attendance.

All subcategories also improved for disadvantaged in Summer 24 (HAP from -1.11 to -0.91, MAP from -0.69 to -0.33 and LAP from -0.24 to +0.13).

Reading

For the second year in a row, disadvantaged students on reading intervention made outperformed non-PP students (17.1 months of progress vs. 16 months of progress in year 7; 36.9 months of progress vs. 14.7 months of progress in year 8 at the point of interim testing (December 23)). This suggests disadvantaged students respond positively to reading interventions and our approach is effective at closing the gap. At the end of 23/4 academic year, the overall gap between the reading ages had reduced to 7 months with disadvantaged students having a reading age of 12 years and 9 months on average vs. a whole school average reading age of 13 years and 4 months. There is therefore some evidence that we are continuing to close the gap with some students and clear evidence that the gap is not increasing. We will further refine our intervention strategy to widen its reach and focus on the most effective methods.

Attendance

At the end of the 2024/25 academic year, the PP and non-PP gap was 8.59%. Currently, the PP and non-PP gap stands at -7.55%. The Attendance Team continue to encourage disadvantaged students into the building and are working with external professionals including the CityMASH, CME and EWS to breakdown any barriers to attendance and support those students and parents in need. We are confident that the

work being done behind the scenes will reduce this gap before the end of the academic year.

	C	D	E	F	G	H	I	J	K	L
					2022-23	2023-24	2024-25	2025-26 YTD		
3	90.8	91.3	92.2							
4	85.4	86.2	87.7		National					
5	92.8	93.3	94	All	90.7	90.8	91.3	92.2		
6	7.4	7.1	6.3	PP	85.3	85.4	86.2	87.7		
7	School			Non-PP	92.6	92.8	93.3	94		
8	89.8	90.02	91.43	Gap	-7.3	-7.4	-7.1	-6.3		
9	86.74	85.39	87.34		School					
10	92.53	93.98	94.89	All	89.4	89.8	90.02	91.43		
11	5.79	8.59	7.55	PP	86.71	86.74	85.39	87.34		
12				Non-PP	92.02	92.53	93.98	94.89		
13				Gap	-5.31	-5.79	-8.59	-7.55		
14										
15				National/School PP gap	-1.99	-1.61	1.49	1.25		
16										

Behaviour

Although the PP gap for sanctions is slowly decreasing, we are continuing to see more disadvantaged students receiving sanctions as they generally present with more pastoral issues and struggle with their social skills.

With the increased capacity in the student support centre, we are able to run targeted interventions and multiple intervention pathways. This will enable us to target PP students in order to continue to decrease the gaps across all sanctions.

Co-Curricular

The Co-Curricular offer was rebranded in 2023 and relaunched as Curriculum Plus. In 23/24 there were 9005 co-curricular engagements and 2176 sport engagements. In 24/25 there were 10,227 co-curricular engagements [an increase of +1,222] and 4686 sport engagements [an increase of +2,510]

Whilst the overall number of engagements has increased to a total of 14,913 from 11,181, the number of non-engaged students in co-curricular has risen from 17.3% to 24.5% [-7%], whilst in sport there has been a decrease from 51.9% to 39% [13%]. The academy remains committed to student engagement rise further.

2024/25 -The PP gap has increased in co-curricular engagement by 4.8% and in sport by 5.7% it is recognised that the gap has widened. The academy will continue to strive to reduce the gap. The academy actively offers and promotes its wide and varied Curriculum Plus programme of activities to encourage engagement through promotion to parents and students. Student attendance at Curriculum Plus activities is also linked to pledges, positive behaviour points and reward celebrations.

Staff representatives have been appointed for basketball, rowing and chess to champion these activities and participate in trust competitions.

Summary

Based on all the information above, the performance of our disadvantaged pupils broadly met expectations – particularly with the overall improvements made against a

national landscape where progress significantly declined on the previous year and the national gap between disadvantaged and non-disadvantaged widened. However, we are always ambitious to do more for our disadvantaged students and will continue to endeavour to reduce the gap between disadvantaged and non-disadvantaged in school and against national non-disadvantaged.

Our evaluation of the approaches delivered last academic year indicates that our Achievement strategy, our focus on SEND and our reading interventions were particularly effective but we recognise that we need to continue to particularly focus on HAP. Finally, we will continue to sustain and develop our responses to challenges regarding attendance and behaviour.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
MyTutor	
Educake	
EdClass	
Sparx Reader	
Accelerated Reader	
Unifrog	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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)

Planning, implementation and evaluation

In planning our three-year pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools' database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach. We worked alongside the Derby Research School, and attended seminars by Marc Rowland, to deepen our understanding of the most effective approaches to planning and implementing a strategy.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We attended an extensive 3-day programme with the Derby Research School on planning to support disadvantaged pupils and then re-visited this with a further seminar with the Derby Research School and Marc Rowland. We will continue to use it through the implementation of activities and this year we supplemented it with twilight training sessions with Marc Rowland through the Unity Research School.

We have put a robust evaluation framework in place for the duration of our three-year approach and will continue to adjust our plan over time to secure even better outcomes for pupils.