# Pupil premium strategy statement – Livingstone Academy Bournemouth

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 1210 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | September 2026 - 2028 |
| Date this statement was published | September 2026 |
| Date on which it will be reviewed | September 2028 |
| Statement authorised by | Jennifer Warr |
| Pupil premium lead | Laura Burder |
| Governor / Trustee lead | David Herbert |

### Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £322,530 |
| 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* | £322,530 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision is **"To empower future generations to follow their dreams and to build a society of which we can all be proud."** At the core of this vision is our deep commitment to nurturing every student, ensuring they recognise their intrinsic **Self Worth** and are equipped to achieve their full potential, irrespective of their starting point or circumstances.

We acknowledge that socio-economic disadvantage can create significant barriers to learning and personal development. These can include limited access to educational resources, reduced parental engagement, lower attendance rates, gaps in prior learning, and restricted exposure to enriching cultural and social activities. Our comprehensive Pupil Premium strategy is specifically designed to address these challenges directly, ensuring that every student has equal opportunity to succeed and build their **Self Worth**.

Underpinned by our value of **Engagement**, our approach centres on providing **high-quality teaching and learning in every classroom**, identified as the most impactful lever for improving outcomes for all students, particularly those facing disadvantage. This is supported by robust diagnostic assessment and tailored academic and pastoral interventions that respond to individual needs rather than making assumptions about disadvantage. We strive to foster active **Engagement** in learning, through excellent classroom practice, targeted support, and a rich curriculum.

Our overarching **Purpose** is to eliminate learning barriers and end the cycle of underperformance, ultimately enabling social mobility and preparing students for meaningful futures. To this end, our strategy aims to:

- **Significantly improve the quality of teaching and learning across all subjects**, ensuring it is consistently high and meets the diverse needs of all students.
- **Address academic gaps effectively, with a particular focus on foundational skills such as literacy and numeracy**.
- **Enhance academic behaviours, including improving attendance, reducing behavioural incidents, and fostering positive homework habits**, thereby cultivating consistent **Engagement** with school life.
- **Boost aspirations, develop cultural capital, and provide broader life experiences for our disadvantaged students**, helping them envision and pursue their future **Purpose**.
- **Develop resilience, self-confidence, and metacognitive skills** to support independent learning and equip students to navigate their academic journey with greater **Self Worth**.

We pledge to use our Pupil Premium funding effectively and efficiently, always prioritising the needs of our most vulnerable students. Through continuous monitoring, evaluation, and adaptation of our strategies, we strive to maximise the impact of every pound spent, creating a school community where every student can thrive and pursue their dreams with confidence and **Purpose**.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | *Outcomes Primary and Secondary*<br>The attainment of disadvantaged pupils in GCSEs is generally lower than that of their peers.<br>Assessments on entry to Year 7 in the last 2 years indicate that between 38% and 53% of our disadvantaged pupils arrive below age-related expectations (NGRT average SAS of 82.3–84.6) compared to their non-disadvantaged peers. While rapid intervention reduces low-attainers (e.g., Year 7 low-attainers dropped from 38 to 16 pupils), internal assessments show a persistent Key Stage 4 attainment gap where PP pupils score an Attainment 8 of 39.9 compared to 44.96 for non-PP peers |
| 2 | Attendance<br>Attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4.0% and 6.3% lower than for non-disadvantaged pupils (88.0%–90.6% PP vs. 94.3%–94.6% Non-PP). Furthermore, 21.1% to 45.9% of disadvantaged pupils have been persistently absent compared to 9.3% to 17.1% of their non-disadvantaged peers over the same period. While PA is trending significantly downward, absenteeism continues to impede academic progress for a target core. |
| 3 | Behaviour<br>Disadvantaged pupils remain disproportionately represented within high-tariff behaviour sanctions. Fixed-term suspensions across the school dropped by 13% overall, yet targeted interventions are required to align PP behaviour metrics proportionally with non-disadvantaged peers. Our assessments, classroom observations, and learning walks indicate that lower engagement and challenging behaviour in lessons are negatively impacting disadvantaged pupils' academic progress and learning routines. |
| 4 | Parent Engagement - accuracy of PP register<br>Parental engagement at standard events exceeds 85% in Secondary and 90% in Primary. However, participation among hard-to-reach disadvantaged families in strategy workshops and attendance clinics remains lower, requiring structured outreach (such as Family Support Worker sessions and Food Pantry initiatives). Our observations and family feedback indicate that lower home-school alignment and barriers to engagement are negatively impacting disadvantaged pupils' home learning routines and academic support. |
| 5 | Enrichment<br>While overall co-curricular participation is strong (76.49% of PP pupils access extra-curricular activities, non-PP 83.02%), student voice data indicates 50.94% of Student Voice participants are PP, requiring continued monitoring to ensure equal sustained involvement in multi-week leadership and cultural opportunities. Our pupil voice surveys and pastoral observations indicate that restricted access to high-quality enrichment is negatively impacting disadvantaged pupils' confidence, essential skill development, and broader cultural capital. |

## 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 |
|---|---|
| To significantly enhance the academic performance of disadvantaged students by ensuring consistently high-quality teaching and learning across all subjects and year groups. | ● Quality assurance processes, including learning walks, and work scrutiny, will demonstrate effective and often outstanding teaching practices tailored to support disadvantaged learners.<br>● Student voice surveys will indicate high levels of engagement and understanding among disadvantaged students.<br>● The attainment gap between disadvantaged and non-disadvantaged students will narrow year-on-year, with a specific target of improvement in the 2026 AP3 attainment scores.<br>● Progress data will show that disadvantaged students are making progress that is in line with that of their non-disadvantaged peers.<br>● Engagement scores for disadvantaged students, as measured through participation in class, completion of homework, and involvement in school activities, will show an upward trend over time. |
| To implement a robust system of data tracking that enables timely and effective interventions for disadvantaged students who are at risk of underachievement. | ● A comprehensive assessment schedule will be in place, balancing the need for data with the importance of reducing unnecessary testing pressure on students.<br>● Data analysis reports will show clear identification of disadvantaged students requiring additional support, with specific areas of need highlighted.<br>● Intervention programmes will be closely aligned with identified needs, and tracking documents will demonstrate the progress made by disadvantaged students receiving these interventions.<br>● Regular reviews of intervention effectiveness will show a positive impact on student progress and attainment. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | ● The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers. |

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| To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils. | ● **Whole-School Behaviour Culture: A** 20% reduction in overall behaviour incidents year-on-year, with 100% of staff consistently applying agreed routines, resulting in a safer, calmer learning environment supported by staff and pupil survey feedback.<br>● **Equity for Disadvantaged Pupils:** The proportion of suspensions, internal isolations, and behaviour logs for disadvantaged pupils is reduced to align proportionally with their peer group, with 90% of targeted PP pupils showing measurable progress following SEMH/behaviour interventions.<br>● **Sustained Impact & Attendance:** A 5% decrease in persistent absence among disadvantaged pupils (falling from 21.1% - 16.1%YTD) alongside a low recidivism rate, ensuring improvements in behaviour and engagement are maintained over time. |
| To build strong, collaborative relationships with parents and carers—particularly those of disadvantaged pupils—ensuring active involvement in their child's learning, behavior, and school life. | ● **Increased Event Participation:** Increased attendance of parents/carers of disadvantaged pupils at key school events (e.g. parents' evenings, workshops and transition meetings), with targeted outreach ensuring equitable participation across all cohorts.<br>● **Proactive & Positive Communication:** Increased positive communication home for disadvantaged pupils, strengthening parental engagement and alignment between home and school around behaviour, attendance and learning expectations.<br>● **Impact of Targeted Support:** Families receiving bespoke parental support (e.g. family link worker sessions, parenting courses and attendance clinics) demonstrate increased confidence in supporting their child's education at home, evidenced through improvements in pupil attendance, engagement and behaviour. |
| To ensure disadvantaged pupils achieve equal access to and sustained participation in high-quality enrichment opportunities, meeting or exceeding national DfE enrichment benchmarks. | ● **Equitable Participation & Access:** Achieve at least 85.0% termly engagement among disadvantaged pupils in sustained, high-quality enrichment activities, successfully closing the 6.5% participation gap |

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| | between Pupil Premium and non-Pupil Premium peers.<br>● **Meeting Benchmarks:** Consistently meet or exceed DfE enrichment benchmarks by implementing 100% robust tracking, guaranteeing that every disadvantaged pupil regularly accesses a balanced mix of academic, cultural, and sporting opportunities.<br>● **Sustained Engagement & Impact:** Secure at least 80.0% sustained retention of disadvantaged pupils across multi-week enrichment projects, with entry-to-exit evaluations demonstrating clear gains in confidence, essential leadership skills, and school connectedness. |

## 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: £161,265

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Purchase of standardised diagnostic assessments.<br>Training for staff to ensure assessments are interpreted and administered correctly. | ● When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:<br>Diagnostic assessment \| EEF | 1 |
| Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.<br>We will fund professional development and instructional coaching focussed on each teacher's subject area.<br>It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities. | ● Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:<br>Improving Literacy in Secondary Schools<br>● Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:<br>word-gap (Oxford University Press) | 1 |
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. | ● Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:<br>Phonics \| Teaching and Learning Toolkit \| EEF | 1 |
| QFT INSET and T&L booklet | ● **EEF Tier 1 Focus (High-Quality Teaching):** The Education Endowment Foundation (EEF) consistently highlights high-quality teaching as the single most powerful lever to raise attainment and close the disadvantage gap.<br>● **Professional Development Impact (+4 to +6 months):** High-quality CPD/INSET focused on core pedagogical mechanics (e.g., explicit instruction, cognitive load, scaffolding) yields an average of **+4 to +6 months' additional progress**, with the greatest academic gains seen | 1, 2 and 3 |

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| | among socio-economically disadvantaged pupils.<br>● **Implementation & Codification:** Codifying expectations into a shared Teaching & Learning booklet aligns with the EEF *Effective Implementation* guidance. Securing school-wide consistency through clear instruction frameworks ensures that evidence-based practices (such as metacognition and retrieval practice) are applied predictably in every classroom daily.<br>Structural learning- Pupil Premium 2026-27: Funding Rates and How to Spend It | |
| QA Strategy - training with middle leaders | ● **EEF Effective Leadership & Professional Development:** Research from the Education Endowment Foundation emphasises that middle leaders are the primary drivers of sustainable instructional change. Targeted leadership development focused on quality assurance (QA) enables department heads and pastoral leads to accurately evaluate teaching, diagnose learning gaps, and lead evidence-informed improvements.<br>● **School Leadership Impact (+2 to +3 months):** Developing instructional leadership capacity yields an average of **+2 to +3 months' additional progress**, with a direct, amplified benefit for disadvantaged pupils who depend most on consistently strong classroom practice across all subjects.<br>● **Closing the Implementation Gap:** Training middle leaders to conduct objective QA (such as triangulated book looks, learning walks, and student voice) replaces reactive monitoring with structured, actionable coaching. This ensures that high-impact strategies identified in the Pupil Premium plan are fidelity-checked and embedded consistently across all faculties.<br>Effective professional development \| EEF Leadership and Planning \| EEF | 1, 2 and 3 |

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

Budgeted cost: £88,700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Direct Instruction Numeracy* | ● **EEF Key Stage 2 & 3 Mathematics Guidance:** The Education Endowment Foundation specifically highlights **explicit teaching** and structured modelling as essential evidence-informed practices for lower-attaining pupils in mathematics. Breaking down complex mathematical concepts into small, progressive steps reduces cognitive load and prevents misconceptions.<br>● **Large-Scale Meta-Analytic Proof (Hattie / Stockard et al.):** Direct Instruction (DI) consistently holds one of the highest effect sizes across educational research. John Hattie's synthesis of meta-analyses identified an effect size of **$d = 0.59$ for Direct Instruction**, showing equivalent high gains in mathematics specifically for low-performing and disadvantaged cohorts. A comprehensive 2018 meta-analysis (Stockard et al., reviewing 50+ years of research) confirmed that DI produces large, sustained achievement gains in mathematics.<br>● **EEF Targeted Small Group Interventions (+3 to +4 months):** Delivering Direct Instruction via structured, small-group or 1:1 interventions yields an average of **+3 to +4 months' additional progress**. The EEF notes that explicit, diagnostic instruction is most impactful when delivered consistently as a catch-up mechanism for pupils who have fallen behind age-related expectations.<br>● **Building Procedural and Conceptual Mastery:** The systematic "I Do, We Do, You Do" structure inherent to DI guarantees high response rates, | 1 |

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| | frequent feedback, and mastery of basic numerical fluencies. This frees up working memory, allowing disadvantaged pupils to access higher-order mathematical reasoning and problem-solving.<br>Improving Mathematics in KS2 and KS3 \| EEF<br>Small Group Tuition \| EEF | |
| *Direct Instruction Literacy* | • **EEF Literacy Guidance (Key Stages 1–3):** The Education Endowment Foundation highlights systematic phonics, explicit vocabulary instruction, and structured comprehension strategies as foundational for closing reading gaps. Direct Instruction provides the highly structured, step-by-step modelling needed to secure decoding fluency and textual understanding in weaker readers.<br>• **Large-Scale Meta-Analytic Evidence (Stockard et al. / Hattie):** Research consistently shows that Direct Instruction delivers some of the highest impact gains in reading. John Hattie's synthesis notes an effect size of **$d = 0.59$** for Direct Instruction across literacy domains. A 2018 comprehensive meta-analysis of over 50 years of DI research confirmed strong, statistically significant gains in word recognition, reading comprehension, and spelling, particularly for socio-economically disadvantaged pupils.<br>• **EEF Phonics & Small Group Tuition (+4 to +5 months):** Delivering systematic literacy interventions in targeted small groups or 1:1 settings yields an average of **+4 to +5 months' additional progress**. Systematic synthetic phonics and explicit decoding frameworks ensure lower-attaining pupils master basic grapheme-phoneme correspondences without cognitive overload.<br>Improving Literacy in KS2 \| EEF<br>Phonics \| EEF | 1 |
| *Lexia* | • **EEF Digital Technology & Targeted Intervention (+4 months):** The Education | 1 |

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| | Endowment Foundation highlights that technology-assisted literacy interventions yield an average of **+4 months' additional progress** when used to deliver personalized, adaptive instruction alongside direct teacher support.<br>● **Designed Specifically for Secondary Pupils:** Unlike primary-focused software, Lexia PowerUp addresses Key Stage 3 literacy deficits (Word Study, Grammar, and Comprehension) using age-appropriate, non-patronising content. This prevents pupil disengagement while systematically closing foundational gaps in decoding, morphology, and academic vocabulary.<br>● **EEF Small Group & Individualised Tuition (+4 to +5 months):** Lexia's adaptive engine continuously assesses pupil performance, automatically flagging skill gaps and providing teachers with targeted scripted offline interventions. Delivering these tailored offline lessons in small group settings accelerates progress for lower-attaining and disadvantaged KS3 pupils.<br>● **Closing the Secondary Disadvantage Gap:** Weak reading skills present a primary barrier to accessing the wider KS3 curriculum. By automating fluency, syntax recognition, and comprehension strategies, Lexia frees up working memory, enabling socio-economically disadvantaged pupils to access complex academic texts across all subjects.<br>Improving Literacy in Secondary Schools \| EEF<br>Lexia Power up Literacy Impact Review \| EEF<br>Digital Technology \| EEF | |

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

Budgeted cost: £72,565

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Mentoring* | ● **EEF Mentoring Toolkit (+2 months):** The Education Endowment Foundation shows that structured mentoring programs yield an average of **+2 months' additional progress**. However, gains are significantly higher (up to **+4 to +5 months**) when mentoring directly combines pastoral support with targeted academic goal-setting and study skills.<br>● **Non-Academic Barriers & School Engagement:** For disadvantaged pupils, mentoring acts as a crucial bridge to overcome non-academic barriers such as low self-efficacy, poor attendance, and emotional dysregulation. Regular check-ins build a trusted adult relationship, boosting pupil motivation, resilience, and sense of belonging.<br>● **Behavior & Social-Emotional Learning (+4 months):** Incorporating Social and Emotional Learning (SEL) strategies within mentoring sessions helps pupils develop self-regulation and conflict-resolution skills. This directly correlates with reduced behaviour incidents, lower exclusion rates, and increased classroom engagement for Pupil Premium cohorts.<br>Mentoring \| EEF<br>Social and Emotional Learning \| EEF | 1, 2 and 3 |
| *Trips* | ● **EEF Outdoor Adventure Learning (+4 months):** The Education Endowment Foundation shows that outdoor adventure learning and residential trips can provide an average of **+4 months' additional academic progress**. Research indicates particularly strong long-term benefits for disengaged or socio-economically disadvantaged pupils in | 5 |

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| | developing self-regulation, resilience, and teamwork.<br>● **EEF Pupil Premium Strategy – Wider Strategies (Cultural Capital & Engagement):** Subsidising educational visits aligns directly with the EEF Tier 3 "Wider Strategies" menu of approaches. Removing financial barriers guarantees equitable access to curriculum-aligned cultural, historical, and scientific experiences, building background knowledge (cultural capital) essential for reading comprehension and academic achievement.<br>● **Strengthening Relationships & Classroom Engagement:** Outdoor adventure and curriculum trips provide shared non-classroom experiences that reset pupil-teacher relationships, build self-efficacy, and re-engage hard-to-reach pupils with school. Evidence shows these gains directly translate back into improved classroom behavior and sustained school attendance.<br>Outdoor adventure learning \| EEF | |
| *Peri Lessons* | ● **EEF Arts Participation (+3 months):** The Education Endowment Foundation shows that arts participation, including instrumental music instruction, yields an average of **+3 months' additional academic progress**. Gains are particularly marked for socio-economically disadvantaged pupils when instruction is structured and regular.<br>● **Cognitive Development & Executive Functioning:** Learning an instrument develops executive functioning skills—such as working memory, focused attention, and self-regulation—which directly transfer into improved performance in core subjects like English and Mathematics.<br>● **EEF Pupil Premium Strategy – Wider Strategies:** Subsidising instrumental tuition aligns with the EEF Tier 3 "Wider Strategies" menu. Removing financial | 5 |

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| | barriers ensures equitable access to cultural capital, fostering self-efficacy, intrinsic motivation, and a broader sense of belonging within the school community.<br>Arts Participation \| EEF | |
| *Breakfast Club* | • **EEF Magic Breakfast Evaluation (+2 months):** A large-scale randomised controlled trial conducted by the Education Endowment Foundation (EEF) found that providing pupils with a free, nutritious breakfast at the start of the school day leads to an average of **+2 months' additional academic progress** in Key Stage 2 and Key Stage 4, particularly benefiting socio-economically disadvantaged pupils.<br>• **Direct Impact on Attendance and Punctuality:** The EEF evaluation demonstrated that breakfast clubs directly reduce persistent absence and morning lateness. Ensuring pupils arrive on time and fed eliminates hunger as a barrier to learning, resulting in improved concentration and readiness for early morning lessons.<br>• **EEF Pupil Premium Strategy – Wider Strategies:** Funding breakfast club provision aligns with the EEF Tier 3 "Wider Strategies" menu. It fosters a welcoming start to the school day, supports family wellbeing, and builds positive relationships between staff, pupils, and parents.<br>Magic Breakfast \| EEF | 1, 2, 3, 5 |
| *ELSA* | • **EEF Social and Emotional Learning (+4 months):** The Education Endowment Foundation highlights that targeted Social and Emotional Learning (SEL) interventions deliver an average of **+4 months' additional progress**. ELSA provides structured, 1:1 or small-group SEL interventions that develop self-regulation, emotional awareness, and conflict-resolution skills.<br>• **Educational Psychology-Led Model:** Developed by Educational | 1, 2, and 3 |

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| | Psychologists (EPs), ELSA trains selected Teaching Assistants over 5–6 days in core psychological theories (e.g., Maslow's hierarchy, attachment, cognitive-behavioural strategies). Essential to maintaining impact, ELSAs receive ongoing, half-termly supervision from EPs to ensure fidelity and adapt strategies for complex pupil needs.<br>● **Targeted Impact on Disadvantaged & Vulnerable Cohorts:** Research evaluates ELSA as a high-impact intervention for mild-to-moderate SEMH (Social, Emotional, and Mental Health) needs. Controlled studies show significant post-intervention reductions in conduct problems, hyperactivity, and anxiety alongside improvements in emotional self-efficacy, attendance, and peer relationships.<br>Social and Emotional Learning \| EEF | |
| *Parent workshops* | ● EEF Parental Engagement Guidance (+4 months): The Education Endowment Foundation highlights that targeted parental engagement strategies yield an average of +4 months' additional progress, with structured workshops offering a proven method to align home and school learning environments.<br>● Building Home-Learning Routines & Efficacy: EEF research shows that workshops focusing on practical skills (such as supporting literacy, homework routines, and managing behaviour) increase parental self-efficacy. This directly benefits disadvantaged pupils whose families may face greater barriers or lack confidence in navigating school expectations.<br>● Sustained Home-School Alignment: Workshops structured around small-group discussions, clear takeaways, and follow-up contact foster trust and sustained collaboration. This joint approach helps stabilize pupil attendance, self-regulation, and classroom engagement over time. | |

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| | Working with parents to support children's learning \| EEF<br>Parental engagement \| EEF | |

## Total budgeted cost: £ *322,530*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

**Academic Outcomes**

Assessments from the previous academic year show positive trends in foundational stages, though targeted efforts remain necessary to close persistent Key Stage 4 attainment gaps.

- **Primary Outcomes (Reception GLD):** Disadvantaged pupils demonstrated substantial progress in Good Level of Development (GLD) outcomes. In 2024–2025, **67%** of Pupil Premium (PP) pupils achieved GLD (up from **17%** in 2023–2024), fully closing the gap to match the non-PP cohort baseline of **77%** across all subjects.
- **Secondary Outcomes (Key Stage 4):** Internal assessments and GCSE outcomes highlight a persistent attainment gap. Disadvantaged pupils achieved an average Attainment 8 score of **39.9**, compared to **44.96** for non-disadvantaged peers. Diagnostic testing via NGRT indicates that **38% to 53%** of PP pupils enter Year 7 below age-related expectations (SAS 82.3–84.6). While rapid early interventions successfully reduced Year 7 low-attainers from **38 to 16 pupils**, raising overall KS4 achievement remains a core focus.

**Wider Outcomes: Attendance, Behaviour, and Engagement**

School-level data confirms measurable progress across key non-academic metrics, though absenteeism and behaviour sanctions continue to disproportionately affect disadvantaged learners.

- **Attendance & Persistent Absence (PA):** Overall attendance for PP pupils improved to **90.6%** in 2025–2026 (up from **89.1%** in 2023–2024), compared to **94.6%** for non-PP peers. Persistent absence among disadvantaged pupils dropped significantly from **38.5%** (2023–2024) to **21.1%** (2025–2026). Although PA is trending downward across the school, a target core of disengaged PP pupils requires sustained support.
- **Behaviour:** Fixed-term suspensions across the school decreased by **13%** overall. However, PP pupils remain overrepresented in high-tariff behaviour sanctions and internal isolations, where lower lesson engagement directly impacts academic progress.
- **Enrichment & Parental Engagement:** Co-curricular participation is strong, with **76.49%** of PP pupils accessing extra-curricular activities (compared to **83.02%** of non-PP) and PP pupils representing **50.94%** of Student Voice participants. Parental engagement at standard events remains high (**>85%** Secondary, **>90%** Primary), though targeted outreach via Family Support Workers and food initiatives continues for hard-to-reach families.

**Evaluation & Progress Towards Intended Strategy Outcomes**

We are currently **on track** to meet several key multi-year targets, particularly regarding primary foundational skills, overall attendance trends, and enrichment access.

- **What is working well:** Structured academic catch-up interventions (such as Lexia PowerUp and Direct Instruction literacy/numeracy programmes), targeted ELSA support, and pastoral monitoring have effectively driven early reading recovery and reduced severe persistent absenteeism.
- **Areas requiring development:** To close the KS4 attainment gap and achieve our target of under **15%** overall PA, next year's strategy will focus on embedding explicit Quality First Teaching routines across all secondary classrooms, refining middle-leadership QA processes, and implementing structured behavior/SEMH re-engagement pathways.

## *Primary Outcomes:*

| Reception | 2023 - 2024 | | | | | 2024-2025 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. Pupils | Reading | Writing | Number | GLD | No. Pupils | Reading | Writing | Number | GLD |
| LAB | 60 | 78% | 75% | 90% | 73% | 60 | 78% | 78% | 85% | 77% |
| PP | 6 | 17% | 17% | 83% | 17% | 3 | 67% | 67% | 67% | 67% |
| non-PP | 54 | 85% | 81% | 91% | 80% | 57 | 79% | 79% | 86% | 77% |

| Year 1 *(Phonics)* | 2023 - 2024 | | 2024 - 2025 | | 2025 - 2026 | |
|---|---|---|---|---|---|---|
| | No. Pupils | Percentage | No. Pupils | Percentage | No. Pupils | Percentage |
| LAB | 57 | 77% | 59 | 73% | 60 | 85.0% |
| National | - | 80% | *released in November | | - | 83.9% |
| PP | 7 | 57% | 7 | 57% | 5 | 60.0% |
| non-PP | 50 | 80% | 52 | 75% | 55 | 87.3% |

| Year 4 *(MTC)* | 2023 - 2024 | | 2024 - 2025 | | 2025 - 2026 | |
|---|---|---|---|---|---|---|
| | No. Pupils | Percentage | No. Pupils | Percentage | No. Pupils | Percentage |
| LAB | | | | | 29 | 86% |
| PP | | | | | 5 | 60%% |
| non-PP | | | | | 24 | 92% |

## *Secondary Outcomes:*

| Year 11 *(GCSE)* | 2025 - 2026 | | | | | | |
|---|---|---|---|---|---|---|---|
| | No. Pupils | A8 Score | E/M 4+ | E/M 5+ | E/M 7+ | % EBacc | EBacc APS |
| LAB | 147 | 42.46 | 63.33% | 40.67% | 8.67% | 22.67% | 3.82 |
| PP | 41 | 33.04 | 43.90% | 24.39% | 0.00% | 9.76% | 2.91 |
| non-PP | 109 | 46.01 | 70.64% | 46.79% | 9.17% | 27.52% | 4.17 |
| SEN | 22 | 31.75 | 40.91% | 27.27% | 4.55% | 4.55% | 2.8 |
| Non-SEN | 128 | 44.3 | 67.19% | 42.97% | 9.38% | 25.78% | 4 |
| EAL | 76 | 45.47 | 64.47% | 44.74% | 10.53% | 34.21% | 4.22 |
| Non-EAL | 74 | 39.38 | 62.16% | 36.49% | 6.76% | 10.81% | 3.41 |
| PA (below 90%) | | | | | | | |
| PA High | 8 | 55.69 | 75.00% | 75.00% | 25.00% | 12.50% | 5.13 |
| PA Mid | 69 | 46.3 | 76.81% | 47.83% | 11.59% | 18.84% | 4.11 |
| PA Low | 24 | 34.39 | 50.00% | 20.83% | 0.00% | 33.33% | 3.15 |

## *Attendance*

| | | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|---|
| P.A. 10% | All | 20.0 | 14.4 | 12.1% |
| | Pupil Premium | 38.5 | 25.6 | 21.1% |
| | Non Pupil Premium | 13.7 | 10.2 | 9.3% |
| Attendance | All | 93.3 | 93.6 | 93.5% |
| | Pupil Premium | 89.1 | 90.5 | 90.6% |
| | Non Pupil Premium | 94.3 | 94.7 | 94.6% |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

| Programme | Provider |
|---|---|
| Power Up | Lexia |
| Corrective reading programme | Direct Instruction |
| ELSA | |
| Sparx | Hegarty |
| Tassomai | EdTech - Murray Morrison |
| PiXL Primary | PiXL |

## Service pupil premium funding (optional)

| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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