



SKEGNESS ACADEMY

Pupil Premium Strategy

2025-2028

Skegness Academy- Pupil Premium Strategy Statement

Schools and Academies receive a Pupil Premium grant to support their work in tackling underachievement by disadvantaged students. The Pupil Premium allocation is received for each child who has been registered for free school meals within the last six years, for each child who has been in continuously looked after care for six months and for each service child within the past four years.

Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual students. It is for schools to decide how the Pupil Premium, allocated to schools per free school meals (FSM) student, is spent, since they are best placed to assess what additional provision should be made for the individual students within their responsibility. (DFE website)

School Overview

Detail	Data
School name	Skegness Academy
Number of pupils in school	937
Proportion (%) of pupil premium eligible pupils	62.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	C Gissendorf
Pupil premium lead	K Bloodworth
Pupil premium coordinator	C Lyall
Governor / Trustee lead	C Leitheiser

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£628,109.10
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£628,109.10

Part A: Pupil premium strategy plan

Statement of intent

Our academy is committed to empowering pupils, so they can lead happy, successful and fulfilling lives. We believe this begins with understanding each child as an individual, identifying challenges and barriers quickly and accurately, and using our Pupil Premium grant to support pupils to overcome these barriers. Our aim is to enable pupils to thrive both academically and as confident, capable adults. To achieve this we consider pupils' academic, pastoral, cultural and technological needs, while fostering a culture of high expectations and aspirations for both learners and staff.

Our Pupil Premium strategy is based upon the principles set out by the Educational Endowment Foundation (EEF) and follows a tiered approach. The first tier prioritises Quality First Teaching in the classroom. The second tier provides targeted academic support, and the third focuses on wider strategies that build pupils' self-esteem and self-efficacy, reduce absence and improve outcomes. This three-year strategy is designed to embed long-term, sustainable change rather than quick fixes. It is responsive to individual needs through robust diagnostic assessment, while also implementing broader strategies that benefit all pupils. This strategy is directly linked to the academy improvement plan with shared priorities that all members of the leadership team are accountable for delivering.

A key element of our approach is ensuring high quality, inclusive teaching that prioritises literacy development. As part of our inclusive culture, all pupils, regardless of their starting point, have access to a broad and balanced curriculum, with a strong emphasis on improving reading for those pupils who need additional support.

This strategy sits at the heart of our wider academy improvement plan. It is a central tool for promoting high expectations, and empowering disadvantaged pupils to aspire to ambitious goals. To support this, we offer a thoughtfully designed programme of cultural enrichment, including clubs, library access, visits and trips, all complementing our Personal Development curriculum.

We are committed to improving attendance by building strong home-school relationships, forging community links, and removing barriers that prevent pupils and their families from engaging fully with education.

We recognise the challenges faced by vulnerable pupils, such as those with a social worker or young carers. The activities outlined in this statement are designed to support their needs, regardless of whether or not they are classified as disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1. Attendance	We have identified that absence is limiting the progress of some disadvantaged pupils. The Academy is working to overcome contextual barriers to attendance by supporting pupils to attend every day.
2. Behaviour	Disadvantaged pupils remain disproportionately represented in lesson removals. Strengthening self-regulation skills and apply metacognitive strategies will improve their ability to manage behaviour, build positive relationships, and engage more effectively in learning.
3. Teaching and Learning	Disadvantaged students often encounter multiple barriers that impede their learning. At SKA, our focus is on enhancing the quality of teaching and learning through adaptive teaching strategies and the effective use of formative assessment.
4. Literacy	Many pupils join our Academy in Year 7 with reading scores below their chronological age, as shown by KS2 and NGRT data. Further screening helps identify specific barriers to reading, such as limited vocabulary, weak fluency, or difficulties with decoding. Without targeted interventions and adaptive teaching, these pupils risk being unable to fully access the curriculum and may fall behind.
5. Year 11 Attainment	Disadvantaged pupils face multiple barriers to achievement, including reading difficulties, limited cultural capital, attendance issue, and a culture of low expectations. These factors can prevent them from attaining outcomes comparable to their non-disadvantaged peers. In addition, disadvantaged pupils are often less likely to have well developed independent learning and revision skills, partly due to reduced access to resources that support progress and attainment.
6. Cultural Capital and Enrichment	We have identified that some disadvantaged pupils lack the same breadth of opportunities and experiences as their peers. To address this, we provided additional provision aimed at broadening horizons and enhancing cultural capital. This, in turn, will strengthen pupils' ability to learn effectively, communicate with confidence, and motivate more targeted pupils to pursue Further Education.

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
<p>Attendance</p> <p>To support pupils to attend the academy every day.</p>	<ul style="list-style-type: none"> • The attendance returns to pre-pandemic levels and national benchmarks. • Leaders are further skilled in identifying trends and patterns in pupil absence, and employ a range of strategies to pre-empt absence/ support families to reduce absence. • Further improve the working partnership with parents and carers to improve attendance for disadvantaged pupils.
<p>Behaviour</p> <p>To ensure that all pupils are confident, and equipped with tools/ knowledge to self-regulate and make wise, informed choices.</p>	<ul style="list-style-type: none"> • Staff understand the challenges and barriers specific to disadvantaged pupils. • The robust systems for early identification of need will mean that pupils are well-supported, and promptly. • All pupils, particularly disadvantaged pupils, with SEMH receive the support they require. • Disadvantage pupils are not over represented in Academy suspension figures.
<p>Teaching and Learning</p> <p>To secure high quality teaching that meets the needs of all disadvantaged students.</p>	<ul style="list-style-type: none"> • Teachers will consistently deliver high-quality teaching across all departments to secure improved pupil progress. By fostering engagement in learning, we aim to enhance outcomes and reduce instances of lesson removals. • Adaptive teaching to close gaps and address misconceptions. <ul style="list-style-type: none"> – Frequent formative assessment to monitor progress and adjust teaching. – Explicit teaching of exam techniques and retrieval practice • A robust and bespoke CPD programme will be provided to all staff, ensuring continuous professional growth. In alignment with Teachers' Standards—particularly Standards 2 (Promote good progress) and 5 (Adapt teaching)—teachers will adapt their practice to address key concepts, close gaps in understanding, and tackle common misconceptions. • These strategies are central to supporting disadvantaged pupils and ensuring equitable access to the curriculum.
<p>Literacy</p> <p>To overcome the specific reading and literacy barriers identified for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • All pupils will be skilful, fluent, and critical readers and be empowered through an extensive vocabulary. • Pupils will be effective and confident communicators, in all contexts. • Teachers will use a range of adaptive teaching strategies to enable learners to access a challenging and relevant curriculum. • There is a clear graduated response to support pupils who are unable to read fluently and/or decode, including well-designed interventions, the impact of which is carefully tracked. • L2/3 outcomes indicate that pupils are supported to make strong progress in literacy.
<p>Year 11 Attainment</p> <p>Identify and address barriers which</p>	<ul style="list-style-type: none"> • Basics at 4+ and 5+ moved further towards national benchmarks and the gap continues to close • A8 continues to improve and the gap with national continues to close

may lead to pupils' underperformance.	<ul style="list-style-type: none"> • Use data (attendance, progress, behaviour) to pinpoint individual needs. <ul style="list-style-type: none"> – Implement targeted interventions (e.g., mentoring, homework clubs, breakfast revision sessions) • Structured intervention timetable for disadvantaged pupils. <ul style="list-style-type: none"> – Access to high-quality revision resources (digital and physical) • Assign key adults or mentors for regular check-ins. <ul style="list-style-type: none"> – Provide safe spaces for study and emotional support. – Engage parents/carers through regular communication.
Cultural capital and Enrichment To ensure that all pupils, including the most disadvantaged, are provided with opportunities and experiences to improve their cultural capital.	<ul style="list-style-type: none"> • All pupils have access to an effective personal development curriculum which empowers them to learn about a wide range of cultural, social, political issues, both local and national. • All pupils access high quality careers guidance, which motivates and inspired them to be aspirational and successful. • There are even higher levels of engagement in extracurricular activities for the most disadvantaged pupils. • All pupils leave the academy equipped to be independent, successful citizens: destinations are ambitious, appropriate and reflect pupils' aspirations.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention) - £314,379.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Improve teaching and learning through high quality CPD, working with the EEF on their Embedding Formative Assessment project. Alongside the schools teaching and learning framework we aim to improve staff's approach to checking for understanding, making progress in lessons and exam strategy for year 10 and 11 pupils. CPD follows the EEF EFA, training was external, CPD delivered internally. Bespoke coaching model provided for staff – completed internally and cover required	EEF guidance – good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has particularly positive effect on children eligible for PP. EEF Research	1, 2, 3, 4, 5

Targeted pupils in Years 7 and 8 are taught by a primary specialist, using a phonics-based approach. Interventions are provided to ensure foundational knowledge is secure across key stages 3 and 4.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739722/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf Teaching group design and intervention based upon the DfE's advice.	1, 3, 4
New T&L Framework is implemented and staff provided with support	https://walkthrus.co.uk/ The new framework has been developed based on Rosenshine/ Willingham/ Sherringham's work.	1, 2, 3, 4, 5
Implement a new, strengthened home learning policy, this includes some adaptive curriculum models such as Sparx maths.	Homework has a positive impact on average +5 Months particularly with pupils within a secondary setting. It's important for schools to consider how home learning can be supported. Homework which is linked to classroom activities tend to be more effective. Feedback left on homework had an even greater impact on learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	3, 4, 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) - £124,817.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving Literacy through:</p> <p>Bespoke interventions: Lexia; Switch-on reading; Lexonik; small group; fluency; prosody; phonics, class readers, oracy (fluency of speech) through tutor activities.</p> <p>Strengthening library provision (stock, uptake and tracking). Use of Sparx reader.</p> <p>Use of loyalty cards for students who access the library with incentives to encourage attendance and reading, prizes from library vending machine.</p> <p>Teacher and TA CPD (e.g. on subject specific vocabulary, modelling and feedback, disciplinary reading and writing etc. for small group work).</p>	<p>EEF PP Toolkit – Reading Comprehension Strategies +6 months</p> <p>EEF - Improving Literacy in secondary schools, states literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	3, 4, 5

<p>Purchasing of books for targeted pupils.</p> <p>Employment of a library manager to deliver intervention and create an educational and interactive library space.</p>		
<p>Improving Numeracy through:</p> <p>Use of Sparx Maths to set homework weekly online and to communicate with parents.</p> <p>Provision of revision materials, guides, flashcards etc. to support year 11.</p> <p>Targeted intervention revision sessions held after school.</p>	<p>EEF research: Catch-up Numeracy +3 months Individualised instruction +4 months Extending school time +3 months Home activities have on average +5months particularly with secondary school pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	3,5
<p>Targeted careers intervention:</p> <p>All year 10 and 11 students have a careers interview to enable informed decisions about the future</p> <p>Robust options process from KS3-KS4 and KS4-KS5. Students and parents are invited to an informative open evening. All students are interviewed once they have made option choices to ensure suitability.</p> <p>Implementation of Unifrog to be used and implemented by students in all years. This will track a pupils' journey throughout school and keep a log of their interests and aspirations etc. This will then support applications, and UCAS statements when they require a personal statement.</p> <p>Partnerships with LinHigher and the University of Lincoln that provide bespoke and personalised support to our pupils.</p> <p>Take part in extended enrichment activities outside the classroom environment. These are designed to teach students organisational and professional competency skills and to look at current affairs. This includes debate club/competitions, student led charity projects, student receptionist project, UNICEF award, Princess Diana Anti-Bullying Ambassador Training, Peer mentoring programme.</p>	<p>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. For interventions that focus on self-efficacy and motivation specifically in a learning context.</p> <ol style="list-style-type: none"> 1. Interventions that focus on parents and the families. 2. Interventions that focus on teaching practice; and 3. Out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors. <p>EEF- https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	1,2,3,4,5, 6

<p>Students will be given the opportunity to gain work experience to complement their studies to provide further insight into the labour market and support their personal statement</p> <p>Students have access to a dedicated Careers Fair. This event will connect students with a diverse range of local businesses, colleges, and universities. The aim is to broaden students' understanding of career options and inspire their future aspirations.</p> <p>Employment of Careers Lead.</p>		
<p>Improving independent revision skills through:</p> <p>Providing revision guides to all students to enable them to complete independent revision at home</p> <p>Access to GCSE Pod which exposes students to a detailed and comprehensive coverage of 28 GCSE subjects</p> <p>Training for pupils on how to revise, exam strategies appropriate to different subjects.</p> <p>Revision materials supplied to support independent revision, including pen, highlighters, flash cards.</p>	<p>Revision refers to tasks given to pupils by their teachers to be completed outside of usual lessons.</p> <p>Revision activities vary significantly, particularly between younger and older pupils, including but not limited to home reading activities, longer projects or essays and more directed and focused work such as revision for tests.</p> <p>Exam strategies to support pupils in accessing the exam paper and approaches to different command questions.</p> <p>Our definition also includes activities such as 'homework clubs' where pupils have the opportunity to complete homework in school but outside normal school hours, and 'flipped learning' models, where pupils prepare at home for classroom discussion and application tasks.</p> <p>EEF- https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	3, 4, 5
<p>Improve outcomes of key stage 4 students:</p> <p>Employment of 1 KS4 academic mentor, staff member will target PP pupils that are underperforming in specifically in maths and English, they will offer 1:1 support as well as support in the classroom, mentor will also attend afterschool sessions to support PP pupils.</p>	<p>EEF Toolkit – Small group tuition +4 months</p> <p>One to one tuition +5 months</p> <p>Mentoring +2 months</p> <p>Extending school time +3 months</p> <p>My tutor has an individualised instruction and provides different tasks for each learner. This</p>	1,2,3,4,5

<p>My Tutor Programme to minimise gaps in English, Maths and Science and encourage attendance for those who may be at risk of school refusal</p> <p>Targeted intervention during tutor time for all year 11 students. This is bespoke to the needs of the pupil and will change after each data point where appropriate.</p> <p>Intervention sessions after school to support students understanding of topics and fill learning gaps. Comprehensive programme outlining what topics will be covered and when, pupils can be supported in planning their intervention TT. Intervention will target specific groups of pupils.</p> <p>Employment of a KS4 Standards Lead, this member of staff works with the KS4 team and DP to support the progress of KS4 students, specifically looking at PP maths and English students. Support with revision material, transport home, rewards and organising external agencies that can offer specific resilience, aspiration and revision coaching.</p>	<p>can be effective approach and can increase pupil attainment.</p> <p>Individualised instruction +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Intervention is a targeted programme of support that addresses gaps in students learning, while revision is a more general strategy for studying and preparing for exams</p> <p>Schools that introduced an RSL reported improved Progress 8 scores and reductions in attainment gaps. For example, one case study showed GCSE progress moving to +0.1 above national average after embedding RSL-led strategies such as data-driven interventions and targeted parental engagement</p>	
<p>Improving Cultural Capital through:</p> <p>Educational and informative trips planned to enable students to accumulate knowledge, behaviours, and skills that they can draw upon and which demonstrates their cultural awareness, knowledge and competence</p> <p>Sporting activities to offer enrichment opportunities and support students with their physical development</p> <p>Primary Engagement Programme will provide experiences that build on communication and skills to enable our student leaders to broaden their horizons.</p>	<p>EEF Toolkit – Arts Participation +2 months plus</p> <p>EEF Toolkit – Outdoor Adventure Learning 0 months/ Sports Participation +1 month</p>	2, 6
<p>Improving Behaviour with a focus on SEMH:</p>	<p>Encourages parental engagement + 4 Months</p> <p>Social and emotional programmes + 4 Months</p> <p>Improves attainment +4 Months</p>	1, 2, 3, 4

<p>Behaviour mentors to work with year 7s to 11 to seek to improve attainment by supporting pupils to self-regulate in schools.</p> <p>Approaches to develop positive school ethos and improve discipline across the whole school which also aims to support greater engagement in learning.</p> <p>To use programmes which support SEMH pupils in self-regulation that generally takes place in the classroom. Use of classcharts for rewards, student of the lesson cards, student of the week, rewards assemblies, head teacher commendation, rewards trip (termly).</p> <p>Specialised programmes to be disseminated which targets students with specific behavioural issues. Working with the SEN team to put appropriate reasonable adjustments in place. Working with parents to support students to make the right decisions around their behaviour choices.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
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Wider strategies - £188,912.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Continue to improve attendance through:</p> <p>CPD training to involve all staff to support PP students' attendance.</p> <p>ASTAR attendance programme to analyse data and identify students who are PA or at risk of PA.</p> <p>LPPA Award - targeted intervention with students and parents to ensure consistent attendance.</p> <p>Purchase and maintenance of school minibus used for home visits to increase parental engagement and support.</p> <p>Employment of two attendance officers to introduce a mentoring programme to support PP students and to identify barriers. To hold parental meetings to discuss attendance and work collaboratively to ensure individualised support is in place. Phone calls and messages sent to targeted families to encourage and support students who are absent.</p> <p>Support for students with emotionally based school anxiety through employment on an EBSA coordinator.</p> <p>Use of attendance rewards, daily, weekly, and termly – 12 days of Christmas, attendance raffle, mysterious five and Friday night takeaway.</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than the pupils that missed 10-15% of all sessions.</p> <p>Pupils with no absence are 2 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p>	<p>1,2,3,5,6</p>
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<p>Continue to support pupils with self-regulation through:</p> <p>Purchase of Class Charts to monitor and identify trends with students behaviour.</p> <p>Employment of three mentors to lead and oversee the Inclusion Centre, Reflection room and Internal Suspension provision.</p> <p>Implementation of the Thrive and Behaviour for Language and Emotions programmes.</p> <p>Key external speakers booked to raise awareness of key social development in relation to the local community and inform students of how behaviour choices can have wider implications – Luke Staton.</p> <p>CPD to introduce a staff mentoring programme for students who receive repeated lesson removals, to build positive relationships, offer support and intervention.</p>	<p>EEF Toolkit – social and emotional learning +4 months</p> <p>EEF Toolkit – Behaviour interventions +2 months</p> <p>The interventions provide:</p> <ul style="list-style-type: none"> • A targeted approach with the use of specialised programmes • An inclusive staff body approach to improve the culture and ethos of the school and promotion of the behaviour and rewards policy • Specialised systems for use within the classroom to improve and tackle behaviour appropriately • Individualised interventions through behaviour mentor support 	<p>1, 2, 3, 5, 6</p>
<p>Increase parental and student voice to improve attendance, encourage more positive engagement and improve outcomes:</p> <p>Purchase survey provider to gather parent voice.</p> <p>Purchasing Leading parent Partnership package.</p> <p>Create and connect sessions - staff overtime and refreshments.</p> <p>Resources for Provision hub for SEND parents. Annual gathering of service providers to attended conference to support and signpost parents.</p>	<p>EEF - Parental engagement has a positive impact on average +4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps</p> <p>EEF - pupils are the ones for whom the linking of learning matters. When we are thinking about it, discussing it, and assessing it, we are really examining the learning experience of these students.</p> <p>Feedback +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2, 3, 5, 6</p>
<p>Student wellbeing:</p> <p>Employment of two family keyworkers to work with students in all year groups to support with the challenges these students face.</p>	<p>EEF Toolkit – Social Emotional Learning +4 months</p> <p>The intervention provides:</p>	<p>1,2,3,5,6</p>

<p>Employment of a mental health lead to offer targeted interventions.</p> <p>Employment of an EBSA coordinator to deliver interventions and build relationships between school and home.</p> <p>Breakfast Club staffing and Magic Breakfast to provide students with breakfast before the start of the day and the opportunity to take part in activities.</p> <p>Counselling sessions arranged to support students who cannot access the support in school.</p> <p>Uniform and equipment provided for students to ensure they can adhere to the uniform policy, and they are fully equipped. This is provided to families in need throughout the year.</p>	<ul style="list-style-type: none"> • A range of strategies to support the needs of students • A collaborative support network to work with parents and students • Set uniform for all students to help improve learning and improve behaviour and discipline. • Key workers to improve parental engagement- Encourages parents to support their child's academic learning and includes more intensive programmes for families which are in crisis. <p>Summer schools which have an academic component with small group work, or one to one work is shown to have higher impacts. Summer school can prevent attainment gaps from widening and can be value to the pupil creating new experiences and aspirations.</p> <p>EEF- https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	
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Part B: Review of the previous academic year

Challenge	Intended outcome	Success criteria	Impact 2024-25
	Improve literacy	<p>Observations, diagnostic assessments, and pupils' attainment will show:</p> <p>Teachers modelling reading fluency in every lesson, results in pupils being able to use vocabulary in a variety of contexts.</p> <p>We have a clear graduated response to support pupils who are unable to read fluently and/or decode.</p> <p>The interventions show that pupils make better than expected progress.</p> <p>All pupils access ideas and knowledge beyond their starting points.</p> <p>Targeted literacy interventions such as the Lexonik programme was implemented for pupils with low reading ages. This six-week intensive course successfully closed literacy gaps and equip students with the skills necessary for success across all subjects.</p>	<p>NGRT data shows that disadvantaged learners have progressed broadly in their standardised scores at the same rate as non-disadvantaged pupils.</p> <p>Disadvantaged learners who arrive in Year 7 at below age-related reading ages make rapid progress.</p> <p>Disadvantaged pupils' use of the library is carefully tracked and the number of books withdrawn is high.</p> <p>A high majority of the disadvantaged cohort who received Phonics support made more than expected progress.</p> <p>Pupils who took part in the Lexonik intervention gained an average of 25 months in 6 weeks.</p>
2	Continue to improve attendance	<p>Sustained high attendance by July 2025 demonstrated by:</p> <p>PP absence continues to reduce.</p> <p>The attendance gap between disadvantage and non-disadvantaged pupils has reduced.</p> <p>Persistent absentees have decreased significantly by 5%.</p>	<p>PP attendance to extra-curricular clubs and academic support is high.</p> <p>FSM attendance has improved by 6% in 24/25 compared to 23/24 (IDSR 2025).</p> <p>FSM PA has decreased by 12.6% in 24/25 compared to 23/24 (IDSR 2025)</p>
3	Improve overall attainment	<p>All pupils benefit from high quality inclusive teaching, and that adaptive teaching strategies are used well/ scaffolds reduce over time.</p> <p>Pupils are confident and are well-prepared for their exams. Clear exam strategy in place for year 11, early targeting in year 10 also.</p> <p>All teachers and TAs are well-trained and effective in their teaching of reading.</p>	<p>Exam results are improving year on year. Average grade has increased.</p> <p>Pupils' attendance to exams has been 100% for the last 2 years.</p> <p>Pupils' resilience in exams is improving with less U grades.</p>

		<p>Clear assessment calendar for KS3 and KS4. More robust reporting to parents.</p> <p>Refinement of the Key Stage 4 curriculum, through modifications to the delivery schedule of vocational courses enabled Year 11 students to resubmit assignments originally completed in Year 10, providing opportunities for academic improvement and deeper learning. The use of an academic mentor allowed pupils to be supported in their resubmissions.</p> <p>The implementation of a new Teaching and Learning Framework has further supported curriculum delivery. This framework emphasised pedagogical strategies such as formative assessment, questioning for understanding, scaffolding, and modelling. These approaches have been instrumental in addressing misconceptions and breaking down complex concepts to enhance accessibility, particularly for students in priority groups.</p> <p>Intervention strategies at Key Stage 4 are initiated in Year 10 and continue throughout Year 11. Students' progress is closely monitored, and targeted interventions are employed to address learning deficits and support those who have missed lessons. In Year 11, pupils are placed into tutor groups aligned with their specific intervention needs. Support is provided through after-school sessions, Saturday schools, and holiday programmes. Additionally, a structured exam booster timetable is in place to prepare students for the final GCSE examinations. Interventions are continuously adapted based on data from Pre-Public Examinations (PPEs) and classroom performance data</p>	<p>The gap between PP and Non-PP has narrowed from 0.8 to 0.5, an increase by a 1/3 of grade.</p> <p>Internal QA shows teaching continues to improve.</p> <p>Staff targeted support at disadvantaged learners to help prepare and complete all of their examinations at the end of Year 11.</p>
4	Cultural Capital and enrichment	<p>Observations and outcomes will show that all pupils will have access to an effective personal development curriculum.</p> <p>Pupils develop the qualities of successful citizens.</p> <p>Pupils are provided with high quality careers guidance.</p>	<p>Achieved Careers mark 'Gold'</p> <p>100% Gatsby benchmarks completed</p> <p>Pupil voice states that pupils in Y9 and 11 valued their careers support.</p>

		<p>Raised aspirations lead to higher attainment.</p>	<p>There were less than 10 NEET pupils in August 2025 but this has since been addressed.</p> <p>61% of students who attended enrichment were disadvantaged pupils.</p>
5	<p>Wellbeing, emotional and self-confidence issues</p>	<p>Observations and pupil attainment will show that:</p> <p>Pupils are supported by a strong pastoral system that supports raising student achievement.</p> <p>Pupils have a greater understanding of their learning and take pride in their journey identifying strengths and areas of development across subjects.</p> <p>A culture of high expectations leads to clarity for pupils and episodes of poor behaviour are significantly reduced.</p> <p>Sustained high levels of wellbeing are reflected in student and parent voice surveys.</p>	<p>Internal data shows that the consistent application of the Academy behaviour policy has improved pupils' self-regulatory behaviour.</p> <p>A number of pupils engaging with therapeutic interventions has seen an improvement in the culture for learning.</p> <p>Suspensions / PEX for DD have shown a significant decline.</p> <p>On Parent View 24/25 96% of parents say that their child feels safe in the academy.</p> <p>Reintegration processes have increased in rigour, and a waved intervention process has started to shown signs of impact.</p>

Further information (optional)

Academy's cohort profile

- Significant numbers of pupils have additional needs (34%)
- Approximately two thirds of the school's pupils are in receipt of PP.
- The pupil population is highly unstable/ transient, and pupils leave and join the academy over the 5-7 years.
- Almost all pupils on role live in the top 10% most deprived area in England.
- The local grammar school takes the 750 pupils who pass the 11+.
- Students join the academy with literacy and numeracy levels significantly below national averages, for every cohort.