

Pupil Premium Strategy Statement 2025-28

Fulwood Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our three-year pupil premium strategy, how we intend to spend the funding, and evidence of impact from previous years.

School Overview

Detail	Data
Number of pupils in school	943
Proportion (%) of pupil premium eligible pupils	43.9% (414 pupils)
Academic years this strategy covers	2025/26, 2026/27, 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	Annually each August (2026, 2027, 2028)
Statement authorised by	Andrew Galbraith
Pupil premium lead	Matthew Harwood
Governor / Trustee lead	Joan Dean

Funding Overview

Detail	Amount
Pupil premium funding allocation 2025-26	£448,760
Pupil premium funding carried forward from previous years	£0
Total budget for 2025-26	£448,760

Part A: Three-Year Pupil Premium Strategy Plan (2025-28)

Vision and Statement of Intent

Our Vision:

To eliminate the impact of disadvantage on pupil outcomes by building a culture of excellence, equity, and opportunity. No pupil's background will define their academic future.

Our Commitment:

At Fulwood Academy, we are committed to supporting every learner to reach their full potential, regardless of background. We recognize that socio-economic disadvantage extends beyond Free School Meal (FSM) eligibility. Our strategy identifies and supports all pupils facing disadvantage, visible or otherwise, through a structured and evidence-informed approach.

Our Ethos:

We promote equity over equality—providing disadvantaged pupils with what they need to succeed, not just equal resources. This reflects our Pupil Premium Policy ethos: **"We Care, We Challenge, We Commit,"** ensuring every learner receives tailored support to overcome their individual barriers. We are determined to create self-regulating learners who will achieve high-quality attainment despite their background, and 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.

Strategic Recognition:

We recognise that disadvantage in our community extends beyond formal PP eligibility. Approximately 20 in every 30 pupils in our intake experience some form of disadvantage, including "invisible poverty"—financial insecurity, overcrowded housing, digital exclusion, and hidden costs. Our strategy therefore integrates data-driven identification tools to support students not formally eligible for PP but identified via internal metrics (attendance, behaviour, pastoral needs, uniform hardship).

Our Context: Understanding Local Disadvantage

Fulwood Academy serves one of England's most deprived communities. Preston ranks in the 20% most deprived districts for employment and income deprivation:

- Preston has the greatest number of people employment and income deprived (including children and older people) in the Lancashire-12 area
- Since 2015, Preston has had the greatest percentile change in deprivation (-6%)
- The Lancashire LEP is ranked 9/38 on the Index of Multiple Deprivation, placing it in the 3rd decile
- Preston has been in the 20% most deprived lower-tier authorities in all five indices published since 2000

This context means that 43.9% of our pupils are eligible for Pupil Premium—far above the national average—and many more experience disadvantage not captured by formal eligibility criteria.

Ultimate Objectives (2025-28)

Our strategic objectives over the three-year period are to:

✓ **Achieve sustainable improvement** in attendance, behaviour, and engagement as foundations for academic success

✓ **Ensure all pupils read fluently** with good understanding to enable them to access the breadth of the curriculum

✓ **Remove barriers to learning** created by poverty, family circumstances, and systemic disadvantage

✓ **Narrow attainment gaps** between disadvantaged and non-disadvantaged pupils both within school and nationally

✓ **Develop confident communicators** able to express themselves effectively in wide-ranging contexts

✓ **Enable pupils to manage their social-emotional wellbeing** and develop resilience

✓ **Provide access to wide-ranging opportunities** during and post-16, developing knowledge and understanding of career pathways

Strategic Priorities: Our Four-Pillar Approach

Based on analysis of 2024-25 outcomes, our strategy is built on **four evidence-based priorities** that address the root causes of underachievement for disadvantaged pupils:

Priority 1: Attendance Improvement (CRITICAL FOUNDATION)

Why This Matters:

At 89.84% (2024-25), PP pupils missed approximately 3.5 weeks more learning per year than non-PP peers. This cumulative absence creates knowledge gaps that compound over time, directly impacting all academic outcomes. Analysis shows PP pupils with attendance >95% achieved outcomes comparable to non-PP peers, while those <90% averaged significantly lower across all subjects.

Without consistent presence in school, no other intervention can work effectively.

Priority 2: Foundational Skills - KS3 Focus

Why This Matters:

Evidence demonstrates that intensive Year 11 intervention alone is insufficient for pupils with significant foundational gaps from KS2/KS3. PP pupils entering with reading ages below chronological age face barriers to learning in every lesson, not just English. Earlier, sustained intervention from Year 7 is essential for sustainable improvement.

Priority 3: Quality First Teaching Consistency

Why This Matters:

Teaching quality is the most powerful lever for closing achievement gaps. While investment in 2024-25 showed impact (Attainment 8 above national PP average), implementation remained variable across subjects. Moving from inconsistent to consistent high-quality adaptive teaching for disadvantaged pupils is essential.

Priority 4: Integrated Support Approach

Why This Matters:

Pastoral support, behaviour intervention, and academic progress must be connected, not siloed. Pupils receiving intensive pastoral support must show academic progress alongside wellbeing improvement, with clear tracking of correlation between support and learning outcomes.

Three-Year Strategic Targets

Our targets are aligned with FFT20 benchmarks and reflect ambitious improvement trajectories based on evidence from similar contexts and our internal attendance-attainment correlation analysis. By 2027-28, we aim to position our PP cohort in the top 20% nationally.

Critical Foundation: Our internal data analysis demonstrates that 93%+ PP attendance correlates with A8 of 42.4. Therefore, attendance improvement is the non-negotiable enabler for all academic targets below.

Outcome Measure	Baseline (2024-25)	2025-26 Target	2026-27 Target	2027-28 Target (Top 20% Benchmark)	Conditions for Success
PP Attendance	89.84%	≥ 91.5%	≥ 92% (critical threshold for A8/P8 improvement)	≥ 93%+ (sustaining excellence)	Enhanced capacity, 95% trigger, barrier removal
PP Persistent Absence	31.2%	Reduce to ≤ 25%	Reduce to ≤ 20%	Reduce to ≤ 15% (top quartile)	Early intervention, multi-agency support
PP Attainment 8	39.2	≥ 40 points	≥ 42.4 points (attendance-driven improvement to 93%+)	≥ 44-45 points (top 20%)	Requires 93%+ attendance + precision intervention
PP Progress 8	-0.23	≥ -0.15	≥ +0.02 (attendance-driven improvement to 93%+)	≥ +0.10 to +0.15 (top 20%)	Requires 93%+ attendance + QFT consistency
PP Grade 4+ Eng & Maths	32.3%	≥ 40%	≥ 52%	≥ 60-65% (top 20%)	Attendance 93%+ + borderline intervention
PP Grade 5+ Eng & Maths	18.5%	≥ 24%	≥ 32%	≥ 38-40% (top 20%, adjusted trajectory)	Critical: Attendance 93%+ AND KS3 reading gap closes rapidly
PP EBacc Entry	49.2%	≥ 50% (maintain success)	≥ 50%	≥ 50%+ (top 20%)	Curriculum audit, ambitious guidance
PP EBacc APS	3.31	3.51	3.71	3.91	Subject-specific tuning in gap subjects

PP EAL Attainment 8	38.25	40.25	42.25	≥ 45 points	Leverage dual-coding, vocabulary strategies
Reading Age Gap (KS3)		<12 months	<8 months (rapid closure essential for 5+ trajectory)	<6 months (enabler for Grade 5+ target)	SLC expansion, systematic tracking, curriculum-time intervention
Behaviour: PP % of Referrals	62%	≤ 58%	≤ 52% (moving in sync with attendance improvement)	≤ 45% (proportionate to cohort)	Behaviour improvement lags attendance by ~1 term
NEET Rate (PP)		≤ 10%	≤ 8%	≤ 5% (top quartile)	Careers tracking, destinations monitoring

Key Insights from Internal Analysis:

- Attendance-Attainment Correlation:** Our data shows that achieving 93%+ PP attendance will enable A8 of 42.4 and P8 of +0.02. This validates our attendance-first strategy and provides clear evidence for 2026-27 targets.
- Baseline Consistency:** All targets now use standardised baseline of **A8: 39.2 and P8: -0.23** for consistency across planning and reporting.
- Grade 5+ Trajectory Conditions:** The ambitious 40% Grade 5+ target by 2027-28 is achievable **only if both conditions are met:**
 - PP attendance exceeds 93% by 2026-27 (providing sufficient learning time)
 - KS3 reading age gap closes rapidly to <8 months by 2026-27 (enabling curriculum access)

If either condition is not met, Grade 5+ trajectory will require recalibration in 2026 annual review.

- Behaviour-Attendance Lag:** Behaviour improvements will lag attendance improvements by approximately one term as pupils re-engage and develop positive patterns. Behaviour targets synchronised with attendance timeline.

How We Will Get There: The Big Levers

To achieve top 20% performance by 2027-28, our strategy focuses on five evidence-based "big levers" that will drive sustainable improvement:

Big Lever 1: Curriculum Ambition & Access

Strategic Intent:

Ensure all PP pupils access an ambitious, broad curriculum that maximizes Attainment 8 contribution and opens post-16 pathways.

Key Actions:

- **EBacc access audit:** Ensure PP pupils are not under-represented in EBacc pathways (humanities, triple science where appropriate)
- **Subject entry pattern analysis:** Identify if PP pupils are over-represented in "low A8 contribution" option slots and address barriers
- **Curriculum entitlement:** All PP pupils entitled to same curriculum breadth as non-PP peers; challenge any soft expectations
- **Options guidance:** Careers-informed options process ensuring PP pupils make ambitious, informed choices
- **Maintain 50%+ EBacc entry:** Building on 2024-25 success (49.2%), sustain access to rigorous academic curriculum

Suggested Success Measures:

- PP EBacc entry sustained at 50%+
- PP representation in triple science, separate humanities proportionate to cohort
- No "default pathways" based on disadvantage
- Post-16 destinations show increased Level 3 progression

Big Lever 2: Subject-Specific Performance Tuning

Strategic Intent:

Identify and strengthen the "bottom 20%" subjects for PP pupils where gaps to non-PP are widest, with focus on English Language, Science, and MFL.

Key Actions:

- **Subject-level gap analysis:** Use 2024-25 data to identify where PP underperformance is most acute
- **Likely focus areas** (based on national patterns): English Language, Science (particularly triple), French/MFL
- **Department accountability:** Each underperforming subject creates specific PP improvement plan with measurable targets
- **Subject-specific intervention:** Targeted small-group support in identified "gap subjects" during curriculum time

- **Quality assurance:** Fortnightly learning walks in identified subjects focusing specifically on PP pupils' learning experience
- **EAL as strength:** Leverage strong EAL approaches (dual-coding, sentence frames, parallel texts, vocabulary building) across English and other subjects

Suggested Success Measures:

- Subject-level PP gaps narrow by 0.5 grades in identified subjects year-on-year
- Bottom 20% subjects for PP move into middle tercile performance within 2 years
- Subject leaders can articulate PP-specific strategies and demonstrate impact

Big Lever 3: Precision Literacy & Numeracy Intervention

Strategic Intent:

Target the "middle third" of PP pupils—those working at Grade 3/4 and 4/5 borderlines—through precision intervention that gets pupils "over the line" at critical thresholds.

Key Actions:

- **Grade 3/4 borderline focus:** Intensive small-group tuition for PP pupils predicted Grade 3 in English and/or Maths
- **Grade 4/5 borderline precision:** Targeted intervention for PP pupils working at solid Grade 4, aiming for Grade 5
- **Reading comprehension emphasis:** Use EAL-strength approaches (dual-coding, sentence frames, explicit vocabulary teaching) for all PP pupils with reading gaps
- **Mastery of basics:** Ensure all PP pupils secure Grade 4 foundation before pushing for Grade 5+
- **Numeracy across curriculum:** Embed numeracy support in Science, Geography, Business—prevent maths from being barrier in other subjects
- **Intervention during curriculum time:** Schedule precision tuition in curriculum time to overcome attendance barriers
- **Progress tracking:** Half-termly assessment of borderline pupils with intervention impact reviewed rigorously

Suggested Success Measures:

- 70%+ of Grade 3/4 borderline PP pupils achieve Grade 4 in English and Maths
- 50%+ of Grade 4/5 borderline PP pupils achieve Grade 5 in English and Maths (**Note: Grade 5+ trajectory to 40% by 2027-28 depends critically on both 93%+ attendance AND rapid KS3 reading gap closure to <8 months by 2026-27**)
- Reading age gaps close to <8 months by end of 2026-27 (essential enabler for Grade 5+ target)
- Grade 4+ Eng & Maths increases from 32.3% (2024-25) to 60-65% (2027-28)

Big Lever 4: Relentless PP Monitoring & Accountability

Strategic Intent:

Create systems where every PP pupil is known, tracked, and championed by named staff who own responsibility for their progress.

Key Actions:

- **Half-termly data sweeps:** A8 contribution analysis per PP pupil (SISRA/Class Charts export showing gap to target)
- **Named ownership:** Form tutors and Heads of Year own named PP pupils with explicit responsibility for progress
- **Tutor accountability:** Each tutor can articulate barriers, interventions, and progress for their PP pupils
- **Subject teacher responsibility:** All teachers know which pupils are PP and can describe specific strategies they use
- **Case study approach:** Detailed tracking for highest-need PP pupils linking pastoral support, attendance, intervention, and outcomes
- **Termly PP review meetings:** SLT + Heads of Year + Key Stage Leads review every PP pupil's trajectory
- **Intervention impact tracking:** Systematic monitoring of which interventions are working for which pupils, with rapid adjustment
- **Governor scrutiny:** Half-termly PP Link Governor meetings with deep-dive on individual pupil progress

Suggested Success Measures:

- 100% of form tutors can articulate progress and barriers for their PP pupils
- Half-termly data sweeps identify all PP pupils off-track with immediate intervention response
- Case studies demonstrate integrated support leading to improved outcomes
- Termly reports show closing gaps in real-time, not retrospectively

Big Lever 5: Attendance, Belonging & Culture

Strategic Intent:

Drive attendance above 94% for PP pupils through intensive support, while building a culture where disadvantage is identity-neutral and all pupils feel they belong.

Key Actions:

- **Attendance as non-negotiable:** PP attendance from 89.84% to 94%+ is the foundation for all other improvements
- **Enhanced capacity:** Additional attendance staffing enabling intensive support for persistently absent PP pupils
- **95% intervention trigger:** Early intervention when attendance drops to 95%, not waiting for PA threshold (90%)
- **Attendance-academic integration:** All attendance reintegration plans include academic recovery to prevent "too far behind" anxiety

- **Remove practical barriers:** Transport, breakfast club, uniform hardship fund, flexibility for families in crisis
- **Belonging strategies:** Disadvantage-flag is identity-neutral in school language; no visible differentiation or stigma
- **Positive relationships:** Mentoring, rewards, enrichment creating sense of community and purpose for PP pupils
- **Cultural shift:** High expectations for all; PP pupils see themselves as capable, ambitious learners
- **Staff training:** Understanding disadvantage, trauma-informed practice, avoiding unconscious bias

Suggested Success Measures:

- PP attendance: 93%+ by 2027-28 (from 89.84% baseline) - **92%+ by 2026-27 is critical threshold for A8/P8 improvement**
- Persistent absence: <15% by 2027-28 (from 31.2% baseline)
- PP pupils report high sense of belonging (annual survey >85% positive)
- Staff demonstrate high expectations for PP pupils (learning walks evidence)
- PP pupils participate in enrichment at same rates as non-PP peers
- **Behaviour improvements observed 1 term after attendance improvements** (lag accounted for in targets)

Strategic Investment Priorities (3-Year Trajectory)

To deliver top 20% outcomes, our spending will evolve across the three years:

Year 1 (2025-26): Building Foundations

- Attendance capacity increase (additional staff)
- Data systems for half-termly monitoring (SISRA/Class Charts optimisation)
- Precision intervention programmes
- Reading age assessment infrastructure

Year 2 (2026-27): Scaling What Works

- Expand successful interventions
- Subject-specific PP support in identified "gap subjects"
- Enhanced EAL-informed literacy approaches across curriculum
- Increased enrichment and cultural capital tracking

Year 3 (2027-28): Sustaining Excellence

- Embed culture of high expectations and belonging
- Consolidate systems and staff expertise
- Demonstrate sustained improvement in outcomes
- Prepare for next 3-year cycle (2028-31) building on success

Key Challenges to Achievement

Analysis of outcomes data, attendance patterns, behaviour incidents, and stakeholder feedback identifies the following challenges among our disadvantaged pupils:

Challenge	Detail	Links to Strategic Priority
1. Attendance and Persistent Absence	PP attendance at 89.84% significantly below non-PP (95.44%), creating 5.6pp gap and cumulative learning time deficit. 31.2% PP pupils persistently absent.	Priority 1
2. Foundational Literacy and Numeracy	PP pupils enter Year 7 with reading ages significantly below chronological age. Grade 4+ outcomes declined 12.1pp over three years. Gaps compound without early intervention.	Priority 2
3. Quality First Teaching Variability	Implementation of adaptive teaching for disadvantaged learners variable across subjects. Some departments strong, others developmental. Consistency essential for sustainable improvement.	Priority 3
4. Behaviour Disproportionality	While overall behaviour incidents reduced 51% over two years (success), PP pupils remain over-represented (62% of referrals, 71% of suspensions). Small cohort with complex unmet needs.	Priority 4
5. Mental Health and Aspiration	Many PP pupils have low self-esteem, poor mental health, and limited aspirations. Social-emotional barriers impact engagement and outcomes.	Priority 4
6. Limited Cultural Capital	PP pupils have restricted access to experiences, enrichment, and career pathways outside school. Tracking systems do not capture participation, limiting ability to ensure equity.	Priority 4
7. Digital Equity	Some PP pupils lack reliable home internet access, appropriate devices, or conducive environments for online homework/revision, creating additional disadvantage.	Priority 3
8. Invisible Poverty	Significant proportion of disadvantaged pupils not captured by FSM/PP data, leading to under-identification of need. Internal metrics required to identify these pupils.	All Priorities

Activity and Expenditure 2025-26

Our spending is aligned with the Education Endowment Foundation's three-tiered model, prioritizing teaching quality as the most powerful lever for closing achievement gaps:

Strategic Allocation:

- **Teaching (Quality First Teaching):** £192,967 (43%)
- **Targeted Academic Support:** £165,073 (37%)
- **Wider Strategies:** £90,720 (20%)

Tier 1: Teaching (Quality First Teaching)

Budgeted Cost: £192,967 (43%)

Activity	Evidence Supporting This Approach	Challenge(s) Addressed	Strategic Priority
Implement Teach SMART phases across all subjects	Internal lesson observations and learning walk data show impact. EEF Evidence: Structured teaching supports clarity, modelling, and scaffolding for disadvantaged learners.	1, 2, 3, 7	Priority 3
CPD for literacy, metacognition, retrieval practice	Staff surveys and assessment data. EEF Evidence: Metacognitive strategies +7 months; enhances teaching quality and pupil memory retention.	1, 2, 6, 7, 8	Priority 2, 3
Curriculum design aligned with Ofsted Intent, Implementation, Impact	Evidence: Ofsted EIF; EEF Implementation Guidance; DfE on knowledge-rich curriculum—all support ambitious, inclusive design.	1, 2, 6, 7, 8	Priority 3
Curriculum audits using Ofsted toolkit	Internal audit feedback, curriculum intent clarity, SIP reports. Evidence: Ofsted subject-level toolkits support curriculum coherence and ensure content meets needs of all learners.	1, 2, 6, 7, 8	Priority 3
Leadership time and CPD infrastructure	Performance management data. EEF Evidence: School Leadership Review shows	1, 2, 3, 6, 7	Priority 3

	effective leadership and staff development drive pupil progress and equity.		
Targeted mentoring and coaching programme (resilience, aspirations, self-regulation)	EEF Evidence: Social and emotional learning +4 months; improves well-being, self-awareness, and motivation.	3, 5	Priority 4
Attendance intervention team and parental engagement strategy	Evidence: NFER "Being Present" report; DfE guidance shows parental engagement critical to improving attendance and reducing PA.	3, 4	Priority 1
Behaviour pathway training and consistent restorative practices	EEF Evidence: Behaviour interventions +3 months; structured systems reduce referrals and build pupil-teacher relationships.	3, 5	Priority 4
SLT Associate Assistant Principal - KS3 Interventions	EEF Evidence: Implementation Guidance shows strong leadership and consistent monitoring increase fidelity and impact of interventions.	1, 2, 3, 7	Priority 2
SLT Associate Assistant Principal - KS4 Interventions	EEF Evidence: Leadership support enhances implementation; targeted interventions raise attainment in high-stakes year groups.	1, 3, 5, 7	Priority 2

Tier 2: Targeted Academic Support

Budgeted Cost: £165,073 (37%)

Activity	Cost	Evidence Supporting This Approach	Challenge(s) Addressed	Strategic Priority
Timetabled Core Support - EI/MI/SI lessons	£44,913	Progress data from small group support. EEF Evidence: Small group tuition +4 months.	1	Priority 2
Additional English and Maths teachers	£87,956	KS3/4 attainment data. Structured tutoring (Year 11 focus, expanding to	1, 2	Priority 2

		Years 8–10). EEF Evidence: Small group tuition +4 months and one-to-one tuition +5 months; targeted teaching accelerates progress.		
Reading interventions (phonics to comprehension)	TBC	Reading age assessments. Targeted literacy interventions for KS3 PP pupils including Reciprocal Reading and phonics programmes. EEF Evidence: Improving Literacy in Secondary Schools—Phonics +5 months and reading comprehension strategies +6 months average impact; proven to close literacy gaps for PP pupils.	2, 3, 7	Priority 2
Library & Literacy Development provision	£8,000	Library usage, targeted class reader books, literacy tracking. EEF Evidence: Reading for pleasure linked to improved attainment; libraries raise engagement, vocabulary, and motivation. Ofsted framework priority.	2, 3, 6, 7	Priority 2
Reading school improvement support	£3,000	Reading SIP, internal reading data. EEF Evidence: Reading comprehension strategies +6 months; whole-school focus drives sustained progress in literacy.	2, 3, 7	Priority 2

EAL-focused interventions for PP pupils	£10,000	EAL pupil progress, Flash Academy subscriptions. EEF Evidence: Oral language interventions +6 months; structured language support accelerates both academic and social progress.	1, 2, 3, 7	Priority 2
Academic Intervention	£11,204	Internal assessment data, external tuition reports, pupil voice. Small group tutoring through National Tutoring Programme. EEF Evidence: Small group tuition +4 months progress and one-to-one tuition +5 months average impact; targeted teaching accelerates progress.	1, 8	Priority 2

Key Strategic Developments for Tier 2:

- **Small Learning Community expansion:** Given demonstrated impact for pupils with significant literacy needs (primary specialist delivery), based on EEF evidence for small group tuition (+4 months average impact)
- **Interventions scheduled during curriculum time:** Overcome attendance barriers to after-school sessions, ensuring completion rates and maximizing return on investment
- **Systematic reading age assessment:** Termly testing from Year 7 entry to track progress and identify needs, aligned with EEF literacy recommendations
- **Targeted literacy interventions:** Including Reciprocal Reading and structured phonics programmes (EEF-rated +5 to +6 months average impact)
- **Data dashboard development:** Enable Associate Assistant Principal to monitor cohort literacy profile and intervention impact using evidence-informed metrics
- **Earlier identification:** Use KS2 transition data to plan interventions from September Year 7, preventing gaps from widening

Tier 3: Wider Strategies

Budgeted Cost: £90,720 (20%)

Activity	Cost	Evidence Supporting This Approach	Challenge Addressed	Strategic Priority
Attendance/ Education Welfare Officer	£41,320	Attendance tracker, persistent absence data, DfE case studies. Evidence: DfE "Working together to improve school attendance" guidance; NFER research shows dedicated attendance support reduces persistent absence by 13-20% for disadvantaged pupils.	4	Priority 1
Uniform/ equipment hardship fund	£7,000	Pastoral team referrals, pupil voice, food bank support. Evidence: Child Poverty Action Group research shows uniform costs create barriers to attendance; JRF studies link equipment poverty to educational disadvantage.	4, 5	Priority 1
Careers education programme	£9,000	Destination data, pupil surveys, Gatsby Benchmarks progress. Evidence: Gatsby Foundation research demonstrates quality careers guidance reduces NEET rates by 18% for disadvantaged pupils; EEF career guidance review shows positive post-16 impact.	6	Priority 4
Trips and enrichment	£15,000	Participation logs, internal rewards data. EEF Evidence: Arts Participation evidence shows engagement and cultural capital impact.	6	Priority 4

Summer school programme	£10,000	Transition surveys, pupil wellbeing data. EEF Evidence: Summer Schools support transition and reduce summer learning loss.	3, 6	Priority 4
Parent engagement activities	£3,400	Parental feedback, engagement rates/tracking. EEF Evidence: Parental Engagement +4 months; family engagement supports both academic and social outcomes.	3, 4	Priority 1, 4
Departmental subject-specific PP resources	£5,000	Faculty PP bids, departmental monitoring. Evidence: DfE guidance on subject-specific barriers shows importance of tailored resources.	1, 2	Priority 3

Key Strategic Developments for Tier 3:

- **Enhanced attendance capacity:** Additional staffing to enable intensive support for more of the 127 persistently absent PP pupils
- **Earlier intervention threshold:** Trigger support at 95% attendance rather than waiting for persistent absence (90%)
- **Multi-agency coordination:** Structured partnerships for families with complex barriers (housing, health, domestic issues)
- **Transport and breakfast provision:** Remove practical barriers to attendance
- **Academic reintegration plans:** Catch-up support for returning pupils to prevent "too far behind" anxiety
- **Enrichment tracking systems:** Systematic monitoring of PP participation to ensure equity and target non-participants
- **Destinations tracking:** Capture Level 2/3 progression, apprenticeships, NEET rates, sustained destinations at 6 months

Total Budgeted Cost: £448,760

Implementation: Three-Year Delivery Plan

Year 1 (2025-26): Foundations

Focus: Establish systems, increase capacity, begin cultural shift

Key Milestones:

- Attendance support capacity increased (additional staffing operational by October 2025)
- Systematic reading age assessment implemented for all Year 7 pupils (baseline September 2025, retest December 2025)
- Associate Assistant Principal for KS3 interventions operational with clear data dashboard
- Enhanced tracking systems for enrichment participation, careers engagement, and intervention completion
- Coaching cycles embedded across all departments
- Academic recovery plans integrated with all pastoral interventions

Suggested Success Criteria:

- PP attendance: 91.5%
- PP Grade 4+ Eng & Maths: 40%
- Reading age gap (Year 7): <12 months by July 2026
- Behaviour: PP referrals reduce to 55% of total

Year 2 (2026-27): Embedding and Acceleration

Focus: Build on foundations, accelerate progress, scale successful interventions. **Critical year: achieving 93%+ attendance enables A8/P8 step-change.**

Key Milestones:

- **92%+ PP attendance achieved** (critical threshold for academic improvement based on internal correlation data)
- Quality First Teaching consistency achieved across 90%+ of lessons (learning walk evidence)
- **KS3 reading gap reduces to <8 months** (essential enabler for Grade 5+ trajectory)
- Multi-year literacy intervention impact visible in Year 8 cohort data
- Enhanced careers and enrichment tracking shows equitable PP access
- Multi-agency partnerships for complex needs families fully operational

Suggested Success Criteria:

- **PP attendance: 92%+ (attendance-attainment threshold)**
- **PP A8: 42.4 (attendance-driven improvement)**
- **PP P8: +0.02 (attendance-driven improvement)**

- PP Grade 4+ Eng & Maths: 52%
- PP Grade 5+ Eng & Maths: 32%
- **Reading age gap (Year 7): <8 months (rapid closure)**
- Behaviour: PP referrals at 52% of total (lagging attendance improvement by ~1 term)

Year 3 (2027-28): Consolidation and Sustainability

Focus: Sustain improvements, demonstrate long-term impact, embed culture change

Key Milestones:

- Three-year cohort data demonstrates sustained literacy progress from Year 7-9
- PP outcomes approach non-PP outcomes in key measures
- Attendance gap narrows to <3pp
- Careers destinations data shows improved progression to Level 3 and reduced NEET rates
- Culture of high expectations for disadvantaged pupils embedded across all staff

Suggested Success Criteria:

- PP attendance: 93%+
- PP Grade 4+ Eng & Maths: 55%
- Reading age gap (Year 7): <6 months
- Behaviour: PP referrals at 45% of total (closer to cohort proportion of 43.9%)
- NEET rate: ≤5%

Monitoring and Evaluation Framework

Leadership and Accountability

Role	Responsibility
Associate Assistant Principal (KS\$) (PP Lead)	Overall strategic leadership; termly reports to SLT and Governors; budget oversight; annual strategy review
Associate Assistant Principal (KS3)	KS3 literacy and numeracy interventions; reading age tracking; data dashboard; early identification systems
Associate Assistant Principal (KS4)	KS4 targeted support; examination preparation; Grade 3/4 borderline interventions
Attendance Manager	Attendance intervention; persistent absence casework; multi-agency coordination; reintegration planning
Heads of Year	Pastoral oversight; behaviour support; enrichment promotion; parental engagement

Subject Leaders	Quality First Teaching; departmental PP strategies; subject-specific interventions; data analysis
SENCO	SEND identification; integrated support for PP+SEND; alternative provision for complex needs
Careers Lead (TLR)	Careers programme delivery; destinations tracking; Gatsby Benchmarks; PP careers participation

Monitoring Schedule

Activity	Frequency	Lead	Purpose
Pupil Premium Profiles	Updated termly	All staff via Class Charts	Track interventions, attendance, behaviour, outcomes for each PP pupil
Data Analysis (SISRA)	After each assessment point	PP Lead + SLT	Monitor academic progress, identify underperformance, target interventions
Learning Walks (PP Focus)	Fortnightly	SLT + Subject Leaders	Evaluate quality of teaching for disadvantaged pupils; adaptive teaching implementation
Attendance Reviews	Weekly	Attendance Manager	Identify declining attendance; trigger early intervention at 95% threshold
Behaviour Analysis	Termly	Pastoral Team + SLT	Monitor disproportionality; identify pupils needing targeted support
Intervention Impact Reviews	Half-termly	Intervention Leads	Evaluate effectiveness; adjust provision; track completion and progress
Enrichment Participation	Termly	Heads of Year	Ensure equitable PP access; identify non-participants; target promotion
PP Link Governor Meetings	Half-termly	PP Lead + Governor	Scrutiny and challenge; strategic oversight
Full Strategy Review	Annual (August)	PP Lead + SLT	Evaluate impact through rigorous analysis of outcomes data, attendance analytics, intervention completion rates, and case studies. Aligned with our Pupil Premium Policy's demand for "evidence-informed, data-led practice." Review published in Part B annually.

Success Measures

Academic Outcomes:

- SISRA analysis: attainment and progress data for PP cohort vs non-PP vs national
- Reading age assessments (termly for intervention pupils)
- Intervention completion rates and progress data
- Subject-level outcomes showing reduction in variability

Attendance and Engagement:

- Weekly attendance data (PP vs non-PP, persistent absence tracking)
- Enrichment participation data (PP % in clubs, trips, careers activities)
- Parental engagement tracking (parents' evening attendance, communication responses)

Behaviour and Wellbeing:

- Behaviour incident analysis (PP % of referrals, suspensions, repeat offenders)
- Pastoral intervention impact (case studies linking support to outcomes)
- Pupil voice surveys (sense of belonging, confidence, aspirations)

Stakeholder Voice:

- Annual pupil survey: PP pupils' perceptions of support, belonging, challenge
- Annual staff survey: confidence in supporting disadvantaged learners, understanding of barriers
- Annual parent survey: communication, engagement, understanding of support available

Governance and Accountability

Governor Oversight:

- Designated PP Link Governor conducts half-termly meetings with PP Lead
- Termly reports to Standards Committee on progress toward targets
- Annual detailed review presented to Full Governing Body
- Governors challenge strategy, scrutinize impact data, ensure value for money

Transparency:

- This strategy statement published on school website (updated annually each September)
- Annual impact review published (Part B) demonstrating outcomes for previous year
- Expenditure and allocation clearly documented
- Externally provided programmes listed with impact evaluation

Addressing Invisible Poverty

Recognising that disadvantage extends beyond FSM eligibility, we will:

Identification Systems:

- Monitor attendance, behaviour, and pastoral referrals to identify pupils facing hardship not captured by FSM data
- Pastoral team flag families accessing uniform/equipment hardship fund
- Subject teachers report concerns about pupils lacking resources
- Data triangulation meetings identify "invisible poverty" pupils for targeted support

Support Mechanisms:

- Hardship fund available for all pupils in need, regardless of FSM status
- Discretionary PP Lead funding for urgent needs (transport, uniform, equipment, trips)
- Dignity and confidentiality maintained in all support provision
- Proactive offers of support rather than requiring families to request help

Cultural Sensitivity:

- Staff training on understanding and responding to hidden disadvantage
- Avoid assumptions about family circumstances based on visible indicators
- Build relationships with families to understand individual needs and barriers

Supporting Pupils Beyond FSM: Our Inclusive Approach

While this strategy focuses on pupils eligible for Pupil Premium, we recognise our duty to all pupils facing disadvantage. Our approach includes:

- **Universal high-quality teaching** benefits all pupils, with explicit focus on disadvantaged learners
- **Early identification** of need through data analysis catches pupils before formal thresholds
- **Inclusive interventions** where pupils benefit from peer models and avoid stigma
- **Flexible support** through hardship fund and pastoral provision for families in crisis
- **Whole-school culture** of high expectations and equity for all

Part B: Review of Previous Academic Year (2024-25)

Summary of Key Findings from 2024-25:

Successes:

- EBacc entry: 49.2% (38.1pp growth over 3 years, exceeding target)
- Behaviour incidents: 51% reduction over 2 years
- Whole-school attendance: 93.1% (above national average)

Critical Challenges:

- PP attendance: 89.84% (primary barrier to all progress)
- Grade 4+ Eng & Maths: 32.3% (12.1pp decline over 3 years)
- Persistent absence: 31.2% (capacity challenges for intensive support)

Strategic Learning: These findings directly inform our 2025-28 strategy, particularly Priority 1 (Attendance) as the foundation for all other improvements.

Full detailed review available in separate document

Further Information

Our Commitment to Evidence-Informed Practice

This strategy is built on:

- **EEF Tiered Model:** Teaching, Targeted Support, Wider Strategies
- **Internal data analysis:** Rigorous evaluation of what works in our context
- **Research evidence:** EEF Toolkit, NFER reports, DfE guidance, Ofsted EIF
- **Stakeholder voice:** Pupils, staff, parents, governors inform priorities
- **Honest self-evaluation:** Learning from what hasn't worked as well as successes

Our Commitment to Sustainability

Our strategy prioritises:

- **Long-term cultural change** over quick fixes
- **Systematic solutions** over ad-hoc responses
- **Building capacity** in staff expertise and systems
- **Multi-year interventions** recognising sustainable improvement takes time
- **Addressing root causes** (attendance, foundational skills) not just symptoms

Our Commitment to Continuous Improvement

This strategy will be reviewed annually based on:

- Outcomes data (academic, attendance, behaviour, destinations)
- Intervention impact evidence (completion rates, progress measures)
- Stakeholder feedback (pupil voice, staff surveys, parent engagement)
- External evaluation (School Improvement Partner, Ofsted, governance scrutiny)
- Research developments (new evidence, emerging best practice)

Each August, we will publish an updated Part B reviewing the previous year's impact through termly assessments, attendance analytics, behaviour data, and case studies, and revise Part A for the year ahead while maintaining our three-year strategic framework. Impact will be evaluated through evidence-informed, data-led practice aligned with our Pupil Premium Policy principles.

Alignment with Trust Policy

This strategy is fully aligned with the Dunstone Education Trust's Pupil Premium Policy 2025–26 and is designed to uphold our mission of excellence, kindness, and aspiration for all.

Our approach reflects the Trust's commitment to:

- **Evidence-informed practice** using EEF research and internal data analysis
- **Equity and high expectations** for all disadvantaged learners
- **Rigorous monitoring and evaluation** with clear accountability structures
- **Sustainable, long-term solutions** rather than short-term fixes
- **Transparency and stakeholder engagement** through regular reporting and published outcomes

This strategy statement should be read alongside the Dunstone Education Trust Pupil Premium Policy 2025-26, our SEND Information Report, Behaviour Policy, Attendance Policy, and School Development Plan, all of which are available on our website.