

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding **to help improve the attainment of our disadvantaged pupils**. It outlines our pupil premium strategy, how we intend to spend the funding over the next 3 years.

## School Overview

Detail	Data
School name	The Dukeries Academy
Number of pupils in school	735
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2024-2027
Date this statement was published	Sept 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	
Pupil premium lead	Terence Nabbs
Governor / Trustee lead	Richard Hanford

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£327 875
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

# Part A: Pupil premium strategy plan

## Statement of intent

### Ultimate Objective

Our vision is to “***transform lives and maximise opportunities for all***”. Our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, including in EBacc subjects. As a high performing academy, at the heart of the Ollerton community, we aim to support every student to achieve the qualifications they need to progress confidently to the next stage of learning, training or employment.

Although academic achievement is at the core of what we do, we believe that school should be about more than just passing exams. To complement their qualifications, we also develop the skills and attributes which will allow pupils to become positive change makers in their own and other people’s lives. We provide a broad range of extracurricular and community activities, personal development opportunities and pastoral care to support pupils in becoming confident, capable adults. We are committed to ensuring that children achieve their full potential.

### Overarching strategy

During the period of this strategy plan, we will focus on the key challenges that are preventing our disadvantaged students from attaining well. These include:

- attendance and persistent absenteeism,
- attitudes to learning, behaviour and exclusion levels,
- expectations and aspirations,
- wellbeing, mental health and safeguarding,
- access to technology and education materials,
- reading comprehension and vocabulary.

Our approach will be responsive to both common challenges and our students’ individual needs. To pupils to achieve, our strategy ensures that:

- There is a clear focus on highly-performance teaching through consistent, common pedagogy
- Staff are aware of children’s needs, including contextual data such as reading ages
- Children in receipt of pupil premium are carefully tracked, with targeted intervention
- We employ an ethos where we recognise the ‘whole’ child and their lived experience, recognising the importance of social and emotional support

## Key Principles

Our strategy offers a balance between **improving teaching, targeted academic support, and wider strategies**.

Because of these strategies, a pupil at The Dukeries Academy, regardless of their socio-economic background, will:

- read and write fluently
- have good levels of attendance
- receive effective and timely support/intervention from well trained staff
- have successful outcomes (pastoral or academic)
- have access pathways for their individual needs beyond secondary education

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Attendance and Persistent Absenteeism</u></b></p> <p>Pupils at The Dukeries Academy with over 95% attendance had a positive combined Progress 8 score at GCSE in 2022, 2023 and 2024. Those with attendance below 95% had a negative combined score, although this trend is improving.</p> <p>In short, pupils who attend over 95% of the time at our academy are likely to make better progress compared to others from similar starting points in the country. Those who do not attend 95% of the time had worse progress than the others from similar starting points. The pupils need to attend for us to best help them achieve good outcomes.</p> <p><b><u>Lower attendance for PP students is a historical issue at The Dukeries Academy.</u></b> Our attendance data (16/17, 17/18, 18/19 to 20 Mar lockdown) indicated that <b>attendance among PP pupils was 3-4% lower than for non-disadvantaged pupils.</b> <u>This has widened post-pandemic.</u></p>

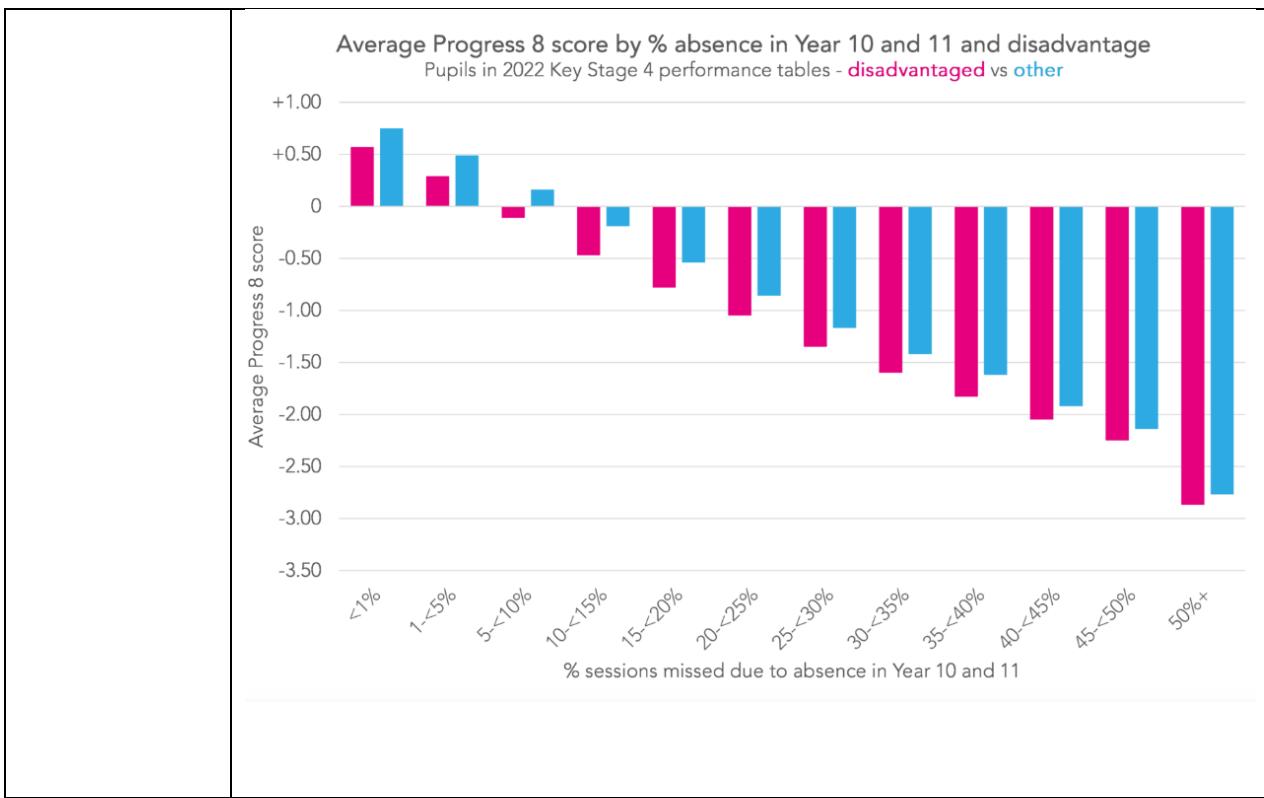
Attendance of all pupils was adversely affected by the impact of Covid-19. In part, this was due to a significant number of pupils having to self-isolate following positive PCR tests, but an increase in the number of school refusers and pupils with mental health issues, such as anxiety, also played a role.

**Unfortunately, the trends seen post-pandemic mirror those seen nationally and the attendance gap between PP and non-PP pupils widened to 5.3% in 2023-2024.** We have begun to close this in 2024-2025, but there is still much more work to do. The gap last year between these groups was 4.6%.

**This data shows there is a higher proportion of PP pupils likely to have significant gaps in learning through absence.**

**2024-2025** data showed Non-PP at 89.0% versus PP attendance at 84.4%, showing that, unfortunately, **this widened gap is only marginally narrowing despite the best efforts of leaders and effectively implemented strategy.** The difference is evident across year groups **and was particularly pronounced in Year 11.** This trend continues this year, with the largest gaps being seen in Year 11, whereas other year groups have stronger attendance compared to FFT quintile 5.

This is particularly concerning as research indicates **absenteeism more negatively affects PP pupil progress (compared to non-PP pupils** with the same absenteeism levels). Thus, it is critical that **strategies targeting attendance need to focus more heavily on PP pupils.** <https://ffteducationdatalab.org.uk/2023/07/the-impact-of-absence-on-progress-8/>



## 2

### Attitudes to learning, behaviour and exclusion levels

Some pupils continue to struggle to adapt to the routines and expectations of school, with the necessary standards of behaviour for learning being an obstacle to some pupils making the good progress. This number is decreasing year on year as strategy improves and as the national pictures stabilises.

Academy data for 2024-2025 showed that PP pupils continue to account for a disproportionate number of negative behaviour events in the Academy. **For example, pupils on average, were involved in 26.68 negative behaviour events in 2023-2024.** These negative incidents cover all events including lower-level incidents such as missing equipment through to permanent exclusion. **Contrast this with PP pupils who, on average, were involved in 41.5 negative events in the same period, which is 65% more than non-PP pupils.**

**A higher proportion of PP pupils are also supported through alternative pathways and receive Suspensions for persistent disruption.**

These trends match **the national picture of PP as a risk factor for permanent exclusion** of both girls (L) and, much more so, for boys (R) <https://ffteducationdatalab.org.uk/2023/09/risk-factors-of-permanent-exclusion/>

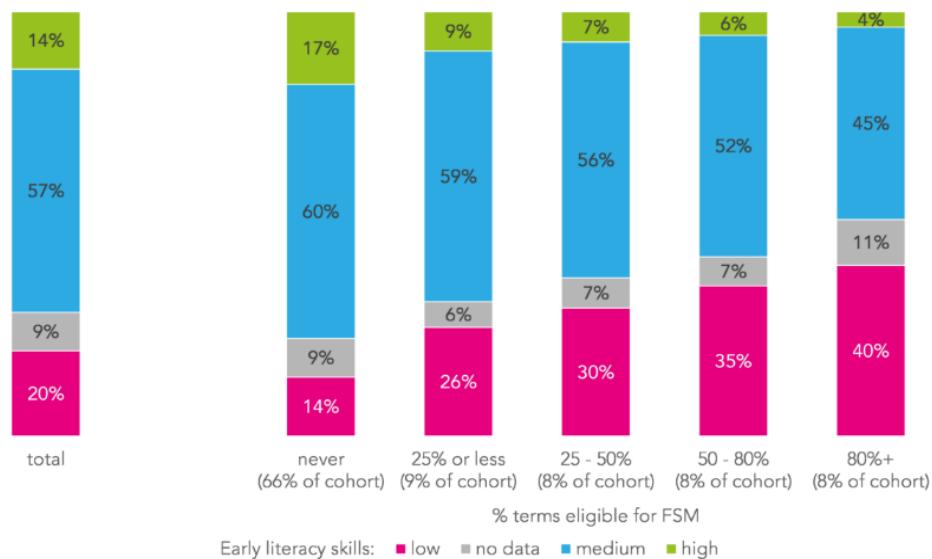
	<table border="1"> <caption>Estimated data from the bar charts</caption> <thead> <tr> <th>FSM Category</th> <th>2023-24 (%)</th> <th>2024-25 (%)</th> </tr> </thead> <tbody> <tr> <td>Never FSM</td> <td>~0.05%</td> <td>~0.15%</td> </tr> <tr> <td>&lt;25% terms FSM</td> <td>~0.08%</td> <td>~0.23%</td> </tr> <tr> <td>25% to 50% terms FSM</td> <td>~0.11%</td> <td>~0.29%</td> </tr> <tr> <td>50%-80% terms FSM</td> <td>~0.14%</td> <td>~0.35%</td> </tr> <tr> <td>&gt;=80% terms FSM</td> <td>~0.22%</td> <td>~0.45%</td> </tr> </tbody> </table>	FSM Category	2023-24 (%)	2024-25 (%)	Never FSM	~0.05%	~0.15%	<25% terms FSM	~0.08%	~0.23%	25% to 50% terms FSM	~0.11%	~0.29%	50%-80% terms FSM	~0.14%	~0.35%	>=80% terms FSM	~0.22%	~0.45%
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<b>3</b>	<p><b><u>Expectations and aspirations</u></b></p> <p>Discussions, observations and pupil voice of students has identified that many of them have low aspirations regarding their attainment in exams, next steps in education and future careers. This can also be prevalent among some parents/carers and the local community, linked to a legacy of deprivation and lack of employment.</p> <p>These challenges particularly affect disadvantaged pupils, impacting their attainment. <b>PP students, particularly boys, progress less than nationally and have lower attainment levels.</b> Although the progress of boys improved significantly in 2024, as well as PP progress increasing significantly, there is still a lot of work to do. This has amplified with a renewed focus on attainment.</p> <p><a href="https://ffteducationdatalab.org.uk/2022/10/key-stage-4-2022-the-national-picture/">https://ffteducationdatalab.org.uk/2022/10/key-stage-4-2022-the-national-picture/</a> Research shows this is an issue nationally.</p>																		
<b>4</b>	<p><b><u>Wellbeing, mental health and safeguarding</u></b></p> <p>Our data indicates that the education and wellbeing of many of our PP pupils were previously impacted by school closures during the pandemic to a greater extent. Our findings are like several national studies. This has resulted in significant knowledge gaps for PP pupils, resulting in them falling further behind age-related expectations.</p>																		

	<p>Our assessments have also identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/prospects, and the lack of enrichment opportunities outside of the Academy. These challenges particularly affect disadvantaged pupils, affecting their attainment and attendance.</p> <p>In recent years, our free counselling service referrals have increased by over 50%. We have also seen our engagement with external partners and agencies rising exponentially, as well as safeguarding referrals.</p>
<b>5</b>	<p><b><u>Access to technology and education materials</u></b></p> <p>The education and wellbeing of many of our disadvantaged pupils can be impacted by school closures to a greater extent than other pupils due to the lack of access to technology/educational materials at home.</p> <p>There continues to be a barrier to the completion of homework/revision tasks with disadvantaged students not having the same access to supporting resources online as non-disadvantaged peers. This includes revision guides and other examination-related materials.</p>
<b>6</b>	<p><b><u>Low levels of literacy, lexical field and reading at home</u></b></p> <p>Sir Kevan Collins, former CEO of the EEF explains: '<b>Literacy is fundamental for success in school and beyond. Young people who leave school without good literacy skills are held back at every stage of their lives.</b>' Therefore, our expectation at The Dukeries Academy is that all students become strong readers.</p> <p><b>PP students on entry to The Dukeries Academy have lower literacy levels, reading ages and comprehension than non-PP students. This impacts their progress in all subjects. On entry to Year 7 in the last year, 85% of our disadvantaged pupils arrive below age-related expectations compared to 61% of their peers. This gap is closing during their time here but not by enough.</b></p> <p>Studies show the negative impact of low literacy and how this impact is exacerbated by disadvantage.</p> <p><a href="https://ffteducationdatalab.org.uk/2023/09/early-literacy-skills-and-longer-term-outcomes-part-one/">https://ffteducationdatalab.org.uk/2023/09/early-literacy-skills-and-longer-term-outcomes-part-one/</a></p> <p><a href="https://ffteducationdatalab.org.uk/2023/09/early-literacy-skills-and-longer-term-outcomes-part-two/">https://ffteducationdatalab.org.uk/2023/09/early-literacy-skills-and-longer-term-outcomes-part-two/</a></p>

## The relationship with disadvantage

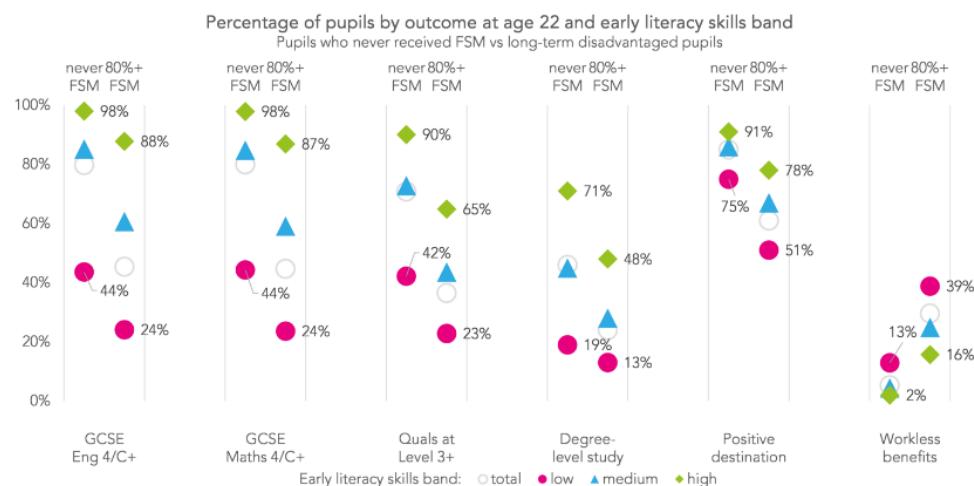
Below we show the percentage of our cohort by early literacy skills and disadvantage. We quantify disadvantage as the proportion of pupils' school careers spent eligible for free school meals (FSM).

Percentage of pupils by disadvantage and early literacy skills band



These studies showed that disadvantaged pupils tended to achieve lower literacy scores than others. **Even those who were eligible for FSM for the shortest time – 25% of school terms or fewer – were almost twice as likely to score in the “low” band than those who were never eligible. Long-term disadvantaged pupils – eligible for FSM for at least 80% of school terms – had the lowest literacy scores. Less than half scored in the “medium” or “high” band, and 40% in the “low”.**

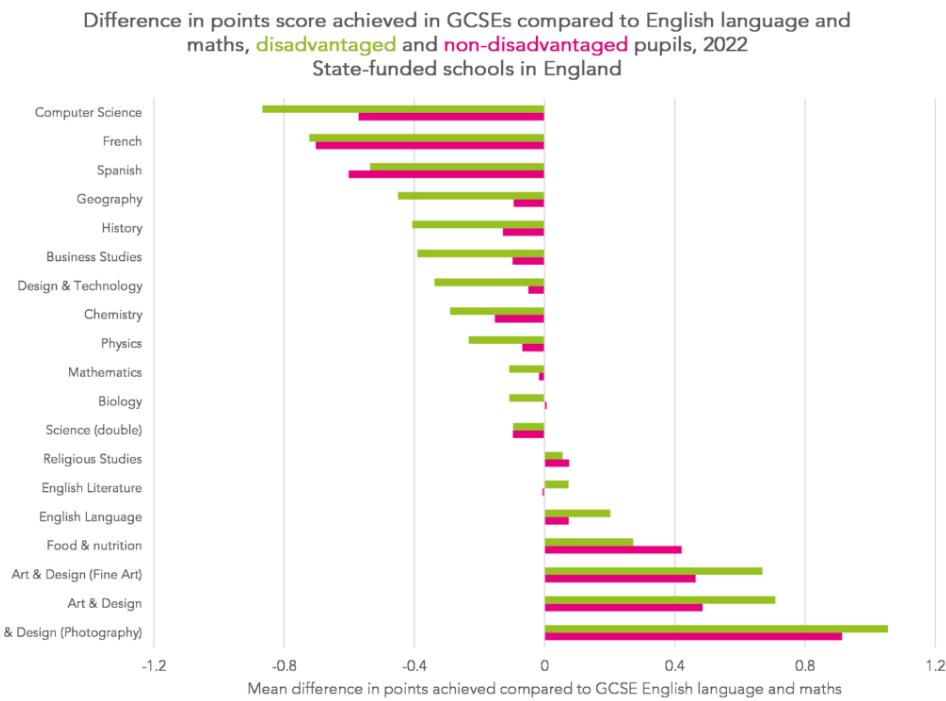
Below we plot the same outcomes we saw in the previous post, again split by early literacy band, but we show results for those who were never eligible for FSM on the left-hand side of each bar, and those who were long-term disadvantaged on the right-hand side.



Although we see that long-term disadvantaged pupils tended to have worse outcomes than the never disadvantaged, the relationship with early literacy skills is still there.

	<p>A further study investigated how far high early literacy skills can mitigate the impact of disadvantage, by comparing the difference in outcomes between those with high (versus medium) early literacy skills (dark green bars) and comparing those who were long term FSM (versus never FSM) (light green bars).</p> <p>Adjusted relationship between early literacy, disadvantage, and outcomes High early literacy skills vs medium, and long-term disadvantaged vs never</p> <table border="1"> <thead> <tr> <th>Outcome</th> <th>High early literacy skills vs medium</th> <th>Long-term disadvantaged vs never</th> </tr> </thead> <tbody> <tr> <td>GCSE Eng 4/C+</td> <td>+31pp</td> <td>-21pp</td> </tr> <tr> <td>Quals at Level 3+</td> <td>+23pp</td> <td>-27pp</td> </tr> <tr> <td>Degree-level study</td> <td>+22pp</td> <td>-22pp</td> </tr> <tr> <td>Positive destination</td> <td>+8pp</td> <td>-17pp</td> </tr> <tr> <td>Workless benefits</td> <td>+15pp</td> <td>-8pp</td> </tr> </tbody> </table> <p>■ high early literacy skills vs medium   ■ long-term disadvantaged vs never</p> <p>In the three education outcomes – GCSE English pass, Level 3 qualifications, and degree-level study – the improvement in outcomes associated with having high early literacy skills rather than medium, is greater or equal to than the deficit associated with being long-term FSM rather than never. <b>This means that long-term FSM pupils with high early literacy skills had similar or better outcomes than never FSM pupils with medium early literacy skills.</b></p> <p><b>In the two broader outcomes – being in a positive destination and receiving workless benefits – the opposite is true, meaning that long term FSM pupils with high early literacy skills had worse outcomes than never FSM pupils with medium early literacy skills.</b> The picture was similar when we compare medium literacy skills with low.</p> <p><b>This shows that having higher early literacy skills can improve educational outcomes for PP pupils, however, there remain boundaries regarding employment outcomes.</b></p>	Outcome	High early literacy skills vs medium	Long-term disadvantaged vs never	GCSE Eng 4/C+	+31pp	-21pp	Quals at Level 3+	+23pp	-27pp	Degree-level study	+22pp	-22pp	Positive destination	+8pp	-17pp	Workless benefits	+15pp	-8pp
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7	<p><b><u>Attainment and Progress</u></b></p> <p><b>This is the overriding goal of our PP strategy: improving attainment and progress for PP pupils.</b></p>																		

<https://ffteducationdatalab.org.uk/2023/08/how-grading-severity-varies-by-pupil-characteristics/>



Nationally, relative performance tends to be stronger among PP pupils in art and design and English language. By contrast, relative performance among disadvantaged pupils tends to be lower in sciences, humanities (geography and history), design and technology, and business studies.

All the challenges outlined above impact on academic outcomes. While we did not have external examinations for two years, our 2019 results showed a larger progress gap between PP and non-PP than national figures. 2019s outcomes show that PP student progress and attainment was lower than non-PP in all areas other than the vocational technology subjects. **Since then, almost every set of progress data demonstrates significant improvement back to pre-pandemic levels.** Progress for PP pupils improved from -0.96 in 2023 to (provisional) -0.67 in 2024.

Outcomes Overview	2022	2023	2024
Progress Buckets	Final Validated	Final Validated	Provisional*
English	-0.52	-0.46	-0.26
Maths	-0.77	-0.49	-0.27
Ebacc	-0.85	-0.53	-0.26
Other	-0.19	-0.40	-0.27
Overall	-0.56	-0.46	-0.27

**2023-2024**

In 2023-2024, provisional data shows improvement in every progress bucket for PP pupils. **This would suggest that PP strategy utilised in previous years and the implementation of this three-year plan are beginning to have impact and make a difference to attainment and progress.** Although still well below average, progress data for PP pupils has provisionally increased in every bucket to (Overall -0.67, English -0.69, Maths -0.69, Ebacc -0.69 and Open -0.64). This represents aligned progress across the curriculum **and a movement from -0.96 in 2023.**

**2024-2025**

In 2024-2025, Progress Measures were not available. This meant only Attainment data was analysed. This year our Attainment data fell compared to that in 2024. The attainment data highlights a gap between attainment of disadvantaged and non-disadvantaged pupils. This gap is 38.8 to 29.4, which means there is significant work to do to close this attainment gap.

## 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 achieve and sustain improved attendance for all our pupils, particularly	Improved attendance: whole school 97% and persistent absence 10% for all

<p>those from disadvantaged backgrounds and a reduction in PA's.</p>	<p>groups. Sustained attendance by 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall attendance rate for all pupils being in line with national for quintile 4 schools.</li> <li>• The gap between disadvantaged pupils and their non-disadvantaged peers is no more than 3.5% and reduces to zero over three years.</li> </ul>
<p>Pupils demonstrate positive attitudes towards learning.</p>	<p>Improved attitudes to learning, increased achievement points, reduced behaviour points and reduced exclusion levels of PP pupils.</p> <p>Reduced behaviour incidents for all groups as shown by internal data and fixed-term exclusion rates Internal and external quality assurance processes.</p> <p>A reduction in the number of negative behaviour points given to disadvantaged pupils, and a reduction in suspensions.</p>
<p>Pupils demonstrate higher expectations and aspirations for themselves and their futures</p>	<p>Number of PP NEET pupils maintained at zero. Improved PP attainment and progress outcomes.</p>
<p>Students feel safe and that their social and emotional needs are being met. They feel supported both inside and outside of the academy.</p> <p>Students with barriers to learning feel included and make progress academically as a result.</p>	<p>Sustained improvements in wellbeing and behaviour will be evidenced by pupil wellbeing surveys and case studies.</p> <p>Academic progress for PP students is above national for similar schools, evidenced by achievement data and use of FFT.</p> <p>Reduced suspensions for PP students evidenced by suspensions data and individual case studies.</p> <p>PP attendance is in line with quintile 4 schools nationally.</p> <p>Bromcom points ratios for PP students are in line with non-PP ratios.</p>

<p>All pupils can access learning from home and have the facilities and resources to do so</p>	<p>Pupil and parent feedback show all students have access to a device to complete home learning, this includes internet access where this isn't already available in the home.</p> <p>Bromcom shows that home learning submission and engagement are improving and the number of incidents of students not completing work is minimal.</p>
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Bi-annual reading tests in September and July to highlight reading and lexical field interventions have been successful. The reading age gap between PP and non-PP closing and a larger proportion of students at age related reading age or higher.</p> <p>Reading for pleasure is embedded in the curriculum and a positive culture towards reading is experienced by all our students in the school. This has a positive effect on our disadvantaged pupils when they are guided towards appropriate material to read and are allocated curriculum time to develop their reading skills.</p>
<p>Improved Academic Outcomes for all disadvantaged students</p>	<p>By the end of this current plan, running until 2027-28, KS4 outcomes demonstrate that:</p> <ul style="list-style-type: none"> <li>• On average disadvantaged pupils achieve Progress 8 of no less than 0.0.</li> <li>• The progress and attainment gap between disadvantaged pupils and their non-disadvantaged peers is at least in line with national average.</li> </ul> <p>Data drops demonstrate an improvement throughout the academic year (AP1 &gt; AP2 &gt; AP3) of the progress of pupil premium students.</p>
<p>Cultural Capital for all disadvantaged students</p>	<p>Students to fully immerse themselves in school lives, both in and out of the</p>

	classroom. Pupils to become confident and responsible leaders and to experience activities that stretch them beyond the routines of school learning and improve their cultural capital. We want for their parents to fully engage with school and work in a partnership with us to support their child in their secondary school journey.
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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)

Up to £10,000

Activity/ Challenge	Impact of this approach	Challenge number(s) addressed

<p>Providing resources to develop, embed and maintain the coaching time reading programme. (Support from the National Literacy Trust)</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance, via whole staff training on best practice during PD.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say">https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say</a></p> <p>Support from the National Literacy Trust.</p> <p>Key Stage 3 pupils will have access to high quality, reading-age matched books during each morning for approximately 15 minutes. Whole school foci on literacy, reading and comprehension.</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a></p>	<p>6</p> <p>£minimal (existing resources purchased in previous academic year)</p> <p>£0 (in house training)</p>
<p>Engagement of standardised diagnostic assessments.</p> <p>Engagement in trust wide standardised assessment.</p> <p>Identifying the need for, and when necessary, providing, training for staff to ensure assessments are accurately marked and acted on.</p>	<p>As reported by the EEF, 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.</p> <p>By engaging in trust wide standardised assessment in year 9 and above, The Dukeries Academy can benefit from a larger data pool to aid comparisons and support from partner schools within the trust to improve outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-covid-19-and-catching-up">https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-covid-19-and-catching-up</a></p>	<p>6 &amp; 7</p> <p>£0 for assessments</p> <p>Potential Training costs tbc</p>

<p>High quality CPD, ensuring the recruitment and retention of the highest quality staff.</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support</a></p> <p><a href="https://tdtrust.org/about/evidence/">https://tdtrust.org/about/evidence/</a></p> <p>Informed by research undertaken by Rosenshine, which underpins effective approaches to teacher instruction and ensures strong outcomes for students.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786856/DFE_Teacher_Retention_Strategy_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786856/DFE_Teacher_Retention_Strategy_Report.pdf</a></p> <p><b>The Education Endowment Foundation (EEF) recommend that schools particularly focus their pupil premium funding on supporting high-quality teaching. High quality teaching has been shown to have the strongest impact on outcomes.</b></p>	<p>7</p> <p>Teacher release time cost tbc</p>
<p>All Y11 students to be provided with high quality revision resources and preparation for all their exam subjects</p>	<p>Year 11 all receive revision resources to prepare them for exams. An Extra 2 hours a week will be devoted within the time budget to “Accelerate” - targeted intervention for 2 x 35 mins a week and targeted x 45 mins after school.</p>	<p><b>3 &amp; 5 &amp; 7</b></p> <p>£5,000 for revision resources, budgeted at £40 per year 11 pupil.</p>

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

£105,000

Activity	Impact of this approach	Challenge number(s) addressed
Think for the Future Inclusion Centre	<p>Some of our disadvantaged students have highly complex needs, which can adversely affect their mental health, behaviour and attainment. When these pupils become at risk of becoming persistently absent or permanently excluded, despite our pastoral interventions, our Think for the Future Inclusion Centre can step in. This provides a safe place and bespoke package for these pupils to avoid adverse outcomes and meet their individual needs. It keeps pupils in school, attending and learning. This provision is a growing strength in our Inclusion Strategy.</p>	<b>1,2,3,4,7</b> £40,000
Internal Exclusion	<p>To avoid fixed term exclusions (where our ability to safeguard and ensure learning is happening with pupils is reduced), we have an internal exclusion (IE) room and full time IE officer. This allows pupils to remain in school with access to appropriate work and technology to complete their studies and ensure their progress does not suffer. It is in alignment with our emphasis on attendance, as pupils can still attend while receiving a consequence for whatever action caused the sanction of IE.</p>	<b>1,2,3,4,5</b> £20,000
Small group literacy intervention and Catch-Up Reading Programme	<p>Based on the Education Endowment Foundation, research demonstrates small group intervention accelerates reading progress by 4+ months. Additionally, based on the Improving Literacy in Secondary Schools recommendations, a targeted reading programme for students not making age-related progress enables students to make significant progress. The programme focuses on developing student ability to decode at word level and developing appropriate reading strategies for comprehension such as prediction and questioning.</p> <p>We have recently employed a new English Intervention Assistant to lead on this provision through use of Fresh Start.</p> <p>We have also appointed an Academy Reading Lead to coordinate reading interventions.</p>	<b>6 &amp; 7</b> £10,000

Engaging with the <b>My Tutor</b> to provide a blend of tuition, mentoring and schooled tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> and in small groups: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	<b>6 &amp; 7</b> £5000
Intervention sessions with high performing subject specialists for targeted students	Groups of 30 pupils assigned based on data to a Tutor who conducts interventions covering specific skills and knowledge gaps highlighted by QLA of mock exams twice a week for 35 minutes. Smaller groups of pupils will also be selected for 45-minute sessions to accelerate their progress after school. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	7 Within directed time GAG.
Raising aspirations through educational visits, leadership roles and Cultural Capital experiences	'Aspiration' interventions such as talks from successful former students, exposure to leadership experiences, university visits and cultural visits.	3 <b>Estimated £8000 (based on £30 budget per PP for the year).</b>

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

£160,000

Activity	Impact of this approach	Challenge number(s) addressed
Pastoral leaders trained monitor students attendance and follow up quickly on truancy. First day response provision.  Embedding principles of good practice set out in DfE's <a href="https://www.gov.uk/government/publications/school-">https://www.gov.uk/government/publications/school-</a>	It is difficult to improve attainment for children if they aren't attending school. NFER briefing for school leaders identifies addressing attendance as a key step and our outcomes data supports this....  <a href="https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf">https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf</a> ...with early intervention being key.  <a href="https://ffteducationdatalab.org.uk/2023/09/h">https://ffteducationdatalab.org.uk/2023/09/h</a>	<b>1 &amp; 4 &amp; 7</b> £75,000 £30,000

<p><a href="https://www.gov.uk/government/publications/framework-for-securing-full-attendance/actions-for-schools-and-local-authorities">attendance/framework-for-securing-full-attendance/actions-for-schools-and-local-authorities</a> Improving School Attendance advice. Staff (Pastoral Leaders) will get training and release time to develop and implement new procedures.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Attendance and Safeguarding Officer in place as part of overall strategy.</p>	<p><a href="https://www.gov.uk/government/publications/what-are-pupils-who-are-absent-in-the-first-week-of-term-to-become-persistently-absent/">ow-likely-are-pupils-who-are-absent-in-the-first-week-of-term-to-become-persistently-absent/</a></p> <p>We have since appointed a new Attendance Officer to lead on this area and support Pastoral Leaders with their work in driving attendance and responding to an emergent daily picture.</p>	
<p>Free Breakfast club provision for all students to support attendance and punctuality</p>	<p>To get all students into school on time, attending regularly and well-nourished to learn, we offer a free breakfast for all students.</p>	<p><b>1, 3, 4, 5, 7</b> £12,000</p>
<p>Staff training for issues such as Mental Health First Aid, Trauma, Attachment, Bereavement etc., to support staff expert knowledge in supporting individual students.</p>	<p>Pastoral Leaders and SEND staff as focus, (SEND staff would be from SEND budget).</p>	<p>4 Cost tbc</p>
<p>Provide a high-quality counselling service within the Academy setting to enable students to access counselling with minimal disruption to their attendance and education.</p>	<p>Academy data shows the positive impact of counselling on attendance.</p> <p><a href="https://www.roehampton.ac.uk/psychology/news/school-counselling-can-help-young-people-manage-mental-health-issues-despite-costs-first-ever-research-into-the-subject-reveals/#:~:text=%E2%80%9CCounselling%20provides%20a%20safe%20space,better%20in%20their%20daily%20lives">https://www.roehampton.ac.uk/psychology/news/school-counselling-can-help-young-people-manage-mental-health-issues-despite-costs-first-ever-research-into-the-subject-reveals/#:~:text=%E2%80%9CCounselling%20provides%20a%20safe%20space,better%20in%20their%20daily%20lives</a></p>	<p><b>1 , 4 , 7</b> £23 000</p>
<p>Provide bespoke interventions for individual students, including enhanced opportunities for support with a trusted adult, through the SEND team and Pastoral Team.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p><b>1 2 4 7</b> Accounted for above.</p>

Contingency fund for acute issues and provision of resources that children might individually need. For example, uniform, equipment and other activities relating to the learning journey	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to the need for resources.	<b>All</b> £20,000 (£80 budget per PP)
Train Pastoral leaders to work with vulnerable and disadvantaged students.	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance	<b>2</b>
Develop and implement clear strategy and process for behaviour interventions		<b>2</b>
Regularly monitor PP students and the amount of rewards etc that they are getting.	along with a decrease in problematic behaviours. EEF Behaviour Intervention Toolkit	<b>2</b>

Total Budgeted Cost: approximately £327 857

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

### Pupil premium strategy outcomes

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

#### Teaching (for example, CPD, recruitment and retention)

Activity/ Challenge	Impact of this approach	Actual Spend
Ensure that all children have access to high quality and age-appropriate sex and relationships education utilising the Jigsaw PSHE/RSE Programme. PSHE RSE resources. PSHE coordinator role. Challenge:1,3,4,5.	<p>Children who feel safe, have good mental health and wellbeing have better attendance at school.</p> <p><a href="https://journals.sagepub.com/doi/full/10.1177/0004944118823576">https://journals.sagepub.com/doi/full/10.1177/0004944118823576</a></p> <p>A reporting system is now set up and in use specifically for Harmful Sexual Behaviour (HSB) and pupils are well educated on this as part of the pastoral curriculum. A rise in reports of HSB has been shown over the past 2 years showing pupils have more confidence in identifying HSB, reporting HSB and knowing the safeguarding team will deal with incidents of HSB.</p> <p>Pupils in all year group receive Sexions and Equations training on healthy relationships, consent and appropriate sexual conduct.</p> <p>A PSHCE coordinator was assigned who over saw the implementation and quality assurance of PSHCE as a timetabled one-hour slot for all year groups.</p> <p>External speakers come in to discuss areas identified as being risks to those who are disadvantaged in our community, including County Lines, Knife Crime, Substance Abuse, Grooming, “Cukooing”, Radicalisation and Self Harm. Our local police officer comes in to talk to pupils/staff on identifying risk factors and reporting them, ensuring pupils are well educated to risks and vulnerabilities.</p>	£1000

	<p><b>Although this may not have a measurable impact on pupil outcomes, it improves the physical and psychological safety amongst pupils. It also led to a rise in willingness to report incidents, allowing us to provide support to the child harmed as well as any potential child doing harm.</b></p> <p>Referrals from Pastoral Leaders and the Safeguarding Team to multi-agencies has also increased showing improved challenge and refinement to ensure progression. Children who feel psychologically and physically safe in school will be more likely to attend.</p> <p><b>This provision will continue but no longer comes from PP budget.</b></p>	
Providing resources to develop, embed and maintain the coaching time reading programme. Support from the National Literacy Trust  Challenge: 6	<p>All KS3 pupils were provided with a contemporary book matched to their reading age and given 20 minutes allocated reading time on a Tuesday and Thursday. This was to emphasise the importance of reading for pleasure and allow pupils the produce and time to do this daily. We also selected culturally diverse books chosen to meet the cultural capital agenda. <b>The average reading Scaled score for PP pupils at KS3 is steadily increasing each year by 2/3SS, however the PP gap is remaining at -5SS so this activity needs refinement in targeting PP to minimise the gap.</b></p>	£1000 (the rest from English budget)
Literacy 'Catch Up®' small group work using Fresh Start  Challenge: 6.	<p>Catch Up® Literacy is a structured one-to-one intervention for learners who find reading difficult. <b>It enables struggling readers to achieve more than double the progress of typically developing readers.</b></p> <p>It uses a book-based approach to support learners in their reading of a book, so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes. It is suitable for all struggling readers whose Reading Age is significantly below their Chronological Age and is designed for use with struggling readers aged 6-14.</p> <p><b>We have a good record of accomplishment in using 1 to 1 TA and Intervention Assistants to bring pupils up by an average of 2 years reading age across 2 years for pupils of reading age 7 and below who otherwise</b></p>	£0

	<b>would have stagnated. These pupils went on to sit GCSEs achieve GCSE grades.</b>	
Purchase of standardised diagnostic assessments. Engage in trust wide standardised assessment. Training provided for staff to ensure assessments are interpreted correctly and outcomes acted on.	Standardised GL tests and reading age tests are conducted for all in Year 7 and identified pupils are re-tested yearly.	Standardised tests cannot be charged to PP.
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area. It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities.	<p>Reading interventions that took place this year include first story, catch up reading through Fresh Start, book club, all Key Stage 3 reading in Tutor Time, there are weekly library lessons during English. <b>The average reading Scaled score for PP pupils at KS3 is steadily increasing each year by 2/3SS however the PP gap is remaining at -5SS.</b></p> <p><b>These provisions will remain, but objectives will be removed from the new strategy.</b></p> <p>We have developed this through additional interventions in the SEND team and adding an English Intervention Assistant. All pupils are now tracked through waves of provision.</p>	Accounted for above £0

<p>Ensuring material access to a wide range of Continuing professional Development for all staff, by funding lesson cover so that staff can attend training courses, such as NPQs and MEd courses</p>	<p>A few staff are undertaking NPQs at present. There were high levels of internal promotions.</p> <p><b>The Education Endowment Foundation (EEF) recommend that schools particularly focus their pupil premium funding on supporting high-quality teaching. High quality teaching has been shown to have the strongest impact on outcomes, thus ensuring staff can receive good training and CPD at TDA is critical for recruiting and retaining high quality staff.</b></p>	<p>£0</p>
<p>Ensuring the recruitment and retention of the highest quality staff</p>	<p>Better staff retention at the end of this academic year than in the previous few years. There are strong opportunities for internal promotion and promotions within the Trust.</p> <p><b>Children cannot learn when they do not have a teacher in front of them and will not learn well without a high-quality teacher. Subjects where the highest quality teachers were prioritised for year 11 had stronger outcomes.</b></p>	
<p>Implementing the TDA Tenets of Excellence and the ATTi Teaching and Learning blueprint across the school to ensure best practice through:</p> <ul style="list-style-type: none"> <li>• Knowledge Acquisition</li> <li>• Knowledge Recall (Short and Long-term)</li> <li>• Knowledge Application</li> <li>• Skills Development</li> <li>• Questioning</li> </ul>	<p>PD focus on Rosenshine's principles, cognitive science, cognitive load and memory and questioning.</p> <p>Regular whole staff training on quality first teaching and aligned pedagogical strategies, with main focuses being Cold Calling, Tracking and Modelling.</p> <p><b>QA has shown these skills developing across departments and some faculties have been highlighted as this now being a strength.</b></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p><b><i>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. It is important that schools consider how children learn, how they develop knowledge and</i></b></p>	<p>£0</p>

	<b><i>skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.”</i></b>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Impact of this approach	Actual Spend
Small group literacy intervention Challenge: 6	Small group English intervention taking place to support our weakest readers. This is seeing some impact with pupils increasing their reading ages by between 4- and 6-months during intervention cycles.	£8000
Catch Up Reading Programme	The “Catch Up” Reading programme has shown gains in reading age for some of our lowest ability readers (<8RA) showing gains of up to 2.6 years. Accounted for above.	
Raising aspirations through educational visits, leadership roles and Cultural Capital experiences Challenge: 2, 3, 5	Visits to National Space Centre, University of Nottingham, Ski Trip, Theatre Trips, Cambridge University. <b>Priority/subsidy is given to trips which are directly linked to pupils' course outcomes, such as seeing plays of the English Literature texts or Drama performances.</b>  Enrichment programme every Tuesday morning during Period 1 and other opportunities through a wide trips offer.	£5000

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

Activity	Impact of this approach	Actual Spend
Pastoral leaders trained monitor students attendance and follow up quickly on truancies. First day response provision.	<p>Updates and adaptations to the monitoring process of truancy and handling truancy related issues is on-going.</p> <p>Each year group is carefully monitored, and Pastoral leads are dedicated to safeguarding, attendance, truancy, mental health issues etc.</p> <p>Data from 24-25 demonstrates the attendance gaps between PP and non-PP pupils were beginning to narrow with a 0.8 improvement on 23-24, and why this remains a key priority.</p> <p>The Pastoral Leaders focus on first response to absence and interventions/foci include: contacting home, home visits, letters home, attendance meetings, attendance reports, penalty notification letter, fixed penalty notices, law enforcement support, multi-agency interventions (social care, MASH, CAMHS, etc) and referrals, counselling referrals, horse/draw and talk referrals, bespoke timetables and reintegration plans.</p> <p>Trends and impact are reviewed weekly and filtered for key groups such as SEND and PP.</p>	£75,000
Increased positive contact through phone calls and emails. Encouraged attendance to parent's events with students/parents	Positive interaction with parents is now monitored and actively promoted (38% of positive phone calls were to PP parents, roughly in line with our 40% of PP pupils).	£350
Free Breakfast club place for disadvantaged students to support attendance and punctuality	<p><i>Free breakfast club in place for all pupils and staff every morning. This encourages attendance and promptness to school and allows every pupil the opportunity to have breakfast.</i></p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737458/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737458/</a></p>	£10,000

	<p><i>"The evidence indicated a mainly positive effect of breakfast on on-task behaviour in the classroom. There was suggestive evidence that habitual breakfast (frequency and quality) and SBPs have a positive effect on children's academic performance with clearest effects on mathematic and arithmetic grades in undernourished children. Increased frequency of habitual breakfast was consistently positively associated with academic performance. Some evidence suggested that quality of habitual breakfast, in terms of providing a greater variety of food groups and adequate energy, was positively related to school performance."</i></p>	
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. This includes training for school staff, collaboration with our local behaviour hub and teacher release time.	<p>Counselling service adopted CBT as a new approach for students struggling with mental health issues.</p> <p>Draw and talk in place to help pupils open about their anxieties and mental health struggles.</p> <p>MASH referrals have been more targeted and effective due to the training provided to the safeguarding team. Stronger challenge is in place to external agencies meaning that cases that would previously have not progressed have progressed to CIN and CP plans.</p> <p>The Mental Health Strategy has been reviewed and updated with the wider safeguarding team to include involvement of Notts Mental health Support Team. There has also been a focus through the safeguarding curriculum on promoting strategies for wellbeing and positive mental health.</p>	£20,000
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to	<p>Pastoral Leader for each year group. Impact discussed above.</p>	Accounted for above.

improve attendance.		
Provide a high quality counselling service within the Academy setting to enable students to access counselling with minimal disruption to their attendance and education.	<p>Pupils can be referred for counselling, draw and talk, low self-esteem girl's group, low aspiration boys' group, etc. Impact discussed above. Examples of PP % targeted by various provisions:</p> <p>Think for the Future 80% PP          Boxing, 67% PP          Check in daily with trusted adult 40% PP          Draw and Talk 65% PP          Anger management 55% PP          Entry Level Maths 100% PP          Life for Living Skills 100% PP          Lunch/Break Support 85% PP          Meet and greet each morning 45% PP          1-to-1 bespoke work around acceptable behaviour 100% PP          Riding and horse care 56% PP          Social skills 100% PP</p>	Accounted for above
Provide bespoke interventions for individual students, including enhanced opportunities for support with a trusted adult, through the Inclusion Centre.	<p>The Inclusion Centre is a growing strength of our Academy and supports our most vulnerable pupils in attending school and accessing learning. This has had a significant impact on reducing repeat suspensions, suspensions and other behaviour metrics around the Academy.</p> <p>We continue to employ a Behaviour Intervention Officer, so we have capacity for internal exclusion as a short-term consequence of serious behavioural issues.</p> <p>Pupils accessing the Inclusion Centre are our most vulnerable pupils who at real risk of persistent absenteeism, school anxiety, repeated fixed term exclusion, permanent exclusion etc. The Inclusion Centre allows them to continue attending our Academy, receiving a tailored package of TA support, personalised lessons, access to some mainstream lessons and mental health support to meet their needs and minimise these risks.</p>	£157 000 – not all of which is PP funded.
Staff training for Mental Health First Aid. Staff training for trauma and attachment to support staff expert	Mental Health First Aiders are now in place. Pastoral Leaders have had mental first aid training. EMR routinely promoted and used by all staff. Staff voice says more training required regarding trauma.	Used SEND budget.

knowledge of individual students. Staff training for EMR method.		
Contingency fund for acute issues and provision of resources that children might individually need. For example, uniform, additional free school meals, school trips and other activities relating to the learning journey	Have funded uniform and PE Kit for PP students. Up to £30 for PE kit and up to £50 for uniform costs when needed. Equipment is provided for PP pupils when required. <b>This allows pupils to attend school ready to learn without the hindrances of not having the correct uniform or equipment, maximising their opportunities for learning and reducing barriers.</b> This fund has also been used in emergencies when LAC have moved into the area and need to continue learning asap. This includes funding for Standards Gate.	£3000
Train Pastoral leaders to work with vulnerable and disadvantaged students.	Pastoral training includes mental first aid, trans youth, self-harm, suicidal ideation, Prevent training and Harmful Sexual Behaviour. The Lead Pastoral Leader has indicated more training on persistent absenteeism and bereavement would be beneficial for next year.	
Develop and implement clear strategy and process for behaviour interventions	We have a clear behaviour pathway and intervention strategies in place. Pastoral Leaders and Heads of Years support pupils and the Academy utilises partner schools for managed moves and part time suspensions. This allows for more scope and flexibility for exploring all possible avenues to ensure some of our more vulnerable pupils can be consistently in education and learning.	Accounted for elsewhere.
Regularly monitor PP students and the amount of rewards etc that they are getting. Reward first strategies.	There has not been a focus on PP exclusively. This needs to improve going forward.	

## 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
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Various	Think for the Future

## 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?	