

Pupil Premium Strategy 2025-2026

This statement details our school's use of pupil premium for 2025/26 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
Bristnall Hall Academy	
Number of pupils in school	1096
Proportion (%) of pupil premium eligible pupils	39.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/ 2026 2026/ 2027 2027/ 2028
Date this statement was published	October 2025
Date on which it will be reviewed	Spring 2026
Statement authorised by	Louisa Simcock (Principal)
Governor / Trustee lead	Ellen Carberry

Funding overview

Detail	
Pupil premium funding allocation this academic year	£450,425

Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA
Total budget for this academic year	£448,275

Part A: Pupil Premium Strategy Plan

Statement of intent

Our vision for Pupil Premium is to ensure that students from disadvantaged backgrounds are able to access an enriching curriculum, achieve and attain excellence, as well as having ambitious aspirations throughout their education and beyond.

We have an unrelenting ambition to tackle and overcome the barriers and obstacles faced by students from low-income families, by creatively utilising Pupil Premium to ensure that we focus on:

- Providing students with an extensive network of support to ensure that they are attending everyday;
- Offer a rich and engaging school experience in which students are willing partners in, and leaders of their own learning;
- A curriculum that opens up doors as opposed to closing them;
- A curriculum that enables all students to stand out nationally through enhanced academic and extra-curricular opportunities;
- A curriculum that promotes the highest standards for all our learners;
- A curriculum that equips learners with the necessary life skills and values to become confident and responsible citizens who have the reliance to flourish in the face of adversity;
- Every disadvantaged learner, through engagement with external partners, has an annual experience that is financially out of their reach;
- Provide every child with an inspiring, rich extracurricular experience that is accessible by all;
- That learners see success as achievable, where they do not use “be-cause” in an attempt to explain underperformance but rather “despite” when considering the barriers they have overcome in order to be successful.

Challenges

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

Challenge number	Detail of challenge
1	Low starting point and knowledge gaps at the start of KS3 further compounded due to impact of Covid 19.
2	Low levels of Literacy and Numeracy – students arrive significantly below national average (50% are PP).
3	Low Reading ages on entry.
4	High levels of deprivation, resulting in limited knowledge of social and cultural capital.
5	Some low attendance (Gap between PP and non-PP students and higher percentage of PA students are PP).

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
Targeted support at the earliest stage for pupils identified with low reading ages with particular focus on those with reading ages in the bottom 20% for their year group (3)	Improved reading ages and gap closed between actual v/s chronological age when assessed (twice yearly). Spoken language with a wider vocabulary bank that emphasises the use of Standard English. Leading to improved Reading, Writing and SPAG.
Targeted support at the earliest stage for pupils identified with low levels of literacy and/or numeracy through interventions such as, but not limited to, Direct Instruction (DI) (2 & 3)	Leading to improved spoken language and oracy Assessment of pupils will demonstrate a reduction of pupils requiring 1:1 or small group intervention as they move through the school and continued improvements in outcomes for disadvantaged students (P8 and Basics)
Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas. (5)	PA for disadvantaged pupils reduces every half term Autumn 1. PP attendance YTD maintained above national average and at least at 95% for PP students and gap closed between PP and non-PP students

<p>Pupils can see past the socio-cultural cycle they are in and have the ability, means & support approach things differently. Leading to higher aspirations and an improved attitude to learning, resulting in better outcomes.</p>	<p>Internal tracking data demonstrates that disadvantaged pupils are exposed to the same enriched opportunities as their non-disadvantaged peers.</p>
<p>Cultural capital experiences to be maximised through all aspects of the curriculum – exposing pupils to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life.</p> <p>Pupils engage in extracurricular support and tutoring to support improved outcomes. (4)</p>	<p>This includes Tutoring, afterschool clubs, Breakfast club, trips & residential.</p> <p>Discussions with pupils, teachers & support staff indicate that these experiences are supporting improved outcomes across the curriculum.</p> <p>Discussions with pupils, parents, teachers & support staff indicate that pupils have higher expectations of themselves, with higher aspirations and an improved attitude towards learning.</p> <p>Internal tracking data of behaviour and pastoral intervention demonstrates a reduced number of behaviour incidents and less pupils requiring 1:1 targeted support.</p>
<p>PP Students will engage in a balanced knowledge rich curriculum and attain well (1)</p>	<p>Assessment data for these identified pupils shows improved attainment, comparable to that of non-disadvantaged pupils.</p> <p>Improve outcomes for all and close the attainment between PP and NPP students in KS3 and KS4 and significantly above average P8.</p>

Activity in this academic year 2025-2026

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £62,953

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching: Lead Practitioners deployed to teach classes that have a high number of PP and to develop teaching across the academy	£45,000	<p>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.” EEF</p> <p>Lead practitioners from Bristnall are also part of the Trust’s Community, thus allowing them to collaborate with other colleagues and share best practise from these meetings to all staff. The impact of collaborative approaches on learning is consistently positive. Many of the LPs are also exam markers.</p>	1 & 2
Reading coordinator role to develop reading across the academy including CPD of staff on reading strategies	£8,000	<p>“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.” EEF</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>“The aim of Switch-on Reading is for children and young people to be able to participate more fully in the classroom by becoming more confident and active, independent readers”.</p> <p>Switch-on Reading (2022/23 subsidised programme) EEF (educationendowmentfoundation.org.uk)</p> <p>“Too many students are reaching secondary school without the basic literacy skills needed to successfully access the Key Stage 3 curriculum. A phonics intervention programme has been created that is easy to use and importantly is presented in an age appropriate way”.</p> <p>ABIGAIL STEEL TRAINING - homepage</p>	3
PP Coordinator to share evidence-	£9,953	<p>The SecEd Podcast: Delivering the Pupil Premium in secondary schools teaching teachers poverty disadvantage wellbeing PPG education classroom deprivation (sec-ed.co.uk)</p>	1-5

based data, research and strategies with staff		10 Tips for Effective use of Pupil Premium to Support More Able Disadvantaged Learners • Government Events	
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Targeted academic support

Budgeted cost: £227,000

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Purchase of license for and delivery of Direct Instruction and staffing costs	£60,500	Basic Philosophy of Direct Instruction (DI)	2, 3
Specialist Literacy and Numeracy coordinators to develop literacy strategies across the curriculum and raise the profile of literacy across the curriculum	£15,500	Improving Literacy in Secondary Schools EEF educationendowmentfoundation.org.uk Three ways to embed numeracy in your school – The National Institute of Teaching	2,3
Revision during out of school hours including Period 7, holiday revision sessions and Sunset sessions online and staff delivering sessions as Borreaton Park	£30,000	Extending school time EEF educationendowmentfoundation.org.uk In Northern Ireland they are funding holiday revision sessions because “Structured revision sessions during school holidays offer pupils valuable opportunities to strengthen exam techniques, reinforce subject knowledge and build confidence. They also help to level the playing field, especially for our most vulnerable learners who maybe lack access to private tutoring,	1,2,3,5

		educational resources, or a supportive home learning environment.”	
Residential Trips to further improve outcomes of students in EBACC subjects (MFL - Edgmond Hall and Humanities Field Trip, Boreatton Park Frank Chapman)	£18,000	<p>Research, such as the Sutton Trust’s report on life skills in October 2017[1], also overwhelmingly shows that children thrive in a learning environment and develop better future life chances if they can extend their learning outside the classroom. The sense of self, aspiration, ability to self-direct and the social skills and networks gained from this activity enables them to thrive both in and out of the classroom, as well as in later life. Without this, they do not reach their full potential and they are significantly less likely to attend University or access a skilled career. Sutton Trust. Life Lessons: Improving essential life skills for young people.</p> <p>PGL Boreatton Park Adventure nr Shropshire PGL Adventures</p>	1, 4
High Potential coordinator and Careers coordinator to offer initiatives to ensure that disadvantaged students have high aspiration and high levels of opportunity (including costs for Aim Higher trips, Debate Mate, Brilliant Club careers/industry visits)	£12,000	<p>Network Partners - Aimhigher West Midlands (aimhigherwm.ac.uk)</p> <p>Core Programme - Debate Mate Schools</p> <p>Careers guidance for students from lower socioeconomic backgrounds ‘variable’ – new report - GOV.UK</p>	4, 5
Revision Guides	£26,000	Revision Resources for Key Stage 4 to give all students equal access to revision materials and support and to improve collaboration between home and academy.	1,2,4

		<u>GCSE's: The Impact of Revision Workshops and Study Skills</u>	
Subsidised music tuition for students	£20,000	<u>Arts participation EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	4
Knowledge Quest Booklets that have Knowledge organisers from across the curriculum, for all year groups, every half term inc. KS4 Science KOs from CGP	£25,000	<u>Knowledge Organisers: Research and Implementation - (hwrkmagazine.co.uk)</u> <u>EEF blog: Not another quiz! Refining retrieval practice EEF</u>	1 & 2
Purchase of online packages of Sparx Maths, Sparx Reader and Seneca Premium to support online independent learning outside of school	£20,000	<u>Homework EEF</u> – The impact can be up to 5 months progress for secondary pupils as long as the purpose is clear and focussed on a particular areas – these online platforms support this as students can be set specific tasks/areas of the curriculum to consolidate their learning on.	1,2,3

Wider Strategies

Budgeted cost: £158,000

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
DT Food/Materials fund	£6,000	Government should pay for ingredients pupils use in cooking at school'- National Food Strategy: The recommendations for schools	4
Academy Attendance Officers to ensure high levels of attendance maintained	£23,000	To also continue to monitor and raise attendance, as well as lower persistent absence of disadvantaged students Understanding the use of Attendance & Family Liaison Officers... EEF (educationendowmentfoundation.org.uk)	5
Attendance Rewards to encourage high levels of attendance and academic rewards to encourage high aspiration and outcomes	£20,000	Attendance incentives to raise attendance and lower persistent absences. Making Sense out of Incentives: A Framework for Considering the Design, Use, and Implementation of Incentives to Improve Attendance: Journal of Education for Students Placed at Risk (JESPAR): Vol 23, No 1-2 (tandfonline.com)	5,1
Talk the Talk	£3,500	Oracy based activities and strategies to develop greater self-confidence and resilience to support a successful transition from primary to secondary school. Supports students to communicate confidently, constructively and cooperatively in group talk situations. Students will develop and apply effective communication skills in group talk situations such as debating, negotiating and planning whilst also considering how their individual vocal, verbal and visual	4,5,1

		communication can be used to get their ideas across persuasively. Talk The Talk - Confident Communication For Life	
Hardship Fund to support students and families (includes Bus Passes, lunch money, uniform and paying for students to attend trips and food vouchers/parcels)	£8,000	Support students and families with being able to access academy and meet our high standards. Students meet the high uniform standards and whole school expectations within the school and can take part in cultural experiences that they may not have had access to. 16 to 19 education: financial support for students - GOV.UK - financial support young people may be able to access to help them participate in education and training.	4,5
Students stationery - students will be provided - with all necessary equipment on the first day to ensure a prompt and purposeful start to learning and fulfilment and maintenance of literacy boxes in rooms.	£10,000	Stationery: the core resource for schools Education Business (educationbusinessuk.net)	4,5
Breakfast Club (includes food and staffing)	£7,500	Breakfast Club to give every student access to a breakfast every day free of charge- pending Government guidance, Jan 2021 at the latest. We want to ensure that students are fuelled and energised, ready for the days learning. 45% of schools recently survey said that their club has improved attendance.	5

		Support for school Breakfast Clubs Kellogg's (kelloggs.co.uk) More positive evidence comes from Magic Breakfast's head teacher survey in which 76% of the respondents reported a perception that attendance at school was substantially or somewhat better than before having the breakfast club. In the case study visits, most of the parents surveyed/interviewed strongly agreed or tended to agree with the statement that their children were less likely to take time off school.	
Transition visits to Primary Schools for Year 6 into Year 7 and Transition day external providers (Wise Up)	£10,000	"Transition offer many useful points around the key factors most likely to contribute to a successful transition: curriculum continuity; school routine and experiences and healthy peer networks". EEF Blog: Supporting pupils through transitions – a trio of... EEF (educationendowmentfoundation.org.uk) EEF Blog: Getting transition right (part 1 of 2) – four... EEF (educationendowmentfoundation.org.uk) The Importance of a Good Transition One Education	4,5,3,1
Character Education development (HORIZONS DAY). This is to grow and develop our enrichment opportunities as well as offering wider experiences to students such as Theatre visits,	£22,000	Character education framework guidance (publishing.service.gov.uk)	4

visits to religious and educational establishments			
Develop opportunities for students to experience and engage in free play in a bid to reduce student time on mobile phones outside of the academy.	£15000	<p>A drive to encourage more play and 'free play' opportunities in the academy. This is to support with keeping students active and to ensure a positive impact on mental health which will in turn impact outcomes and attendance:</p> <p>Maths anxiety 'significantly' more common for disadvantaged pupils Tes</p> <p>The Anxious Generation:</p> <p>The Evidence - The Anxious Generation</p>	4,5
General Rewards to celebrate student progress, achievement and displaying the Bristnall Hall Values	£15000	Pros and Cons of Reward Systems in the Classroom – EducationalWave	4,5
Guest motivational speakers to work with Year 10/Y11 students (Fix Up Team, Inner Drive)	£6,000	<p>Motivating & Empowering UK Education - Home (weebly.com)</p> <p>Mr Beezy – No Grind, No Glory</p>	4,5
Student Mentoring (Boxclever,, Albion Foundation)	£12000	Mentoring EEF	4,5

Part B: Review of outcomes in the previous academic year 2024-2025

Pupil premium strategy outcomes

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £191,453

Actual Spend:
£190,595

Activity/Challenge	Impact of this approach	Actual Spend																																								
Quality first teaching: Lead Practitioners deployed to teach classes that have a high number of PP and to develop teaching across the academy £45,000	Targeted and smaller class sizes, particularly in KS4, has ensured that students are more focused and receive more one-to-one time with outstanding teachers; <u>Improved progress and attainment:</u> Overall A8 <u>2022-2023</u> average = 4.42 Overall P8 <u>2022-2023</u> = +0.58 Overall A8 <u>2023-2024</u> average = 4.89 Overall P8 <u>2023-2024</u> = +0.60 Overall A8 <u>2024-2025</u> average = 4.79 Overall P8 <u>2025-2025</u> = +0.79 (estimated)	£45,000																																								
Reduced class sizes in English and Maths through additional staffing £80,000	<u>2025</u> <table><tr><th>Name</th><th>Average Grade</th><th>Average Points</th><th>Subject Progress Index</th></tr><tr><td>English Lang</td><td>5-</td><td>4.59</td><td>0.87</td></tr><tr><td>English Lit</td><td>5-</td><td>4.53</td><td>0.88</td></tr><tr><td>Maths</td><td>4-</td><td>3.66</td><td>0.16</td></tr></table> <u>2024</u> <table><tr><th>Subject. ↓</th><th>No. of PP students</th><th>PP Average Points</th><th>PP Target Average Points</th><th>PP Difference to target</th><th>PP SPI</th></tr><tr><td>English LANG</td><td>70</td><td>4.09</td><td>5.00</td><td>-0.91</td><td>0.13</td></tr><tr><td>English LIT</td><td>70</td><td>4.10</td><td>5.14</td><td>-1.04</td><td>0.25</td></tr><tr><td>Maths</td><td>70</td><td>3.46</td><td>4.79</td><td>-1.33</td><td>-0.26</td></tr></table>	Name	Average Grade	Average Points	Subject Progress Index	English Lang	5-	4.59	0.87	English Lit	5-	4.53	0.88	Maths	4-	3.66	0.16	Subject. ↓	No. of PP students	PP Average Points	PP Target Average Points	PP Difference to target	PP SPI	English LANG	70	4.09	5.00	-0.91	0.13	English LIT	70	4.10	5.14	-1.04	0.25	Maths	70	3.46	4.79	-1.33	-0.26	£80,000
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Reading coordinator role to develop reading across the academy including CPD of staff on reading strategies £8,000	NGRT 2024- 2025 reading tests below: 6 months between the tests. <table><tr><td></td><td>First test</td><td>Second test</td><td>Progress</td></tr><tr><td>Year 7</td><td>141</td><td>152</td><td>+11 months</td></tr><tr><td>Year 8</td><td>135</td><td>162</td><td>+10 months</td></tr><tr><td>Year 9</td><td>164</td><td>175</td><td>+11 Months</td></tr><tr><td>Year 10</td><td>185</td><td>187</td><td>+2 months</td></tr></table>		First test	Second test	Progress	Year 7	141	152	+11 months	Year 8	135	162	+10 months	Year 9	164	175	+11 Months	Year 10	185	187	+2 months	£8,000
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Academic Coaches to mentor and academically support identified students in science lessons. £28,000	Academic coaches assigned to intervention groups to work with targeted PP students. Value added for PP students in: <table><tr><td>Name</td><td>Average Grade</td><td>Average Points</td><td>Subject Progress Index</td></tr><tr><td>Biology</td><td>6-</td><td>5.67</td><td>0.15</td></tr><tr><td>Chemistry</td><td>6=</td><td>5.93</td><td>0.55</td></tr><tr><td>Physics</td><td>6-</td><td>5.8</td><td>0.3</td></tr><tr><td>Science Combined</td><td>43</td><td>3.66</td><td>0.47</td></tr></table>	Name	Average Grade	Average Points	Subject Progress Index	Biology	6-	5.67	0.15	Chemistry	6=	5.93	0.55	Physics	6-	5.8	0.3	Science Combined	43	3.66	0.47	£28,000
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PP Coordinator to share evidence-based data, research and strategies with staff. £9,953	<table><tr><td>Progress 8</td><td>ALL</td><td>PP</td><td>NPP</td><td>GAP</td></tr><tr><td>2023</td><td>+0.59</td><td>+0.24</td><td>+0.77</td><td>-0.53</td></tr><tr><td>2024</td><td>+0.61</td><td>0.24</td><td>0.82</td><td>-0.58</td></tr><tr><td>2025</td><td>+0.58</td><td>+0.24</td><td>+0.77</td><td>-0.51</td></tr></table>	Progress 8	ALL	PP	NPP	GAP	2023	+0.59	+0.24	+0.77	-0.53	2024	+0.61	0.24	0.82	-0.58	2025	+0.58	+0.24	+0.77	-0.51	£9,953
Progress 8	ALL	PP	NPP	GAP																		
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Knowledge organisers across the curriculum for all year groups, every half term £17,500 + Science KO £3,000	KS3- Student voice: "The KO helps me know what about the things I need to learn in the SOL. It has words and equations that are easy to understand. I can use it to help me get ready for the BBB. It also has sentence starters and good answers I can look at when I don't know what to write." KS4- Student voice: "Knowledge Organisers offer a comprehensive overview of the key content I'll be studying each half term. They consolidate	£19,641																				

	<i>essential information for each subject or topic, enabling me to articulate my learning clearly when discussing it with parents at home. As a revision resource, they're invaluable for identifying and bridging any gaps in my understanding."</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £163,500

Actual Spend: £165,063

Activity	Impact of this approach	Actual Spend																														
Purchase of license for and delivery of (staffing costs) Direct Instruction. £60,500	<table><tr><th>Group</th><th>Number of PP students in</th><th>PP Av. Points</th><th>PP Target Av. Points</th><th>PP Difference</th><th>PP SPI</th></tr><tr><td>DONE</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Low Prior Attainment</td><td>31</td><td>3.57</td><td>4.03</td><td>-0.46</td><td>0.67</td></tr><tr><td>SEN with EHCP</td><td>13</td><td>3.08</td><td>5.38</td><td>-2.30</td><td>-0.10</td></tr><tr><td>SEN K</td><td>18</td><td>3.99</td><td>4.48</td><td>-0.50</td><td>0.69</td></tr></table>	Group	Number of PP students in	PP Av. Points	PP Target Av. Points	PP Difference	PP SPI	DONE						Low Prior Attainment	31	3.57	4.03	-0.46	0.67	SEN with EHCP	13	3.08	5.38	-2.30	-0.10	SEN K	18	3.99	4.48	-0.50	0.69	£60,500
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1:1 and small group Tuition through funding of the NTP. £20,000	Overall A8 <u>RESULTS 2024-2025</u> average = 4.74 Overall P8 <u>RESULTS 2024-2025</u> = 1.02 Those who engaged with tutoring: <table><tr><td>Average A8</td><td>4.761462</td></tr><tr><td>Average P8 (estimated)</td><td>1.034199</td></tr></table>	Average A8	4.761462	Average P8 (estimated)	1.034199	£19,544																										
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Specialist Literacy and Numeracy coordinators to develop literacy strategies across the curriculum and raise the profile of literacy across the curriculum. £15,500	Reading for pleasure imbedded throughout the academy. Reading ages have also increased (see data). Fully embedded reading curriculum during form. <table><tr><th></th><th>First test</th><th>Second test</th><th>Progress</th></tr><tr><td>Year 7</td><td>141</td><td>152</td><td>+11 months</td></tr><tr><td>Year 8</td><td>135</td><td>162</td><td>+10 months</td></tr><tr><td>Year 9</td><td>164</td><td>175</td><td>+11 Months</td></tr><tr><td>Year 10</td><td>185</td><td>187</td><td>+2 months</td></tr></table>		First test	Second test	Progress	Year 7	141	152	+11 months	Year 8	135	162	+10 months	Year 9	164	175	+11 Months	Year 10	185	187	+2 months	£15,500										
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Year 10	185	187	+2 months																													

Revision during out of school hours including Period 7, holiday revision sessions and Sunset sessions online. £13,000	Overall A8 <u>2023-2024</u> average = 4.89 Overall P8 <u>2023-2024</u> = +0.60 Overall A8 <u>2024-2025</u> average = 4.74 Overall P8 <u>2025-2025</u> = 1.02	£5,467																														
Residential Trips to further improve outcomes of students in EBACC subjects (MFL - Edgmond Hall and Humanities Field Trip, Boreatton Park Frank Chapman) £15,000	<table><tr><td></td><td>No. of PP students</td><td>PP SPI</td><td>No. of non-PP students</td><td>Non-PP SPI</td></tr><tr><td>Geography <u>2025</u></td><td>37</td><td>0.75</td><td>63</td><td>1.58</td></tr><tr><td>Geography <u>2024</u></td><td>23</td><td>0.21</td><td>55</td><td>1.01</td></tr></table> <u>KS4- Student voice:</u> <i>"The trip was amazing! I got to use the skills I learned in class in a real-life situation, which made everything make more sense. It was fun, really helpful, and now I feel more confident using what I learned when answering exam questions."</i> <table><tr><td></td><td>No. of PP students</td><td>PP SPI</td><td>No. of non-PP students</td><td>Non-PP SPI</td></tr><tr><td>French <u>2025</u></td><td>55</td><td>1.14</td><td>84</td><td>1.49</td></tr><tr><td>Spanish <u>2024</u></td><td>38</td><td>0.55</td><td>87</td><td>1.23</td></tr></table> <u>Y11- Student voice:</u> <i>"The Edgmont Hall residential really got my French flowing! I had the chance to use my French speaking and listening skills in everyday situations outside the classroom, which made the experience exciting and fun. It was great to see how useful the language can be in real life!"</i>		No. of PP students	PP SPI	No. of non-PP students	Non-PP SPI	Geography <u>2025</u>	37	0.75	63	1.58	Geography <u>2024</u>	23	0.21	55	1.01		No. of PP students	PP SPI	No. of non-PP students	Non-PP SPI	French <u>2025</u>	55	1.14	84	1.49	Spanish <u>2024</u>	38	0.55	87	1.23	£10,904
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High Potential coordinator and Careers coordinator to offer initiatives to ensure that disadvantaged students have high aspiration and high levels of opportunity (including Aim Higher trips, Debate Mate, careers/industry visits)	<u>2025:</u> High Prior Attainment PP students = Estimated Progress + 1.64 and Attainment 7.6 <u>KS4- Student voice:</u> <i>"Going to Birmingham University was a great way to see what life is really like as a student in higher education. I got to ask questions about different courses and talk to actual students about their experiences. It helped me understand what uni could be like and made me think more about my future."</i>	£12,385																														

£12,000	<p>KS3- Student voice: <i>"These trips really helped me understand what jobs are like in the real world. I got to see how people work and what different careers involve, which made me think more about what I might want to do in the future."</i></p>	
<p>Revision Guides.</p> <p>£17,500</p>	<p>Students are provided with essential revision guides/ resources that allowed them to further build, practice and assess the knowledge and skills they gained from the classroom;</p> <p><u>Improved progress and attainment:</u></p> <p>Overall A8 <u>2023-2024</u> average = 4.89</p> <p>Overall P8 <u>2023-2024</u> = +0.60</p> <p>Overall A8 <u>2024-2025</u> average = 4.79</p> <p>Overall P8 <u>2025-2025</u> = +0.79</p> <p>Parent voice: <i>"I felt really relieved when the academy gave us these revision guides and resources. There's loads out there, so it was helpful knowing that our teachers had chosen the ones that match our exams. It made revising feel less stressful and more focused."</i></p>	£22,501
<p>Subsidised music tuition for students.</p> <p>£10,000</p>	<p><u>KS3- Student voice:</u></p> <p><i>"Having lessons with a professional is amazing! It really inspires me and makes me feel like I can get good at playing my instrument. I learn so much more and it pushes me to do my best!"</i></p> <p><i>"I'm so excited that I get to learn an instrument with a real professional! It's such an amazing opportunity, and I feel really lucky to be taught by someone with so much experience. I can't wait to see how much I improve!"</i></p> <p><u>KS4- Student voice:</u></p> <p><i>"The continued lessons have really boost my confidence"</i></p> <p>The take up of instrumental lessons is the highest is has been in the academy's history.</p>	£18,262

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

Budgeted cost: £101,000

Actual Spend: £107,626

Activity	Impact of this approach	Actual Spend																																																
DT Food/Materials fund. £4,000	<table><tr><td></td><td>No. of PP students</td><td>PP SPI</td><td>No. of non-PP students</td><td>Non-PP SPI</td></tr><tr><td>Catering <u>2025</u></td><td>20</td><td>1.85</td><td>22</td><td>1.83</td></tr><tr><td>Catering <u>2024</u></td><td>17</td><td>0.51</td><td>15</td><td>1.55</td></tr></table> <u>KS4- Student voice:</u> <i>"I'm so relieved and excited that most of my ingredients and materials are already sorted! Now I can fully focus on making the best dish I can and presenting it to a really high standard. I feel ready to give it my all!"</i>		No. of PP students	PP SPI	No. of non-PP students	Non-PP SPI	Catering <u>2025</u>	20	1.85	22	1.83	Catering <u>2024</u>	17	0.51	15	1.55	£5,771																																	
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Academy Attendance Officers to ensure high levels of attendance maintained. £23,000	<u>Attendance figured for 2024-2025</u> Whole school: 93.0% Local authority: 91.8% National average: 91.1% Above National Average for FSM6 students across every year group: <table><tr><th colspan="3">Attendance breakdown</th><th colspan="3">Year To Date</th><th>02 Sept 24</th><th>-</th><th>18 Jul 25</th></tr><tr><th>Pupil Groups</th><th>Pupils</th><th></th><th>All</th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th></tr><tr><td>FSM6</td><td>FSM6</td><td>473</td><td>School</td><td>90.3%</td><td>94.3%</td><td>90.8%</td><td>85.8%</td><td>89.7%</td><td>91.2%</td></tr><tr><td></td><td></td><td></td><td>FFT National</td><td>86.2%</td><td>89.8%</td><td>87.0%</td><td>85.2%</td><td>84.2%</td><td>83.6%</td></tr><tr><td></td><td></td><td></td><td>Difference</td><td>+4.1% ●</td><td>+4.5% ●</td><td>+3.8% ●</td><td>+0.6%</td><td>+5.5% ●</td><td>+7.7% ●</td></tr></table>	Attendance breakdown			Year To Date			02 Sept 24	-	18 Jul 25	Pupil Groups	Pupils		All	Year 7	Year 8	Year 9	Year 10	Year 11	FSM6	FSM6	473	School	90.3%	94.3%	90.8%	85.8%	89.7%	91.2%				FFT National	86.2%	89.8%	87.0%	85.2%	84.2%	83.6%				Difference	+4.1% ●	+4.5% ●	+3.8% ●	+0.6%	+5.5% ●	+7.7% ●	£23,000
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Attendance Rewards to encourage high levels of attendance and academic rewards to encourage high aspiration and outcomes. £15,000	See above.	£12,500																																																

<p>Guest motivational speakers to work with Year 10/Y11 students (Fix Up Team, Inner Drive)</p> <p>£4,000</p>	<p>Overall A8 <u>2024-2025</u> average = 4.79</p> <p>Overall P8 <u>2025-2025</u> = +0.79 (estimated)</p>	<p>£5,400</p>
<p>Hardship Fund to support students and families (includes Bus Passes, lunch money, uniform)</p> <p>£6,500</p>	<p>See attendance and outcomes figures above (by ensuring students have bus passes etc. where required)</p> <p>All students have immaculate uniform and are provided with anything they need.</p>	<p>£7,200</p>
<p>Students stationery - students will be provided - with all necessary equipment on the first day to ensure a prompt and purposeful start to learning and fulfilment and maintenance of literacy boxes in rooms.</p> <p>£10,000</p>	<p>Students are focussed and immediately start DO NOW task at the start of lessons.</p> <p>Quality assurance has demonstrated that lessons, as a result, start promptly and no learning time is lost.</p>	<p>£9,457</p>
<p>Breakfast Club (includes food and staffing).</p> <p>£7,500</p>	<p><u>KS3- Student voice:</u></p> <p><i>"The teachers are always really kind, friendly and they help me feel happy and ready to learn every morning."</i></p> <p><i>"I love how quick the food is—it's always ready when I get there, so I never have to wait!"</i></p> <p><i>"I really enjoy breakfast because it gives me a peaceful moment to sit quietly, read my book and start the day calmly."</i></p> <p><u>KS4- Student voice:</u></p> <p><i>"Having breakfast in the morning gives me a calm space to enjoy a warm meal and take a quiet moment to myself before the day begins."</i></p>	<p>£7,500</p>

<p>Transition visits to Primary Schools for Year 6 into Year 7 and appointment of Year 7 achievement coordinator who leads on Transition.</p> <p>£6,000</p>	<p><u>Y7- Student voice:</u></p> <p><i>I absolutely loved the visit! It helped me understand what starting in September will be like. I got to meet the important teachers who will be looking after us in Year 7 and I even received a bag full of useful information about the academy. It made me feel excited and confident because now I know what to expect with the lessons and the teachers.</i></p>	<p>£6,000</p>
<p><u>Horizons Day</u></p> <p>Character Education development. This is to grow and develop our enrichment opportunities as well as offering wider experiences to students such as Theatre visits, visits to religious and educational establishments.</p> <p>£25,000</p>	<p><u>Horizons Day</u></p> <p><u>KS4- Student voice:</u> <i>"Spending the day at Warwick Castle was really interesting. I learned a lot about the battles, myths and stories from hundreds of years ago. Seeing the castle and hearing about its history helped me understand what life was like back then and it made me think more about how people lived and fought in the past."</i></p> <p><u>Horizons Day</u></p> <p><u>KS3- Student voice:</u> <i>"Our trip to the Thinktank Museum was so much fun and really interesting! I got to see amazing things like old machines, space exhibits and even real fossils. My favourite part was learning how inventions have changed over time. It made me think about how clever people were in the past. The interactive displays helped me understand science in a fun way and I learned loads without even realising it. I'd definitely love to go again!"</i></p> <p><u>Parent voice:</u> <i>"They couldn't stop talking about everything they'd seen and learned. It was wonderful to hear how engaged they were, from exploring space and science exhibits to discovering how technology has changed over time. As a parent, it's great to see school trips like this sparking curiosity and helping children connect what they learn in the classroom to the real world."</i></p>	<p>£19,478</p>
<p><u>Additional:</u></p> <p>Student Mentoring (Boxclever, Albion Foundation)</p>	<p><u>Student voice:</u> <i>"Having mentoring with Peaches from Albion Foundation has really helped me. I have learned how to control my emotion more and having someone to regularly talk to has helped me build my confidence and so I am working harder in lessons."</i></p>	<p>£11,320</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Mentoring	Albion Foundation
Mentoring	Boxclever
Motivational Speakers	Fix Up Team and Mr Beezy
Transition Team Building	Wise Up
Oracy and confidence development	Talk the Talk

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

