



Pupil Premium and Recovery Strategy Statement – Accrington Academy

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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
School name	Accrington Academy
Number of pupils in school	969(Y7-11) 998(Y7-13)
Proportion (%) of pupil premium eligible pupils	39% (Y7-11)
Academic year/years that our current pupil premium strategy plan covers	2024/25 – 2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	December 2025
Statement authorised by	J. Peel (Principal)
Pupil Premium Lead	C. Watson (Assistant Principal)
Governor / Trustee lead	P Mullholland (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£367,950
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£367,950

Part A: Pupil premium strategy plan

Statement of intent

We believe financial disadvantage should never be an obstacle to a young person's life chances, we will use every source of funding and educational strategy at our disposal to remove barriers to success for our student. We encourage every student to believe in their potential to achieve, support every student to take pride in their achievement and aspire to achieve even more.

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

Challenge number	Detail of challenge
1	<p>Prior progress and attainment:</p> <ul style="list-style-type: none"> • Reading ages and KS2 starting points are lower than that of non-pupil premium students. • Disadvantaged students also arrive at the academy with lower Maths and English prior attainment than their peer • This challenge is linked to our school improvement priority: School Commitment 2 curriculum implementation and 3 progress in the core -subjects. Responsive teaching - We will ensure 100% of lesson planning is informed by data to develop responsive teaching and deepen curriculum knowledge.
2	<p>Attendance, Attitudes and Aspirations:</p> <ul style="list-style-type: none"> • Attendance rates for pupil premium students are lower than non-pupil premium students particularly as KS4 (2023-2024 PP – 85.4%/non PP – 91.3%). The school attendance 89.1% was just below national average (90.9%) and we are committed to ensuring this is above the national average. • Levels of fixed term exclusions are higher than non-pupil premium students (2023-24 - PP 62% /non PP 38%) • An increase in social and emotional needs for pupils and their families have been identified particularly for many disadvantaged pupils. • 98.94% of pupils progress onto college or employment although 78% are vocational courses. Only 8.8% of PP enrol for A-Levels. • All PP students receive Careers advice and guidance interviews each academic year with additional appointments as deemed required. Disadvantaged students are supported to attend college open events and complete applications/interviews. • This challenge is linked to our School improvement priority: School Commitment 1 – Attendance and belonging to have high levels of attendance and punctuality to school and lessons.
3	<p>Curriculum engagement and success:</p> <ul style="list-style-type: none"> • Pupil premium students (particularly MAP boys) demonstrate lower levels of engagement, and interest. • Low levels of literacy create a barrier to engage with challenging curriculum areas in pupil premium and catch-up premium students • A widening gap for numeracy outcomes • Engaging MAP and HAP pupil premium students with stretch and challenge opportunities in curriculum areas (particularly PP boys). • This challenge is linked to our School improvement priority: School Commitment 2 – Curriculum Implementation. Improve Literacy - We will have 100% clarity in literacy / numeracy strategies and ensure literacy/ numeracy is not a barrier to curriculum knowledge and 3 Progress in the Core subjects to secure the life chances for our young people.

4	<p>Enrichment:</p> <ul style="list-style-type: none"> • Accrington Academy's Education with Character programme continues to provide a broad range of opportunities and experiences to enhance cultural capital both within and outside of the classroom from all curriculum areas • Disadvantaged pupils are prioritised for places so that they are able to and do access the same opportunities. Financial support is offered to disadvantaged pupils to ensure they have the same opportunities as non-disadvantaged pupils and can attend visits and experiences. • Opportunities to expand horizons beyond the local community and offer life experiences and cultural development within the curriculum and through extracurricular activities • This challenge is linked to our School Improvement priority 2 Curriculum Implementation and 4 Leadership and Management
5	<p>Parental engagement:</p> <ul style="list-style-type: none"> • Low levels of parent involvement, dialogue, and support in promoting the value of education and aspirations for the best outcomes from school

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current three-year strategy plan**, and how we will measure whether they have been achieved. We have responded to research undertaken by Close the Gaps, 2024 on how the most successful schools support disadvantaged students

Intended outcome	Success criteria
Equivocal progress and attainment	<p>Outcomes for disadvantaged students show improved attainment and headline figures are in line with national non-pupil premium students and show a further reduction in the gap between the attainment of disadvantaged and non-disadvantaged pupils</p> <p>Increase percentage of PP students achieving the basics at 4+/5+/7+</p> <p>Achieve an A8 measure in line with national non-pupil premium students and show a further reduction in the gap between the attainment of disadvantaged and non-disadvantaged</p>
Improve literacy and numeracy skills	<p>2024-25 reading comprehension assessments demonstrate at least 100 SAS (national average) or targeted support is in place to address this (particularly those with stanine 1 and 2).</p> <p>CPD focuses on the development of literacy and oracy to provide students with the vocabulary and skills to access all areas of the curriculum. There will be a greater proportion of disadvantaged students achieving their minimum expected grades in English at GCSE.</p> <p>Numeracy intervention programme to support closing the English and Maths gaps and cross curricular maths</p>
Increase academic profiles	<p>Achieve the national average EBacc entry for all pupils (national average 2024 39% but government target is 90% by 2025) and increase the % of Pupil premium students achieving a strong pass in this suite of subjects.</p>
Improve attendance statistics	<p>Improve the attendance of Pupil Premium students to be at or above national average in all year groups</p> <p>To continue to reduce the percentage of pupils classed as a persistent absence to promote greater life chances and social mobility</p>

Reduction in behavioural sanctions	<p>Reduced the % of Pupil Premium students accruing internal and fixed term exclusions</p> <p>To provide sufficient pastoral support to address the needs of the students including emotional, social and wellbeing needs.</p> <p>To provide an in-school approach to support disadvantaged students struggling to access main-stream education that historically would have received external alternative provision to promote more successful integration</p>
Increase parental engagement, communication, and partnership	An increase in parental attendance at parents' evenings and student support events, particularly the pupil premium students

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: £ 153,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Overstaffing in English and Maths faculty, additional United Teach Trainees	<p>To ensure that we have smaller class sizes in Y11. EEF and Hattie have identified that a reduction in class sizes allows for improved quality of diagnostic and actionable feedback to suggest in both summative and formative assessments. EEF research in 2021 has identified that effective feedback has the greatest positive impact on pupil progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Feedback has been identified by Williams, Black, Hattie, The Sutton Trust and the EEF as one of the most positive approaches to improve attainment and progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1 and 3
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.	<p>Data from the Sutton Trust has identified that students with low self-esteem are more likely to underachieve due to declining attendance, which ultimately impacts on progress and attainment.</p> <p>Effective reward and sanction approaches are described by Hattie as an integral component of student progress in the classroom. Effective monitoring, analysis and action from reward and sanction data has been identified as a support mechanism for the behavioural improvements in pupil premium students.</p>	2 and 5
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	<p>Using the reciprocal reading strategies from the Form Time reading programme to embed active reading strategies across the curriculum.</p> <p>Targeted Reading interventions using the Academy intervention tree to ensure students are supported to have at least an SAS score of 100.</p> <p>The DfE has identified that pupil premiums students below their chronological reading age are more likely struggle over five years of secondary schooling and not achieve a grade of 4+ in English Language or Literature. EEF toolkit 'Reading</p>	1 and 3

	<p>Comprehension Strategies’ explains that the reading comprehension strategies focus the learners’ understanding of written text learning a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Closing the Reading Gap; Alex Quigley, 2020</p>	
<p>Improving literacy and numeracy in all pupils from entry into the school</p>	<p>Implementing disciplinary literacy to improve literacy across the curriculum supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects. Focusing on the continued explicit teaching of tier 2 vocabulary, extended writing and oracy practice.</p> <p>Targeted intervention in place for those with an SAS score below 100 in English and maths from KS2.</p> <p>KS3 drive on numeracy through Sparx /IXL https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Closing the Literacy Gap; Alex Quigley, 2018. EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1 and 3</p>
<p>A whole school CPD model that focuses on the elements of great teaching and effective feedback.</p>	<p>High quality teaching is the most powerful way for schools to improve pupil attainment particularly for socio-economically disadvantaged pupils. 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.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Effective feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where they need to be.</p> <p>Teacher Feedback to Improve Pupil Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1 and 3</p>
<p>Improving subject knowledge and pedagogy through continued professional development 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.</p>	<p>Subject knowledge within the classroom is vital for driving a challenging curriculum. We want to ensure that all teachers are provided with subject specific knowledge and skill enhancement. The DfE identifies that professional development should focus on improving and evaluating pupil outcomes; be underpinned by robust evidence and expertise; and should include collaboration. The DfE also identifies CPD as an area to be prioritised by the school leadership team. Pupil Premium will be a theme throughout the Whole school collaborative</p>	<p>1 and 3</p>

	<p>programme to focus all staff on the improvements required in these areas. This will be used to frame practitioner research.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Systematic_Review_of_Professional_Development_Dr_Sam_Sims_Protocol.pdf</p> <p>Ofsted subject reviews</p> <p>Examination board feedback</p> <p>Guidance reports EEF (educationendowmentfoundation.org.uk)</p>	
100% disruption free learning CPD	<p>Quality CPD to address the EEF 'Behaviour in schools' 5 key recommendations:</p> <ul style="list-style-type: none"> • Know and understand pupils and their influences , • Teach learning behaviours alongside managing behaviour, • Use classroom management strategies to support good classroom behaviour, • Use simple approaches as part of regular routines, • Tailor targeted approaches to meet the needs of the individuals in the school. <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	2 and 3
Promote independent study to improve outcomes.	<p>Homework has a positive impact on attainment particularly with pupils in secondary schools. Homework that is linked to classwork tends to be more effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Visible Learning; John Hattie, 2008</p>	1,2 3,4

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

Budgeted cost: £ 125,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>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.</p> <p>Masterclasses for targeted at HAPS/MAPS PP Boys</p>	<p>The use of data informed groupings of students for targeted intervention in curriculum gaps and misconceptions has been identified to promote a positive improvement in progress and attainments by Hattie. Teaching and learning approaches in these areas will promote collaboration and peer teaching models, which are demonstrated by the EEF as a method to support positive impact on progress and attainment in students. Effective use of data is ranked highly on the list of successful strategies on the 2021 EEF research platform</p>	<p>1 and 3</p>
<p>Targeted teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies focus on the learners understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. This involves using the Fresh Start package as a direct intervention</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Closing the Vocabulary Gap, Alex Quigley; 2018 Closing the Reading Gap, Alex Quigley; 2020</p>	<p>1 and 3</p>
<p>Embed a programme of resilience and commitment to learning through self-reflection</p>	<p>Embedding the Revision Revolution (Anchoring Knowledge) programme to promote metacognitive and self-regulation skills in all pupils.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Revision Revolution; Howel and McGill, 2022 Elevate Education</p>	<p>1 and 3</p>
<p>Targeted SLT mentoring of underperforming pupil premium students.</p>	<p>Regular mentoring sessions over a sustained period have been identified by the EEF to demonstrate a positive impact on CIAG outcomes and to a lesser degree academic progress and attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>All of our Y11 Pupil premium students will be mentored during their final KS4 year. In KS3 mentors will be allocated on a needs basis following effective analysis of data.</p>	<p>1, 2 and 3</p>
<p>Provide additional career advice and support for underperforming pupil premium students through additional CIAG meetings and careers events throughout the year.</p>	<p>As a school we acknowledge our context; our students are not always readily exposed high-quality guidance for higher education and career paths. This is now highly significant following the impact of the pandemic and projected economic turbulence expected. Using our destination data from previous academic years we are making the commitment to our students to support them through the transition from education into higher or further education or into the workforce.</p>	<p>4 and 5</p>
<p>School Led Tutoring programme targeting</p>	<p>1:1 and small group tuition is promoted highly by all research bodies and features as one of the most impactful interventions</p>	<p>1, 2 and 3</p>

underperforming disadvantaged students and also a programme of stretch and challenge for HAP pupil premium students in the core subjects.	within the EEF's directory. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition School led tutoring enabled greater take up and engagement	
SENCO – Leadership and management of TA staff deployment and training.	TA's are deployed in school to support pupils to maximise their impact as per the EEF guidance Maximising the Impact of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	All
EAL graduated approach to support	EEF – small group tuition has an average impact of four months additional progress over the course of the year (and is most likely to be effective if it is targeted at pupils' specific needs. EEF Blog: What do we know about the attainment of EAL pupils -... EEF (educationendowmentfoundation.org.uk)	1 and 3

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

Budgeted cost: £ 89,114

Improving attendance and home-school liaison team strategies.	Robust tracking and targeted intervention from the analysis of attendance data and subsequent intervention has demonstrated a positive impact on persistent absenteeism, as described by the DfE so that appropriate interventions to be implemented. https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance Working together to improve school attendance - GOV.UK (www.gov.uk)	3 and 5
Targeted support for vulnerable Pupil Premium students experiencing social and emotional needs within the family unit	Students to receive a variety of targeted supported from external agencies (as appropriate) to support successful integration , attendance and outcomes	1 and 3
A contingency fund is available for stationery and uniform provision.	Not having the correct uniform were barriers to children attending school. As a school we acknowledge our context; so it is important to our students, parents/carers and us that we support the borrowing or issuing of uniform. This promotes a sense of belonging and pride and ensures all students can follow all school policy expectations	3 and 5

	https://www.sec-ed.co.uk/content/best-practice/boosting-attendance-and-addressing-the-impact-of-poverty-for-vulnerable-learners	
Period 0 and pre-school study hall in the run up to PPEs, mid-years, end of years and public exams. Breakfast provision.	Designated study areas, with a positive academic working ethos promote a drive for success and encourage preparation for summative assessment. Provision of a healthy balanced breakfast promotes focus and engagement in academic study. Evidence from the EEF suggests that a 'Growth mindset' approach of continued effort and practice promote higher levels of progress in students preparing for pre-public exams	1, 2 and 3
Revision guide provision for core subjects.	Removing the expenditure barrier to all students and allowing them access to the relevant exam board specific revision material. Students respond positively to receiving revision materials and actively use within curriculum areas and Period 0 and Period 4 sessions.	1 and 3
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	Student life experience and cultural capital is expanded when wonderful and once in a lifetime opportunity are provided. We believe this aspect of education is extremely important, but it has also been identified as a vehicle to increase student aspirations and career pathway development.	2 and 4
Extra-curricular clubs and workshops to build character, provide cultural capital experiences and develop social confidence	Pupils who participate in extracurricular activities have greater academic success, greater character development, more positive social development, and greater interest in community involvement. Sport (including non-competitive sport) has also been found to have a positive impact on wellbeing and school engagement. Football Beyond Borders - Impact & Policy (footballbeyondborders.org) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Extracurricular activities to develop life skills - findings and lessons for practice (publishing.service.gov.uk) Physical activity EEF (educationendowmentfoundation.org.uk)	4
Targeted Metacognition and Self Regulated Learning	Elevate Education and PGL study weekends https://educationendowmentfoundation.org.uk/news/eeef-guest-blog-building-study-habits-and-revision-routines Increased independence , organisation, revision skills, motivation strategies, aspirations, time management.	All

<p>CEIAG strategy to achieve 100% compliance across all 8 Gatsby benchmarks.</p>	<p>Every young person needs good career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from a strong career guidance system, see Gatsby Benchmarks and EEF guidance,</p> <p>6144_Gatsby_career_2014_AW.indd</p>	<p>1-4</p>
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Total budgeted cost: £ 367,590

Part B: Review of outcomes in the previous academic year

Measure - 194 students	2023	2024
	%	%
% Achieving Standard Pass (4+) in English and Maths	38%	42.3%
% Achieving Strong Pass (5+) in English and Maths	15%	21.1%
% Achieving Strong Pass (7+) in English and Maths	3.8%	2%
Average Attainment 8 Score	35.7	34.3
EBacc Average Point Score	3.05	3.3
% Achieving EBacc Standard Pass	13.24%	16.7%
% Achieving EBacc Strong Pass	9.1%	10.6%
Progress 8	-0.59	-0.87

In both Y11 English and Maths groups allowed a smaller contact ratio of teacher: student, which promoted improved progress in English and Maths results particularly at grades 4 and 5. 48.48% of disadvantaged pupils achieved 4+ in Maths and 45% achieved a 4+ in English in 2023. 7+ grades are a focus for all students.

42.3% of disadvantaged pupils achieved 4+ in English and Maths compared to 38% in 2023. 21% of disadvantaged pupils achieved 5+ in English and Maths compared to 15% in 2023.

The data table above was completed using key stage 4 performance data 2024. The Progress 8 score for disadvantaged children was -0.87 compared to non-disadvantaged children which was -0.62 . The Attainment 8 score for disadvantaged children was 34.3 to non-disadvantaged children which stood at 42.2. Addressing the underperformance of particularly middle and high ability pupil premium male students is a priority in the new plan.

EBacc entry for disadvantaged pupils was 42.42% compared to non-disadvantaged pupils which was 54.84%. The government aim is for 90% of students to be entered by 2025 to increase social mobility. 16.7% of disadvantaged pupils achieved a standard pass compared to 13.2% in 2023.

The school's drives disruption free learning and students in lessons. Less referrals to ARC were made for PP students 47% compared to non PP 53%, however, more fixed term exclusions were issued for PP 62% compared to non PP 38%. The school has reviewed the behaviour and sanctions policy for 24-25 to provide stronger support in school such as (in house alternatives to AP, behaviour mentors, external coaching, enhanced CIAG, revised behaviour policy).

The main external provider to support the progress of the disadvantaged students was MyTutor. Engagement from Yr11 MAPs was not good. They did show evidence of improvements from PPE2 to the summer results. Internal tutoring had more impact. Yr 10 HAPS engaged more with My Tutor with more students reaching 7+ at end of year.

Following the NGRT / MIDYAS testing last year, the students reading below functional reading age were identified and given intervention. A small number of students will continue to receive intervention into Yr 8.

Attendance for disadvantaged pupils was 85.4% compared to 91.3% for non-disadvantaged pupils in 2023-24. This was closely in line with the previous year. Persistence absence was 50.2% for disadvantaged pupils, compared to 30.4% for non-disadvantaged pupils. Attendance for disadvantaged pupils is a focus of our current attendance plan. This includes, same day attendance calls, key worker support, enhanced PP reward system and enhanced home school liaison.

Parental engagement has improved for Years 10 and 11 and Yr9 Options Event but remains a priority at KS3. Increased multimedia messaging is in place to promote communication and attendance.

Key stage 4 data and our own internal assessment data suggest that, despite some strong performances, the progress and attainment of the school's disadvantaged pupils in 2023/24 is a priority. The school has reviewed its raising achievement strategy to support specific groups of disadvantaged students better.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Quality Teaching For All	
Action	Evaluation
Overstaffing in English and Maths faculty, additional United Teach Trainees	This strategy has supported addressing gaps accumulated from previous years as a result of recruitment gaps and progress gaps following covid restrictions. 42.3% of disadvantaged pupils achieved 4+ in Basics in 2024.
Period 0 and pre-school study hall in the run up to PPEs, mid-years, end of years and public exams. Breakfast provision.	The dining hall was open to students from 7:30 am which was well attended by around 75% of students. This resource was well utilised from PPE1 and promoted a culture of independent revision for success as well as peer coaching and assessment.
Improving subject knowledge and pedagogy through continued professional development Provide Faculty-led collaborative planning and Whole school collaborative planning time	A shared curriculum and adapted resources have enabled a more consistent approach to examinations. This has not increased the 7+ percentage at this stage and remains a teaching and learning priority. Collaborative Wednesdays for Faculty CPD to develop excellent teaching Research based CPD for staff across three projects to develop excellent pedagogy An increased focus on metacognition and revision was introduced in 2024. Shared expertise of teaching, learning and pedagogy through use of the Rosenshine Principles and 'Walk-thru' models focusing on checking for understanding and knowledge retention. This is a focus for 24-25
Book and standards feedback policy FACE of learning and staff CPD Areas of excellent progress with the pupil premium cohort to be shared across the school	Departmental tracking has become increasingly more sophisticated to inform teaching. Purposeful monitoring and cold call questioning is also regularly used to capture check for understanding. Feedback operates on a cycle with key misconceptions and points shared and responsively taught.
Improving literacy	The Form Tutor reading programme takes place three times a week (total 60 minutes) Each KS3 Tutor group (Y7-9) has their own text specifically selected to be engaging, develop cultural capital and raise levels of literacy through challenge. Students follow their Tutor reading using a bookmark to engage with the text. In KS4 (Y10-11) there is a variation of this process, which focusses short fiction and non-fiction texts with the same expectations of immersed reading.

Sessions for Core subjects will be focussed on curriculum recovery.	A number of sessions were put in place during school time and after school. Students were carefully selected based on data to close gaps as opposed to whole cohort invitation.
Targeted mentoring of underperforming pupil premium students.	A raising achievement team worked to identify and review students in Yr11 that required a mentor and the specific needs for each student. This was well received and identified additional strategies that needed to be put in place such as a lack of resilience and independence revising. A lack of independent learning strategies remains a focus for the next plan.
Extra-curricular clubs and workshops.	The school continues to offer a wide range of extra-curricular clubs recognising its importance in developing education with character to support social mobility.
Data Driven Improvement- including transition to Arbor, 4Matrix.	Staff have much easier access to pupil demographics, as such all staff have an acute awareness of each of their groups and the micro populations represented. Staff have seating plans identifying priority micro populations to assist in planning processes. Progress meetings are regularly held with faculty leads and SLT to determine progress of groups and more targeted intervention using question level analysis. In addition a Raising Achievement group oversees the progress of KS4.

Targeted support and intervention	
Action	Evaluation
Improving literacy in pupil premium students	<p>Students with a stanine of below 3 receive targeted literacy intervention. There is regular CPD on how to make the curriculum accessible and broaden tier 2 competence for increased success.</p> <p>Analysis of the reading age data from 2023-2024 demonstrates that there is still a gap between disadvantaged and non-disadvantaged students . Year 8 (Year 7 in 2023-24) average SAS score for disadvantaged students was 100, whereas the SAS score for non-disadvantaged students 103.3. The gap remains a significant area for development across the next two years as literacy is driven through the curriculum and teaching and learning.</p>
Provide additional career advice and support for underperforming pupil premium students through additional CIAG meetings and careers events throughout the year.	The school has a good understanding of the aspirations of the students. Additional CIAG is put in place for students that have not considered destinations. This includes: school led college enrolment visits, results day targeted support, taster sessions.
Financial support for educational trips, revision packages, DofE, music lessons. Financial support for	Winmarligh PGL Residential - Pupil Premium students in KS4 are targeted to attend a revision residential to promote engagement,

additional trips and visits that are non-curriculum based but support aspiration and cultural capital	strengthen student/teacher relationships and experiences for social mobility. This focuses on a sense of belonging and rewarding academic success to all.
Elevate Education	Pupil premium students are targeted to receive Elevate Education leading up to examinations providing them with a range of strategies and to support revision, retaining knowledge and wellbeing. Of the surveys taken, at least 95% of students reported it as valuable to their progress. The school launched Revision Revolution in the summer to boost independence and knowledge retention and will be included as a priority for the new plan.
Uniform support	In addition to preloved items ensuring pupils have the financial capability to engage in the school beginning with uniform and stationery remains a priority. This has been a resource that has been used with increasing frequency following the rise in the cost of living and has overcome some attendance issues arising throughout the year.
Period 4 Intervention Y11 Targeted Form Groupings	Additional contact time with teaching staff to enhance classroom delivery. Individual teachers invited specific students for targeted preparation for the GCSE examinations. This was deemed more proactive addressing gaps than an enforced additional hour to the day. Although this was a successful strategy, the need to invite a wider cohort proved to be more conducive for outcomes.
MyTutor programme	External tuition was not well received by PP students despite every effort to raise its profile and potential impact. Every effort was made to engage parents and keep them informed of attendance to sessions. This was attended better when offered as internal 3:1 tutoring. Where students did engage their engagement was 4.6/5 Yr 10 HAP students were offered My Tutor and engaged much better with a positive impact on end of year results
Alternative provision placements	The school has had too many students placed at an Alternative location for delivery of the curriculum, smaller group teaching to allow high level individual needs to be met. The tracking and monitoring of these students has improved but tracking destinations of these students is an area for further development. The school is looking to provide an additional level of support internally for those students with high levels of need in the next academic year
CLA champion	A designated member of staff to provide link meetings with all CLA students, monitoring all aspects of academic and pastoral development. A bespoke mentoring programme to keep CLA students engaged in all lessons, with all homework and coursework requirements. There were two CLA in Year 11 in 2024

Behaviour and attendance strategies	
Action	Evaluation
Non-Teaching Head of Year roles through Y7-11, CLA coordinator role to manage and assist barriers to learning for pupil premium students.	SLT and HOY 11 worked closely to identify attendance concerns and prioritise appropriate support and challenge (including wellbeing). This developed closer working relationships with parents seeing an increase in home school engagement which resulted in the strongest attendance in Yr 11. This good practice is being rolled out throughout all year groups. HOY are linked to SLT leads so that being in lessons and engaging are prioritised and acted upon as necessary.
Appointment of discrete safeguarding lead to address increased number of referrals and to oversee strategic development. Working alongside behaviour and attendance leads	Highly visible and easily accessible safeguarding leads have led to a much more effective and supportive programme of support. These staff have been minimal or non-teaching allowing a more rapid programme of support that does not impact on the learning of others.
Football Beyond Borders	This has been in place for a small cohort of Yrs 7&8 students. Although the programme has had no impact on exclusions / referrals to Arc it has sought to engage students in school and avoided most from becoming a permanent exclusion figure as they have built stronger relationships with staff and school as a result of the programme.
Attendance and Homeschool liaison team	Despite some staffing and recruitment issues in this area this academic year, the team have worked hard to forge much stronger relationships with home to gain a better insight into attendance barriers. Intervention has been far quicker particularly for those in Yr 11 seeing a marked improvement in attendance in that year group and 100% attendance to examinations for PPEs and summer assessments. The tiered programme of support has areas of excellent practice which is being rolled out next academic year. PP still have too high a figure for PA and a move to first day absence calls and tiered support will be in place in the new plan
ARC provision- disruption free classroom	This reflection provision will allow teachers to deliver high quality lessons without interruption or disruption. The Accrington Reflection Centre has allowed students to consider their behaviour and removal from classroom through reflection and restorative conversations. The curriculum is followed through a Google classroom course. Referrals are monitored through HOY and Directors of Key stages. An additional in-house provision has been identified as a requirement for next academic year to support those with high levels of needs. Behaviour data: Pupil premium students accounted for 43% of total behavioural logs within the academic year 2023-2024. Whilst this is a significant improvement fixed term exclusions and permanent exclusions needs reducing next academic year.

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	Programme
MyTutor Accrington Academy Programme 2023-24	MyTutor
Elevate Education	NGRT
Football Beyond Borders	Sparx Maths
Seneca	GCSE Pod

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?	Support included receiving 1:3 tutoring from MyTutor, support with homework on Sparx, Bedrock and GCSEPOD help hubs.
What was the impact of that spending on service pupil premium eligible pupils?	One Yr 7 student is above their cohort (rank order). Two Yr 8 students are above their cohort (rank order). One yr 9 student is slightly below average compared to their peers at the end of the year. One Yr 11 student showed progress from PPE1 in Year 10 exam to end of year exams in English, Maths and Science and this student achieved the basics and at least 4 other subjects