

Pupil premium strategy statement – Accrington Academy

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	951
Proportion (%) of pupil premium eligible pupils	43%
1	January 2026-September 2029
Date this statement was published	17.2.26
Date on which it will be reviewed	September 2029 (Annually September 2026)
Statement authorised by	M. Haselden (Executive Principal) and K. Lawrence (Vice Principal: Quality of Education)
Pupil premium lead	R. Kissock (Assistant Principal: SEND and Inclusion)
Governor / Trustee lead	P. Mulholland (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£407031
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£407031

Part A: Pupil premium strategy plan

Statement of intent

Accrington Academy's Pupil Premium strategy is driven by a commitment to ensuring that all pupils, regardless of background, prior attainment, or individual challenges, are supported to achieve in line with the school vision to **Build Character, Create Learners and Transform Lives** and achieve academically in line with national standards. We recognise that socio-economic disadvantages can present barriers to learning, wellbeing, and long-term outcomes, and we are determined to remove these barriers, using funding to deliver evidence informed approaches that strengthen classroom practice, provide targeted academic support, and address wider needs such as attendance improvement, wellbeing, and access to enrichment.

We will rigorously monitor the impact of this strategy through regular assessment, evaluation of interventions, and careful review of pupil outcomes. Our intention is to ensure that disadvantaged pupils make strong progress, experience a broad and ambitious curriculum, and are fully supported to thrive academically, socially, and personally.

Challenges

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

Challenge number	Detail of challenge
1	KS3 students that are Pupil Premium do not attain as well as their peers and there is less evidence of progress over time.
2	Whilst the attainment 8 gap is narrowing for Pupil Premium students according to 2025 results and lower prior attaining students make expected progress, student outcomes do not achieve national benchmarks.
3	Pupil Premium literacy data suggests that these students do not read as fluently as their peers, and they have lower standardised scores on average.
4	Ensuring that there is stability in staffing to enable consistency in teaching for disadvantaged students.
5	Pupil Premium students do not attend school as regularly as their peers, and their attendance does not meet national benchmarks.
6	The number of suspensions is disproportionate to the number of Pupil Premium students in the academy.
7	The uptake of extra-curricular is not proportionate to the number of Pupil Premium students in the academy.

8	The levels of safeguarding support required for our PP students based upon the continuum of need is disproportionate compared to non-PP students
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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 attendance of disadvantaged pupils	Pupil Premium students' attendance is 90% or above. The number of persistently absent Pupil Premium students decreases.
To see a reduction in the number of fixed term exclusions for disadvantaged pupils.	A reduction in the number of suspensions between Pupil Premium students vs. non-Pupil Premium students.
Increased participation in enrichment activities for disadvantaged pupils	A substantial increase in the number of PP students (currently 30%) attending extra-curricular activities on a weekly basis
Reduction in number of students who require social worker intervention	The Early Help offer for our PP students is impactful in demonstrating a reduction of students reaching Level 3/Level 4 of Continuum of need
There is continuity in teaching through the academic year so that students can make good progress, as evidenced by summative assessments.	Assessment data shows progress between each data capture. Students receive well sequenced lessons over time meaning that knowledge sticks. Reduced instances of long-term supply. Pupil Premium student removals are reducing term on term from lessons.
To ensure that disadvantaged students have a reading age which matches their chronological age and that this is sustained over time.	A successful reading intervention programme ensures that all disadvantaged students have the expected level of literacy for their age. Students receive intense and short lasting interventions to reduce the amount of curriculum time missed.
To narrow the attainment gap in KS3 by ensuring that Pupil Premium students make good progress between each summative assessment point.	Progress shown between summative assessments that shows the gap narrowing.

	Student work shows progress over time in their books. Student voice shows that students know how to make progress, and that they have a sense of belonging in the academy.
To improve attainment of middle ability and high ability disadvantaged pupils in all subjects.	Pupil Premium students attain in line with their peers and national standards. By the end of Year 10 and throughout Year 11, grade distribution will match or be narrowing towards national averages for all subjects for Pupil Premium students.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £90,794

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The use of Steplab to provide bespoke CPD for teachers and support staff to promote quality first teaching.</i>	Effective Professional Development EEF	1, 2, 3
<i>Whole staff CPD that is responsive to the quality assurance data and focuses on adapting for the most disadvantaged.</i>	Effective Professional Development EEF	1, 2, 3
<i>Sparx Reader is set and monitored for all KS3 classes weekly as homework to support literacy.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 2, 3
<i>Sparx Science is set and monitored for all KS3 classes weekly as homework to support knowledge retention.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 2, 3
<i>Sparx Maths is set and monitored for all KS3 classes weekly as homework to support fluency.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 2, 3

<i>Personalised seating plans evidence that staff plan for disadvantaged students.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2, 3
<i>A bespoke period 5 intervention programme is used for Year 11 to close gaps in knowledge.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2
<i>Leaders are developed to use data to inform planning for disadvantaged students.</i>	https://researchschool.org.uk/news/understanding-challenges-and-interpreting-data https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2
<i>Ensuring that we recruit the best staff to ensure that students receive high-quality teaching.</i>	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/recruiting-retaining-and-supporting-teachers	1, 2, 3, 4, 5
<i>Staff are strategically placed to support the most disadvantaged learners.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	4, 5
<i>Breakfast revision to support KS4 students during mock examinations.</i>	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/recruiting-retaining-and-supporting-teachers	2, 5

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

Budgeted cost: £ 65,546

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Year 11 tutoring through the Tutor Trust supports disadvantaged students to achieve in English and Maths,</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
<i>Specialist subject staff deliver intervention during form time to support Year 11 achievement.</i>	https://d2tic4wvo1iusb.cloudfront.net/production/documents/support-for-schools/school-improvement-planning/selecting_targeted_interventions_-_evidence_insights.pdf Self-Regulation and Metacognition	2
<i>Half term revision sessions scheduled every April to support with closing gaps in examination subjects.</i>	Self-Regulation and Metacognition	2
<i>After school tutoring delivered by subject specialists to improve attainment.</i>	Small group tuition EEF	2
<i>Deployment of middle leadership to deliver high</i>	Small group tuition EEF	2

<i>quality Basics intervention.</i>		
<i>Lunch time intervention in The Progress Hub to support independent learning.</i>	Self-Regulation and Metacognition	2
<i>Deployment of support staff to disadvantaged classes, or classes with students who are Pupil Premium and SEND wherever possible.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 6
<i>Systematic synthetic phonics is delivered through the Ruth Miskin Programme.</i>	https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3
<i>Personalised literacy intervention through Lexia to close the gap.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	3
<i>Bespoke literacy curriculum to support comprehension, reading and acquisition of tier 2 vocabulary.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	3
<i>Homework clubs are on offer for all students who do not have access to technology.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf	1, 2

Numeracy intervention to close the gaps for KS3 students.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £250,821

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The creation of a hardship fund or related application process that provides some additional funding to students to support them and their family uniform, equipment and trip visits.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5,7
<i>Free breakfast club offered every morning for all students (including disadvantaged).</i>	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision	5,7,8
<i>The attendance team identify and closely monitor Pupil Premium students and work proactively with parents to improve their attendance.</i>	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	5
<i>The recruitment of a Primary School teacher/Build Up lead to support in the delivery of a bespoke KS3 curriculum for those students who are currently SA and disadvantaged. This would help to bridge the gaps in learning and also help to address the social, emotional and behavioural needs of this cohort (approximately 25-30 students)</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1, 3, 5, 6, 8

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://d2tic4wvo1iusb.cloudfront.net/production/documents/support-for-schools/school-improvement-planning/selecting_targeted_interventions_-_evidence_insights.pdf	
<i>Attendance and pastoral team (HOYs) communicate home as early as possible each morning prioritising Pupil Premium students who are absent that day</i>	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	5,8
<i>Use of HOYs and support staff (SEND) to engage students to attend through student voice, daily phone calls and rigorous tracking</i>	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	5
<i>The targeted use of a careers' advisor (Charlotte Ainsworth) All students in Y9-11 are provided with one-to-one careers advice to raise aspirations ensure that no disadvantaged students are NEET.</i>	https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers	5,8
<i>Provide a comprehensive AExtra offering at both lunchtimes and after school, with disadvantaged students targeted with bespoke invites to encourage participation</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5, 7
<i>PDR target set for EWC Lead specifically around increasing the participation rates of disadvantages</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5, 7

	evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
<i>To ensure a cross-section of interventions (that crossover behaviour, attendance, safeguarding) to improve attendance % levels and reduce suspensions of disadvantaged students</i>	https://d2tic4wvo1iusb.cloudfront.net/production/documents/support-for-schools/school-improvement-planning/selecting-targeted-interventions - evidence insights.pdf https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/deliver-targeted-interventions-to-supplement-universal-provision#:~:text=Targeted%20intervention%20may%20be%20needed,with%20specific%20special%20educational%20needs.	5, 6, 8
<i>To provide a bespoke programme of impactful behavioural and SEMH interventions to reduce the number of suspensions for disadvantaged.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	5, 6, 8
<i>Appointment of a school counsellor to oversee interventions and provide bespoke support, mentoring and counselling to disadvantaged students</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	5, 6, 8
<i>Recruitment of a full time DDSL to support the Lead DSL in strategic delivery of the varying layers of the continuum of need</i>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluation/evaluation-guidance-and-resources/set-up-and-recruitment	5, 6, 8

Total budgeted cost: £407,162

Part B: Review of the previous academic year (2024-2025)

Summary of pupil premium strategy outcomes from 2024-2025

Outcomes for disadvantaged pupils

Intended outcome	Review																																													
Equivocal progress and attainment	The target from 2024-2025 Strategy was to increase percentage of PP achieving 4+/5+/7+ and achieve an A8 measure in line with non-PP <u>Y11 Headline figures 24-25 for PP Students:</u> Basics PP All: 4+ 44.3% (-0.1% PY), 5+ 29.1% (+4% PY), 7+ (6% (+5%PY) A8 33.4 (-0.5 PY) Basics PP Boys: 4+ 51% (+15%PY), 5+ 31% (+15%PY), 6% (+6%PY) Basics PP Girls: 4+ 39% (-17%), 5+ 27% (-10%), 7% (+3%) Overall, this showcases and increase for both boys and girls at 7+, and a significant increase for boys at 4+ and 5+ after targeted support with HAPs and MAPs PP Boys. However, girls at 4+ and 5+ have decreased PY. Attainment 8: Non-PP = 42.9 PP = 33.4 Both = 38.9 The gap has increase between non-PP and PP at A8 measure. <u>EOY KS3: remaining in a quintile means students are making expected progress, and moving up a quintile means students making better than expected progress</u> <table><tr><th>Subject</th><th>PP/Non PP</th><th>Expected</th><th>Above</th><th>Below</th></tr><tr><td>Y9 English</td><td>PP</td><td>54%</td><td>33%</td><td>13%</td></tr><tr><td></td><td>Non-PP</td><td>47%</td><td>38%</td><td>14%</td></tr><tr><td>Y9 Maths</td><td>PP</td><td>80%</td><td>13%</td><td>7%</td></tr><tr><td></td><td>Non-PP</td><td>68%</td><td>21%</td><td>11%</td></tr><tr><td>Y8 English</td><td>PP</td><td>42%</td><td>42%</td><td>16%</td></tr><tr><td></td><td>Non-PP</td><td>41%</td><td>49%</td><td>10%</td></tr><tr><td>Y8 Maths</td><td>PP</td><td>61%</td><td>27%</td><td>11%</td></tr><tr><td></td><td>Non-PP</td><td>56%</td><td>36%</td><td>8%</td></tr></table> The above information shows within the Year 9 cohort, there are fewer PP students falling behind than non-PP. However, within the Year 8 cohort, fewer non-PP students are below expected than PP.	Subject	PP/Non PP	Expected	Above	Below	Y9 English	PP	54%	33%	13%		Non-PP	47%	38%	14%	Y9 Maths	PP	80%	13%	7%		Non-PP	68%	21%	11%	Y8 English	PP	42%	42%	16%		Non-PP	41%	49%	10%	Y8 Maths	PP	61%	27%	11%		Non-PP	56%	36%	8%
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Improve Literacy Skills	Staff CPD on teaching reading and interpreting student stanine data meant that reading was a whole school priority for all staff and subject areas.																																													

	Staff CPD on Reciprocal/Active Reading strategies. Stanine 1-3 students in KS3 and KS4 provided with literacy intervention and for a minority of students a phonics programme (Ruth Miskin Fresh Start). YARK introduced and testing demonstrated a weakness in reading non-fiction texts. First News used to address this in intervention groups where reading fluently and comprehension were prioritised. Whole-school marking policy on SPaG.
Increase academic profiles	<u>Previous PP strategy target was:</u> <u>EBacc Entry:</u> 52% entry (all) 43% entry PP (+2% PY) <u>EBacc Strong pass:</u> Non-PP 23% (+11%) PP 8% (-2%) PP was significantly lower than non-PP and down on previous year.
Improve attendance statistics	<u>Headline Attendance figures:</u> Whole school Non-PP= 92.5% Whole school PP = 85.3% Reduction in attendance across school. <u>Persistent Absence:</u> Whole school = 29.3% (-1.7%) Non-PP = 22.2% (+0.3%) PP = 39.3% (-6.7%) Although persistent absence has reduced whole school, it has significantly reduced for PP students.
Reduction in behavioural sanctions	<u>Suspensions:</u> Whole school: 214 (-230 PY) Non-PP: 105 (17.8%) PP: 109 (27%) Drastic reduction in the number of suspensions. The utilisation of the AIC and AIM Pastoral interventions and SEND interventions, alongside HOY utilising external agencies and support for student and family. <u>Permanent Exclusion:</u> Whole School = 8 (-2 PY) Non-PP = 6 (+3 PY) PP = 2 (-5 PY)
Increase parental engagement, communication, and partnership	• Revision evenings attended by parents • Community Iftar attended very well, and the community came together to donate food • HOY utilise external support, build relationships with families throughout non-teaching roles that follow the year group throughout the student's journey

Student Premium Strategy Outcomes:

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 153,440

Activity	Outcomes
Overstaffing in English and Maths faculty, additional United Teach Trainees	- Y11 Headline figures 24-25 for PP Students: Basics 4+ 44.3% (-0.1% PY), 5+ 29.1% (+4% PY), 7+ (6% (+5%PY) A8 33.4 (-0.5 PY) This shows an increase from the previous year at English and Maths. - EOY Exams show that at Year 8 and Year 9 there are higher percentages of students achieving above expected progress.
Non-Teaching Head of Year roles through Y7-11, CLA coordinator role to manage and assist barriers to learning for pupil premium students. This will include the monitoring of reward and sanctions of the students in each year group.	- HOY utilise external support, build relationships with families throughout non-teaching roles that follow the year group throughout the student's journey - See behaviour breakdown above. - Rewards assemblies termly using the TEAM values - Rewards afternoons and trips using attendance monitoring, behaviour, homework, house events and
Enhancing the Reading Programme that is at the heart of the curriculum to ensure Pupil Premium students below an SAS of 100 are supported to become at least functional readers	- Quality reading across the curricula - CPD and implementation of active reading strategies when reading - Whole school focus on clarifying key terminology
Improving literacy and numeracy in all pupils from entry into the school	- Reading a whole school priority. Form time reading twice a week. Regular QA and CPD to improve on delivery. - Year 7 reading data captured within the first two weeks of starting - Reading data shared with staff and incorporated onto whole school seating plans - Regular analysis of reading data across all groups to ensure intervention is targeted- anomalous data filtered and removed
A whole school CPD model that focuses on the elements of great teaching and effective feedback.	- Adaptive CPD model, using 'every lesson, every day' visited to build responsive CPD package in line with key issues arising around school - CPD based around consistency of routines across school, following Rosenshine Principles and Teach Like a Champion, focussing on high quality feedback, turn and talk oracy skills, increasing independent practice. - Whole School Revision Strategies used using three strategies from 'Revision Revolution' across all classrooms
Improving subject knowledge and pedagogy through continued professional development	Department CPD programme incorporated standardisation, moderations, pre-planning tools.

Provide Faculty-led collaborative planning and Whole school collaborative planning time to meet ambitious curriculum expectations and successfully adapt this for the varying needs of the learners.	• Whole School CPD incorporated SEND/Vulnerable learner briefings to highlight key students and strategies to use in class • ILPs used for all SEND students and annotated onto PSPs • Collaborative planning on the pre-planning tools, adapting SFL including challenge, scaffolds and common misconceptions • Subject Advisor Visits included learning walks, implementation walks and feedback to UL and to faculty leaders to impact CPD • Precision seating plans have been implemented into all classrooms, highlighting key student groups and planning for progress
100% disruption free learning CPD	• Implementation of '8 to engage' and 'warn, move, remove' insisting on 100% consistency across classrooms • Clear lesson structure following Rosenshine Principles • OFSTED Report 2025 - 'the school has recently revised the behaviour policy to ensure that rules are clear and understood. Pupils say that behaviour is better than before.'
Promote independent study to improve outcomes.	• Year 11 students accessed breakfast revision study hall from 7am in the exam season. • Year 11 mentored students followed revision timetables with allocated members of the SLT and wider leadership team.

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

Budgeted cost: £ 125,035

Activity	Outcomes
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Sessions for Core subjects will be focussed on curriculum recovery. Pupil premium students will be targeted for attendance. Each faculty will coordinate based on need and utilise summative data to group students and address misconceptions, knowledge gaps, skills, and content. Masterclasses for targeted at HAPS/MAPS PP Boys	<i>Year 11 RAP meetings fortnightly for core faculty leaders to data analyse data and target key groups</i> Learning walks targeted key group of HAPS/MAPS PP Boys 'every lesson, every day' to develop challenge, resilience and effort. The impact is seen in the attainment of PP boys below. <i>Year 11 Attainment:</i> Basics PP All: 4+ 44.3% (-0.1% PY), 5+ 29.1% (+4% PY), 7+ (6% (+5%PY) A8 33.4 (-0.5 PY) Basics PP Boys: 4+ 51% (+15%PY), 5+ 31% (+15%PY), 6% (+6%PY) Basics PP Girls: 4+ 39% (-17%), 5+ 27% (-10%), 7% (+3%) Overall, this showcases and increase for both boys and girls at 7+, and a significant increase for boys at 4+ and 5+ after targeted support with HAPS and MAPs PP Boys. However, girls at 4+ and 5+ have decreased PY. <i>Year 11 attendance:</i> Non-PP = 92.6% (+1% PY) PP = 82.4% (-2.8% PY) PP attendance has reduced.								
Targeted teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	- Targeted reading support based on data from NGRT and YARK testing - All PP in stanine 1-3 targeted for reading intervention - Reading focus on non-fiction texts, tier 2 vocabulary, reading comprehension and fluency. - Phonics delivered 4 times a week during form time PP Intervention Impact <table border="1"> <thead> <tr> <th colspan="2">Yr 7+8 PP Intervention Impact</th></tr> </thead> <tbody> <tr> <td>% PP SAS Improvement</td><td>83.3% (10)</td></tr> <tr> <td>% PP Stanine Up</td><td>66.6% (8)</td></tr> <tr> <td>% PP 4+</td><td>33.3% (4)</td></tr> </tbody> </table>	Yr 7+8 PP Intervention Impact		% PP SAS Improvement	83.3% (10)	% PP Stanine Up	66.6% (8)	% PP 4+	33.3% (4)
Yr 7+8 PP Intervention Impact									
% PP SAS Improvement	83.3% (10)								
% PP Stanine Up	66.6% (8)								
% PP 4+	33.3% (4)								
Embed a programme of resilience and commitment to learning through self-reflection	- Year 11 mentoring booklets evaluated revision strategies, well-being, time management and tackled any concerns with mentors (SLT and wider leadership team) - Year 11 study hall was implemented and access by students from 7am every morning during exam season - The use of Revision Revolution to anchor three revision strategies across all subjects was implemented whole school								
Targeted SLT mentoring of underperforming pupil premium students.	- Fortnightly Year 11 mentoring with SLT members and the wider leadership team. This followed a mentoring booklet including self resilience and monitoring revision and out of class time management - All of our Y11 Pupil premium students will be mentored during their final KS4 year.								

Provide additional career advice and support for underperforming pupil premium students through additional CIAG meetings and careers events throughout the year.	• All students have group Careers meetings in Year 9 prior to options evenings to make educated choices • In Year 10 and 11 students have one to one careers meetings with C. Ainsworth the careers advisor and a destination tracker is completed to prevent NEETs and ensure all students have secured a place • Prioritised careers meeting for SEND/PP students • Colleges and apprenticeship programmes during lunch times set up stands on the street within school • Drop down careers days across all Year groups, inviting local companies in and completing a series of activities based on Aspirations.
School Led Tutoring programme targeting underperforming disadvantaged students and also a programme of stretch and challenge for HAP pupil premium students in the core subjects.	• Form time interventions led by specialists (Year 11 form tutor team are specialists in intervention, especially across core subjects) • Online tutoring company utilised for additional tutoring to targeted students in core subjects • Half term and Easter tutoring for Year 11 students • KS3 targeted students access literacy intervention
SENCO – Leadership and management of TA staff deployment and training.	• Interventions use provision map and follow Assess, Plan, Do, Review to ensure impact across cognition and learning; social emotional and mental health and interaction and communication • ‘Gold Standard’ Learning Support Assistant is used for in class support.
EAL graduated approach to support	• Staff CPD on the difference between EAL and ESL • Quality First Teaching strategies to support EAL learners in the classroom • EduTech CPD on translation tools and supporting EAL students in the classroom • Small group EAL intervention and EAL homework using Reading Coach on Microsoft Teams for students who are new to the country • Reader pens utilised

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

Budgeted cost: £ 89,114

Activity	Outcomes
Improving attendance and home-school liaison team strategies.	• Use of SET timetables where needed to re-engage students back into education • Utilise external agencies and referrals for Severely absent students • Rewards system for attendance across school (end of term trips, film afternoons) • Home visits, phone calls for N codes • Liaising with the local authority where necessary

Targeted support for vulnerable Pupil Premium students experiencing social and emotional needs within the family unit	• HOY and wider pastoral team are trained as DSL's and all trained on Early Help Assessment • The HOY and wider pastoral teams refer into a variety of external agencies and the school has on site interventions weekly with the school nurse, YNot Team and wider external agencies. • The use of the Children and Family Well being Services signposts to the correct service case by case • SEND team deliver 1:1 and Group ELSA sessions with a trained ELSA team • AIM intervention also implemented during this year as a bespoke curriculum and targeted intervention covering a variety of needs. This was overseen by the DDSL
A contingency fund is available for stationery and uniform provision.	• The school has moved to equipment mats during form time. If students do not have the correct equipment, then they are given equipment. Every classroom teacher will also provide the correct equipment if needed. • During before school line ups, students with incorrect uniform are taken to the student reception and given correct uniform and return this at 3:15pm. • HOY are the first point of contact if parents are struggling to purchase uniforms and will ensure the correct support is in place • Pre-owned rail
Period 0 and pre-school study hall in the run up to PPEs, mid-years, end of years and public exams. Breakfast provision.	• Year 11 mentoring booklets evaluated revision strategies, well-being, time management and tackled any concerns with mentors (SLT and wider leadership team) • Year 11 study hall was implemented and access by students from 7am every morning during exam season • The use of Revision Revolution to anchor three revision strategies across all subjects was implemented whole school
Revision guide provision for core subjects.	• All students provided with the relevant revision materials during parents' evenings and revision evenings • Access to relevant online learning including Seneca, GCSE Pod, Everlearner, method maths, SparxMaths
Priority places and financial support for educational trips, revision packages, DoE, music lessons and financial support for additional trips and visits that are non-curriculum based but support aspiration and cultural capital	• Malawi trip funded by the UK Government's Turing Scheme, aimed at enhancing students' education through international opportunities and unique life experiences abroad. These included delivering lessons in English, science, PE, ICT, and Mandarin at Good Shepherd International School. They also volunteered at an orphanage and the Dzaleka Refugee Camp, and took part in initiatives such as upcycling projects and organising a community swap shop. • Online tutoring programme implemented after school • Valencia football trip and Barcelona MFL trip during Easter 2025, utilising priority places and financial support.

Extra-curricular clubs and workshops to build character, provide cultural capital experiences and develop social confidence	• Reviewed Accrington Extra offering • Students attended extra curricular clubs after school • HRVSSP access to sports leaders, and engagement in tournaments/PAN tournaments representing the school
Targeted Metacognition and Self Regulated Learning	• Elevate Education and PGL study weekends completed, Year 11 intervention, tutoring, mentoring and study hall all implemented
CEIAG strategy to achieve 100% compliance across all 8 Gatsby benchmarks	• 100% compliant across all 8 Gatsby benchmarks at the end of 2024-2025 • Additional careers meetings for prioritised PP students at risk of NEET (3 NEETs)

Total budgeted cost: £ 367,590