Pupil Premium Strategy Statement 2025-2028

Budmouth Academy, Weymouth

Date of next review:	September 2027	Owner:	Assistant Principal
Type of document:	Academy Strategy	Approval Level:	Aspirations Academy Trust

Budmouth Academy Pupil Premium Strategy Statement

This statement details our school'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 effect that last year's spending of pupil premium had within our school

School overview

Detail	Data
School name	Budmouth Academy
Number of pupils in school	351
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 to 2028
Date this statement was published	September 2025
Date this statement was reviewed	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	S Mashike - Principal
Pupil premium lead	Natasah Sibley (Assistant Principal)
Governor / Trustee lead	David Herbert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£368,050**
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 (salaries deducted)	**£368,050**

Part A: Pupil premium strategy plan Statement of intent

At Budmouth Academy, we recognise that disadvantage can present significant barriers to learning and life chances. In Weymouth many of our pupils face challenges linked to economic disadvantage, limited access to enrichment opportunities, and lower-than-average aspirations for future education and employment.

Our intent is to ensure that all students, irrespective of their background or the challenges they face, are provided with the support, experiences, and high-quality teaching needed to achieve their full potential. We aim to remove barriers to learning and equip disadvantaged students with the knowledge, skills, and resilience they need to thrive academically, socially, and personally.

We know that outcomes for disadvantaged students in Weymouth often lag behind their peers nationally. Therefore, our strategy is focused on:

- **Excellence in teaching and learning** – ensuring high-quality classroom practice and challenge to provide disadvantaged students with equity.
- **Targeted support** – identifying and intervening early to improve academic progress by removing barriers to learning.
- **Wider opportunities and enrichment** – broadening horizons and raising aspirations through cultural capital, extracurricular activities, and careers guidance.
- **Wellbeing and readiness to learn** – addressing barriers such as attendance, behaviour, and mental health to support full engagement in learning.

Our ambition is that students in receipt of the pupil premium leave our school with outcomes, skills, and confidence that are at least in line with, and ideally exceed, their peers nationally. We are committed to ensuring that disadvantage does not limit potential, and that every child in our care can look forward to a successful and fulfilling future.

Challenges

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

Challenge	Detail of challenge
1	Disadvantaged pupils attain below their non-disadvantaged peers at the key BASICS measures. On average, disadvantaged pupils enter the school with SATs scores around 2 points lower than their peers, meaning they start secondary education with significant gaps in literacy and numeracy. This lower baseline contributes to fewer disadvantaged pupils achieving Grade 4+ and Grade 5+ in English and maths GCSE.
2	Over the last year, attendance among disadvantaged pupils has consistently been 10% lower than that of their non-disadvantaged peers. During the same period, disadvantaged pupils have been persistently absent 15% more than non disadvantaged students. Our assessments and observations show that this level of absenteeism is having a negative impact on disadvantaged pupils' KS4 progress.
3	Barriers to parental involvement, some parents and carers have limited capacity to support learning at home. This may be due to low confidence in literacy and numeracy, language barriers, work commitments, or limited access to resources. These factors can reduce engagement with school and affect pupils' progress.
4	Disadvantaged pupils are less likely than their peers to take up intervention programmes, extra-curricular clubs, and enrichment opportunities such as music lessons and educational activities. Barriers include financial constraints, limited confidence, and lower parental engagement. This reduced participation limits the development of cultural capital, academic progress, and personal growth, making it harder to close attainment gaps. Increasing access and uptake through targeted invitations and financial support remains a key challenge.
5	Many disadvantaged pupils enter Key Stage 4 with literacy levels below age-related expectations. Gaps in reading fluency, comprehension, and vocabulary limit access to the full curriculum, reduce confidence in extended writing, and restrict progress across a range of subjects. Without targeted support to improve literacy before KS4 courses begin, pupils are at risk of underachievement in GCSE exams and beyond.

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
Disadvantaged pupils achieve outcomes in English and maths that are closer to, or in line with, their non-disadvantaged peers nationally at both Grade 4+ and Grade 5+.	• The proportion of disadvantaged pupils achieving BASICS 4+ and BASICS 5+ increases year-on-year, reducing the gap with non-disadvantaged peers until the gap is non-significant. • Internal assessment data (Years 7–10) shows disadvantaged pupils making progress in Maths and English to reduce the gap to a non-significant level. • Progress 8 for disadvantaged pupils in English and maths improves steadily, moving towards their non-disadvantaged peers.
Improve and sustain attendance and punctuality	• Overall attendance for disadvantaged pupils improves year-on-year, moving towards 96% or higher. • Persistent absence (<90%) among disadvantaged pupils reduces annually, closing the gap with non-disadvantaged peers and meeting or exceeding national averages (national average figure for non-disadvantaged 12.7%). • Punctuality improves, with a year-on-year reduction in late marks for disadvantaged pupils. • Attendance gaps between disadvantaged and non-disadvantaged pupils narrow each year across all year groups.
Parents support learning and engage with school life.	• Parental attendance at parents' evenings increased by 10% year-on-year, with families of disadvantaged pupils represented in line with the school's cohort. • Improved communication between school and families, evidenced by higher response rates to calls, emails, and surveys. • Parent/carer voice surveys demonstrate improved confidence in supporting learning at home (e.g. reading, homework, revision). • Reduced escalation of issues (behaviour, attendance) through earlier, more effective family engagement.
Disadvantaged pupils participate in intervention programmes, extra-curricular clubs, and enrichment opportunities (including music lessons and educational activities) at rates comparable to their peers, enabling them to develop cultural capital, academic progress, and personal growth.	• Year-on-year increase in the proportion of disadvantaged pupils engaging in intervention, enrichment, and extra-curricular activities. • Participation rates for disadvantaged pupils in music tuition, trips, and clubs rise annually, narrowing the gap with non-disadvantaged peers to within 5% by Year 3. • Targeted invitations and funding support result in disadvantaged pupils being proportionately represented in enrichment activities (e.g. school productions, sports teams, leadership roles). • Pupil voice surveys show disadvantaged pupils feel confident, welcome, and able to access a wide range of activities.

Disadvantaged pupils enter Key Stage 4 with literacy levels at or close to age-related expectations, enabling them to access the full curriculum confidently, write at length with accuracy, and make strong progress towards GCSE success.	• Reading ages of disadvantaged pupils improve between Year 7 and 8. • Disadvantaged pupils report, through pupil voice surveys, increased confidence in reading and writing across the curriculum. • GCSE English outcomes for disadvantaged pupils improve year-on-year, reducing the gap with non-disadvantaged peers at Grade 4+ and 5+.

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.

Evidence suggests that pupil premium spending is most effective when used across 3 areas.

1. High-quality teaching, such as staff professional development.
2. Targeted academic support, such as tutoring.
3. Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £220,830

Activity	Evidence that supports this approach	Challenge addressed
Prioritise Quality First Teaching to ensure that all pupils have access to the highest quality teaching and learning via regular CPD.	Research shows that improving the quality of classroom teaching is the single most effective way to raise attainment for disadvantaged pupils. The Education Endowment Foundation (EEF, 2023) emphasises that *"good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."* (EEF Guide to the Pupil Premium: https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium). High-quality teaching benefits all learners but has a disproportionately positive effect on those eligible for the Pupil Premium, who are less likely to access additional support outside of school. The Sutton Trust (Coe et al., 2014) found that pupils taught by highly effective teachers make on average 1.5 years of progress in a school year, compared to 0.5 years with less effective teaching, with the greatest impact seen in disadvantaged groups (Sutton Trust – *What Makes Great Teaching?*: https://www.suttontrust.com/our-research/what-makes-great-teaching/). Approaches associated with Quality First Teaching – such as effective feedback, explicit vocabulary instruction, and teaching metacognitive strategies – are all identified in the EEF Teaching and Learning Toolkit as high-impact, evidence-based strategies that can close the attainment gap (EEF Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit). For this reason, we prioritise investment in high-quality CPD and support for teachers, ensuring that disadvantaged pupils benefit from consistently excellent teaching across the curriculum. Quality first teaching, Adaptive teaching and scaffolding, will be an INSET CPD priority throughout the academy year.	1

Fund the development of staff expertise in embedding scaffolding and the gradual fading of scaffolds. Delivered through adaptive teaching, this ensures disadvantaged pupils can access challenging work while building resilience, independence, and confidence.	Research highlights the importance of scaffolding to support pupils in accessing challenging learning, while also emphasising the need to gradually withdraw these supports so that learners develop independence. Rosenshine's *Principles of Instruction* underline the value of "providing scaffolds for difficult tasks" and then "gradually withdrawing them as students become more proficient" (Rosenshine, 2012 – *Principles of Instruction*: https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf). The Education Endowment Foundation (EEF) also stresses that adaptive teaching is a crucial element of effective classroom practice, with approaches such as scaffolding, modelling, and metacognitive questioning enabling all pupils – particularly those from disadvantaged backgrounds – to succeed with demanding work while reducing over-reliance on teacher support (EEF Guidance on Adaptive Teaching: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants). Furthermore, the EEF *Guide to the Pupil Premium* (2023) highlights that strategies like scaffolding and metacognition are especially effective because they "support disadvantaged pupils to access challenging content and develop independence" (EEF Guide to the Pupil Premium: https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium)	1
To fund and embed a whole-school DEAR programme, ensuring that all pupils, especially those from disadvantaged backgrounds, engage in structured reading time. This approach develops reading fluency, comprehension, and vocabulary while fostering a positive reading culture across the school. Staff will receive training to model fluent reading, explicitly teach comprehension strategies, and support disadvantaged pupils in accessing challenging texts.	The Education Endowment Foundation (EEF) Teaching and Learning Toolkit identifies reading comprehension strategies as a high-impact approach, adding an average of +6 months' progress, particularly effective when teachers explicitly model strategies for disadvantaged learners (EEF Toolkit – Reading Comprehension Strategies: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies). Similarly, oral language interventions, including reading fluency and structured discussion of texts, are shown to deliver an average of +6 months' progress, with greater benefits for disadvantaged pupils who may have limited access to language-rich environments outside school (EEF Toolkit – Oral Language Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions). The EEF's *Improving Literacy in Secondary Schools* guidance highlights the importance of training all teachers to model fluent reading, explicitly teach comprehension, and embed disciplinary literacy (EEF Literacy Guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4). In addition, research into the "word gap" shows that disadvantaged pupils are disproportionately affected by vocabulary deficits, and that structured programmes giving regular exposure to challenging texts significantly narrow this gap (EEF Word Gap Report: https://educationendowmentfoundation.org.uk/news/eef-publishes-report-on-closing-the-word-gap). Finally, the National Literacy Trust reports that schools with structured reading programmes, such as DEAR, see higher levels of enjoyment, confidence, and attainment in reading, with the most significant impact for disadvantaged pupils (National Literacy Trust – Reading for Enjoyment: https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-in-2023).	1, 5

Introduce a structured oracy development programme, starting with tutor-time activities (e.g. discussions, debates, vocabulary games) to build confidence in a low-stakes setting. Once embedded, strategies will be extended into lessons across the curriculum, supported by staff training on modelling academic language, scaffolding talk, and effective questioning to ensure consistency.	A strong evidence base shows that developing oracy improves both attainment and wider outcomes, with particularly significant benefits for disadvantaged pupils. The Education Policy Institute (EPI, 2019) reported that high-quality spoken language education narrows the attainment gap and supports long-term academic success, noting that pupils with good verbal reasoning skills achieve higher GCSE results (EPI – *Oracy: The State of Speaking in Our Schools*: https://epi.org.uk/publications-and-research/oracy-the-state-of-speaking-in-our-schools). Research by Alexander (2017) on Dialogic Teaching demonstrated that structured classroom talk boosts reasoning, problem-solving, and attainment in English, science, and maths, with the strongest impact on disadvantaged pupils (Alexander, R. 2017, *Towards Dialogic Teaching*). The APPG on Oracy Inquiry (2021) found that schools prioritising oracy not only raise academic standards but also strengthen pupils' wellbeing, confidence, and employability skills, while reducing inequities for disadvantaged learners (APPG Oracy Report: https://oracyappg.org.uk). Longitudinal studies by Mercer, Dawes & Wegerif (2019) show that purposeful talk enhances critical thinking and collaboration, equipping pupils with transferable skills essential for further education and employment (*The Cambridge Oracy Project*). Together, this research highlights that embedding structured oracy programmes is a powerful strategy for both raising attainment and building the wider skills disadvantaged pupils need to thrive.	1,5

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

Budgeted cost: £92,012.50

Activity	Evidence that supports this approach	Challenge addressed
Introduce a structured homework tracking and intervention system to identify pupils, particularly those from disadvantaged backgrounds, who regularly fail to complete homework. Provide targeted interventions such as supported homework clubs, mentoring, and parental engagement to close the gap for pupils who historically struggle to access or complete independent learning.	The Education Endowment Foundation (EEF) Teaching and Learning Toolkit finds that homework at secondary level can add up to +5 months' progress, with disadvantaged pupils benefiting most when it is supported by structure, feedback, and scaffolding (EEF Toolkit – Homework: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework). The EEF also highlights the impact of mentoring and parental engagement programmes in improving homework completion and access (EEF Toolkit – Mentoring: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring; Parental Engagement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement). In addition, structured homework clubs with teacher support have been shown to improve access for disadvantaged learners and reduce gaps in independent learning (EEF, *Homework evidence brief*, 2021).	1, 4, 5

Provide students with access to online tutoring platforms and homework portals across core subjects, including maths (e.g. Sparx Maths), science (e.g. Seneca Learning), and English (e.g. Sparx Reader and Seneca).	The Education Endowment Foundation (EEF) identifies digital technology as a potentially high-impact approach, adding an average of +4 months' progress when used alongside teacher input and feedback (EEF Toolkit – Digital Technology: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/digital-technology). Independent evaluations of adaptive homework platforms such as Sparx show that structured, personalised tasks improve homework completion rates and attainment, with disadvantaged pupils benefiting most from the consistency and scaffolding. In addition, Seneca Learning provides curriculum-mapped content that supports effective retrieval practice and knowledge retention, particularly in science and English vocabulary.	1, 4, 5
Provide targeted small-group interventions in English and maths at KS3, led by trained teaching assistants (TAs), to support disadvantaged pupils who are below age-related expectations.	The Education Endowment Foundation (EEF) finds that small-group tuition can add up to +4 months' progress when delivered effectively (EEF Toolkit – Small Group Tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition). Well-trained teaching assistants are shown to be highly effective when delivering structured programmes (EEF Toolkit – Teaching Assistant Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions). Early intervention at KS3 is also proven to prevent long-term gaps and accelerate progress towards GCSE success (EEF Literacy Guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4; EEF Maths KS2–3 Guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3).	1, 4, 5
Provide access to the Lexia reading intervention and Little Wandle Code Phonics programme for disadvantaged KS3 pupils identified as below their chronological reading age.	Independent evaluations of **Lexia Core5 and PowerUp Literacy** show that adaptive, computer-based programmes accelerate progress in reading fluency, comprehension, and vocabulary for struggling readers. The EEF also highlights the importance of **early identification and targeted literacy interventions** to close gaps before GCSE courses begin (EEF Literacy Guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4).	1, 5
Strengthen systems to track disadvantaged pupils' progress, attendance, behaviour, and enrichment, with centrally collated data reviewed termly to trigger interventions. Staff will be trained to use data effectively to identify barriers and adapt teaching.	The EEF *Guide to the Pupil Premium* (2023) highlights that robust monitoring and evaluation are essential to ensure funding has impact (EEF Guide: https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium). Research from the DfE (2015) shows that data-driven tracking enables earlier, more effective interventions for disadvantaged pupils, while the Sutton Trust (2019) stresses that evidence-based systems help schools refine strategies and close gaps.	1, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £55,207.50

Activity	Evidence that supports this approach	Challenge addressed
Provide targeted SEMH support for pupils and workshops for parents, building pupil resilience and self-regulation while equipping families to give consistent support at home.	The Education Endowment Foundation (EEF) finds that **social and emotional learning programmes** can add up to **+4 months' progress**, improving attitudes, behaviour, and relationships (EEF Toolkit – SEL: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning). Research also shows that **parental engagement programmes** raise outcomes, particularly when parents are supported to reinforce learning and wellbeing at home (EEF Toolkit – Parental Engagement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement).	2, 3
Provide disadvantaged pupils with access to enrichment opportunities (e.g. peripatetic lessons, trips, visits, educational resources) to address gaps in cultural, academic, and early educational experiences, with financial support where needed.	The Education Endowment Foundation (EEF) shows that arts participation (+3 months) and outdoor adventure learning (+4 months) improve attainment, confidence, and resilience, with strong benefits for disadvantaged pupils (EEF Toolkit – Arts: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation; Outdoor Adventure: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning). Ofsted also stresses the importance of building cultural capital by ensuring all pupils, particularly the disadvantaged, access enriching experiences (Ofsted EIF: https://www.gov.uk/government/publications/education-inspection-framework)	2, 3
Strengthen communication and engagement with families of disadvantaged pupils to ensure they are well-informed, supported, and able to contribute to their child's education.	The Education Endowment Foundation (EEF) shows that parental engagement programmes improve learning, particularly when parents are supported to reinforce education at home (EEF Toolkit – Parental Engagement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement). The Sutton Trust also highlights that strong school-home partnerships help close the attainment gap by boosting aspiration, attendance, and participation (*Social Mobility and Education Report*, 2019).	3
Implement targeted strategies to improve and sustain attendance and punctuality for disadvantaged pupils, including early identification of concerns, family support, and recognition systems to promote positive habits via rewards.	The Education Endowment Foundation (EEF) highlights that parental engagement is an effective way to support attendance, particularly when schools work with families to remove barriers (EEF Toolkit – Parental Engagement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement). The Department for Education (DfE) reports that pupils with no absence are 1.3 times more likely to achieve Grade 4+ in English and maths and almost three times more likely to achieve Grade 5+, compared to persistently absent pupils (*The Link Between Absence and Attainment at KS2 and KS4*, 2016). The DfE also stresses that consistent monitoring, early intervention, and strong communication with parents are key to improving attendance (*Working Together to Improve Attendance*, 2022).	2, 3

Deliver targeted holiday intervention programmes across all subjects, ensuring disadvantaged pupils receive tailored academic support.	The Education Endowment Foundation (EEF) finds that holiday programmes can add up to +3 months' progress, particularly when combining academic teaching with enrichment to sustain engagement (EEF Toolkit – Summer Schools: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools).	1, 3
Work with the Colyton Foundation's "Your Future Story" programme to raise aspirations and cultural capital for disadvantaged pupils through mentoring, employer engagement, university visits, career workshops, and enrichment opportunities that support post-16 progression.	The Education Endowment Foundation (EEF) shows that **aspiration interventions** linked to academic and enrichment opportunities can boost attainment and motivation (EEF Toolkit – Aspiration Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions). Ofsted highlights the role of **cultural capital** in enabling disadvantaged pupils to succeed in ambitious pathways (Ofsted EIF: https://www.gov.uk/government/publications/education-inspection-framework). Research also shows that **employer engagement and career-related learning** improve motivation, aspiration, and employability (Education and Employers, 2017).	1, 3

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on students in the 2025 to 2026 academic year.

Improvement of teaching and learning (Outcomes)

The 2026 outcomes provide a clear platform for improvement and have enabled leaders to identify precisely where further action is required to accelerate outcomes for disadvantaged students. Despite an increase in the PP cohort from 58 to 67 students, Attainment 8 remained broadly stable at 30.09, with outcomes providing a strong evidence base to inform the next phase of the Pupil Premium Strategy. While Progress 8 (-1.26), English and Maths 5+ (16%) and 4+ (28%) remain below national disadvantaged averages, leaders have responded with greater precision in identifying barriers, targeting support and strengthening accountability.

The academy's strengthened approach places high-quality teaching, improved attendance, literacy, curriculum access and raising achievement at the heart of the strategy. More rigorous tracking against FFT20 and national benchmarks, alongside earlier identification and targeted intervention, will ensure that the progress of disadvantaged students is increasingly visible and that resources are directed where they will have the greatest impact. The academy is therefore well positioned to build on the systems now established, improve consistency of implementation and secure stronger outcomes for disadvantaged students over time.

Improvement in attendance

Attendance for Pupil Premium students is showing a positive and sustained direction of travel. Attendance for current PP students has risen to 85.28%, compared with 82.67% in both 2023/24 and 2024/25, representing an improvement of 2.61 percentage points.

Importantly, the improvement is also evident among those facing the greatest barriers to regular attendance. Persistent absence has reduced from 45.43% in 2023/24 and 44.42% in 2024/25 to 40.86% for current students. Severe absence has reduced particularly strongly, from 11.8% (48 students) in 2023/24 to 7.7% (27 students) currently.

These improvements demonstrate the positive impact of the academy's increasingly targeted approach to attendance, including earlier identification, closer monitoring and more personalised support for disadvantaged students and their families. While attendance remains a key priority, the sustained reduction in persistent and severe absence provides clear evidence that strategies are beginning to have impact and that more PP students are attending school regularly and accessing the high-quality education and support available to them.

Improvement in support for SEMH

Behaviour and SEMH indicators for Pupil Premium students show a positive direction of travel across all three key measures in 2025/26. The proportion of subject removals involving PP students reduced from 43.9% to 43.1%, academy-based exclusions reduced from 59.8% to 58.2%, and suspensions reduced from 62.7% to 60.7%.

This improvement indicates that the academy's strengthened approach to SEMH support, early identification, targeted intervention and consistent behaviour systems is beginning to have a positive impact for disadvantaged students. Particularly encouraging is the reduction in PP representation within suspensions and academy-based exclusions, suggesting that more students are being successfully supported to remain engaged in learning.

While PP students remain disproportionately represented in some behaviour measures, the improvement across every indicator provides a strong foundation for further work. The academy will continue to strengthen preventative and personalised SEMH provision, with a clear focus on reducing lost learning, improving engagement and narrowing the gap between PP and non-PP students.

Improvement in extra curricular uptake

In 2025-2026, 77% of disadvantaged pupils regularly took part in extracurricular activities, up 14% from 2024-2025, closing the gap with their peers (non-disadvantaged: 84%).

Engagement with the Aspire Programme has been strong across Key Stage 3:

- Year 7: 100% of disadvantaged pupils took part in Aspire and completed at least one leadership activity, matching their non-disadvantaged peers. 68% of disadvantaged pupils completed the full programme compared with 72% of non-disadvantaged.
- Year 8: 87% of disadvantaged pupils participated in Aspire, with 56% completing the programme, compared to 91% participation and 76% completion for non-disadvantaged peers.
- Year 9: 95% of disadvantaged pupils engaged in Aspire, with 60% completing the full programme, compared with 79% of non-disadvantaged.

Overall, disadvantaged pupils are making notable gains in enrichment participation and leadership opportunities, though completion of the Aspire Programme still lags slightly behind that of their peers in Years 8 and 9.

Improvement in literacy levels

All Pupil Premium students with a reading age below their chronological age are supported through the LIFT programme in our Learning Support Centre.

- 32% of LIFT pupils made gains of 12–18 months in their reading ages.
- 24% achieved improvements of 19–24 months.
- A further 26% made over two years' progress in their reading ages.

Across Key Stage 3, 78% of pupils improved their reading ages from Year 7 to Year 9, with 34% making significant progress (more than two years' improvement).

This demonstrates that the LIFT programme is accelerating reading development for disadvantaged learners, with a strong proportion making substantial gains.

Externally provided programmes

Programme	Provider
LIFT	Internal training and provider
Lexia	https://www.lexialearning.com/
Little Wandle Code	https://www.littlewandlecode.org.uk/
Your future story	https://www.colytonfoundation.org/how-we-support-students.html
Targeted Youth Worker Group	Bystander and Pineapple Project
Level up	100&First Foundation