

# Pupil premium strategy statement: Swindon Academy 2024-25

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview Detail

School name  
Number of pupils in school  
Proportion (%) of pupil premium eligible pupils

## Data

Swindon Academy  
1628 (Year R – Y11)  
43.9% overall  
(715 pupils)  
44.5% Primary  
43.5% Secondary  
September 2024 to  
September 2027  
January 2025  
September 2027  
Karen Wright  
Head Teachers  
Secondary: Lorraine Jordan  
BA Primary: Charlotte Beckhurst  
AC Primary: Hannah Allendar  
Jimmy Scragg (Chair)

Academic year/years that our current pupil premium strategy plan covers (**3-year plans are recommended**)

Date this statement was published

Date on which it will be reviewed

Statement authorised by

Pupil premium lead

Governor / Trustee lead

## Funding overview Detail

Pupil premium funding allocation this academic year

## Amount

£888,995  
£475,820 (Primary)  
£413,175 (Secondary)

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

## Part A: Pupil premium strategy plan

**Statement of intent** At Swindon Academy we ensure that every pupil in our schools is able to flourish academically and personally in an aspirational and supportive environment. We aim to ensure that all students, regardless of their socio-economic background, are well-educated, and are able to live a happy and fulfilled life. We have a relentless focus on high achievement, and we aim for all our students to make exceptional progress throughout the curriculum.

We know that PP students in particular benefit from high-quality teaching. This is the central principle that drives the decisions behind our strategy, enabling us to have the greatest impact not only on the majority of students at our school who receive pupil premium funding, but on all our pupils. Increasing our students' attendance is important so that they are learning in the classroom. Carrying out additional interventions for our pupils gives them extra opportunities to master the material they need to be successful. Through our quality teaching and high expectations, we aim to close the disadvantage gap by ensuring that all our students, and in particular our PP students, can access, learn and enjoy a rich, ambitious and challenging curriculum throughout their primary and secondary education.

# Challenges in the Primary Phase

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

Challenge number	Detail of challenge
<p>Challenge 1 <b>Attendance</b></p>	<p>The attendance of PP pupils is lower than their non-PP peers. The rate of persistent absence for PP students is higher than non-PP students which impacts progress. Lower attendance has a negative impact on students' attainment. Our challenge is to ensure that PP students attend school at least in line with our non-PP students.</p>
<p>Challenge 2 <b>Progress &amp; Attainment</b></p>	<p>Our analysis of termly assessments for Reading, Writing and Maths shows that the attainment and progress of PP students is below that of their non-PP peers. Our challenge is to ensure that PP students make at least the same progress as non-PP students. PP pupils made slower progress in writing compared to non-PP children. Upon moderation, PP children were analysed to have gaps in vocabulary – particular tier 2&amp;3 vocabulary – when compared to non-PP children. Also, basic sentence structure and handwriting is an area of focus for PP children across both KS1 and KS2. PP pupils were analysed to have poorer presentation and more basic errors. PP students make slower progress in maths when compared to non-PP. Children's fluency in maths and basic maths skills, combined with the inability to recall and review known facts in maths is a challenge.</p>
<p>Challenge 3 <b>Reading comprehension and phonics</b></p>	<p>PP pupils have lower reading ages and are subsequently not as fluent readers, on average, than non-PP pupils in all year groups across KS1 and KS2. PP children do not read for as many minutes per day when compared to non-PP pupils using accelerated reading. Our challenge is to ensure that PP students are able to read at their chronological age.</p>
<p>Challenge 4 <b>Parental Engagement</b></p>	<p>Records indicate that parents of disadvantaged pupils are less likely to attend school events and workshops and therefore are not as informed or equipped to be able to help and support their child at home compared to parents of other pupils.</p>
<p>Challenge 5 <b>Behaviour, Welfare and SEMH</b></p>	<p>Across our primary schools, PP pupils are more likely to experience trauma and adverse childhood experiences which can contribute to issues with their SEMH. Welfare issues and mental health challenges are more prevalent now, this is evidenced by increases in referrals. This can impact attendance as well as attainment. The challenge now is to build their self-esteem, well-being and resilience.</p>
<p>Challenge 6 <b>Cultural Capital</b></p>	<p>It is widely accepted that a person's level of cultural capital is a huge indicator of how well they can succeed academically and engage in wider society and that this is a primary barrier for many PP students achieving future success. Exposure not only to culture but also to situations in which they might not have previous experiences is of paramount importance to their ongoing successes. <a href="https://www.tes.com/news/what-does-ofsted-mean-cultural-capital">https://www.tes.com/news/what-does-ofsted-mean-cultural-capital</a> Our observations of, and conversations with our students suggest that those in receipt of pupil premium have fewer opportunities to develop cultural capital outside of school. This reduces the background knowledge</p>

# Challenges in the Secondary Phase

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

Challenge number	Detail of challenge
<p>Challenge 1</p> <p><b>Attendance</b></p>	<ul style="list-style-type: none"> <li>• The attendance of PP pupils is lower than their non-PP peers.</li> <li>• The rate of persistent absence for PP students is higher than non-PP students which impacts progress.</li> <li>• Lower attendance has a negative impact on students' attainment. Since the education of PP students was, on a national scale, disproportionately affected by the pandemic, it is even more important that pupil premium-eligible students attend school every day.</li> <li>• To ensure PP students' attendance is at least in line with our non-PP students is an academy priority.</li> </ul>
<p>Challenge 2</p> <p><b>Attainment and Progress</b></p>	<p>Our analysis of termly assessments shows that the attainment and progress of PP students across the curriculum is below that of their non-PP peers.</p> <p>Our challenge is to ensure that our pupil premium students (PP) make at least the same progress as non-PP students at all key stages and that their progress and attainment matches the achievement of non-pupil premium (NPP) students nationally.</p>
<p>Challenge 3</p> <p><b>Quality of Teaching</b></p>	<p>The school appoints many Trainee Teachers for the academic year. It is vital that these staff make rapid progress and can deliver high quality lessons quickly. We need to provide additional CPD and subject knowledge to our new staff. If this does not happen, the impact on learning for PP pupils will be a concern.</p>
<p>Challenge 4</p> <p><b>Reading comprehension</b></p>	<p>PP pupils in Key Stage 3 have lower levels of reading comprehension than their peers. This risks having a negative impact on their progress in all subjects and could potentially limit the extent to which they can access the curriculum. The challenge is to ensure all PP students have reading ages that mean they can access the curriculum in its entirety.</p>
<p>Challenge 5</p> <p><b>Behaviour, Welfare and SEMH</b></p>	<p>Our PP pupils are more likely to have experienced trauma and adverse childhood experiences which can contribute to issues with their SEMH. Discussions with families and pupils shows that the two periods of lockdown have also contributed to an increase in welfare issues and mental health challenges. These findings are backed up by several national studies on partial school closure and our own UL research. This is evidenced by an increase in referrals and increased use of support such as CAMHS. The challenge now is to build their self-esteem, well-being and resilience.</p>
<p>Challenge 6</p> <p><b>Cultural Capital</b></p>	<p>Our observations of, and conversations with, our students suggest that those in receipt of pupil premium have fewer opportunities to develop cultural capital outside of school. This reduces the background knowledge they need not only to access the curriculum fully, but also to lead a successful life.</p>
<p>Challenge 7</p> <p><b>Prep work</b></p>	<p>Our most PP students often do not have the same encouragement and support from home to complete their Prepwork or a place of quiet study. If they also have low levels of attendance, non-completion of Prepwork is more likely and has a greater impact on their learning.</p>

## Intended outcomes in the Primary Phase

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
<b>1: Attendance</b>	<p>Sustained high attendance demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 5%, and the attendance gap between PP pupils and their non-PP peers being reduced.</p> <p>The percentage of PP pupils who are persistently absent being reduced and the gap between PP pupils and their non-PP peers being reduced.</p> <p>Any concern with PP students' attendance is addressed through a multi professional approach. This approach also supports the families, who, otherwise can become disengaged. This is to ensure students feel supported and more confident about attending school and being in the academy.</p>
<b>2: Progress &amp; Attainment</b>	<p>Teachers identify systematically gaps in all students' knowledge, including PP students, using formative assessment. Content is then taught responsively.</p> <p>Progress &amp; Attainment scores for PP pupils improve in Reading, Writing and Maths, closing the gap with their non-PP peers.</p> <p>Attainment data in writing improves and the gap in attainment closes.</p> <p>Teachers should also recognise this improvement through engagement in lessons and book scrutiny.</p> <p>Fluency levels of PP students improve, evidenced by arithmetic scores and MCC test outcomes.</p>
<b>3: Reading comprehension and phonics</b>	<p>Reading comprehension tests demonstrate improved comprehension skills among PP pupils and a smaller disparity between the standardised scores of PP pupils and their non-PP peers.</p> <p>Teachers should also recognise this improvement through engagement in lessons and book scrutiny.</p>
<b>4: Parental Engagement</b>	<p>Sustained high attendance at school events, workshops and survey completion of disadvantaged parents.</p>
<b>5: Behaviour, Welfare and SEMH</b>	<p>Sustained high levels of wellbeing demonstrated by:</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>Quantitative data from teacher surveys.</p> <p>A reduction in the level of serious incidents and fixed term suspensions for PP pupils.</p> <p>Reduction in CPOMS mental health referrals.</p>
<b>6: Cultural Capital</b>	<p>All pupils, and especially PP students, are given multiple opportunities to gain more cultural capital, without costs to the families.</p> <p>All pupils are given the opportunity to participate in some form of enrichment inside or outside of school (e.g. sports or arts after-school clubs, Year 5 Residential). There are several trips throughout the year to cultural institutions, such as museums, galleries or other venues. These trips have a strong rationale rooted in the curriculum.</p> <p>Our Character Education offering is expanded to include dance workshops, drum lessons and volunteering opportunities.</p>

## Intended outcomes in the Secondary Phase

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
<b>1: Attendance</b>	<p>Attendance meets or exceeds national expectations and is in line with the school's overall attendance figures.</p> <p>The attendance and pastoral team support individual students with poor attendance and punctuality so that their attendance improves.</p> <p>Attendance for specific groups is tracked centrally, and appropriate actions are taken.</p> <p>There is an increase in individual support through form time and mentoring.</p> <p>There will be a reduction in whole school PP persistent absence.</p>
<b>2: Attainment and Progress</b>	<p>Teachers identify systematically gaps in all students' knowledge, including PP students, using formative assessment. Content is then taught responsively.</p> <p>Better levels of attainment and progress are evidenced through lessons visits, formative and summative assessment, and the high quality of the work produced which demonstrates that pupils are grasping key concepts and developing strong curriculum knowledge.</p> <p>The gap in attainment between PP and NPP is reduced, and the P 8 score shows that PP students have achieved significantly above their peers nationally.</p> <p>A proportionate % of PP students are entered for all components of the EBacc – EBacc figures for PP students achieving grades 4+ and 5+ is above or well above national averages and compares favourably to NPP students nationally.</p> <p>PP students make clear and sustained progress over time gaining the knowledge and skills they need to make the next stage of their education, employment or training and this can be seen through internal and external assessments and in evidence of records of students' future pathways.</p>
<b>3: Quality of Teaching</b>	<p>All students are delivered good or better lessons by subject experts.</p> <p>All lessons are delivered using agreed TLaC techniques and follow the Rosenshein model.</p> <p>Mid-year assessments show that PP students are making good progress towards their target grades.</p> <p>Quality assurance demonstrates that PP students are relentlessly prioritised in lessons through questioning, planning and feedback.</p> <p>Book looks show there is little variance between PP and Non-PP students.</p> <p>CPD is adapted to respond to the needs of PP students so that teachers understand the barriers and adapt their QFT to target the needs of the PP students.</p>
<b>4: Improved reading comprehension</b>	<p>Improved literacy skills in PP students across the school. Significant improvement in reading ages and are at least as good as non-PP students.</p> <p>Reading tests demonstrate improved comprehension skills among PP pupils and a smaller disparity between the standardised scores of PP pupils and their non-PP peers.</p> <p>Teachers should also recognise this improvement through engagement in lessons and book scrutiny.</p>
<b>5: To achieve and sustain improved wellbeing</b>	<p>Qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>A reduction in the level of serious incidents and fixed term suspensions for PP pupils.</p> <p>An increase in the number of PP students demonstrating our values and achieving 100 Club Awards.</p> <p>Reduce the number of PP students with mental health needs.</p> <p>There is a reduction in the number of PP students with uniform/equipment issues.</p>
<b>6: Cultural Capital</b>	<p>All pupils, and especially PP students, are given multiple opportunities to gain more cultural capital.</p> <p>All pupils are given the opportunity to participate in some form of enrichment inside or outside of school (e.g. sports or arts after-school clubs, ABC Week projects and Year 8 camp).</p> <p>There are several trips throughout the year to cultural institutions, such as museums, galleries or other venues. These trips have a strong rationale rooted in the curriculum.</p> <p>An increase in the engagement of PP students with our Inspire Programme.</p>
<b>7: Prep work</b>	<p>Prep work data shows that there is a decrease in the number of PP students not completing Prepwork.</p> <p>In subjects where high levels of Prepwork detentions are set, barriers are identified and removed.</p> <p>A higher proportion of PP students attend Prepwork support club.</p>

## Activity in this academic year Primary Phase

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: £300,000

Activity	Evidence that supports this approach	Challenge addressed
Large SLT inc. Headteacher appointed at each site so that the quality of teaching is kept under continual review and actions to improve the quality of teaching are implemented in a timely fashion.	Getting the right leaders in post is vital to creating an environment and school climate that leads to good teaching. Leaders set the stage for great teaching through school policies, routines, and practices. Putting Evidence to Work - A School's Guide to Implementation   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ).	2 3
Continue to embed a culture of quality first teaching by ensuring all staff apply the Rosenshine principles and TLaC techniques, supported and quality assured by a programme of Development Days and Walkthroughs.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Quality First teaching is always at the forefront of our approach to supporting all our children and particularly those who are disadvantaged. 1. High-quality teaching   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ).	2 3
Ensure highly effective diagnostic assessment and feedback accurately supports planning and provision to promote catchup by: Purchasing of standardised diagnostic assessments, Training all staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF	2 3
Effectively embed evidenced-informed practices to ensure that the quality of teaching, curriculum and provision is consistently strong in all year groups and secures catch-up across all areas of the curriculum.	EEF Rationale: Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning Improving the quality of teaching—both the planning and implementation—is almost always supported by high quality professional development. <a href="https://www.cambridgeinternational.org/support-and-training-forschools/teaching-cambridge-at-yourschool/great-teaching-toolkit/">https://www.cambridgeinternational.org/support-and-training-forschools/teaching-cambridge-at-yourschool/great-teaching-toolkit/</a> .	2 3
Embed direct teaching of vocabulary across the school & purchase high quality curriculum resources which explicitly teachers tier 1 and tier 2 vocabulary.	EEF Rationale: Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning Improving the quality of teaching—both the planning and implementation—is almost always supported by high quality professional development. <a href="https://www.cambridgeinternational.org/support-and-training-forschools/teaching-cambridge-at-yourschool/great-teaching-toolkit/">https://www.cambridgeinternational.org/support-and-training-forschools/teaching-cambridge-at-yourschool/great-teaching-toolkit/</a> .	2 3
Purchase of WellComm speech and language toolkit to assess, track and support early language development. Provide staff with CPD so the toolkit can be implemented.	There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial. EEF blog: The ShREC approach – 4 evidence-informed strategies...   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) EEF   Communication and Language ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ). Communication and language approaches typically have a very high impact and increase young children's learning by seven months.	2 3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/earlyyearstoolkit/communication-and-languageapproaches">https://educationendowmentfoundation.org.uk/education-evidence/earlyyearstoolkit/communication-and-languageapproaches</a> .	
Purchase of training and development days to support Phonics approaches have a strong evidence base that indicates a positive 1,2,3 9 the delivery of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics   Toolkit Strand   Education Endowment Foundation   EEF By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English. Gov.uk: The Reading Framework.	2 3
Further enhance our whole school reading provision to prepare all pupils to become readers for life, fostering a deep love of reading for both pleasure and information	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/readingcomprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/readingcomprehension-strategies</a> .	2 3
Setting up of The Haven/Orchard Room to improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk).	4 5
Further development of a relational approach to behaviour management, supported by Conscious Discipline with the aim of strengthening our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions   EEF (educationendowmentfoundation.org.uk).	4 5

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge addressed
<p>Fully embed a culture of rich vocabulary through explicit teaching, supported by high quality texts. Continue to embed the whole school approach to reading and writing lessons across EYFS-KS2 where high quality texts are used as the stimulus for children’s learning. PP children should be exposed to as many quality texts from their year group’s ‘Book Spines’ list as possible. Purchase PIRA reading tests and subscribe to the Rising Stars ‘Mark’ programme for online analysis and QLA of test scores. Subscribe to Bedrock and provide online vocabulary instruction for pupils in UKS2. PP children in EYFS, KS1 and KS2 will be priority readers and will read to an adult regularly.</p>	<p>On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF Closing-the-Gap_EPI-.pdf.</p>	<p>3 2</p>
<p>Provide reading and writing intervention to ensure PP students can access the material expected across the academy including the use of PIXL, Conquer Maths, Bedrock and Times Tables Rock Stars. Provide Herts for Fluency Reading Intervention – bringing the approaches into the classroom where needed. Provide 1-1 or small group targeted intervention for phonics– Y3 to enable pupils to ‘keep up’. Provide Reading Plus intervention for pupils in year 6 who are not yet fluent readers.</p>	<p>Fluent readers can read accurately, at an appropriate speed without great effort (automaticity), and with appropriate stress and intonation (prosody). A fluent reading style can support comprehension because pupils’ limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. EEF: Improving Literacy in KS2. Pupils who were offered Accelerated Reader made 3 months’ additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months’ additional progress. Accelerated Reader   EEF (educationendowmentfoundation.org.uk). <a href="#">KS2_Literacy_Guidance_-_Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</a> PIXL interventions: Small group tuition has an average impact of four months’ additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support. <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></p>	<p>3 2</p>
<p>Support language and literacy in EYFS by purchasing the Ruth Miskin Read Write Inc. programme to include training for all staff who deliver the programme. Deliver Talk through Stories in Reception to Year 2 to support vocabulary development in Early Years.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from PP backgrounds. Phonics   EEF (educationendowmentfoundation.org.uk). Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to</p>	<p>3 2</p>

<p>PP children who require support to develop language skills are identified early and proven strategies for intervention are put into place to impact positively on attainment.</p>	<p>an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months. Education Endowment Foundation   EEF</p>	
<p>Appoint a non-teaching SENCOs at to ensure that PP/SEND pupils receive personalised and appropriate classroom support and adjustments and the right intervention programmes where needed.</p>	<p><a href="#">Special Educational Needs in Mainstream Schools— Recommendations</a></p> <ul style="list-style-type: none"> <li>• The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies so that they can use flexibly to meet the needs of all pupils. <ul style="list-style-type: none"> <li>- flexible grouping</li> <li>- cognitive and metacognitive strategies; — explicit instruction</li> <li>- using technology to support pupils with SEND</li> <li>- scaffolding</li> </ul> </li> <li>• Small-group and one-to-one interventions can be a powerful tool. Interventions should be carefully targeted through identification and assessment of need.</li> <li>• Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.</li> </ul>	<p>3 2 5</p>
<p>Tuition provided for Year 6 pupils, based on their area of need in Reading, Writing or Maths.</p>	<p>Research from the Education Endowment Foundation (EEF) Toolkit highlights the effectiveness of certain interventions:</p> <ul style="list-style-type: none"> <li>• Small group tuition yields a moderate impact, equating to an additional four months of progress.</li> <li>• Teaching assistant interventions similarly result in four months of additional progress.</li> <li>• Extending school time has a moderate impact, contributing to three months of additional progress.</li> </ul>	<p>2</p>

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

Budgeted cost: £75,820

Activity	Evidence that supports this approach	Challenge addressed
Additional Attendance Officer & Inclusion Officer appointed with an oversight for attendance at each site so that PP students achieve at least 95% attendance. The IO will provide home visits, other communication with home and support within school to support families.	An evidence informed approach to...   Durrington Research School.  Robust attendance data is vital to support tracking and monitoring systems in schools, in order to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership.	1
A team of Support Staff at each site to support teachers with classroom behaviour and to provide SEMH support for targeted pupils.	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 along with a decrease in problematic behaviours.  Behaviour interventions   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ).	5
Commission and purchase additional targeted support to include:  Training in 'Team Teach' de-escalation strategies. <ul style="list-style-type: none"> <li>• Additional Ed Psych hours.</li> <li>• Appoint counsellor.</li> <li>• Additional Speech and language support.</li> <li>• Support from the SEMH Team at Nyland's.</li> <li>• Training for staff to provide Nurture and Lego Therapy.</li> </ul>	Involvement in the TaMHS programme was reported to have a positive impact on outcomes for children across a range of areas including Academic achievement, Improved resilience, Feeling safe, Attendance, Improved self-awareness and cooperation, Behaviour within school and Confidence. Evaluation - Targeted Mental Health in Schools (TaMHS) ( <a href="http://northamptonshire.gov.uk">northamptonshire.gov.uk</a> ).  On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.  Oral language interventions   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ).  According to the best available evidence Nurture Groups can achieve the following positive outcomes for children:  Supporting children's mental health and wellbeing and enhancing school achievement. <a href="#">Nurture Groups   EIF Guidebook</a>	1 4
To further develop and enhance partnerships with parents and the school community to increase parental engagement in their child's learning.	Parental engagement has a positive impact on average of 4 months additional progress EEF guide to pupil premium "There is an established link between the home learning environment at all ages and children's performance at school".	4
Provide a programme of subsidised trips and visits to support the curriculum and to offer pupils	Overall, the average impact of arts participation on other areas of academic learning appears to be positive - about an additional three months progress.	6

<p>opportunities they would otherwise not participate in.</p>	<p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Arts participation   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>).</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>Outdoor adventure learning   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>).</p>	
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**Total budgeted Primary cost: £475,820**

## Activity in this academic year in the Secondary Phase

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: £300,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Schedule a 36.5-hour week timetable for students allowing for daily English, Maths, Science lessons alongside a broad & balanced curriculum offer.	Mastery approach to teaching. Knowledge is power. Quality First Teaching-following Rosenshine approach.	2 3 5
Schedule a discreet 55-minute PSHE lesson per week (taught by a specialist teacher) alongside a daily taught 25-minute vertical tutoring session.	PSHE can help children develop a sense of purpose and independence. PSHE can improve academic achievement by removing barriers to learning and developing key skills.	2 1
Cover Supervisor appointed so that United Teachers can be released to attend bespoke and targeted training to improve their ability to deploy TLaC strategies and employ Rosenshine Principles in their teaching.	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 PP among them. <u><a href="#">High-quality teaching   EEF</a></u> <u><a href="#">(educationendowmentfoundation.org.uk)</a></u> .	3 2
Appoint an Assistant Head Teacher to focus on QoT of our Initial Teacher Trainees and our ECT 1 and ECT 2 staff and leads on any Teacher Improvement plans.		
Continue to embed a culture of quality first teaching by providing CPD and ensuring all staff apply the Rosenshine principles and TLaC techniques, supported and quality assured by a programme of Development Days and Walkthroughs.	<u><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></u> .	3 2
Additional teaching groups in E&M.	To ensure that we have smaller class sizes in Year 11. It has been shown in research (EFF & Hattie) that if the class size is reduced to below 20, or even better 15 then a positive impact is seen. It allows for better feedback which is shown as one of the most positive ways to improve achievement (Hattie, Sutton Trust and EFF).	2

<p>AP KS4 &amp; AP KS3 to improve the quality of education for PP students.</p>	<p>Senior Leaders with the responsibility for the quality of education of PP students means that there is accountability being driven down through the middle leadership group to ensure progress of PP across the school.</p>	<p>3 2</p>
<p>Tutor time reading.</p>	<p>It is vital that students have a reading age at or above their chronological age.</p>	<p>5</p>
<p>Purchase NGRT tests to measure the reading ages of PP students.</p>	<p>It is vital that students have a reading age at or above their chronological age.</p>	<p>5</p>
<p>Students are issued with chrome books to ensure that students can access our learning platforms.</p> <p>Key students who persistently fail to complete prepwork are tracked by AP to identify barriers and put in place interventions.</p> <p>Parental contact is made where failure to complete Prepwork is persistent and barriers discussed so that support can be offered.</p>	<p>‘Prepwork has a positive impact on average (+ 5 months), particularly with pupils in secondary schools’. (<a href="http://educationendowmentfoundation.org">educationendowmentfoundation.org</a>).</p>	<p>8</p>

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide online Prepwork platforms that provide personalised work and feedback to pupils: SPARX, Hegarty and Bedrock.</p> <p>Curriculum Support Assistant appointed to monitor Prepwork completion and increase engagement for PP pupils.</p>	<p>Prepwork has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.</p> <p><a href="#">Prepwork   EEF (educationendowmentfoundation.org.uk)</a>.</p>	8
<p>PP students are prioritised for literacy intervention and phonics where needed, to ensure they have the reading skills to be able to access the curriculum across the academy.</p> <p>Track reading progress through NGRT reading assessments to monitor success of reading strategies. Students in intervention are tracked at 3 points.</p>	<p>'Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific'.</p> <p><a href="#">Reading comprehension strategies   EEF</a>.</p>	5
<p>Deliver a programme of Tutor time reading for Key Stage 3 and Year 10 students</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <ul style="list-style-type: none"> <li>• <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>.</li> <li>• <a href="#">Teaching Reading Fluency at Secondary...   Durrington Research School</a>.</li> </ul>	5
<p>Careers advice for under-performing PP students and various careers events throughout the year by the Director of Careers.</p> <p>AP appointed with strategic overview for careers provisions/advise over y7-13.</p>	<p>Our young people are making decisions about their future in a difficult economy: there are high levels of youth unemployment and university fees are at a record high. We must be supporting them through the transition from education into the workforce by ensuring they're aware of all the career options open to them.</p>	6
<p>Large Pastoral Team with responsibility for the wellbeing of students.</p>	<p>Data shows that students with low confidence and self-esteem underachieve (Sutton Trust). This is often linked to poor attendance which in turn impacts progress.</p>	6
<p>Large Attendance Team with responsibility for the wellbeing of student.</p>	<p>Data shows that students with low confidence and self-esteem underachieve (Sutton Trust). This is often linked to poor attendance which in turn impacts progress.</p>	1
<p>English and Maths: To use additional funding to provide core subject</p>	<p>On average, small group tuition is very effective at improving pupil outcomes.</p>	2

<p>intervention. This will support SA in ensuring the progress of PP students matches the progress of NPP students nationally.</p> <p>Prioritise PP students based on analysis of assessment data.</p>	<p><u>One to one tuition   EEF.</u></p>	
<p>Reading: Students read high quality texts with their form tutor. Students track the reading with a bookmark while their teacher demonstrates fluency and Prosody. Tier 2 vocabulary is explained to students during reading.</p> <p>‘Dop Everything and Read’ time at KS3 is included in 20 minutes of curriculum time each day.</p> <p>The Bedrock vocabulary programme is monitored during tutor time and set as Prepwork at KS3 and in year 10. PP students who do not complete this Prepwork are supported through our Prepwork strategies.</p> <p>Sparx Reader Prepwork is set for all Key stage 3 students.</p>	<p>‘Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific’.</p> <p><u>Reading comprehension strategies   EEF.</u></p>	<p>5</p>

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

Budgeted cost: £53,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Schedule a discreet 55-minute PSHE lesson per week (taught by a specialist teacher) alongside a daily taught 25-minute vertical tutoring session.</p>	<p>PSHE can help children develop a sense of purpose and independence.</p> <p>PSHE can help children develop the skills and knowledge they need to be successful in their careers.</p> <p>PSHE helps children stay safe from exploitation and radicalization and learn how to make informed choices.</p> <p>PSHE helps children understand and manage their emotions and develop ways to cope with stress. It also helps them make informed choices about health, such as diet, exercise, smoking, and drinking.</p>	
<p>Additional Attendance Officer appointed so that PP students achieve at least 95% attendance.</p> <p>Our pastoral team manage and assist with external barriers to learning and attendance to lower PA rates of PP students and ensure it is in line with NPP students.</p> <p>Tutor time one-to-one discussion and mentoring has been introduced to provide a more individualised approach to understanding the barriers students face and reasons for non-attendance.</p> <p>Pastoral and wider support is offered where needed.</p> <p>Counselling and wider bespoke support continue to be provided to support students with low confidence and self-esteem which is often a contributory factor to poor attendance.</p>	<p><u><a href="#">An evidence informed approach to...   Durrington Research School</a></u></p> <p>Robust attendance data is vital to support tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership.</p> <p>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.</p> <p><u><a href="#">Working together to improve school attendance - GOV.UK</a></u></p> <p>Some evidence suggests that some pupils from PP backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p><u><a href="#">Mentoring   EEF</a></u></p> <p>Evidence suggests that children from PP backgrounds have on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of</p>	<p>1</p>

	<p>outcomes for pupils; lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	
<p>Team of College Managers to work with leaders to deliver disruption free learning and support with classroom behaviour. They will also provide SEMH support for targeted pupils.</p> <p>Safeguarding officer to provide targeted support for pupils who are CHIN, Edge of Care and on CP Plans.</p>	<p>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 along with a decrease in problematic behaviours.</p> <p><a href="#">Behaviour interventions   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>).</p>	6
<p>Commission and purchase additional targeted support to include:</p> <ul style="list-style-type: none"> <li>• Additional Ed Psych hours.</li> <li>• Appoint counsellor.</li> <li>• Training for staff in Attachment Aware practices.</li> </ul>	<p>Involvement in the TaMHS programme was reported to have a positive impact on outcomes for children across a range of areas including:</p> <p>Academic achievements ■ Improved resilience ■ Feeling safe ■ Attendance ■ Improved self-awareness and cooperation ■ Behaviour within school ■ Confidence.</p> <p><a href="#">Evaluation - Targeted Mental Health in Schools (TaMHS)</a> (<a href="http://northamptonshire.gov.uk">northamptonshire.gov.uk</a>)</p> <p>The Attachment Aware Schools project demonstrated significant improvements in pupils' academic achievement in reading, writing and maths. There were significant decreases in sanctions, exclusions and overall difficulties. Practitioners reported a positive impact on professional practice, adult self-regulation and emotional self-control, and were more confident when talking with children about emotions.</p> <p><a href="#">Attachment Aware Schools: the impact of a targeted and collaborative intervention: Pastoral Care in Education: Vol 37, No 2</a> (<a href="http://tandfonline.com">tandfonline.com</a>).</p>	6
<p>Provide a programme of subsidised trips and visits to support the curriculum and to offer pupils opportunities they would otherwise not participate in.</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive - about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><a href="#">Arts participation   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p><a href="#">Outdoor adventure learning   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	7
<p>The Uniform Cupboard</p>	<p>We are serving a demographic with financial issues so it is important to support those with borrowing uniform, sometime for up to a week or two at a time. This also</p>	6

Uniform expenditure to allow PP students access to the correct uniform if financial issues are apparent (£3,200).	enables those without money to access lessons in school without failing foul to policy.	
Purchase of Sparx Maths and Sparx Reader.	Evidence shows through a 'Growth mindset' approach of continued effort and practice then improvement will be made. Quality Prepwork at secondary shown to have moderate impact (EEF).	8
Breakfast before all exams.	Evidence shows that completing assessments having eaten a full breakfast will enable students to concentrate for longer and perform better.	2
Financial support for all other items such as DofE subscriptions, FSM.	Clear benefits attached to being able to experience these opportunities, from social interactive to cultural experiences.	7
Provision of peripatetic music lessons for PP pupils.	Clear benefits attached to being able to experience these opportunities, from social interactive to cultural experiences.	7
Provide students with the opportunity to attend additional trips and visits that are non-curriculum essential but potentially beneficial.	Clear benefits attached to being able to experience these opportunities, from social interactive to cultural experiences.	7

**Total budgeted Secondary cost: £413,175**

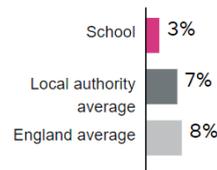
# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes: Primary Phase

### Pupils meeting expected standard in reading, writing and maths ?



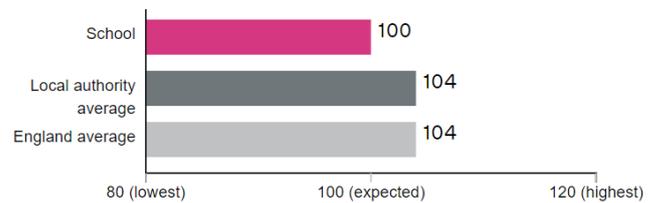
### Pupils achieving at a higher standard in reading, writing and maths ?



### Average score in reading ?



### Average score in maths ?



	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	55	2194	459173
Percentage of pupils meeting the expected standard in reading, writing and maths	45%	66%	67%
Percentage of pupils achieving at a higher standard in reading, writing and maths	2%	9%	10%
Average score in reading	100	106	106
Average score in maths	99	105	106

## Pupil premium strategy outcomes: Secondary Phase

### Progress 8 score [?](#)

The academic progress that pupils make from the end of key stage 2 to the end of key stage 4. This is based on 8 qualifications.

The banding for this school or college is 'well above average' because the score is greater than or equal to 0.5, and the entire confidence interval is above 0.

#### Banding

**WELL ABOVE AVERAGE**

#### Score

0.61

### Entering EBacc [?](#)

A pupil is considered to have entered for the English Baccalaureate if they entered for qualifications in English, maths, sciences, a language and either history or geography.



### Staying in education or entering employment [?](#)

This shows the number of pupils who either stayed in education or went into employment after finishing key stage 4 (after year 11, usually aged 16).



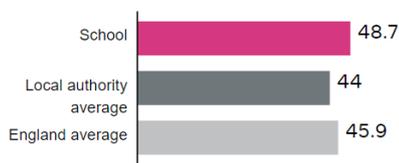
### Grade 5 or above in English & maths GCSEs [?](#)

This tells you the percentage of pupils who achieved grade 5 or above in English and maths GCSEs.



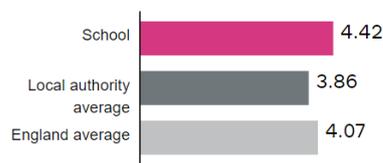
### Attainment 8 [?](#)

Schools get a score based on how well pupils have performed in up to 8 qualifications.



### EBacc average point score [?](#)

The EBacc average points score calculates a pupil's average point scores across the 5 pillars of the English Baccalaureate.



This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
No. of pupils	67	2047	462766
P8 score & CI	0.04 (-0.31 to 0.38)	0.1	0.16
A8 score	41.1	47	50
English & maths at grade 5+	46.3%	50.0%	53.1%
English & maths at grade 4+	58.2%	68.6%	72.7%
EBacc at grade 5+	17.9%	15.1%	21.6%
EBacc at grade 4+	25.4%	21.9%	29.7%
Entering EBacc	31.3%	33.2%	44.7%
In education or employed for 2 terms after KS4 (2022 school leavers)	94%	96%	95%
Exam entries per pupil, all KS4 quals	6.6	8	8.2
Exam entries per pupil GCSEs	6.1	7.4	7.6

