

## Pupil premium strategy statement – Rodillian Academy 2025-2026

This statement details our school’s use of pupil premium funding 2025-2026 to help improve the attainment of our disadvantaged pupils.

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

### School overview

Detail	Data
School name	The Rodillian Academy
Number of pupils in school	1639
Proportion (%) of pupil premium eligible pupils	21.6%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	31.11.2025
Date on which it will be reviewed	31.11.2026
Statement authorised by	Saira Luffman CEO RMAT
Pupil premium lead	Claire Needham - Vice Principal
Governor / Trustee lead	Sarah Fawcett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£339,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£Nil
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£339,000

## Part A: Pupil premium strategy plan - Statement of intent

At Rodillian Academy, our Pupil Premium strategy is integrated throughout our Academy Improvement Plan and is designed to deliver support to disadvantaged pupils in an integrated and targeted way, to ensure that students receive the opportunity for additional support and access to learning opportunities they require to make substantial progress. Our Academy Improvement Priorities are as follows – those highlighted link most closely to our efforts to support our disadvantaged and vulnerable students to experience an education that supports them to have life chances equal to those of their non-disadvantaged peers:

1. Rapidly accelerate the progress of vulnerable students, creating a stronger sense of belonging for these students and ensuring this is central to all we do. **(VISION LINK: Exceptional Achievement)**
2. Improve leadership at all levels ensuring a strategic focus on creating greater consistency in our curriculum planning/teaching shaped by the excellence framework to ensure evidence-based approaches replace 'teacher freedom'. **(VISION LINK: Exceptional Achievement, Exceptional Culture)**
3. Improve the engagement of vulnerable students, using the TEF to embed impactful pedagogy, through further evidence-based approaches to teaching and learning to support our PP and SEND students in particular. **(VISION LINK: Exceptional Achievement, Exceptional Experience)**
4. Improve quality assurance to ensure it focuses on the experience of our vulnerable students and is used with impact to improve provision for these groups of students. **(VISION LINK: Exceptional Culture)**
5. Improve our curriculum (structure and aspects of content) to ensure it fully meets the needs of our most vulnerable students: DT, T&T, French, Drama in Y7. **(VISION LINK: Exceptional Achievement)**
6. Improve the achievement of vulnerable students – PP, SEND – so that these students are supported to make strong progress from starting points. **(VISION LINK: Exceptional Achievement)**
7. Improve integration of strategies around attendance and achievement to ensure students, particularly the most vulnerable, are in school to achieve. **(VISION LINK: Exceptional Achievement)**
8. Improve engagement and reduce passivity of students to ensure strong progress in all lessons. **(VISION LINK: Exceptional Achievement, Exceptional Culture)**
9. Improve consistency of outcomes across subject areas to diminish in-Academy variation. **(VISION LINK: Exceptional Achievement)**
10. Improve behaviour, reducing suspensions and isolations (particularly for PP & SEND) whilst maintaining high standards and expectations, instilling a culture of 'warm strict' to build relationships and support students to feel a sense of belonging. **(VISION LINK: Exceptional Culture)**
11. Improve the engagement of all students through embedding the 'routines' element of TEF. **(VISION LINK: Exceptional Culture)**
12. Improve attendance for all students, particularly disadvantaged and SEN students, and students in KS4. **(VISION LINK: Exceptional Achievement, Exceptional Experiences, Exceptional Culture)**
13. Improve the engagement of disadvantaged pupils and those with SEND with the Academy's wider offer, including sporting, artistic and cultural activities, ensuring equity of access to personal development and careers programmes. **(VISION LINK: Exceptional Experiences)**
14. Improve our taught personal development programme (Values & Resilience), using assessment and QA to ensure students have learned the intended curriculum. **(VISION LINK: Exceptional Culture)**
15. Improve the use of data intelligence to measure the extent to which students feel a sense of belonging to our Academy and to identify and remove barriers to attendance & engagement. **(VISION LINK: Exceptional Culture, Exceptional Achievement)**
16. Improve outcomes for SEND and PP students. **(VISION LINK: Exceptional Achievement)**
17. Improve strategic planning at all levels to ensure our strategy to improve the inclusion, achievement and engagement of PP and SEND students is integrated into improvement planning in all areas at all levels. **(VISION LINK: Exceptional Achievement, Exceptional Experiences, Exceptional Culture)**
18. Improve our monitoring and tracking of students in care and previously in care to ensure excellent engagement and achievement from these students. **(VISION LINK: Exceptional Achievement)**
22. Improve our use of wellbeing data to take a proactive approach to safeguarding both through a planned and responsive curriculum and with individual students. **(VISION LINK: Exceptional Culture)**
23. Improve further our procedures for safeguarding students at offsite provision are robustly implemented and impactful in keeping children safe. **(VISION LINK: Exceptional Culture)**

Our strategy centres on a classroom and intervention-based approach which research has shown works best. The impact of the strategy in improving the outcomes of students in receipt of this funding is monitored throughout the year at assessment points, through attendance monitoring and quality assurance activities, enabling these strategies to be monitored and reviewed for their effectiveness.

The Education Endowment Foundation's research indicates that effective support comes from quality first teaching, improving feedback (a whole school focus), reduced class size, early intervention and extending the breadth of the curriculum.

We aim to engage parents so that they know the progress that their child is making through regular reports and Parents' Evenings. The needs analysis for the Pupil Premium is an ongoing process throughout a student's education at Rodillian Academy, which includes:

- Transition into the Academy
- Following the publication of school report data
- During Pastoral Education Plan meetings for 'Children Looked After'
- As part of a review of any other plan or provision.

Furthermore, circumstances for individual students may change, meaning that a needs analysis results in some students becoming eligible for additional support and a responsive approach is always necessary.

At Rodillian Academy, we implement a range of strategies which support the students who qualify for pupil premium. No single intervention provides a complete solution to the complex educational needs of any school, and therefore our strategies are as individual as our students are. Our overarching aim is to close the gap in achievement between those students who are eligible for FSM, LAC and Services Children and those who are not. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The following examples outline just some of these ways we commit our pupil premium to try and achieve our strategy goals:

- Provision of daily contact with form tutors who build relationships with members of their form – changes to form time have been implemented from

August 2025 to facilitate strengthened relationships between students and form tutors.

- A specialist SEN department who provide support for students with particular educational needs.
- Dedicated members of the pastoral team who support and nurture; including vulnerable students. We are embedding internally designed curricula to support students to manage anxiety, anger and their behaviour.
- A Senior Pastoral Worker who supports our most vulnerable students.
- 1:1 support and intervention for all students who require it. This includes early intervention in reading (phonics and comprehension) and, from 2026, numeracy (Every Child Counts)
- Small group intervention and support for all students who require it, including a comprehensive intervention strategy during holidays and before and after school for examination groups and some KS3 students, based on our successful Progress Intervention model.
- A curriculum under constant review which is designed to offer maximum flexibility to meet the needs of individuals.
- An increasingly broad and varied enrichment programme that offers outside of the classroom opportunities.
- Constant staff development and training to ensure that all staff in school are able to take responsibility for disadvantaged pupils' outcomes and raise their expectations of what they can achieve.
- Leadership from designated members of the senior team.

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

## Challenges

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

Challenge number	Detail of challenge
1	Gaps between disadvantaged students' reading ages across KS3 have developed more significantly than pre Covid years. Assessments on entry in year 7 and throughout year 8 indicate that the gap in reading age has widened. Research by The Literacy Trust identified that many disadvantaged students reported the conditions of lockdown meant that some children have faced greater barriers to reading, including a lack of quiet space at home and a lack of home / peer support. This had negatively affected their ability to read and their motivation to read for enjoyment.
2	The attainment of disadvantaged pupils is generally lower than that of their peers across English and Maths. This observation is backed by a number of National studies including a project undertaken by the Nuffield Foundation. Gaps in learning and skills are more significant in disadvantaged students.
3	The attainment of disadvantaged pupils is generally lower than that of their peers across EBAC subjects. Gaps in learning and skills are more significant in disadvantaged students.
4	Attendance data indicates that the attendance of disadvantaged students is significantly lower than non-disadvantaged students.
5	Through observations, pupil voice and discussions with pupils and their families we have identified many social and emotional issues that pupils face with regards to anxiety, depression and low self-esteem. There is a noticeable increase in the number of pupils presenting with these problems, with disadvantaged students being particularly affected. This in turn has affected their academic attainment.
6	We are exploring the possibility that the sense of belonging to our Academy community is not felt as strongly by our disadvantaged students. We are using surveys such as ImpactEd and PAS to explore potential barriers in this area further.

## 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
Improved reading ages and numeracy among disadvantaged pupils. <b>(AIP improvement area 6)</b>	<p>Reading tests (NGRT) will demonstrate improved reading skills among disadvantaged students and there will be a smaller disparity between the reading ages / reading scores of disadvantaged and their non-disadvantaged peers.</p> <ul style="list-style-type: none"> <li>- Assessing students' reading age regularly throughout year 7s – 10.</li> <li>- Tracking students' reading ages to identify individual students at risk of not making at least expected progress.</li> <li>- Providing interventions for the weakest readers to help them catch up.</li> <li>- Providing interventions for those not at chronological reading age.</li> <li>- Ensuring that English staff are able to plug gaps in phonics knowledge by providing high quality training.</li> <li>- Key staff will be trained in the delivery of Every Child Counts, will be delivering this to disadvantaged students who require this support with impact.</li> </ul>
Improved attainment among disadvantaged pupils in maths and English. <b>(AIP improvement area 6)</b>	<p>The gap between the attainment and progress of disadvantaged and non-disadvantaged pupils will have narrowed in maths and English and in EBAC subjects, and more disadvantaged students will leave KS4 with both maths and English at a grade 4 and above, and grade 4 and above in EBAC subjects.</p> <ul style="list-style-type: none"> <li>- There will be a very close working relationship between the senior leaders responsible for the quality of education, progress and personal development. These leaders provide support and challenge to middle leaders in raising the expectations around the performance of PP and SEND students – this will be driven through the implementation of our Teaching Excellence Framework.</li> <li>- Progress leaders working in a coordinated manner to ensure that the progress of PP and SEND students is at least in line with national. They have high expectations of staff and students. PP and SEND students prioritised as part of the Progress Intervention strategy.</li> <li>- Senior Leaders understand the national and as well as the local picture regarding disadvantaged students.</li> <li>- Implementation of the Teaching Excellence framework ensures all teachers plan effectively to cater for the needs of students through adaptive teaching strategies. Disadvantaged students are therefore engaged and challenged.</li> <li>- Teachers continuing to be better predictors of current working levels, which enables middle and senior leaders to monitor progress more effectively and co-ordinate better targeted interventions.</li> <li>- Monitoring the attendance at parents' evenings for families whose children are PP or have SEN(D), ensuring the events are meaningful in terms of a dialogue between teachers and families about how best to support progress.</li> <li>- Students in all years being able to articulate where they are on a developmental journey; they know what their goals are and understand how to achieve them.</li> <li>- All stakeholders, but especially those linked to PP students or those with SEND, believe that the aspirational targets that are set for students are achievable.</li> <li>- The greater percentage of interventions targeted at PP students and those with SEND in KS4 are for stretch and challenge and not just to meet targets.</li> </ul>
Improved attainment among disadvantaged pupils in EBAC subjects. <b>(AIP improvement areas 6 &amp; 9)</b>	<p>The gap between the attainment and progress of disadvantaged and non-disadvantaged pupils will have narrowed in EBAC subjects and more disadvantaged students will leave KS4 with grades in EBAC subjects at grade 4 and above. Attainment and progress across EBAC subjects for disadvantaged students will be improved.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. <b>(AIP improvement area 7 &amp; 12)</b>	<ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being in line or above national average and the attendance gap between disadvantaged and non-disadvantaged pupils is reduced.</li> <li>• The percentage of pupils who are persistently absent is below national average and the gap between the persistent absence of disadvantaged students and non-disadvantaged is narrowed.</li> </ul> <ul style="list-style-type: none"> <li>- Programmes including those for attendance and the safeguarding systems in school ensuring that students are equipped to overcome challenges and feel supported in doing so.</li> <li>- Senior and middle leaders being acutely aware of the barriers to attendance faced by PP students and those with SEND. Interventions are differentiated by barrier in order that 'absence creep' is prevented, particularly for those with a history of poor attendance.</li> <li>- Teachers being effective in making the expectation of students that all work missed during an absence is completed to an acceptable standard and within an agreed time frame.</li> <li>- Absences being challenged by all teachers on a first day return and subject-specific conversations regarding attendance feature in all staff-student-family conversations about progress with individual subject teacher.</li> <li>- Students having attendance that is at least in line with national; they are prioritised for daily absence challenge visits.</li> <li>- PP students and those with SEN(D) being no less able to articulate where they are on a developmental journey than their peers in mainstream are; they know what their goals are and understand how to achieve them.</li> </ul>

	<ul style="list-style-type: none"> <li>- All PP and SEND students whose attendance is below 90%, know what they want to do post 16 and understand what their next steps are. They all secure an immediate onward destination when they leave school.</li> </ul>
To achieve and sustain improved well-being for all pupils, including those who are disadvantaged. (AIIP Improvement areas 13, 14, 15)	<p>Sustained high levels of wellbeing and sense of belonging for disadvantaged students demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys along with teacher, pastoral and SEND staff observations.</li> <li>• Quantitative data from ImpactEd surveys.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul> <ul style="list-style-type: none"> <li>- Delivering an effective Year 7 resilience curriculum</li> <li>- Delivering an effective Year 8 and year 9 Applied Resilience curriculum</li> <li>- Taking all of Year 7 to Resilience Camp UK</li> <li>- Providing free revision guides for examination age students</li> <li>- Providing revision equipment and technology</li> <li>- Offering personalised CEIAG support</li> <li>- Supporting students with Post 16, career and college progression/transition</li> <li>- Teaching financial literacy lessons</li> <li>- Ensuring students have access to careers fairs</li> <li>- Using Unifrog to raise aspirations</li> <li>- Providing additional SEND support to SEND students</li> <li>- Giving students access to targeted pastoral support where required</li> <li>- Offering The Bridge for students with SEMH needs</li> <li>- Having robust safeguarding procedures</li> <li>- Having robust attendance processes</li> <li>- Supporting students with year 6 to 7 transition through a comprehensive strategy including data sharing with a focus on vulnerable students, taster sessions, transition week, SEND and LAC students being visited by the SEND team prior to transition and students from 'lone' primaries being invited to personalised transition evenings</li> <li>- Delivering a highly effective values curriculum.</li> </ul>

## Activity in this academic year

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

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

Budgeted cost: £147000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our Resilience curriculum.	<p>Providing students in KS3 with the opportunity to enhance their wider school experience through the Resilience curriculum. This will develop their character, perseverance through difficult tasks and cultivate a resilient attitude to tackle adversity or hardship.</p> <p><a href="https://www.stemminds.com/building-resilience-and-why-it-matters/it-matters/">https://www.stemminds.com/building-resilience-and-why-it-matters/it-matters/</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	1,2,3, 4, 5 & 6.
SEND CPD for staff	<p>Use of specific SEND CPD for staff can enable staff to meet the needs of all students and develop their classroom management toolkit with the aim of providing staff with the tools to deescalate situations and ensure high expectations for all students across the academy.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	1,2 3, 4, 5 & 6.

TEF CPD for staff	TEF training will build on the embedding formative assessment programme that was successfully completed in the 2024/25 academic year (Embedding Formative Assessment, SSAT). Enabling all staff to teach responsively and develop their classroom pedagogy. <a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a>	1,2 3, 4, 5 & 6.
School Careers Advisor	We employ our own careers advisor(s) to enable our students to be provided with specific CEIAG in a timely manner, provide extended opportunities to visit Russell Group universities by raising aspirations and self-efficacy. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-intervention">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-intervention</a>	1, 2, 3, & 5.
Values Guest Speakers and External Provisions	Provide a high-quality provision curriculum offer through external provisions that are quality assured. This will develop students social and emotional skills. It will provide them with the knowledge to keep themselves and others safe. <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>	5 & 6
Managing the student/teacher ratio	Provide students with more frequent interactions with their class teacher in literacy and numeracy for selected cohorts. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1,2, & 3
Unifrog – Careers	An online platform to provide students with high quality pathways to progression beyond KS4.	1,2 & 3.

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

Budgeted cost: £92000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extending the school day Initiatives: <ul style="list-style-type: none"> <li>Structured period 7 lessons after school will be provided to Key Stage 4 students in year 10 and 11.</li> <li>Holiday School for a targeted cohort.</li> <li>Subject Masterclasses before school for a targeted cohort.</li> </ul>	Extending the school day involves increasing the learning time for selected students to enable them to consolidate their learning beyond the classroom. This will include revision sessions, masterclasses before school and period 7 sessions. Sessions are well structured which links to the curriculum. Attendance and engagement will be closely monitored. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	1,2, 3, & 4
Reading Comprehension Strategies	Providing students with the opportunity to enhance their literacy skills through targeted Resilient Reading programme for cohorts at KS3. Reading programmes and timetabled sessions such as Accelerated Reader can also support students' literacy skills. Providing literacy intervention where needed, particularly ensuring phonics knowledge in decoding is secure in the weakest readers using Lexonic Leap and ensuring staff are Ruth Miskin trained. Scholastic books provided for all PP students, plus Book Buzz books for Year 7s. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,2, & 3.

School Led Tutoring	Small group and 1:1 tuition in order to intervene and address gaps in knowledge and understanding. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2, 3, 4
Purchase of revision materials	Supporting students with homework and to ensure learning at home is taking place. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">Homework   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
Purchase of resources, such as scientific calculators, text books etc	Ensuring that students are equipped for learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">Homework   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
Purchase of technology (laptops/software/dongles) where required	Ensuring students have access to the same technologies to support their learning as their peers. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
PASS surveys & Impact Ed survey	Ensuring leaders are data rich in understanding the barriers of disadvantaged students, particularly linking to wellbeing and sense of belonging, and that this data can be used proactively to target support to students who need it. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/personal-social-and-emotional-development">EEF   Personal Social and Emotional Development</a>	

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

Budgeted cost: £100000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment Activities for KS3 and KS4 students.  Sports activities and Arts participation.	Providing students with the opportunity to express themselves within and beyond the curriculum through our enrichment offer. This can enable students to develop their links between other aspects of the curriculum and support student wellbeing. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1,2, 4, 5 & 6
Bespoke pastoral & family support: Mentoring	Students are supported through a targeted pastoral curriculum to build relationships, confidence, resilience, and character. It provides the students with emotional support through regular structured intervention and support. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	5 & 6
Pastoral and SEND Support	Interventions allow students to build relationships, confidence, resilience, and character. It provides the students with emotional support through regular structured intervention and support. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	5
Attendance and Welfare Officers	Our AWOs work closely with families and individual students to provide welfare support and improve attendance for all students through fostering excellent relationships with students and parents. AWOs identify a specific cohort to work closely with to provide a more structured programme of support which is tracked over a period of time. <a href="https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	4, 5 & 6

Rewards/ incentives linked to progress, attendance and behaviour.	We have a variety of rewards initiatives that take place over the academic year. We believe rewards can act as an incentive to motivate students to enable them to develop their character and progress well in school. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	1,2,3 & 4.
Access fund for student hardship (inc uniform, food, travel etc)	To support with social and emotional learning and social aspects as a barrier to progress. <a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1,2, 3, 4, 5 & 6
School Trips	School trips can enhance the student's cultural capital and support their understanding of key concepts in specific subject areas. School trips can also be used as an incentive to recognise good behaviour and attitude towards learning. School trips can enable students to learn new skills, build confidence and establish long lasting friendships. <a href="https://www.schooltravelorganiser.com/news-and-ideas/dfe-recognises-enormous-benefits-of-residential-amid-hopes-for-easter-2021-restart/8914.article">https://www.schooltravelorganiser.com/news-and-ideas/dfe-recognises-enormous-benefits-of-residential-amid-hopes-for-easter-2021-restart/8914.article</a>	1,2,3,4, 5 & 6
A comprehensive programme of careers activities / focused CEIAG	Aspiration interventions to provide careers guidance and advice. <a href="https://educationendowmentfoundation.org.uk/aspiration-interventions">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4, 5 & 6
Breakfast Clubs	Providing selected students with the opportunity to learn about healthy lifestyles and provide breakfast to ensure they have a good start to the day through breakfast clubs, including the Rugby S&C breakfast club.	1,2,3,4 & 5

Total budgeted cost: £339000

## Pupil premium strategy outcomes

### Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Green = achieved. Amber = partially achieved. Red = not achieved.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our Aspiration and Resilience curriculum.	<p>Providing students in KS3 with the opportunity to enhance their wider school experience through the Aspiration and Resilience curriculum. This will develop their character, perseverance through difficult tasks and cultivate a resilient attitude to tackle adversity or hardship.</p> <p><a href="https://www.stemminds.com/building-resilience-and-why-it-matters/">https://www.stemminds.com/building-resilience-and-why-it-matters/</a>  <a href="https://www.stemminds.com/building-resilience-and-why-it-matters/it-matters/">https://www.stemminds.com/building-resilience-and-why-it-matters/it-matters/</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	1,2,3, 4, & 5.
SEND CPD for staff	<p>Use of specific SEND CPD for staff can enable staff to meet the needs of all students and develop their classroom management toolkit with the aim of providing staff with the tools to deescalate situations and ensure high expectations for all students across the academy.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	1,2 3, 4 & 5.

School Careers Advisor	<p>We have employed our own careers advisor to enable our students to be provided with specific CIAG in a timely manner, provide extended opportunities to visit Russell Group universities by raising aspirations and self-efficacy.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventionsevidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventionsevidence/teaching-learning-toolkit/aspiration-interventions</a></p>	1, 2, 3, & 5.
RSE Guest Speakers and External Provisions	<p>Provide a high-quality provision curriculum offer through external provisions that are quality assured. This will develop students social and emotional skills. It will provide them with the knowledge to keep themselves and others safe.</p> <p><a href="https://www.gov.uk/government/publications/relationshipshttps://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-educationeducation-relationships-and-sex-education-rse-and-healthhttps://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-educationeducation">https://www.gov.uk/government/publications/relationshipshttps://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-educationeducation-relationships-and-sex-education-rse-and-healthhttps://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-educationeducation</a></p>	5
Managing the student/ teacher ratio	<p>Provide students with more frequent interactions with their class teacher in literacy and numeracy for selected cohorts.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-sizeevidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-sizeevidence/teaching-learning-toolkit/reducing-class-size</a></p>	1,2, & 3
Unifrog – Careers	<p>An online platform to provide students with high quality pathways to progression beyond KS4.</p>	1,2 & 3.
<p>Extending the school day Initiatives:</p> <ul style="list-style-type: none"> <li>Structured period 7 lessons after school will be provided to Key Stage 4 students in year 10 and 11.</li> <li>Saturday School/ Holiday School for a targeted cohort.</li> <li>Subject Masterclasses before school for a targeted cohort.</li> </ul>	<p>Extending the school day involves increasing the learning time for selected students to enable them to consolidate their learning beyond the classroom. This will include revision sessions, masterclasses before school and period 7 sessions. Sessions are well structured which links to the curriculum. Attendance and engagement will be closely monitored.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-timeevidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-timeevidence/teaching-learning-toolkit/extending-school-time</a></p>	1,2, 3, & 4
Reading Comprehension Strategies	<p>Providing students with the opportunity to enhance their literacy skills through targeted Rise and Read cohorts at KS3. Reading programmes and timetabled sessions such as Accelerated Reader can also support students’ literacy skills. Providing literacy intervention where needed, particularly ensuring phonics knowledge in decoding is secure in the weakest readers.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategiesevidence/teaching-learning-toolkit/readinghttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategiescomprehension-strategies">https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategiesevidence/teaching-learning-toolkit/readinghttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategiescomprehension-strategies</a></p>	1,2, & 3.
School Led Tutoring	<p>Small group and 1:1 tuition in order to intervene and address gaps in knowledge and understanding.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition-eeftutoring">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2, 3, 4
Purchase of revision materials	<p>Supporting students with homework and to ensure learning at home is taking place.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework-eeftutoring">Homework   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time-eeftutoring">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3

Purchase of resources, such as scientific calculators, text books etc	Ensuring that students are equipped for learning. <a href="https://www.educationendowmentfoundation.org.uk/homework">Homework   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
Purchase of technology (laptops/software/dongles) where required	Ensuring students have access to the same technologies to support their learning as their peers. <a href="https://www.educationendowmentfoundation.org.uk/teaching-learning-toolkit/arts-participation">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
Enrichment Activities for KS3 and KS4 students.  Sports activities and Arts participation.	Providing students with the opportunity to express themselves within and beyond the curriculum through our enrichment offer. This can enable students to develop their links between other aspects of the curriculum and support student wellbeing. <a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1,2, 4 & 5
School Counsellor and Family Support Worker Role: Mentoring	Mentoring allows students to build relationships, confidence, resilience, and character. It provides the students with emotional support through regular structured intervention and support. <a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	5
Pastoral and SEND Support	Mentoring allows students to build relationships, confidence, resilience, and character. It provides the students with emotional support through regular structured intervention and support. <a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	5
Attendance and Welfare Officers	Our AWOs work closely with families and individual students to provide welfare support and improve attendance for all students through fostering excellent relationships with students and parents. AWOs identify a specific cohort to work closely with to provide a more structured programme of support which is tracked over a period of time. <a href="https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	4 & 5
Rewards/ incentives linked to progress, attendance and behaviour.	We have a variety of rewards initiatives that take place over the academic year. We believe rewards can act as an incentive to motivate students to enable them to develop their character and progress well, in school. <a href="https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	1,2,3 & 4.
Access fund for student hardship (inc uniform, food, travel etc)	To support with social and emotional learning and social aspects as a barrier to progress. <a href="https://www.educationendowmentfoundation.org.uk/social-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1,2, 3, 4 & 5
School Trips	School trips can enhance the student's cultural capital and support their understanding of key concepts in specific subject areas. School trips can also be used as an incentive to recognise good behaviour and attitude towards learning. School trips can enable students to learn new skills, build confidence and establish long lasting friendships. <a href="https://www.schooltravelorganiser.com/news-and-ideas/dfe-recognises-enormous-benefits-of-residential-amid-hopes-for-easter-2021-restart/8914.article">https://www.schooltravelorganiser.com/news-and-ideas/dfe-recognises-enormous-benefits-of-residential-amid-hopes-for-easter-2021-restart/8914.article</a>	1,2,3 ,4 & 5.

<p>A comprehensive programme of careers activities / focused CEIAG</p>	<p>Aspiration interventions to provide careers guidance and advice.  <a href="https://www.educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4 &amp; 5</p>
<p>Breakfast Clubs</p>	<p>Providing selected students with the opportunity to learn about healthy lifestyles and provide breakfast to ensure they have a good start to the day.</p>	<p>1,2,3,4 &amp; 5</p>

## Externally provided programmes 2025-2026

Programme	Provider
Reading programme for KS3	Accelerated Reader / Lexonic Leap
Online maths platform	Mathswatch / SPARX
KS3 maths interventions: Every Child Counts	Delivered internally – external training provided by Edge Hill University
Homework resources	Seneca Learning / Educake / Sparx
Careers tracking	Unifrog
GCSE Revision materials for 28 subjects with tracking tool	UpLearn / ExamPro / Everlearner
National Tutoring Programme	MyTutor
Students into Schools	University of Leeds

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A