# Pupil Premium Strategy Statement

## School overview

This statement details our academy'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.

| Detail | Data |
|---|---|
| School name | Richard Rose Morton Academy |
| Number of pupils in school | 901 |
| Proportion (%) of pupil premium eligible pupils | 26% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | Year 26/27<br>(of 2023-2027) |
| Date this statement was published | October 2026 |
| Date to be reviewed | February 2027 |
| Date on which it will be next reviewed | July 2027 |
| Statement authorised by | Micheal McClelland |
| Pupil premium lead | Lisa Bewley |
| Governor / Trustee lead | Nigel Robson |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £ |
| 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**<br>*including supplement from UL | £25300 |

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Morton Academy, we believe that social or financial disadvantage should never be a barrier to a young person's life chances. Our ambition is that disadvantaged students make at least the same progress as their peers, with no gaps in attainment, attendance, behaviour, participation, or wider outcomes. We are committed to ensuring that every student is supported to achieve their highest potential and is fully prepared for the next stage of education, employment, and adult life.

Our intention is that all students, regardless of background, circumstance, or the challenges they face, make strong progress and achieve high attainment through access to a broad, balanced, and ambitious curriculum. The core focus of our Pupil Premium Strategy is to remove barriers to learning and support disadvantaged students, including those who are already high attainers, to achieve their very best.

The strategy is informed by robust evidence and research, including the Education Endowment Foundation's tiered approach, with a focus on three key areas: high-quality teaching, targeted academic support, and wider strategies. Quality First Teaching is central to our approach, ensuring that all students benefit from consistently effective classroom practice. Support is informed by assessment and evidence rather than assumption, enabling resources to be directed where they will have the greatest impact.

A key priority within our strategy is improving attendance and ensuring that all students can access learning regularly and successfully. We are also committed to addressing barriers such as literacy, reading comprehension, vocabulary development, and oracy, ensuring that students have the knowledge, skills, and confidence to access and excel within the curriculum.

Alongside academic success, we recognise the importance of students' personal development, wellbeing, and safeguarding. Through targeted support, character education, and our PSHCE programme, students develop resilience, independence, and an understanding of the wider world. Disadvantaged students are prioritised for support where social, emotional, mental health, or safeguarding factors present additional barriers to success.

Our strategy reflects a whole-school commitment to disadvantaged learners. Through our RADY approach, all staff take responsibility for improving outcomes, raising aspirations, and maintaining high expectations for every student. We also ensure that vulnerable students, including those who are looked after, previously looked after, or identified as vulnerable to underachievement, benefit from the provision outlined within this strategy, regardless of their eligibility for Pupil Premium funding.

The strategy is reviewed regularly and adapted in response to assessment information, evaluation of interventions, and emerging research evidence to ensure that it continues to meet the needs of our students and delivers the greatest possible impact

## Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Disadvantaged pupils generally perform below their non-disadvantaged peers in summative assessments. |
| 2 | Disadvantaged boys perform lower that disadvantaged girls nationally – although this trend changed 2023 and 2024 at Morton, so we need to maintain this. |
| 3 | The percent of disadvantaged students achieving maths and English basics is lower than non-disadvantaged students. |
| 4 | Attendance of disadvantaged students is lower than their non-disadvantaged peers. |
| 5 | On entry year 7 Reading ages are lower for students eligible for Pupil Premium than non-Pupil Premium students. |
| 6 | There is a higher proportion of social and emotional issues affecting disadvantaged pupils in comparison to non-disadvantaged pupils. |

## 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 |
|---|---|
| To ensure that pupils eligible for Pupil Premium achieve strong academic outcomes across a broad and ambitious curriculum. Disadvantaged pupils will receive high-quality information, advice and guidance to support informed curriculum and career choices, including access to and participation in EBacc pathways where appropriate. As a result, Pupil Premium students will achieve positive Progress 8 outcomes that are at least in line with national expectations by 2027. | • Pupil Premium students achieve outcomes that are at least in line with, and increasingly exceed, those of their non-disadvantaged peers across key performance measures.<br>• In the absence of published Progress 8 measures for 2025 and 2026, internal assessment data, attainment measures, and student progress indicators demonstrate that Pupil Premium students are making strong progress across subjects.<br>• All Pupil Premium students successfully progress to their chosen next destination in education, employment, or training, with zero students becoming NEET (Not in Education, Employment or Training) |
| To ensure that pupils eligible for Pupil Premium benefit from consistently high-quality teaching in English and mathematics, enabling them to make | • Pupil Premium students achieving 4+ in Maths and English is at least National average of there peers and above the National, Average for PP students (46%) |

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| strong progress from their starting points. The proportion of Pupil Premium students achieving Grade 4+ in English and mathematics will be at least in line their non-Pupil Premium peers. | |
| Pupil Premium students experience consistently high-quality teaching in English and mathematics, enabling them to make strong progress and achieve outcomes that are in line with, or exceed, expectations based on their prior data. The proportion of Pupil Premium students achieving Grade 5+ in English and mathematics continues to improve. | • The proportion of Pupil Premium students achieving a Grade 5 or above in both English and Mathematics is at in line with the national average for all pupil, and above the disadvantaged pupils approximately 29%. Any attainment gaps diminish over time |
| To improve attendance for pupils eligible for Pupil Premium through targeted support and intervention, reducing persistent absence and ensuring attendance rates move closer to those of their non-disadvantaged peers. | • Attendance for students eligible for Pupil Premium is at least 95%.<br>• Persistent Absence among students eligible for Pupil Premium reduces year-on-year and moves increasingly in line with national and non-disadvantaged figures. |
| To ensure that pupils eligible for Pupil Premium develop strong literacy skills and make progress in reading at least in line with their non-disadvantaged peers, enabling them to access the full curriculum and achieve their academic potential. | • Disadvantaged students achieve reading stanine scores comparable to those of their non-disadvantaged peers, enabling equitable access to the curriculum and sustained academic success. |
| To reduce the number of behavioural incidents, sanctions and suspensions involving pupils eligible for Pupil Premium through consistent expectations, targeted intervention and effective pastoral support, ensuring they remain engaged in learning and achieve positive outcomes. | • Students eligible for Pupil Premium experience reduced rates of fixed-term suspension and withdrawal to Independent Learning.<br>• There are no permanent exclusions of students eligible for Pupil Premium.<br>• Parental engagement is strong, with families actively supporting students' attendance, wellbeing, and academic success. |

## Activity in this Academic Year

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £ *130,000*

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Review Feb 27 |
|---|---|---|---|
| Evidence based teaching and learning strategy, using Rosenshine principles and TLAC techniques to promote deep learning and long-term memory. SLT member responsible for T&L team. | EEF metacognition and self - regulation<br>The principles behind Rosenshine and TLaC are in line with the majority of the EEF approaches.<br>Metacognition and self-regulation \| Toolkit Strand \| Education Endowment Foundation \| EEF | 1, 2, 3 | |
| Deliver a dynamic CPD programme for staff to ensure quality first teaching for all. To include The Morton Way fundamentals, and challenging strategies such as the Blue Zone in every lesson. T&L CPD is creased to twice a week. | Professional development is key to ensuring Quality First Teaching. The EEF PP guide recommends that 'teaching should be top priority, including professional development"<br>Teacher quality, recruitment and retention \| EEF | 1,2,3 | |
| An equity-led approach is embedded across the academy, ensuring that Pupil Premium students receive the targeted classroom support and intervention. Pupil Premium students are clearly identified on the Active Observation sheets used by all teachers. The Vice Principal responsible for Pupil Premium has completed the RADY programme and 2 members of SLT are attend The Difference program which will also have strategies for PP. | The EEF identifies high-quality teaching as the most effective lever for improving outcomes for disadvantaged pupils and recommends a tiered approach centred on equity and targeted support. Leadership programmes such as RADY and The Difference strengthen staff expertise and whole-school capacity to improve outcomes for disadvantaged learners. How our updated Guide to the Pupil Premium | 1,2,3 | |

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| | can help you support… \| EEF | | |
| Our CDP approach promotes adaptive teaching through regular checking for understanding and the use of live assessment data to inform classroom practice. Pupil Premium students are prioritised during questioning and cold-calling to ensure high levels of participation and engagement. Misconceptions and barriers to learning are identified and recorded through Active Observations, enabling timely intervention and responsive teaching to secure progress. | The Education Endowment Foundation (EEF) highlights the importance of formative assessment and checking for understanding in identifying misconceptions, informing adaptive teaching, and improving pupil outcomes<br>Teacher Feedback to Improve Pupil Learning \| EEF<br><br>How checking for understanding can guide your teaching in the… \| EEF | 1,2,3 | |
| A timetabled literacy lesson within the Key Stage 3 English curriculum explicitly teaches Tier 2 vocabulary and incorporates Sparx Reader to develop reading fluency, comprehension, and vocabulary acquisition | Extra focus with specialist staff to support learning gaps.<br>Reading comprehension strategies \| Toolkit Strand \| Education Endowment Foundation \| EEF | 2, 3, 5 | |
| A structured KS3 and KS4 Guided Reading Programme is delivered during morning tutor time to develop reading fluency, comprehension, vocabulary, and reading confidence. Reciprocal Reading strategies are embedded across tutor time and classroom practice, enabling students to predict, clarify, question, and summarise texts effectively. This consistent approach strengthens literacy, supports curriculum access, and helps close gaps in attainment for disadvantaged learners | Reading comprehension strategies can have a positive impact on pupils' ability to understand a text.<br>Reading comprehension strategies \| Toolkit Strand \| Education Endowment Foundation \| EEF | 5 | |
| Continued review of a broad and ambitious curriculum, with carefully sequenced learning to embed knowledge and skills over time | EEF cites mastery learning can improve progress by up to 6 months in science and maths.<br>Mastery learning \| EEF | 1,2,3,4,5 | |

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| Knowledge Organisers for years 7-10 leading to students being able to self-quiz and promote long term memory across the curriculum. | The EEF Teaching and Learning Toolkit identifies mastery learning as having a moderate impact, equating to approximately five additional months of progress, at a very low cost. Mastery learning \| EEF | 1, 2, 3, 5 | |
| Whole academy curriculum overview is widely published around the academy, on the academy website. The curriculum includes a wealth of low stakes formative assessment, key for catch-up and checking for understanding. | The EEF recommends the use of formative assessment to identify learning gaps and inform responsive teaching.<br>Low-stakes assessment and feedback are effective approaches for supporting disadvantaged pupils and securing learning over time.<br>Teacher Feedback to Improve Pupil Learning \| EEF<br>Checking for understanding enables teachers to adapt teaching and provide timely intervention, improving pupil progress.<br><br>How checking for understanding can guide your teaching in the… \| EEF | 1, 2, 3 | |
| Early baseline assessment of year 7 intake with Mydis, tests and NGRT.<br><br>Lowest readers receive small group reading intervention, including phonics programme if required. Staff trained in reciprocal reading. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br>Standardised tests \| Assessing and Monitoring Pupil Progress \| Education Endowment Foundation \| EEF | 1, 2, 3, 5 | |
| Use Seneca for English and EBacc home learning, alongside Sparx Maths, Sparx Reader, and Sparx Science, to support knowledge retention, retrieval practice, cognition, and catch-up.<br><br>Key stage 3 students will have compulsory Sparx Maths, English | Regular retrieval practice and homework can provide up to +5 months' progress, particularly when tasks are closely linked to classroom learning and supported by effective monitoring. Digital platforms | 1, 2, 3, 5 | |

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| and science only. With additional project based enrichment homework which is optional. The whole-school detention system ensures students complete missed learning where homework has not been completed. | can support practice, feedback, and independent learning, while structured follow-up helps ensure all students engage with learning and address gaps in knowledge Teaching and Learning Toolkit \| EEF | | |
| Continue the whole-academy Quality Assurance focus on disadvantaged students through learning walks, lesson observations, and work scrutiny undertaken by Senior Leaders and Subject Leaders, ensuring the quality of provision and outcomes for Pupil Premium students are regularly monitored and improved. | The EEF highlights how evaluating impact as part of an effective Pupil Premium strategy. Regular quality assurance helps ensure PP pupils remain a visible priority and that high-quality teaching is consistently delivered. The EEF Guide to the Pupil Premium \| EEF | 1, 2, 3 | . |
| Provide targeted support from a UL Teaching and Learning Specialist to strengthen classroom practice, develop adaptive teaching strategies, and ensure disadvantaged students consistently experience high-quality teaching | High-quality teaching and ongoing professional development are key components of effective Pupil Premium strategies and have the greatest potential to close the disadvantage gap. The EEF Guide to the Pupil Premium \| EEF | | |

### Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £63,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Review Feb 27 |
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| Bridge Provision provides targeted support for disadvantaged students, focusing on the removal of barriers to learning through personalised attendance, academic, behavioural, and emotional wellbeing interventions. Support is tailored to individual needs to improve engagement, resilience, attendance, and readiness to learn. | The EEF identifies wider strategies, including attendance, behaviour, and social and emotional support, as important components of an effective Pupil Premium strategy. Addressing these barriers enables disadvantaged students to engage more successfully with | 1, 2, 3, 4, 5, 6 | |

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| | learning and achieve improved outcomes.<br>How our updated Guide to the Pupil Premium can help you support… \| EEF | | |
| Targeted literacy and numeracy intervention is delivered through The Bridge Provision for LAP and MAP Pupil Premium students to address learning gaps and improve attainment | Targeted academic support is an effective approach for improving outcomes for disadvantaged pupils and helping them catch up with their peers. The EEF Guide to the Pupil Premium \| EEF | 1, 2, 3, 5 | |
| Disadvantaged high prior attaining students identified as underperforming in mathematics receive targeted online tutoring (Capital Tuition) through the Maths Excellence Fund programme, resulting in improved attainment and progress in mathematics. | The EEF reports that small group tuition can provide an average of +4 months' additional progress, while one-to-one tuition can provide +5 months' additional progress.<br>One to one tuition \| EEF | 1, 2, 3 | |
| Extend the school day on Tuesdays and Thursdays for Year 11 students to access data-informed targeted intervention in identified areas of need. | EEF evidence suggests that extending school time (+3 months) and targeted small-group tuition (+4 months) can improve outcomes when focused on addressing specific gaps in learning.<br>Extending school time \| EEF | 1,2,3 | |
| Deliver targeted English and Mathematics intervention four times per week during tutor time for students identified through assessment data. | Targeted tuition can lead to an average of **+4 to +5 months' additional progress** when focused on identified gaps in learning.<br>Extending school time \| EEF | 1,2,3 | |
| Targeted holiday revision workshops, delivered online and within the academy, increase engagement, knowledge retention, and examination readiness for disadvantaged Year 11 students | Targeted tuition can lead to an average of +4 to +5 months' additional progress when focused on identified gaps in learning.<br>Extending school time \| EEF | 1, 2, 3 | |

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| Review the curriculum model to provide students with an additional English and Mathematics lesson each fortnight, increasing curriculum time in core subjects and supporting the development of key knowledge, skills, and examination readiness | Additional curriculum time, when used effectively, can provide up to **+3 months' additional progress** and supports the development of key knowledge and skills in core subjects.<br>Teaching and Learning Toolkit \| EEF | 1, 2, 3 | |
| SLT meetings with students and parents following mock examinations to review outcomes, agree next steps, and share revision strategies. Additional parental briefing sessions are delivered before mock examinations, and a mock results afternoon mirroring the GCSE Results Day experience. | Parental engagement can lead to an average of **+4 months' additional progress** and supports improved motivation, engagement, and attainment<br>Parental engagement \| EEF | 1, 2, 3, 4, 6 | |
| All Year 11 disadvantaged students receive a one-to-one mentoring meeting with a member of the pastoral team to complete a Risk of Underachievement Tracker. The tracker is used to identify barriers to success, including attendance, engagement, attainment, wellbeing, and revision habits, enabling timely intervention and personalised support to maximise achievement.<br>Life, enabling timely intervention and personalised support to maximise achievement. | EEF mentoring cites up to 2 months progress on learners<br>Mentoring \| EEF | 1, 2, 3, 5, 6 | |
| Targeted small-group reading and writing interventions are delivered in Years 7 and 8.<br>Fresh Start and Read Write Inc., are used to support students with the greatest literacy needs and improve reading fluency, comprehension, and vocabulary. Lexia is also incorporated into our currriculumn | The EEF identifies **reading comprehension strategies** as having a high impact on pupil progress, delivering an average of **+6 months' additional progress** when taught explicitly. The EEF also highlights the importance of targeted literacy interventions and small-group support for pupils with weak literacy skills, particularly those who are disadvantaged.<br>EEF_KS3_KS4_LITERACY_GUIDANCE.pdf | 2, 3, 6 | |

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| Provide a bespoke CEIAG programme for disadvantaged students, including priority access to Inspira interviews, careers visits, and personalised follow-up support. | EEF Aspirations interventions.<br><br>Previous focus on prioritising PP students has contributed to our leavers rarely being NEET.<br><br>High-quality careers guidance and targeted support help raise aspirations, support informed choices, and improve post-16 progression outcomes for disadvantaged students.<br>Mentoring \| EEF | 1, 2, 3, 4, 5, 6 | |
| Implement an Outcomes Display Strategy to motivate and raise aspirations among students. Progress and attainment groups are displayed on the *Wonder Wall* using candidate numbers to maintain confidentiality whilst celebrating achievement and promoting academic ambition. KS4 students will receive bespoke assemblies benchmark outcomes, enabling targeted messages, reflection, and clear next steps for improvement | Metacognition and self-regulation strategies can provide an average of +8 months' additional progress by helping students reflect on their learning, understand performance, and take ownership of improvement<br>Feedback \| EEF | 1, 2, 3, 5, 6 | |
| Key workers for SEND students to support those students who are double disadvantaged. | Teaching assistants are assigned students as keyworkers. Mentoring \| EEF | 1, 2, 3, 4, 5, 6 | |

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

Budgeted cost: £60,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Review Feb 27 |
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| Provide targeted intervention through the Bridge Provision and Alternative Morton for disadvantaged students affected by Persistent Absence, | Addressing attendance and wider barriers to learning is a key component of an effective Pupil Premium strategy and supports improved outcomes for disadvantaged pupils | 1, 2, 3, 4, 5, 6 | |

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| addressing barriers to attendance and engagement. | Working together to improve school attendance: July 2026 | | |
| Review the attendance team's capacity to ensure every absence receives a same-day response, increase home visits, and provide enhanced support and SLT involvement for students with attendance concerns. | Effective attendance strategies, parental engagement, and early intervention help remove barriers to learning and improve outcomes for disadvantaged students<br><br>Working together to improve school attendance: July 2026 | 4 | . |
| Provide targeted pastoral intervention for disadvantaged students at risk of suspension, reviewed through the Internal Inclusion Panel, with support from The Bridge Provision or alternative Morton where appropriate. | Effective wider strategies and early intervention can reduce barriers to learning, improve engagement, and support positive behaviour outcomes for disadvantaged pupils<br><br>Mentoring \| EEF | 4, 6 | |
| Implement a graduated intervention process following removal from lessons, including monitoring reports, restorative conversations, and parental meetings, to address barriers to learning and reduce repeat removals | Evidence from the EEF indicates that targeted behaviour interventions and effective parental engagement improve pupil behaviour, reduce recurring incidents and support improved academic outcomes<br>Improving Behaviour in Schools \| EEF | 6 | |
| Subsidised trips such as Forest Schools for disadvantaged students to experience outside learning and support cultural capital. | EEF outdoor adventure learning. Such trips also promote cultural capital | 4, 6 | |
| Offer A wide range of co-curricular opportunities, including Duke of Edinburgh Award, sports teams, school productions, educational visits and leadership roles, will be provided to increase participation, engagement and cultural | Enrichment activities, including DofE, sport and school productions, help develop confidence, resilience and belonging, supporting improved engagement and outcomes for disadvantaged students. | 6 | |

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| capital among disadvantaged students | Improving Behaviour in Schools \| EEF | | |
| Continue to implement the whole-school mental health strategy, including on-site counselling provision through two Barnardo's counsellors, with disadvantaged students prioritised for support. From 2026, work in partnership with Place2Be to provide additional counselling and therapeutic support, helping to bridge the gap between school-based provision and specialist CAMHS services. | There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:<br>Cognitive Behavioural Therapy - Youth Endowment Fund | 4, 6 | |
| Investigate and utilise all appropriate alternatives to Fixed-Term Suspension (FTS) and Permanent Exclusion (PEX) for disadvantaged students, including placement within The Bridge, Alternative Morton and, where appropriate, support from a sister academy, to maintain engagement in education and reduce exclusion rates | Improving Behaviour in Schools \| EEF | 4, 6 | |
| Staffing of Independent Learning. Staff continue to call home and has a restorative conversation with the child. | EEF cites behaviour interventions can improve progress by up to 4 months and is more successful if a whole school policy is applied.<br>Parental engagement \| EEF | 1, 2, 3, 4, 6 | |
| Third year of house system to raise the profile of positive praise, rewards and ambition across the academy. | EEF aspiration interventions do not have enough evidence to state an improvement in months but as the academy behaviour and attainment improves, we want to focus on rewards and positives. | 1, 2, 3, 4, 6 | |

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| Sundries for other barriers to learning, including purchasing ingredients for food lessons, music lessons, equipment or uniform. | EEF cites parental engagement can improve progress by up to 4 months.<br>Parental engagement \| EEF | 1, 4, 6 | |

## Total budgeted cost: £253,000

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

| Intended outcome | Outcomes |
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| To ensure that pupils eligible for Pupil Premium achieve strong academic outcomes across a broad and ambitious curriculum. Disadvantaged pupils will receive high-quality information, advice and guidance to support informed curriculum and career choices, including access to and participation in EBacc pathways where appropriate. As a result, Pupil Premium students will achieve positive Progress 8 outcomes that are at least in line with national expectations by 2027. | There was no Progress 8 score available in 2026 due to the absence of Key Stage 2 baseline data for this cohort as a result of the COVID-19 pandemic. However, this remains a key priority for the 2026-27 academic year. Prior to this, outcomes for pupils eligible for Pupil Premium showed a strong upward trajectory over three years, improving from -1.07 to -0.47 and then to -0.24 in 2024. We will continue to focus on securing further improvement, with the aim of achieving a Progress 8 score of at least 0 for Pupil Premium students. |
| To ensure that pupils eligible for Pupil Premium benefit from consistently high-quality teaching in English and mathematics, enabling them to make strong progress from their starting points. The proportion of Pupil Premium students achieving Grade 4+ in English and mathematics will be at least in line their non-Pupil Premium peers. | Pupil Premium students experience high-quality teaching in English and mathematics, contributing to improved outcomes between their year 10 exams and final year 11 GCSE's. Thus, improving by 27% between the end of Year 10 and the end of Year 11 in 2026. This remains a priority area until attainment for Pupil Premium students is at least in line with national averages. Due to COVID-19, there was no Key Stage 2 prior attainment data available for this cohort, there will be for 2027 results. |
| Pupil Premium students experience consistently high-quality teaching in English and mathematics, enabling them to make strong progress and achieve outcomes that are in line with, or exceed, expectations based on their pr. The proportion of Pupil Premium students achieving Grade 5+ in English and mathematics continues to improve. | Pupil Premium students continue to benefit from high-quality teaching in English and mathematics. While a gap remains between Pupil Premium and non-Pupil Premium students achieving Grade 5+, outcomes improved by 18% between the end of Year 10 and the end of Year 11 in 2026. Raising attainment at Grade 5+ remains a priority until outcomes for Pupil Premium students are at least in line with national averages. Due to COVID-19, no Key Stage 2 prior attainment data was available for this cohort, there will be for 2027 results. |
| To improve attendance for pupils eligible for Pupil Premium through targeted support and intervention, reducing persistent absence and ensuring attendance rates move closer to those of their non-disadvantaged peers. | Attendance for students eligible for Pupil Premium improved by 0.8 percentage points between 2025 and 2026. This continues to be a key priority until attendance is at least in line with that of their peers. Persistent absence among Pupil Premium students was 0.9 percentage points lower than the United Learning average. However, reducing persistent absence further remains a priority |

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| | until rates are at least in line with those of non-Pupil Premium students. |
| To ensure that pupils eligible for Pupil Premium develop strong literacy skills and make progress in reading at least in line with their non-disadvantaged peers, enabling them to access the full curriculum and achieve their academic potential. | Reading data shows a continued improvement following intervention with 38% of disadvantaged students making progress within the same stanine, 24% moving up a stanine and 38% moving up 2 stanines. *Summer 25<br><br>Awaiting most recent data for summer 2026 |
| To reduce the number of behavioural incidents, sanctions and suspensions involving pupils eligible for Pupil Premium through consistent expectations, targeted intervention and effective pastoral support, ensuring they remain engaged in learning and achieve positive outcomes. | The number of incidents resulting in withdrawal for Pupil Premium students has continued to decrease year on year over the last four years, with a notable reduction of 37% between 2024 and 2026. Over the same period, the number of Pupil Premium students requiring withdrawal reduced by 32%.<br><br>The number of suspensions involving Pupil Premium students also fell by 12% between 2025 and 2026. These improvements indicate that behaviour strategies and pastoral support are having a positive impact. However, this remains a priority area as the academy continues to work towards reducing behavioural incidents and suspensions further, ensuring that Pupil Premium students are fully engaged in learning and able to achieve their potential. |

## 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*

| | **Provider** |
|---|---|
| Capital Tuition | Capital Tuition online small group and 1:1 tuition. |
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# Further information (optional)

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| Due to the confidentiality and data protection of students who are eligible for Pupil Premium it is inevitable that students who are not eligible for Pupil Premium to benefit from many of the strategies above, particularly with the primary focus being on quality first teaching. |