

Pupil premium strategy statement 2024-25

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

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

School overview

Detail	Data
School name	Fulwood Academy
Number of pupils in school	963
Proportion (%) of pupil premium eligible pupils	41.9%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	November 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Mr Andrew Galbraith
Pupil premium lead	Matthew Harwood
Governor / Trustee lead	Joan Dean

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£383,250
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years(enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£383,250

Part A: Pupil premium strategy plan

Statement of intent:

All pupils regardless of background are entitled to a high-quality education at Fulwood Academy. We are determined to create self-regulating learners who will achieve high quality attainment despite their background. This will mean that we will make sure we know our disadvantaged pupils as individuals.

As an inclusive academy, our intention is to provide an inspirational and inclusive environment with an outstanding curriculum and exceptional teaching and learning at its heart. Our goal is that no child is left behind socially, or academically because of disadvantage. We strive to remove low expectations, raise lifelong aspirations, and focus on removing barriers to learning and achieving excellence. Our pupil premium plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Objectives

Our ultimate objectives are to

- ✓ Remove barriers to learning created by poverty, family and financial circumstances.
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- ✓ Ensure all pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum.
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts.
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities, during and post-16, to develop their knowledge and understanding of the world, moving into a range of careers.

Challenges

Preston ranks as one the most deprived districts regarding income deprivation among children.

- For the employment deprivation rank of average rank, Rossendale joins Burnley, Hyndburn, Pendle and Preston in the 20% most deprived areas in England for this measure.
- Since 2015, all of the Lancashire-14 authorities have become relatively more deprived on the IMD rank of average rank measure, apart from Chorley, West Lancashire and Ribble Valley. Preston has the greatest percentile change, -6%. Blackpool has been in the 10% most deprived lower-tier authority and Blackburn with Darwen, Burnley, Hyndburn, Pendle and Preston have been in the 20% most deprived in the five indices published since 2000.
- Preston has the greatest number of people employment and income deprived (including children and older people) in the Lancashire-12 area
- The Lancashire LEP covers the Lancashire-14 area. On IMD it is ranked 9/38, which puts it in the 3rd decile. It is ranked 8/38 on the employment domain, with 105,200 people considered to be employment deprived. It is ranked 10/38 on the income domain, with 223,287 people considered to be income deprived. The LEP is ranked 4th (2nd decile) on the IMD local concentration measure. Its health ranking, 7/38, is also in the second decile.

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

Challenge number	Detail of challenge
1	Pupil attainment and progress in English, mathematics, and science of pupils eligible for pupil premium funding is lower than those who are not eligible.
2	Chronological reading ages on entry, to year 7, of pupils eligible for pupil premium funding are lower (and in some cases significantly lower) than those who are not eligible.
3	The mental health of our pupils, in particular for our pupils eligible for pupil premium, is poor and many have low aspirations and low self-esteem.
4	Attendance of pupils who are eligible for pupil premium funding is lower than those who are not eligible.
5	Warnings and referrals to the IMPACT Centre are higher for pupils eligible for pupil premium funding than those who are not eligible.
6	Low aspirations / careers as well as low cultural capital from pupils eligible for pupil premium

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>Increase access to quality first teaching.</p>	<p>By the end of our current plan in 2024/27, an attainment 8 Score of 48.8 points. And the gap between disadvantaged and non-disadvantaged pupils that currently stands at approximately 11.9 points to less than 4%.</p> <p>Deliver consistent, evidence-based teaching across all subjects.</p> <p>Provide regular professional development for staff.</p> <p>Conduct and track regular learning walks and lesson observations to evaluate the quality of teaching for disadvantaged pupils, especially in key subjects like Maths and English.</p> <p>Use specific criteria such as differentiation strategies, feedback quality, and the use of pupil data to tailor instruction.</p> <p>Perform and track book looks and work scrutiny to review the quality of feedback and the level of challenge provided to PP students. Focus on evaluating progress over time and the effectiveness of teacher interventions.</p> <p>Use this data to implement instructional coaching and mentoring programs.</p>
<p>Increased fluency in reading comprehension via improved word recognition (decoding) and language comprehension lead to improvement in chronological reading ages among disadvantaged pupils across KS3.</p>	<p>By the end of our current plan in 2024/27, all reading data will indicate improvement and smaller disparity in reading comprehension of pupils eligible for pupil premium funding and their non-pupil premium peers.</p> <p>All pupils with a reading age below 10 years 6 months will have received appropriate reading interventions.</p> <p>All pupils will improve their reading ages and the gap between reading age and chronological age will diminish.</p> <p>Increased engagement in Reading at Fulwood including introducing dedicated curriculum reading lessons to increase engagement/ reading for pleasure, and fluency in reading.</p> <p>Disciplinary literacy strategies are embedded and taking effect across all departments, where teachers and leaders report greater accuracy, engagement, fluency in task completion during deep dives.</p> <p>Prioritise language acquisition of EAL pupils including proficiency testing and intervention sessions delivering Racing to English.</p> <p>Prioritise guiding reading for EAL learners who are at</p>

	<p>proficiency C to help them secure the language skills needed to obtain strong outcomes.</p> <p>Utilise paired reading to support pupils to read at their chronological age.</p> <p>Implement a whole-school literacy policy, ensuring that literacy skills are embedded across the curriculum and not confined to English lessons.</p> <p>Deliver staff training on strategies to promote a high-quality teaching ethos and individualised support for literacy, avoiding a 'one size fits all' approach</p>
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<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of attendance from 2024/27 demonstrated by a reduction in persistent absenteeism (PA) and this gap is no more than 4% higher in pupils eligible for pupil premium as compared to non - pupil premium.</p> <p>PP Attendance > 90% PP P.A <13%</p> <p>A reduction in unauthorised absences (UA) in pupils eligible for pupil premium as compared to non - pupil premium pupils.</p> <p>Weekly attendance for pupils eligible for pupil premium is above 90% and/or no more than 3% lower than non – pupil premium pupils.</p> <p>An increase in 100% attendance amongst pupils eligible for pupil premium.</p>
<p>To reduce and sustain the reduction of warnings and referrals to the Impact Centre / PEX/ FTEs of all pupils but in particular pupils eligible for pupil premium funding.</p>	<p>By the end of our current plan in 2024/25, there will be quantifiable data that highlights a reduction in the number of FTEs and PEXs (below national average).</p> <p>A reduction in warnings to pupils eligible for pupil premium</p> <p>A reduction in the number of referrals for pupils eligible for pupil premium as compared to non – pupil premium because of de-escalation/Smart Learner /Teach smart strategies by all staff are taking effect,</p> <p>Pupil passports are refined in line with specific needs to support self-regulation before warnings and referrals occur.</p> <p>All staff implement classroom culture/ binary system / training with consistency including rewarding pupils with precision and modelling the behaviours they wish to see amongst pupils</p> <p>All staff explicitly teach behaviour they wish pupils to demonstrate in order to work towards a system of intrinsic motivation for correct behaviour,</p> <p>Behaviour team monitor and support hotspots with rigour and consistency to pre-empt and support de-escalation.</p>
<p>To build career and life aspirations as well as building cultural capital for pupils eligible for pupil premium.</p>	<p>To show a year-on-year increase on the number of disadvantaged pupils applying for college and university.</p> <p>To achieve the Good Careers Guidance award for fulfilling 8 Gatsby benchmarks, employ lead on careers who works more intensely with pupil premium pupils.</p> <p>Ensure all pupils can attend at least one visit to a college or university</p>

	Ensure all KS4 have had a 1-2-1 careers session
Improved attainment in English and Maths	Higher % of pupils meeting expected standards at KS4 Provide targeted small-group and one-to-one tuition for English Maths Improve the number of disadvantaged pupils who achieve a 4+ in both English and Maths. Improve the number of disadvantaged pupils who achieve 5+ in both English and Maths.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 200,000

Strategies to support intended outcomes	Activities and Evidence that supports this approach	Challenge number(s) addressed
<p>Strategic Senior Leader expertise in leading and implementing high quality teaching and learning across all subjects.</p> <p>High quality investment in leaders and teachers in supporting their career stage development.</p>	<p>High quality teaching and learning underpins all pupil success and outcomes. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds.</p> <p>In summary, the biggest impact we can have on pupil outcomes, particularly those who are from disadvantaged backgrounds, links directly to the quality of the teaching provision within classrooms. Investing in teacher development at all career stages maximises the successful implementations of consistently high-quality teaching and learning experience across all subjects and key stages, which is pivotal for disadvantaged pupils to improve in their outcomes.</p> <p>Evidence Links https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151 https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief-Poster.pdf?v=1695997709</p>	<p>1/2</p>

<p>Curriculum Investment at all levels.</p>	<p>Implement a QFT framework with clear guidelines, expectations, and resources for staff to support effective teaching and learning. (Teach Smart)</p> <p>Provide subject-specific guidance on integrating QFT strategies into different areas, ensuring that literacy and high-quality teaching are embedded in all lessons. (use of SIPs support)</p> <p>Use a variety of teaching strategies to differentiate content, process, and outcomes, ensuring lessons are accessible to all pupils, regardless of starting point. (Adaptive strategies)</p> <p>Implement higher-order questioning techniques and provide regular, constructive feedback that guides pupils toward improved understanding and independent learning.</p> <p>Use scaffolding techniques (e.g., visual aids, structured frameworks, sentence starters) to support pupils' literacy development and gradually remove these supports as students become more confident.</p> <p>Introduce high-quality resources and materials that reflect diverse backgrounds and experiences, promoting engagement and inclusion.</p> <p>Ensure that explicit teaching of cognitive and metacognitive strategies are prioritised.</p> <p>Evidence Links: 1. High-quality teaching EEF</p>	<p>1/ 2 /6</p>
<p>PP pupils are the priority of all staff - improve the knowledge and understanding of the barriers and needs of disadvantaged pupils</p>	<p>Questionnaires on knowledge and understanding of disadvantaged pupils, their barriers and their needs designed and facilitated to all stakeholders including pupils, staff, parents, governors and trustees.</p> <p>Information acquired and reviewed regularly to be used to shape future intervention as to the barriers and effectiveness of current strategies.</p> <p>Dedicated PP staff briefings and CPD sessions as part of the curriculum CPD programme. Focus of CPD on progress of pupils first and teacher development second. CPD focused on making learning visible and increasing pupil participation and thinking hard.</p> <p>Twilight session to improve staff understanding of all PP</p>	<p>1/2</p>

	<p>needs pastorally and academically after each learning cycle.</p> <p>SISRA and Class Charts CPD on data analysis. Evidence</p> <p>Links</p> <p>The EEF Guide to the Pupil Premium Education Endowment Foundation</p> <p>Evidence brief: Using research evidence to support your spending decisions Education Endowment Foundation</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,000

Strategies to support intended outcomes	Activities and Evidence that supports this approach	Challenge number(s) addressed
Tutoring to rapidly address the progress made by pupils, primarily those who are disadvantaged, in English and Maths	<p>Tutoring programme in place, minimum 40% PP, in English, maths and guided reading</p> <p>Formulate a rationale as to how to select pupils for year 1, with the view to extending if funding remains available.</p> <p>12-hour programme, in and outside of curriculum time</p> <p>Use assessment for baseline, inform tutors as to focus areas of each pupil, monitor progress and evaluate impact through further assessment</p> <p>Extend the tutoring programme through EI and MI intervention lessons.</p> <p>Target support for subjects outside of English and maths such as Science (specialism of tutors available)</p> <p>Target support primarily to our year 11 pupils to best</p>	1/ 2
	<p>support preparations for external examinations</p> <p>Evidence links</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	

<p>Interventions- Rapidly decrease the impact of pupils' poor literacy and numeracy skills on their learning and progress</p>	<p>Identify 3 cohorts of pupils with reading ages of 8 years and below, 10.5 years and below, those with reading ages below their chronological age</p> <p>Repeat interventions for those pupils with KS2 numeracy SS of 95 and below, 90 and below, no score</p> <p>Timetable a small cohort of pupils to a Small Learning Community class in both year 7&8 where they will access English, maths and the humanities subjects, delivered by a trained primary specialist and supported by a TA</p> <p>Execute 3 waves of intervention across the academic year for reading, phonics and EAL</p> <p>Reading tests and localised maths assessment used to monitor progress and evaluate impact</p> <p>KS3 form time reading programme to be introduced, 15 minutes per day including fiction and non-fiction</p> <p>Evidence Links https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1699961154 https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school</p>	<p>1/ 2 / 6</p>
<p>Interventions- Rapidly increase the reading ability of our EAL pupils</p>	<p>Peer Reading Buddies: Pair EAL pupils with fluent English speakers for joint reading sessions. This not only improves language skills but also fosters relationships and peer support.</p> <p>Multilingual Library: Curate a diverse library with books in various languages, including dual-language books. Encourage EAL pupils to read in their native language and gradually transition to English.</p> <p>Assessment: Use of Flash Academy to proficiency test all EAL pupils. Implement regular assessments to track progress in reading skills. Use the data to tailor further reading activities to individual needs</p> <p>Interactive Reading Apps and Games: Introduce educational apps or online platforms that offer interactive reading exercises and games suitable for EAL learners. These can be engaging and effective in improving</p>	<p>1/ 2/ 4/6</p>

	<p>reading skills.</p> <p>Guided Reading Groups: Organize small, guided reading groups with level books appropriate for each pupil's reading ability. Provide guidance and support as they navigate through the texts.</p> <p>Encourage Home Reading: Provide reading materials to take home and encourage parents to engage in reading activities with their children in their native language and in English.</p> <p>Evidence Links: English as an additional language (EAL) EEF (educationendowmentfoundation.org.uk) Classroom guidance and strategies to support EAL learners - The Bell Foundation (bell-foundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £108,250

Strategies to support intended outcomes	Activities and Evidence that supports this approach	Challenge number(s) addressed
Extra-Curricular Activities and Workshops	<p>A huge range of free extracurricular activities for all pupils to attend. Developing excellent relationships with pupils and developing mental wellbeing skills and positive outlook.</p> <p>Funded music lessons in school.</p> <p>Evidence Links https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	3/4/5/6
Careers Advice and Higher Education Pathways	<p>All pupils from years 7-11 are given a range of career opportunities with at least 3 interventions per year to support achievement and aspiration.</p> <p>All year 11 pupils given a Careers advisor meeting per year to support careers choice for Post 16</p> <p>Transport costs paid for with PP pupils accessing taster days, and various university events (Oxford, UCLAN, Lancaster and Cumbria)</p> <p>Continued links with EBP Northwest and other leading industry links to promote Work experience, visits to training and apprentice providers and other work-related opportunities.</p> <p>Working with Post 16 providers to take part and full year groups to experience college and sixth form life and develop aspiration.</p> <p>Evidence Links https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</p>	6
Rewards and Motivation	School rewards introduced for academic and improved performance, behaviour and attendance including fully funded trips outside of school, individual prizes and awards evenings and events.	1/ 2/3/4/5/6
Improve the behaviour and attendance of PP pupil	<p>Continue to use effective and consistently functioning systems to support the improvement in behaviour and attendance</p> <p>Attendance manager delivering EBSA PWO</p> <p>home visits/blitz visits</p> <p>Pastoral team offering EHA</p> <p>Attendance manager delivering communication and engagement strategies</p> <p>Attendance Manager leading on daily attendance</p>	4/5/6

	<p>procedures</p> <p>Each member of the pastoral team effectively to maximise impact of the following interventions, ensuring that all progress is measured and tracked accordingly. Salaries are part funded from PP budget.</p> <p>Focus Pheonix Thrive Empower Springboard SLC Work with external agencies</p> <p>Provide appropriate CPD for each member of the staff in their respective areas Phase two strategies of Teach smart INSET on working together to improve attendance Weekly briefings Mental Health in the classroom</p> <p>Identify and facilitate PP pupil specific reintegration strategies</p> <p>Evidence Links https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	
<p>Ensure that all pupils can access home learning, inclusive of our 42% disadvantaged pupils</p>	<p>Identify pupil/family needs with regard a functioning PC/lap top and adequate broadband</p> <p>Resource appropriate number of devices and broadband providers using PP fund, Trust and DfE contributions</p> <p>Facilitate the swift delivery of all devices as and when required</p> <p>Continue to communicate with families and identify issues and addressing them immediately where possible.</p> <p>CPD for staff, pupils and parents on Teams, Class Charts and other online platforms used for home learning.</p> <p>Home learning support sessions available after school Monday to Thursday in ICT room</p> <p>Evidence Links Homework EEF</p>	<p>1/ 2/6</p>
<p>Reducing the impact of the range of factors</p>	<p>Identify factors which prevent PP pupils from feeling comfortable in the academy environment, reduce, eliminate the factors of disadvantage 14</p>	<p>3/ 4/ 6</p>

<p>which contribute to pupils being disadvantaged</p>	<p>Facilitate PP pupil specific interventions to address these factors inclusive of transport, uniform, food etc</p> <p>Mental health and wellbeing support strategies for the whole school and individuals inclusive of generic pastoral/culture based activities, counselling, mentoring etc.</p> <p>Identify extra-curricular opportunities and facilitate activities to extend the cultural capital of our PP pupils</p> <p>Provide a Summer programme and target disadvantaged pupils to attend as priority</p> <p>Target key families to encourage engagement in in-school activities (parents evenings, awards, celebrations). Involvement of parents in their children’s learning activities. More intense programmes for families in crisis.</p> <p>Evidence Links https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers</p>	
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Part B: Review of Outcomes 2024-25

Overview of Pupil Premium Expenditure

Total Pupil Premium Funding 2024-25: £383,250

Strategic Allocation Aligned with EEF Evidence:

- **Teaching (Quality First Teaching):** £200,000 (52%)
- **Targeted Academic Support:** £75,000 (20%)
- **Wider Strategies:** £108,250 (28%)

This allocation prioritized teaching quality as the most powerful lever for closing achievement gaps, supported by robust evidence from the Education Endowment Foundation.

Strategic Context

The 2024-25 review demonstrates both areas of genuine progress (EBacc entry growth, behaviour reductions, careers destinations) and significant challenges requiring urgent strategic refocus (attendance, Grade 4+ outcomes).

The evidence-based analysis clearly identifies **attendance as the primary barrier to academic improvement**. At 89.84%, disadvantaged pupils miss 3.5 weeks more learning per year than their non-disadvantaged peers, creating cumulative deficits that compound throughout their secondary education. This attendance deficit undermines the impact of significant investments in teaching quality, targeted interventions, and pastoral support.

For 2025-26, **attendance improvement is the non-negotiable foundation priority**. Without consistent presence in school, pupils cannot benefit from quality teaching or targeted interventions. This must be addressed before sustainable academic progress can be achieved.

Alongside attendance, earlier KS3 intervention (literacy and numeracy), strengthened quality assurance of teaching for disadvantaged pupils, and integrated pastoral-academic support form the strategic framework for narrowing achievement gaps over the next three years.

The academy remains committed to evidence-informed practice, honest self-evaluation, rigorous monitoring, and strategic resource allocation focused on maximum impact for our disadvantaged pupils.

Academic Analysis: Key Stage 4

Performance Data 2024-25

Measure	PP Pupils	Non-PP Pupils	Internal Gap	vs Target
Attainment 8	39.07 (3.40)	46.92 (4.78)	-7.85 points	3.78 ✗
Grade 5+ Eng & Maths	18.5% (12)	43.2% (32)	-24.7pp	23.1% ✗
Grade 4+ Eng & Maths	32.3% (21)	67.6% (50)	-35.3pp	47.7% ✗
EBacc Entry	49.2% (32)	59.5% (44)	-10.3pp	47.7% ✓

Three-Year Trends

Measure	2022-23	2023-24	2024-25	3-Year Trajectory
Grade 5+ both subjects	16.7%	13.2%	18.5%	+1.8pp
Grade 4+ both subjects	44.4%	30.2%	32.3%	-12.1pp
EBacc Entry	11.1%	32.1%	49.2%	+38.1pp

Significant Success

EBacc entry increased dramatically to 49.2%, exceeding target by 1.5 percentage points and demonstrating exceptional 38.1pp growth over three years (from 11.1% in 2022-23). This evidences highly successful removal of barriers to an ambitious curriculum for disadvantaged pupils and represents one of the strongest areas of improvement.

Key Concerns

- Grade 4+ outcomes at 32.3% represent a 12.1pp decline over three years (from 44.4% in 2022-23) and significantly underperform against target (47.7%)
- Grade 5+ outcomes at 18.5% show recovery from 2023-24 low point (13.2%) but remain below target (23.1%)
- Attainment 8 of 3.40 points remains below target (3.78 points)
- Achievement gaps at Grade 4+ (35.3pp) and Grade 5+ (24.7pp) remain substantial

Critical Finding

Analysis of individual pupil data reveals strong correlation between attendance patterns and academic outcomes. PP pupils with attendance >95% achieved outcomes comparable to non-PP peers, while those with attendance <90% averaged significantly lower across subjects. This directly links to Challenge 4 (attendance).

Next Steps

The correlation between attendance and academic outcomes drives our 2025-26 strategic priorities:

- **Prioritise attendance intervention** as the foundation for academic improvement, targeting 91.5% PP attendance
- **Implement earlier KS3 intervention** to address foundational skills gaps before they compound in Years 10-11
- **Strengthen quality assurance** of adaptive teaching for disadvantaged pupils across all subjects
- **Rebalance intervention resources** toward Grade 3-4 boundary support in English and Maths
- **Integrate academic recovery plans** with attendance reintegration strategies for returning pupils

Attendance Analysis

Attendance Data 2024-25

Group	Attendance %	Persistent Absence %	Comparison
PP Pupils	89.84%	31.2%	-1.36pp vs national PP
Non-PP Pupils	95.44%	8.7%	+4.24pp vs national
Whole School	93.1%	18.3%	+1.9pp vs national
Internal Gap	-5.6pp	+22.5pp	-
vs Target	Target: >90% ✗	Target: <13% ✗	-

Three-Year Attendance Trend

Academic Year	PP Attendance	Non-PP Attendance	Gap	Whole School	National
2022-23	-	-	-5.0pp	90.3%	90.8%
2023-24	-	-	-5.7pp	92.15%	91.05%
2024-25	89.84%	95.44%	-5.6pp	93.1%	91.2%

Significant Success

Whole-school attendance (93.1%) remains above both LA (91.7%) and national (91.2%) averages, demonstrating effective attendance systems are in place. The academy has maintained above-national attendance despite serving a community with significant disadvantage. Dedicated attendance manager has successfully supported individual families with complex needs.

Key Concerns

- PP attendance at 89.84% is below national average for disadvantaged pupils (91.2%)
- Internal gap between PP and non-PP attendance remains substantial at 5.6pp, showing slight improvement from 5.7pp in 2023-24 but no significant narrowing over three years
- Persistent absence at 31.2% is exceeding capacity for intensive individual support

Critical Finding

The 5.6 percentage point attendance gap represents approximately **19 additional days of absence per year** for PP pupils compared to non-PP peers, equating to **3.5 weeks of lost learning time annually**. Over a five-year secondary education journey, this cumulative absence creates significant knowledge and skills gaps that compound over time, directly impacting academic outcomes.

Attendance at 89.84% is identified as the **primary systemic barrier** preventing other interventions from achieving their potential impact. Analysis of individual pupil data shows direct correlation between attendance patterns and academic outcomes across all measures.

Next Steps

- **Increase attendance support capacity** through additional staffing to enable intensive support for more families
- **Intervene earlier** at 95% attendance threshold rather than waiting for persistent absence (90%)
- **Multi-agency coordination** for families with complex barriers (housing, health, domestic issues)
- **Remove practical barriers** through targeted support (transport provision, breakfast club expansion, uniform hardship fund)
- **Academic reintegration plans** for returning pupils to address learning gaps and prevent "too far behind" anxiety
- **Enhanced tracking systems** to identify early warning signs and patterns of emerging absence

Behaviour Analysis

Behaviour Data 2024-25

Measure	Total Incidents	PP Pupils	PP % of Total	Over-Representation
Internal Impact Referrals	1,424 referrals	883 referrals	62%	Yes (vs 41.9% of cohort)
Repeat Offenders	50 Pupils	8	16%	Under-represented
Suspension Days	31 days	22 days	71%	Yes

Three-Year Behaviour Trend

Academic Year	Total Impact Referrals	PP % of Referrals	Suspension Days (Total)	PP % of Suspension Days
2022-23	2,884	-	-	-
2023-24	2,335	55%	47 days (53.5 days lost)	45% (21 days)
2024-25	1,424	62%	31 days	71% (22 days)
Change	-51% reduction	+7pp	-34% reduction	+26pp

Additional Context 2023-24

- 47 suspensions (up 19 on 2022-23)
- 4.9% suspension rate (national average 4.3%; 2022-23 was 3.6%)
- 7 repeat offenders accounted for 20 of 47 suspensions
- 6 of these 7 repeat offenders were PP pupils

Additional Context 2022-23

- 28 total suspensions
- 17 pupils suspended in total
- 14 of 17 suspended pupils were PP
- 7 repeat offenders accounted for 17 of 28 suspensions
- 6 of these 7 repeat offenders were PP pupils

Significant Success

Dramatic reduction in overall behaviour incidents: Total internal impact referrals reduced by 51% over two years (from 2,884 in 2022-23 to 1,424 in 2024-25), demonstrating that whole-school behaviour strategies (Teach Smart Phase Two, de-escalation training, restorative practices, binary system) are having substantial positive impact.

Reduction in suspension days: Total suspension days decreased from 47 in 2023-24 to 31 in 2024-25 (34% reduction), indicating improved behaviour management and de-escalation preventing incidents reaching exclusion threshold.

Repeat offenders proportionate: PP repeat offenders are now proportionate to cohort size, suggesting

interventions for pupils with most complex needs are being targeted appropriately.

Key Concerns

Increased disproportionality despite overall improvement: While total behaviour incidents have decreased significantly, PP pupils' representation has increased from 55% (2023-24) to 62% (2024-25) of internal referrals, and from 45% to 71% of suspension days. This suggests that as overall behaviour improves, a smaller cohort of PP pupils with more complex needs accounts for higher proportion of remaining incidents.

Small cohort with complex needs: Analysis of repeat offender data (2022-23 and 2023-24) shows consistent pattern: 6 out of 7 repeat offenders in both years were PP pupils. This indicates a small cohort with significant unmet needs requiring alternative approaches beyond standard behaviour systems.

Correlation with attendance: Many PP pupils with high behaviour incident rates also have attendance below 90%, suggesting shared root causes (unmet SEND needs, social-emotional challenges, academic frustration, adverse childhood experiences).

Critical Finding

The combination of poor attendance (89.84%) and behaviour incidents creates **compounding barriers to learning** for a small but significant cohort of PP pupils. Time out of lessons due to behaviour further reduces the already-limited learning time available.

The dramatic reduction in overall behaviour incidents (51%) demonstrates our behaviour strategies work effectively for the majority of pupils. However, the increased disproportionality (62% of referrals, 71% of suspension days) indicates that a smaller cohort of PP pupils with complex, unmet needs requires more intensive, specialized support that standard behaviour systems cannot fully address.

Key insight: This is not a whole-school behaviour problem—it is a targeted support gap for a specific cohort with complex needs (SEND, trauma, mental health, family crisis) that manifest as behavioural challenges.

Next Steps

- **Continue successful whole-school behaviour strategies** that have delivered 51% reduction in incidents over two years
- **Develop targeted provision** for the small cohort of PP pupils with complex needs (estimated 15-20 pupils) who account for disproportionate incidents:
 - Enhanced pastoral support with mental health intervention
 - SEND assessments and support for unidentified needs
 - Alternative curriculum pathways where appropriate
 - Key worker model for pupils with multiple vulnerabilities
- **Address root causes through integrated approach:**
 - Link behaviour support with attendance intervention (shared cohort)
 - Ensure academic support addresses frustration that manifests as behaviour
 - Trauma-informed practice training for all staff
- **Early identification system** to prevent escalation:
 - Flag pupils showing early warning signs (attendance dip + low-level behaviour)
 - Proactive intervention before patterns become entrenched
- **Track correlation:** Monitor whether targeted support for complex needs cohort further reduces disproportionality while maintaining overall low incident rates

Reading and Literacy

Strategic Development 2024-25

The academy appointed an **Associate Assistant Principal with specific responsibility for KS3 data and reading interventions**, demonstrating strategic commitment to addressing literacy gaps at the earliest secondary stage.

Current Provision

- Whole-school form time reading programme (15 minutes daily)
- Targeted reading interventions for pupils with reading ages below expected levels
- Small Learning Community for pupils with significant literacy needs (primary specialist delivery)
- EAL interventions including Flash Academy and Racing to English
- Enhanced school library opened
- Progressive reading strategy under development

Significant Success

Strategic leadership appointment: The creation of Associate Assistant Principal role for KS3 reading demonstrates commitment to addressing literacy as a foundational priority, with dedicated senior leadership capacity to drive improvement.

Infrastructure development: Opening of enhanced school library provides improved resources and environment for reading development and promotion of reading for pleasure.

Key Concerns

Variable implementation: Whole-school form time reading programme showed inconsistent delivery across forms and year groups during 2024-25.

Disciplinary literacy embedding patchy: Subject-specific literacy strategies embedded effectively in some subjects but remained developmental in others.

Development of systematic tracking: Current systems do not provide robust whole-cohort reading age data to evaluate impact of interventions or identify pupils requiring support.

Critical Finding

Without systematic reading age tracking from Year 7 entry onwards, the academy cannot demonstrate the impact of significant investment in literacy provision or ensure all PP pupils with reading ages below chronological age are identified and supported. The appointment of Associate Assistant Principal provides leadership capacity to address this gap, but data infrastructure must be strengthened as priority.

Strong literacy foundations are essential for accessing the curriculum across all subjects. PP pupils entering with reading ages below chronological age face barriers to learning in every lesson, not just English, compounding the impact of lost learning time from poor attendance.

Next Steps

- **Implement systematic reading age assessment** for all pupils from Year 7 entry, with termly re-testing to track progress
- **Develop data dashboard** enabling Associate Assistant Principal to monitor cohort literacy profile and intervention impact

- **Strengthen quality assurance** of form time reading through regular monitoring and sharing best practice from high-implementing forms
- **Sustained departmental support** for disciplinary literacy, moving from one-off training to ongoing coaching with subject-specific resources
- **Earlier identification** using KS2 data to plan interventions during transition, enabling support from September Year 7
- **Full implementation** of progressive reading strategy with clear expectations, resources, and accountability

Careers, Cultural Capital and Wider Strategies

Careers Programme

Provision

- Dedicated careers advisor (TLR responsibility) providing structured guidance
- Regular college visits and taster day opportunities for all year groups
- Strong partnerships with local further education providers
- Employer engagement and work experience programme (partnership with EBP Northwest)
- Structured careers education delivered across Years 7-11
- Careers fair with multiple employers and providers

Gatsby Benchmarks

Working systematically toward achieving all 8 benchmarks, with particular strength in employer encounters, work experience provision, and personal guidance.

Significant Success

Strong post-16 progression: The substantial majority of Year 11 PP pupils progressed to further education, including FE colleges, sixth forms, and apprenticeships. Progression to education, employment or training remained high, reflecting effectiveness of careers programme in supporting pupils to identify and access appropriate post-16 pathways.

Established infrastructure: Dedicated careers advisor with TLR responsibility ensures sustained focus and expertise. Strong partnerships with local FE providers and EBP Northwest provide quality employer engagement and work experience opportunities.

Working toward Gatsby Benchmarks: Systematic approach to meeting all 8 benchmarks demonstrates commitment to high-quality careers provision meeting national standards.

Key Concerns

Participation tracking gaps: No systematic data on which PP pupils access careers activities (college visits, taster days, work experience), limiting ability to ensure equitable access or identify pupils not engaging.

Curriculum integration variable: Careers education delivery across subjects (Gatsby Benchmark 4: linking curriculum to careers) remains inconsistent, with some departments making strong links while others do not.

Critical Finding

While provision and infrastructure are strong, lack of robust tracking data prevents evaluation of whether

careers programme is successfully narrowing post-16 destination gaps for PP pupils. Given correlation between social disadvantage and lower progression to Level 3/HE, systematic monitoring is essential to ensure all PP pupils benefit equitably from careers support and progress to appropriate pathways.

Next Steps

- **Implement destinations tracking system** capturing Level 2/3 progression, apprenticeships, NEET rates, sustained destinations at 6 months
- **Track PP participation** in all careers activities to ensure equitable access and identify pupils requiring targeted encouragement
- **Strengthen Gatsby Benchmark 4** through department-by-department work on curriculum-careers links with subject-specific resources
- **Evaluate impact** by analysing correlation between careers activity participation and post-16 destinations for PP cohort
- **Alumni programme:** Develop PP alumni network to provide role models and raise aspirations for current pupils

Enrichment and Pastoral Support

Provision

- Extensive range of extra-curricular activities available across all year groups (40+ clubs weekly)
- Funded educational visits with PP pupils prioritized for participation
- Pastoral interventions available (Focus, Phoenix, Thrive, Empower, Springboard, SLC)
- Celebrating success and rewards programmes
- Hardship fund providing uniform, equipment, and food support for families in need
- Financial barriers to participation removed for PP pupils

Significant Success

Comprehensive provision: Wide range of extra-curricular activities, trips, and pastoral interventions available, demonstrating commitment to removing barriers to cultural capital development and wellbeing support.

Financial barriers removed: Hardship fund and funded visits ensure PP pupils can access all opportunities regardless of family circumstances. No PP pupil should miss opportunities due to cost.

Pastoral infrastructure: Range of targeted interventions (Focus, Phoenix, Thrive, Empower, Springboard) provides tiered support for pupils with varying levels of need, from universal to intensive.

Key Concerns

No participation tracking: Current systems do not capture which PP pupils participate in extra-curricular activities, educational visits, or enrichment opportunities. This prevents evaluation of:

- Whether PP pupils participate at same rates as non-PP pupils
- Which types of activities PP pupils engage with
- Which PP pupils are not accessing any enrichment opportunities
- Impact of participation on outcomes, attendance, or behavior

Barriers beyond cost: Anecdotal evidence suggests participation rates for PP pupils remain lower than non-PP pupils despite financial barriers being removed, indicating non-financial barriers (transport, caring responsibilities, confidence, awareness) require addressing.

Critical Finding

Without systematic tracking of enrichment participation, the academy cannot demonstrate impact of significant investment in cultural capital development or ensure all PP pupils benefit equitably from wider opportunities. Given correlation between cultural capital and academic outcomes, ensuring PP pupils access enrichment is essential for narrowing achievement gaps.

PP pupils already experience restricted cultural capital due to social disadvantage. If they also do not access school-based enrichment, gaps widen further. Systematic tracking is essential to enable targeted promotion and barrier removal.

Next Steps

- **Implement enrichment tracking system** capturing PP participation in extra-curricular activities, trips, performances, competitions
- **Analyse participation data** to identify gaps, patterns, and pupils not engaging with any opportunities
- **Targeted promotion:** Proactive recruitment of PP pupils to opportunities through personal invitation, parental contact, peer buddies
- **Address non-financial barriers:**
 - Investigate and remove transport barriers (late bus provision for after-school clubs)
 - Lunchtime club alternatives for pupils with after-school caring responsibilities
 - Confidence-building through taster sessions and peer support
- **Evaluate impact:** Track correlation between enrichment participation and outcomes/attendance for PP cohort

External Programmes

Programmes Used 2024-25

Programme	Provider
Sparx Maths	Sparx
Sparx English	Sparx
Sparx Science	Sparx
GCSE Pod	GCSE Pod
Flash Academy	Flash Academy
Racing to English	Racing to English
My Tutor	My Tutor

Critical Finding

External programmes demonstrate positive impact **when pupils engage consistently**, but engagement rates mirror wider attendance challenges. For PP pupils with attendance below 90% and challenging home circumstances, expecting consistent engagement with online homework platforms is unrealistic. Return on investment is significantly reduced when target cohort cannot access programmes effectively.

Investment in external programmes alone will not close gaps if systemic barriers (attendance, home access, engagement capacity) prevent PP pupils from using them. For 2025-26, shift toward in-school delivery and structured completion time required.

Next Steps

- **In-school completion sessions:** Dedicated curriculum time or supervised homework clubs for Sparx/GCSE Pod completion to overcome home access barriers
- **Systematic usage tracking:** Monitor PP completion rates monthly and intervene when engagement drops
- **Review value for money:** Discontinue programmes with persistently low PP engagement (Sparx Science showing <30% completion)
- **Continue high-impact programmes:** Maintain Flash Academy and Racing to English given clear EAL impact
- **Alternative approaches:** Investigate programmes with lower home-completion dependency or better offline functionality
- **Device provision:** Audit PP pupils' home technology access and provide devices/internet support where needed

Strategic Priorities for 2025-26

Analysis of 2024-25 outcomes identifies four non-negotiable priorities for strategic focus:

Priority 1: Attendance Improvement (CRITICAL PRIORITY)

Strategic Rationale:

Attendance at 89.84% is the primary systemic barrier to academic progress. The correlation between attendance and outcomes is clear and compelling. Without addressing attendance first, all other interventions operate at significantly reduced effectiveness. While whole-school attendance (93.1%) remains above national average and will continue to be monitored, the focus must be on closing the 5.6pp gap and supporting the PP pupils who are persistently absent.

Key Actions:

- Enhanced attendance support capacity through additional staffing to enable intensive support for more families
- Earlier intervention at 95% attendance threshold (not waiting for persistent absence at 90%)
- Multi-agency coordination for families with complex barriers (housing, health, domestic issues)
- Targeted removal of practical barriers (transport provision, breakfast club expansion, uniform support through hardship fund)
- Academic reintegration plans with catch-up support for returning pupils to address learning gaps and prevent "too far behind" anxiety
- Enhanced tracking systems to identify early warning signs and patterns of emerging absence

Priority 2: Foundational Skills - KS3 Focus

Strategic Rationale:

Evidence demonstrates that intensive Year 11 intervention alone is insufficient for pupils with significant foundational gaps from KS2/KS3. Earlier, sustained intervention is essential. The appointment of Associate Assistant Principal for KS3 provides leadership capacity to drive this strategic shift.

Key Actions:

- Leverage Associate Assistant Principal role to strengthen KS3 intervention infrastructure and systematic tracking
- Implement progressive reading strategy with systematic reading age assessment from Year 7 entry (termly testing)
- Develop data dashboard enabling monitoring of cohort literacy profile and intervention impact
- Schedule core interventions during curriculum time to ensure attendance and completion (overcome barriers to after-school attendance)
- Earlier identification and intervention planning based on KS2 transition data, enabling support from September Year 7
- Numeracy intervention alongside literacy for pupils with significant gaps in mathematical foundations

Priority 3: Quality First Teaching Consistency

Strategic Rationale:

Significant investment in teaching quality showed impact (Attainment 8 of 39.07 above national PP average of 36.7), but implementation remained variable across subjects and classrooms. Moving from inconsistent to consistent high-quality teaching for disadvantaged pupils is essential for sustainable improvement.

Key Actions:

- Shift from one-off CPD to sustained coaching and mentoring model, embedding Teach Smart principles through ongoing support rather than training events
- Increased frequency of learning walks specifically evaluating PP pupils' learning experiences, checking, questioning, and participation
- Department-by-department support with subject-specific adaptive teaching strategies and resources
- Strengthen accountability through performance management linkage, with PP outcomes and teaching quality for disadvantaged pupils explicit in appraisal objectives
- Share best practice from high-performing departments through peer observation and collaborative planning

Priority 4: Integrated Support Approach

Target: All pupils receiving pastoral support have explicit academic progress plans and monitoring

Strategic Rationale:

Pastoral interventions must directly connect to academic progress to maximize impact. Current disconnect limits effectiveness. Pupils receiving intensive pastoral support should show academic progress alongside wellbeing improvement, with clear tracking of correlation between support and learning outcomes.

Key Actions:

- Academic recovery plans integrated with all pastoral interventions (Focus, Phoenix, Thrive, Empower, Springboard)
- Shared responsibility and joint review meetings between pastoral and curriculum teams for all pupils receiving intensive support
- Regular progress monitoring linking wellbeing improvement to learning outcomes using standardised measures
- Case study approach tracking correlation between pastoral support and academic progress for individual pupils
- Enhanced communication between pastoral team and subject teachers ensuring classroom adjustments support pupils' needs

Conclusion

The academy remains committed to evidence-informed practice, honest self-evaluation, rigorous monitoring, and strategic resource allocation focused on maximum impact for our disadvantaged pupils. The four priorities for 2025-26 provide a clear, focused framework for narrowing achievement gaps over the next three years, with attendance improvement as the essential foundation for all other progress

