Pupil premium strategy statement – End of academic year 2024/2025 review

This review and the work that has been undertaken aligns to the 'DfE Guidance for school leaders on using pupil premium March 2023' by

a) Identifying the challenges faced by the school's disadvantaged children
b) Using evidence to support our strategy
c) How continually develop our strategy and make adjustments
d) How we implement our strategy
e) Evaluating and sustaining our strategy

All these approaches and our work aims to 'improve the educational outcomes' of our disadvantaged children.

We in turn focus our efforts on narrowing any gaps between our disadvantaged children and their peers, with an appreciation and action to minimise the effects of the pandemic.

Professor Becky Francis' statement helps to focus our planning and actions.

'Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in educational recovery.'

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure disadvantaged pupils progress and attainment is in line with their peers	There are still some gaps between disadvantaged students and their peers however all cohorts (2022, 2023, 2024) averaged very good scores on their Masters of Recall, 79% as the lowest average score. **Masters of Recall data:**

	Disadvantaged	Non-disadvantaged
2024 cohort	*79%*	*89%*
2023 cohort	*85%*	*88%*
2023 cohort last year (2023-24)	*80%*	*88%*
	+5%	*0%*
2022 cohort	*81%*	*87%*
2022 cohort last year (2023-24)	*80%*	*88%*
2022 cohort (2022-23)	*77.5%*	*85.3%*
	+3.5%	*+1.7%*

As mentioned, disadvantaged students score highly on Masters of Recall and through our approach to this it is clear to see that overtime the gap is narrowing to their non-disadvantaged peers. The 2022 cohort have narrowed the gap by 2% to 6%. Over three years this gap has narrowed by 1.8%.

Cohort 2023 have done very well. Disadvantaged students have achieved a 5% higher average score last year and narrowed the gap to their peers by 5%. Cohort 2024 have a 10% gap to narrow, and we will focus on this cohort next year.

Assessment data

	Disadvantaged	*Non-disadvantaged*
2024 cohort AP1 24-25	*53.4%*	*67.8%*
2024 cohort AP2 24-25	*55.4%*	*68.5%*
	+2%	*+0.7%*

The gap has narrowed from 14.4% to 13.1% from assessment point 1 to 2.

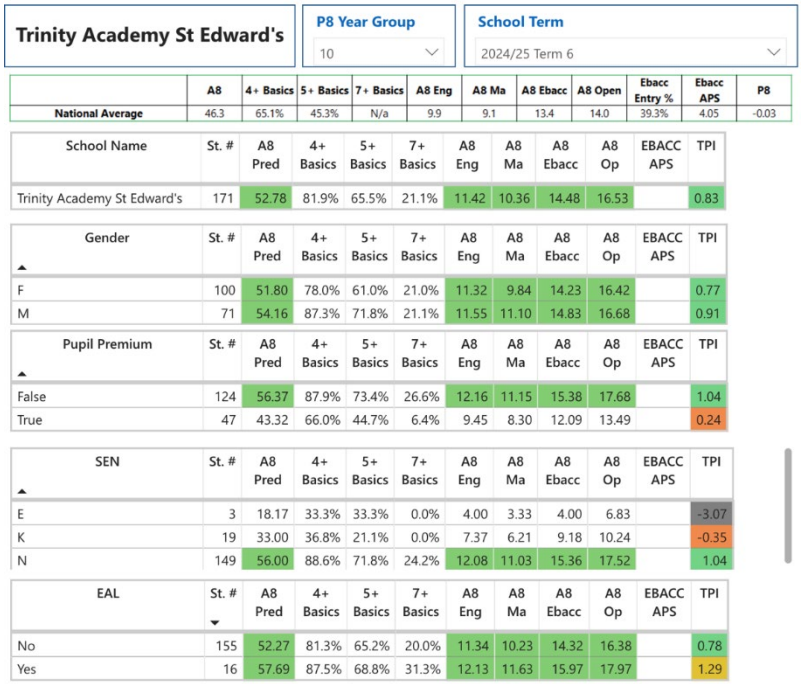
	Disadvantaged	*Non-disadvantaged*
2023 cohort AP1 24-25	*56%*	*65.7%*
2023 cohort AP2 24-25	*55%*	*65.6%*
	-1%	*-0.1%*
2023 cohort AP1 23-24	*55.7%*	*64.8%*
2023 cohort AP2 23-24	*54%*	*64.%*
	-1.7%	*-0.8%*

The gap has widened from 9.7% to 10.6%. Since cohort 2023 started with us the gap has widened by 0.9%.

	Disadvantaged	*Non-disadvantaged*
2022 cohort AP1 24-25	*49%*	*59%*
2022 cohort AP2 24-25	*49%*	*61%*
	0%	*+2%*
2022 cohort AP1 23-24	*51.5%*	*60.4%*
2022 cohort AP2 23-24	*59.6%*	*63%*
	+8.1%	*+3.4%*
2022 cohort AP1 22-23	*50%*	*62%*
2022 cohort AP2 22-23	*47%*	*65%*
	-3%	*+3%*

The gap has widened to 12% from 10% during the year. Since cohort 2022 started with us this has maintained at 12%. Last year the gap narrowed significantly at AP2. As this cohort went into the last year of Key Stage 3 and began some aspects of GCSE work, there was a greater challenge. As they progress in Key Stage 4, we will be monitoring them closely and will include a Focus 20 group in the first term.

Cohort 2021 – Year 10 data



Trinity Academy St Edward's	P8 Year Group: 10	School Term: 2024/25 Term 6

	A8	4+ Basics	5+ Basics	7+ Basics	A8 Eng	A8 Ma	A8 Ebacc	A8 Open	Ebacc Entry %	Ebacc APS	P8
National Average	46.3	65.1%	45.3%	N/a	9.9	9.1	13.4	14.0	39.3%	4.05	-0.03

School Name	St. #	A8 Pred	4+ Basics	5+ Basics	7+ Basics	A8 Eng	A8 Ma	A8 Ebacc	A8 Op	EBACC APS	TPI
Trinity Academy St Edward's	171	52.78	81.9%	65.5%	21.1%	11.42	10.36	14.48	16.53		0.83

Gender	St. #	A8 Pred	4+ Basics	5+ Basics	7+ Basics	A8 Eng	A8 Ma	A8 Ebacc	A8 Op	EBACC APS	TPI
F	100	51.80	78.0%	61.0%	21.0%	11.32	9.84	14.23	16.42		0.77
M	71	54.16	87.3%	71.8%	21.1%	11.55	11.10	14.83	16.68		0.91

Pupil Premium	St. #	A8 Pred	4+ Basics	5+ Basics	7+ Basics	A8 Eng	A8 Ma	A8 Ebacc	A8 Op	EBACC APS	TPI
False	124	56.37	87.9%	73.4%	26.6%	12.16	11.15	15.38	17.68		1.04
True	47	43.32	66.0%	44.7%	6.4%	9.45	8.30	12.09	13.49		0.24

SEN	St. #	A8 Pred	4+ Basics	5+ Basics	7+ Basics	A8 Eng	A8 Ma	A8 Ebacc	A8 Op	EBACC APS	TPI
E	3	18.17	33.3%	33.3%	0.0%	4.00	3.33	4.00	6.83		-3.07
K	19	33.00	36.8%	21.1%	0.0%	7.37	6.21	9.18	10.24		-0.35
N	149	56.00	88.6%	71.8%	24.2%	12.08	11.03	15.36	17.52		1.04

EAL	St. #	A8 Pred	4+ Basics	5+ Basics	7+ Basics	A8 Eng	A8 Ma	A8 Ebacc	A8 Op	EBACC APS	TPI
No	155	52.27	81.3%	65.2%	20.0%	11.34	10.23	14.32	16.38		0.78
Yes	16	57.69	87.5%	68.8%	31.3%	12.13	11.63	15.97	17.97		1.29

Above is a table that represents the predicted grades given by staff after two assessment windows in Year 10. Disadvantaged students have an average grade of over 4 (A8 of 43.32), so disadvantaged students across all subjects will average above grade 4. Their attainment 8 figure of 43.32 is an improvement from 41.31 in assessment point 1.

The percentage of disadvantaged students achieving a 4+ in English and maths has risen by 4.5% to 66%. The percentage of disadvantaged students achieving a 5+ in English and maths has risen by 8.2% to 44.7% since assessment point 1.

We will continue to focus on disadvantaged students inY10 and Y11 and our quality first teaching and targeted interventions are working.

	We have Focus 20 groups that ensure class teachers can identify those students who should be achieving more. These students have no barriers identified that are holding them back and may need more support in class or more encouragement to build resilience in their standard and amount of work. In Year 10, this group were made of disadvantaged students. Staff use these pedagogical techniques below and have received CPD on them. **Teacher intervention strategies** 1. **Hunting not fishing**- check in to gauge understanding 2. **Questioning**- cold call with no opt out and probing 3. **Rewind 6**- target question every lesson 4. **Live mark**- check work quality and quantity 5. **Challenge**- full sentences, say it again better, right is right, tier 3 vocabulary 6. **High expectations**- set clear expectations of work and attitude to learning
IMPACT EVIDENCE	• **Our approach leads to improved outcomes for disadvantaged children. Average masters of recall scores of 79%, 81% and 85% for all three cohorts supports this.** • **Our approach to pedagogy and support in Key stage is rapidly improving predicted outcomes for disadvantaged students. A 4.5% increase and 8.2% increase in 4+ E/M and 5+E/M respectively shows this.** • **Our Focus 20 approach to disadvantaged students with minimal barriers is ensuring they accelerate their progress.**
To ensure feedback is given to in a timely manner support the learning of children	Evidence of effective feedback is evident in student's work and there is a noticeable alteration to improve their understanding. Through internal quality assurance and reviews we have found strong examples of effective feedback, and this reflects our policy. We can see students have made alterations to work based on teacher feedback, both live and over time. Reviews by Trust colleagues and our Director for Quality and Standards indicate this in their findings. Work scrutiny indicates the use of purple pen to improve answers and make

<table>
<tr><td></td><td>alterations to work. 4R scrutiny and planning allows staff to focus on disadvantaged children and help them to understand their errors and make improvements. Feedback from both students and staff confirm this is a strong method and students comment that it allows them to identify mistakes and then correct.
‘Five live’ marking in place during lessons for when students are working on a task. This ensures the teacher can address common misconceptions there and then. Our newly introduced subject enquiries, led by curriculum leaders, further reinforces the strength of teacher feedback and how it supports student’s learning.</td></tr>
<tr><td>To ensure pupils have a complete understanding of content and the processes of how to get there.</td><td>Through knowledge-led teaching students learn the content, can practice implementing their knowledge in class and can recall when required. Having teacher led instruction and modelling develops this and both group and independent practice enables them to apply what they have learnt.
Again, internal QA and reviews show this, as do the positive percentage figures we have had in Masters of Recall. Work needs to be maintained to try and speed up the understanding and retaining of knowledge more for disadvantaged students. Further techniques such as ‘right is right’ and ‘no opt out’ ensures that we deliver this message to students.</td></tr>
<tr><td>To improve children’s reading ability and close reading age of disadvantaged children to their peers.</td><td>
<table>
<tr><th></th><th>On or above CRA %</th><th>PP on or above CRA %</th><th>PP below 9.6 %</th><th>PP on or above 9.6 %</th></tr>
<tr><td>Year 7 (C24)</td><td>78</td><td>57.5</td><td>10</td><td>90</td></tr>
<tr><td>Year 8 (C23)</td><td>76</td><td>63</td><td>9</td><td>91</td></tr>
<tr><td>Year 9 (C22)</td><td>73</td><td>62</td><td>11</td><td>89</td></tr>
<tr><td>Year 10 (C21)</td><td>79</td><td>61</td><td>5</td><td>95</td></tr>
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	Our reading strategy and the whole school focus on literacy has had yet more demonstrable impact on disadvantaged children this year. Cohort 2024: FSM below 9.6- only 10% now below 9.6, a drop of 18% since the start of the year. Cohort 2023: FSM below 9.6- 22% at the start of the academic year (23-24) dropping to only 9% in May 25. Decreased by 13%. Cohort 2022: FSM below 9.6- 45.84% at the start of the year (22-23), now 11%, indicating a reduction of over 34%. Cohort 2021: FSM below 9.6- have continued their progress with the % of disadvantaged students dropping from 25.64% in September to only 7% in May 24 and now to 5%. An overall reduction of 20%.
IMPACT EVIDENCE	• **Cohort 2021 have 79% of students on or above CRA.** • **Cohort 2021 have had a 20% reduction on disadvantaged students below 9:06.** • **Cohort 2022 have had a 34% reduction on disadvantaged students below 9:06.** • **Cohort 2023 have had a 13% reduction on disadvantaged students below 9:06.**
To rapidly improve the literacy of a select group of children who are significantly behind their peers.	67% of Thomspon group (24) made progress with their RA since September 2023, with 50% of this cohort now above 9:06, and 25% at CRA.
To ensure disadvantaged girls do not fall behind all other groups.	In previous years we saw disadvantaged girls MoR attainment lower than non-disadvantaged girls. We also saw a difference in MoR attainment between disadvantaged girls and disadvantaged boys.

<table>
<tr><td></td><td>The table below indicates that disadvantaged girls are still performing highly. Cohort 2023 girls have increased their performance by 1% but this is still some distance away from the boys.

<table><tr><td></td><td>male</td><td>female</td><td>female 2023-24</td><td></td></tr><tr><td>Cohort 2022</td><td>80%</td><td>81%</td><td>81%</td><td>0%</td></tr><tr><td>Cohort 2023</td><td>87%</td><td>82%</td><td>81%</td><td>+1%</td></tr><tr><td>Cohort 2024</td><td>80%</td><td>81%</td><td></td><td></td></tr></table></td></tr>
<tr><td>IMPACT EVIDENCE</td><td>• Disadvantaged girls are either matching or have improved their scores in comparison to disadvantaged boys.</td></tr>
<tr><td>To ensure children who are behind in their cognitive ability and reading/spelling ages are given a curriculum they can access with the required support to enable them to ‘close the gap’</td><td>Students who access group 4 can learn effectively and assessment and test data shows improvements and the gap to others is closed.</td></tr>
<tr><td>IMPACT EVIDENCE</td><td>• Disadvantaged students who are low on entry and access our small group curriculum are improving their basic understanding of the fundamentals of language and literacy.</td></tr>
<tr><td>To broaden the horizons of disadvantaged children and raise their aspirations for the future.</td><td>Students are immersed in activities that increase their aspirations and knowledge of what is available to them. The clubs aim to stimulate an interest in alternative activities or offer opportunities that students may not otherwise have access to. Students can access lots of varied activities and can also compete in national competitions such as F1 in schools and Cyber first competitions. With great success. For the second year we entered teams into a Soap Box Derby and students constructed their own card and raced them against other teams. Disadvantaged students were part of this team.</td></tr>
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(EEF Evidence Brief – communicating with and supporting parents)	**All** disadvantaged pupils have been actively involved in extra-curricular sessions for at least one hour, every week and have benefited from our amazing experiences. There have been over 50 different Involve clubs on offer for all year groups. All disadvantaged students had at least one hour a week of extra-curricular experiences. In addition to our Involve clubs, there are other clubs offered on other evenings such as Soap Box Derby and Archbishops Young Leaders Award. We aim to invite disadvantaged students to these groups and on these trips to help raise aspiration. Disadvantaged students access our careers work, trips, visits and experiences. For certain trips such as the NHS careers fayre PP and SEND students are prioritised first. Last academic year there were over 40 trips and experiences which were carefully planned to offer #amazingexperiences to our students. We had international trips to France and Holland where again some disadvantaged students took part, some we offered support with payments. Student leadership opportunities include student senior leadership team, student council, house captains and NHS school leaders. Our SSLT has 25% disadvantaged. Student council has 40% disadvantaged NHS leaders have 33% disadvantaged All of which are in line or above our average PP %. Sports day took place at the English Institute of Sport and all disadvantaged students accessed this. The venue and transport costs were covered. Alongside this, we have a wide-reaching communication strategy with our parents. Through celebrating the successes of our students and staff we actively raise aspirations of all. Using social media, weekly newsletter and a Parent Leadership Group we are broadening horizons of children and their families. Through this work our school was awarded the Parent Partnership Award.
IMPACT EVIDENCE	• **All disadvantaged students actively participate every week in at least one hour of extra-curricular with targeted clubs for disadvantaged students.**

To improve the attendance of disadvantaged children ensuring the gap is closed between them and their peers.

	Full Cohort	Disadvantaged	Non-disadvantaged	Gap
Year 7	96.1%	92.2%	97.4%	5.2%
Year 8	95.0%	89.7%	96.8%	7.1%
Year 9	90.8%	85.4%	93.0%	7.6%
Year 10	89.2%	78.8%	93.4%	14.6%
Whole School	92.8%	86.3%	95.2%	8.9%

Our attendance officers continues to work closely with families of those students where their attendance is a concern. We have a number of students with an attendance strategy case study where individual students have shown progress in their attendance over the course of last academic year. We have a comprehensive attendance strategy and support mechanisms for those families that need it.

September 2024 – July 2025

Attendance interventions to improve school attendance:

	M	F	PP	Non PP
90sclub	224 children in total part of 90s club. A percentage of these are disadvantaged.			

SSP	31	43	38	28
SSD	58	65	53	70
PN 2	16	19	6	20
ISAP	13	16	19	8
Late	13	19	17	3
Medical	32	42	14	8

90s club – fortnightly incentive to encourage 100% attendance for students who are at risk of becoming PA

SSP – student support plan completed when attendance is a concern and it is clear that the child and family require further support

SSD – student success discussion, completed with student when they have had some absences, to explore if any additional support is required

PN2 – penalty notice, requested when a child has been on holiday during term time for at least 5 days

	ISAP – internal school attendance panel hearing, completed when attendance continues to be a concerns despite support in place Late – a letter is sent to parents from the local authority when their child is regularly late to school Medical – a letter is sent to parent when we require medical evidence in order to authorise future absence There have been a significantly higher number of interventions for disadvantaged students in a bid to continually improve the attendance of our disadvantaged students.
Catch-up funding To improve the reading and language understanding of a group of disadvantaged students who are further behind due to COVID-19 and lockdowns	N/A

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have lower reading ages than their peers. This has a significant impact on their learning and understanding. Our baseline data for our 2021 cohort indicates that 16% of disadvantaged pupils had a reading age two or more years below their chronological age in comparison to only 10% of their non disadvantages peers. In our 2022 cohort, 7.14% of our disadvantaged students had reading age more than two years below their chronological age in comparison to only 6.9% of our non-disadvantaged students. In our 2023 cohort, 33% of our disadvantaged students had a reading age from more than two years below their chronological age in comparison to 10.7% of their

	non disadvantaged peers. In our 2024 cohort, 57.5% of disadvantaged students at the start of the year were at or above their CRA.
2	Disadvantaged pupils have poor literacy skills, particularly writing. Our combined English baseline indicated disadvantaged students have a score of 51.4 compared to non-disadvantaged students having a score of 61.8 (2021 cohort). Our 2022 cohort have a combined score of 50.9 compared to 55.5 for their non-disadvantaged peers. Our 2023 cohort have a combined score of 27.44 compared to 31.23 for their non disadvantaged peers. Our 2024 cohort have a combined score of 20.7 compared to 22.8 for their non disadvantaged peers.
3	Disadvantaged pupils generally have a lower attendance rate than their peers. This is reflected in national and local data over previous years. Last year our disadvantaged cohort had an attendance rate of 84.9% and their non-disadvantaged peers' rate was 93.4%. This is a gap of 8.5% which is 0.5% better than it was at the end of 2023-24.
4	Disadvantaged students have a lower average attainment than their non-disadvantaged peers. Our 2021 cohort have a predicted A8 score after assessment two of 43.32 compared to 56.37 of their peers. Cohort 2022 have an average percentage of 49% and their peers have an average of 61%. Our 2023 cohort have an average percentage of 55% and their peers an average of 65.2%. Finally, our 2024 cohort have an average percentage of 55.4% and their peers an average of 68.5%
5	Disadvantaged boys have been making faster progress than disadvantaged girls. In the past academic year (2024-25) this has levelled off a little for cohort 2022 and 2023. There is a 4% gap in cohort 2024, disadvantaged boys' average is 80%, compared to girls' average of 76%. Disadvantaged girls in cohort 2024 will be tracked more closely this academic year (25-26)
6	Disadvantaged higher ability pupils need their aspirations raising and to be pushed to achieve in line with their HA peers.
7	Disadvantaged pupils need to access as many extra-curricular events/activities as possible to broaden their horizons.

Pupil premium strategy spending and review

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

Budgeted cost: £ 49,280

Activity	Evidence that supports this approach	Challenge number(s) addressed	End of year review
To use a bookletised curriculum to deliver high quality education. This includes high quality text, structured tasks and a reduced cognitive load. £10,000 (EEF Evidence brief – High Quality Teaching – developing high quality teaching, assessment and a curriculum which responds to the needs of children)	Metacognition and self-regulating strategies (+7 EEF Toolkit). Evidence shows that if children can process why they are learning something it will support their understanding. Our staff use a bookletised curriculum to do this. We explicitly teach knowledge and use visualisers to highlight the learning process and model the processes through guided practice and then independent work.	1,2,5	Booklets continue to be used by all subject areas and adapted to meet the needs of all children. The structure of this work has led to at least 400,000 words being read by children this year. The literacy strategy and reading strategies employed are shown by research to significantly impact on reading levels. Students continue to read for ten minutes, four times a week during form time to further increase their exposure to high quality texts. **Masters of Recall data** Across all Key Stage 3 cohorts there is either a 6% or 7%% gap between disadvantaged and non-disadvantaged MoR attainment. This needs to be narrowed further, however it is important to recognise that

			the disadvantaged average score in each cohort is at least 78% and rising to 81% in Cohort 2022. **Assessment in English** Cohort 2024 spring assessment – disadvantaged score was 55% and rose to 60% in the summer assessment. Cohort 2023 spring assessment – disadvantaged score was 58% Summer score was 59%. Cohort 2022 Spring assessment – disadvantaged score was 54%. Summer assessment – disadvantaged score was 60%. Significant narrowing of the gap in cohort 2022 and 2024. Cohort 2021 Spring assessment A8 disadvantaged score in English was 7.56. Cohort 2021 Summer assessment A8 disadvantaged score was 7.83. Our whole school approach to literacy and the importance of it has such a positive impact on these figures. We

			need to continue to do more. Our literacy lead will focus on narrowing the gap, alongside all subject areas in our whole school approach.
IMPACT EVIDENCE	• **Cohort 2022 and 2024 improved their attainment in English by 5% during the academic year 2024-25** • **All groups in Key Stage 3 improved their average % from spring to summer term.** • **Disadvantaged students are improving their educational outcomes in English.**		
Live marking and focused whole class feedback will ensure misconceptions are highlighted and dealt with swiftly and whole class feedback focuses pupils work to correct any misconceptions. £500 (EEF Evidence Brief – Professional development on evidence-based approaches)	Feedback (+6 EEF) Both live marking and focused marking both have a direct impact on learning. Staff give specific information of how to improve so pupils can focus on this.	1,2,5	Learning walks and spotlights show live marking is embedded across all subjects and used to identify misconceptions, scaffold for high success, challenge to think deeper and mark for literacy. Live marking and WCF is personalised, and students can articulate what areas they needed to improve and how they improved them. Teaching is responsive and feedback is used to move learning forward. Staff use the 4R's to identify misconceptions and to target extra support and intervention in their teaching for the disadvantaged students that need it.

Masters of Recall results 2024-25

Year 7 Cohort 2024

Y7	T1	T2	T3	T4	T5	T6	Ave
PP	75%	78%	78%	82%	80%	79%	**79%**
Non PP	87%	88%	89%	91%	88%	86%	**88%**

Year 8 Cohort 2023

Y8	T1	T2	T3	T4	T5	T6	Ave
PP	88%	86%	83%	84%	84%	82%	**85%**
Non PP	90%	90%	86%	87%	87%	87%	**88%**

Year 9 Cohort 2022

Y9	T1	T2	T3	T4	T5	T6	Ave
PP	82%	76%	81%	86%	78%	80%	**81%**
Non PP	88%	85%	85%	90%	89%	86%	**87%**

IMPACT EVIDENCE:

- Disadvantaged students MoR attainment was higher in term 6 for Y7 students than it was in term 1.
- While there are still gaps in MoR attainment – disadvantaged average scores are at least 79%.

Mastery curriculum delivery in maths. Our Trust owns White Rose Maths who use this model throughout 85% of all primary schools.	Research shows the impact of delivering mastery in maths. (+5 EEF).	1,2,5	The method of delivery really supports knowledge building and understanding. **Cohort 2024 maths** Spring assessment – 58% (non – 76%)

We have employed a CL of maths directly from White Rose Maths to establish this. 0.2 time of maths CL £10,280 (EEF Evidence Brief – Professional development on evidence-based approaches) (EEF Evidence brief – High Quality Teaching – developing high quality teaching, assessment and a curriculum which responds to the needs of children)			Summer assessment – 58% (non – 76%) **Cohort 2023 maths:** Spring assessment – 64% (non 76%) Summer assessment – 56% (non 69%) **Cohort 2022 maths** Spring assessment – 51% (67% non) Summer assessment – 51% (64% non) **Cohort 2021 maths** Spring assessment – A8 5.67 (non 8.82) Summer assessment was – 6.04 (non 8.89) This indicates half a grade of improvement in maths for the disadvantaged cohort. There have been some significant improvements in the average attainment percentage of disadvantaged students in maths this academic year (24-25). Non-disadvantaged peers have also improved so the gap has not narrowed. The lowest average percentage is 51%.
Whole school reading. Three times a week children read for 15 mins with their form tutor and once a week in an English	Research shows that rapid reading out loud by an adult significantly improves children's reading ages. (EEF +6)	1,2	**<u>Cohort 2024</u>** **Sept 157.2 months Summer 170.1 (12.9+ months)**

class. £2,500 (EEF Evidence Brief – Professional development on evidence-based approaches & interventions to support literacy)			On arrival, 28% of the PP cohort had reading ages below 9.6. This decreased to 20% by May 2025. 52.5% of PP students have made much higher progress from NGRT test 1 in September to May (13 months+). PP Male overall: average 170 RA (increased from 157). Non PP Male Overall: average 170 RA (increased from 157). PP Female Overall: average 170 RA (increased from 157). Non PP Female Overall: average 171 RA (increased from 158). PP SEN Overall: average 169 RA (increased from 156). **<u>Cohort 2023</u>** **Sept 157.1 months Summer 170.6 (+13.5 months)** On arrival, 22% of the PP cohort had reading ages below 9:6. This decreased to 7% of the cohort by May 2023. 75% of PP students have made much higher progress from NGRT test 1 in September to May. PP Male Overall: average 171 RA in months (RA increase from 157.4).

			Non PP Male Overall: average 169.9 RA in months (RA increase from 156.5) PP Female Overall: average 170 RA in months (RA increase from 157). Non PP Female Overall: average 170.5 RA in months (RA increase from 156.9). PP SEN Overall: average 169 RA in months (increase from 155.2). **<u>Cohort 2022</u>** NGRT data Reading age in months **Sept 147.1 Summer 161.4 (+14.3 months)** 60.4% of PP students have made much higher progress from NGRT test 1 in September 2022 to May 2023 (a year or more progress). PP Male Overall: average 151.2 RA in months (RA increase from 139.8) Non-PP Male Overall: average 161 RA in months (RA increase from 149.6) PP Female Overall: average 160.5 RA in months (RA increase from 137.6) Non-PP Female Overall: average 166 RA in months (RA increase from 151.5)

			PP SEN support: average 121.5 RA in months (increase from 107.2). **<u>Cohort 2021</u>** NGRT data Reading age in months **PP 156.4 Sept 170.3 Summer (+13.9 months)** 47.5% of PP students have made much higher progress from NGRT test 1 in September 2022 to May 2023 (a year or more progress). PP Male Overall: average RA in months 174.8 (RA increase from 161.6) Non-PP Male Overall: average RA in months 188.7 (RA increase from 177.7) PP Female Overall: average RA in months 167 (RA increase from 152.3) Non-PP Female Overall: average RA in months 190.8 (RA increase from 178.7) PP SEN support: average RA in months 144.1 (increase from 134.8). **All of this evidence further highlights the way we are narrowing the gap post-covid between disadvantaged peers and their peers.**

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

Budgeted cost: £ *124,642*

Activity	Evidence that supports this approach	Challenge number(s) addressed	End of year review
Lexia programme £4,177 (EEF Evidence brief – High Quality Teaching – developing high quality teaching, assessment and a curriculum which responds to the needs of children and Targeted academic support through one to one and small group tuition)	Lexia is a recognised intervention to support literacy ability of small groups of children whose needs are specifically identified. Reading comprehension strategies (EEF +6)	1,2	We ceased to use the programme in 2024-25
IMPACT EVIDENCE	• **Disadvantaged students accessing our smaller groups and modified curriculum are making improvements in their academic outcomes.**		
Reduced class sizes and a 'group 4' as part of the timetable. Group 4 will result in a further 35 lessons needing to be funded by the academy. Group 4 curriculum time £2,000 per period	Reduced class sizes (EEF +2) Small group tuition (EEF +4) We know that children who are significantly behind need more structure and support to complete the basics. This approach allows them to be taught 1:8 and have direct support of a teacher in EVERY lesson. The curriculum is the same content but adapted to meet their specific need. Group	1,2,5	Our Thompson groups continue to make progress. The curriculum offer they are given really supports their needs and allows them the correct level of support and challenge. Booklets and the curriculum are adapted for each different group.

£80,000 total (EEF Evidence brief – High Quality Teaching – developing high quality teaching, assessment and a curriculum which responds to the needs of children and Targeted academic support through one to one and small group tuition)	4 also have an extra English lesson making 6 hours of English per week.		External and internal reviews support the strength of this model.
IMPACT EVIDENCE	• **Disadvantaged students accessing our smaller groups and modified curriculum are making improvements in their academic outcomes.**		
<u>Small group tuition</u> Our English staff will deliver twice weekly reading and language interventions to groups of 5 students. (EEF Evidence Brief - Targeted academic support through one to one and small group tuition) **<u>Costings</u>** Tuition fees £25 per hour £50 per week x 25 weeks x 10 staff = £12,500 Extra 1:1 tuition will be given to those identified	Small group tuition (EEF +4) 1:1 tuition (EEF +5)	1,2,5	We no longer have funding for small group catch-up provision.

to further boost their knowledge £25 per hour Approximately 20 students 10 hours each £500 (EEF Evidence Brief – breakfast clubs)			
Lexonik – programme and Sparx reader costs and training of staff to improve literacy and reading ages of pupils. £2,600	Phonics (EEF +5) Phonics has a positive impact overall (+5 months EEF) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,4,5	Students who received Lexonik LEAP phonics intervention made progress with pure phoneme sounds, soft and hard consonants and vowels, and prefixes and suffixes. Split diagraphs continue to hold some students back and further regular intervention will be provided. 90% of students who required phonics support graduated from the programme and moved onto Lexonik Advanced. The small number of students who did not graduate continue to receive Literacy support and support from SEND.
Lexonik Advanced £10,140	Oral language interventions (EEF +6) Lexonik Advance is designed for students who require extra support and intervention with their reading. Over the course of six weeks, learners improve their phonological awareness by working with common syllable sounds, practising until they	1,2,4,5	On average, students who received Lexonik Advanced intervention after 6 weeks made 48 months progress with their reading age.

	reach automaticity to aid reading accuracy and fluency. In parallel to this, learners explore polysyllabic, academic vocabulary and are taught a methodology that supports the morphemic analysis of words, which can be applied independently when they need it most. Learners are selected based on existing internal school assessment processes, then receive a baseline and post assessment to determine progress. This will help to narrow the gap between reading ages of disadvantaged and non-disadvantaged pupils. The programme will also accelerate students reading ages that are still below their CRA.		

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

Budgeted cost: £ *28,338*

Activity	Evidence that supports this approach	Challenge number(s) addressed	End of year review
Behaviour interventions – using positive report cards, Zones of regulation to ensure emotions are linked to behaviour and positive mentoring from an adult. Graduated response will link into the work done by the	Behaviour interventions (EEF +4) Mentoring (EEF +2) A graduated response for SEMH approaches will be started and tracked for all boys.	4	**<u>Graduated responses</u>** All students, particularly the most vulnerable, have many layers of support to enable them to succeed and be happy, ranging from form tutors to external agencies. Graduated responses are used as a tool to ensure we are tracking and monitoring our most vulnerable students who are displaying concerning or challenging behaviour. This ensures we exhaust every avenue of support. Using our Directory of services and working in partnership with

SENDCo and specific assessments will be undertaken based on this work. Cost of rewards and logistics of the programme £500 0.2 of Assistant SLO - £4,200 0.2 cost of Education Psychologist work £480 (EEF Evidence Brief – supporting pupils' social, emotional and behavioural needs)	SLT link will oversee the intervention and we will use classcharts to track the impact of the work		parents' bespoke plans are implemented for individual students using our PSPs. These have clear SMART targets for students and are reviewed fortnightly Graduated Response PSP – Pastoral support plans

	M	F	PP	Non-PP	Total
Year 7	1	3	4	0	4
Year 8	3	2	4	1	5
Year 9	5	4	6	3	9
Year 10	9	4	10	3	13

PSP	M	F	PP	Non-PP	Total
Year 7	1	0	1	0	1
Year 8	0	2	1	1	2
Year 9	6	4	3	7	10
Year 10	0	1	0	1	1

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<td>Focusing Minds (formerly Headway) offers a comprehensive service providing bespoke support sessions to meet both school and individual needs. Support is provided for student mental wellbeing and SEMH concerns, deliberately pitched at early entry level for students who may require some intervention but aren't at threshold to access more complex services. The support also addresses 'everyday' concerns which can have detrimental impacts on learning, including confidence, anxiety, and anger. A further part of the work looks to intervene with behaviour, exploring reasons for and offering strategies to reduce behaviour incidents and the likelihood of exclusions. Regardless of the service on offer, it is a person-centred approach, offering no judgement, actively listen to what students tell us and accept them for who they are and what they experience. We strike up relationships with students quickly and effectively to help make more of an impact.
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<tr><th></th><th>Male</th><th>Female</th><th>PP</th><th>Non PP</th><th>Total</th></tr>
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<td>Appointment of Attendance Officer to monitor attendance and meet with the students/families of disadvantaged students/families where</td>
<td>Parental engagement (+4)

Attendance is linked to positive outcomes for students in terms of</td>
<td>1,2,3,4</td>
<td>September 2024 – July 2025

Attendance interventions to improve school attendance
<table>
<tr><td></td><td>M</td><td>F</td><td>PP</td></tr>
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attendance has dropped. 0.25 of their salary is dedicated to this £8,268	attainment. The attendance officer has dedicated time to meet with the families/students to work on solutions for getting them to school.		90sclub			
			SSP	31	43	38
			SSD	58	65	53
			PN 2	16	19	6
			ISAP	13	16	19
			Late	13	19	17
			Medical	32	42	14
			90s club – fortnightly incentive to encourage 100% attendance for students who are at risk of becoming PA SSP – student support plan completed when attendance is a concern and it is clear that the child and family require further support			

			SSD – student success discussion, completed with student when they have had some absences, to explore if any additional support is required PN2 – penalty notice, requested when a child has been on holiday during term time for at least 5 days ISAP – internal school attendance panel hearing, completed when attendance continues to be a concerns despite support in place Late – a letter is sent to parents from the local authority when their child is regularly late to school Medical – a letter is sent to parent when we require medical evidence in order to authorise future absence There have been a significantly higher number of interventions for disadvantaged students in a bid to continually improve the attendance of our disadvantaged students.
INVOLVE clubs Offering leadership awards for pupils Developing partnerships with universities Experiences/trips/excursions INVOLVE time and equipment £1000 Archbishop of York Award £120 Trips and transport costs - £2000	Extended school times (EEF +3) If we can let our children experience different clubs it can perk their interest, particularly focusing on our STEM specialism we can encourage them to raise their aspirations. By having partnerships with	3, 6	99 different clubs were on offer to all three year groups over the academic year. All disadvantaged students participated in an hour of extra-curricular activity per week throughout the entire year. Personal case studies are available for some disadvantaged students. We also ran additional extra-curricular sports clubs and targeted disadvantaged students for a martial arts and dance club which ran every Monday. Student leadership opportunities include student senior leadership team, student council, house captains and NHS school leaders. Our SSLT has 25% disadvantaged. Student council = 40% disadvantaged NHS leaders = 33% disadvantaged

(EEF Evidence Brief – Extra-curricular activities – extended school time)	universities and making visits to campuses will promote university life for our children. Developing leadership courses will improve our children's confidence and oral ability.		All of which are in line or above our average PP %. Sports day took place at the English Institute of Sport and all disadvantaged students accessed this. The venue and transport costs were covered. There were 42 different trips and experiences over the last academic year. We had an international trip to Rome through the touring scheme where disadvantaged students travelled, some of which was for the first time. 90% of the cost was covered by the touring scheme.
IMPACT EVIDENCE	• **100% of all disadvantaged students have access to and attend a variety of extra-curricular activities for at least one hour per week** • **High number of PP students are student leaders within the academy.**		
Mentoring sessions and attendance strategies, that include positive and negative approaches. Use of EWS £1,500 Attendance incentives £2000 EWS 0.2 of cost £2,270 (EEF Evidence Brief – supporting attendance)	Research indicates the positive correlation between high attendance and high attainment. Mentoring (EEF +2) Attendance strategy part of pastoral and academy ADP. Regular monitoring and reporting to various groups, including LGB	3	Referrals made to EWO throughout the year when students have hit a trigger of going close to PA. Form tutors have used our 90 club strategy to individually mentor disadvantaged students in their form whose attendance was falling. Attendance interventions to improve school attendance can be seen in the section above.

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<tr>
<td>Appointment of Headway mental health worker.

£18,000 per year

0.2 of cost = £3,600</td>
<td>Social and emotional learning (EEF +4)
Mentoring (EEF +2)</td>
<td>6</td>
<td>At Focusing Minds (formerly Headway) offers a comprehensive service providing bespoke support sessions to meet both school and individual needs. Support is provided for student mental wellbeing and SEMH concerns, deliberately pitched at early entry level for students who may require some intervention but aren't at threshold to access more complex services. The support also addresses 'everyday' concerns which can have detrimental impacts on learning, including confidence, anxiety, and anger. A further part of the work looks to intervene with behaviour, exploring reasons for and offering strategies to reduce behaviour incidents and the likelihood of exclusions. Regardless of the service on offer, it is a person-centred approach, offering no judgement, actively listen to what students tell us and accept them for who they are and what they experience. We strike up relationships with students quickly and effectively to help make more of an impact.
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Total = £202,260