

# Pupil premium strategy statement – Landau Forte Academy Amington

This statement details our school's use of pupil premium (and recovery 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	890
Proportion (%) of pupil premium eligible pupils	38.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 – 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Andrew Deen, Principal
Pupil premium lead	Sophie Linden, Assistant Principal
Governor / Trustee lead	Helen Hastilow

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£364,050
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£364,050

# Part A: Pupil premium strategy plan

## Statement of intent

At Landau Forte Academy Amington, we firmly believe education is a powerful tool for enhancing social mobility and justice. We are committed to ensuring that every student, irrespective of their background, is given the opportunity to master the powerful knowledge that will enable them to make good progress. This is imperative for students to attain high and lead prosperous lives.

Our aim is to provide equity in education and level the playing field to instil the belief in all our students that they can achieve success and thrive. We want every student to leave our academy having been challenged to achieve their best and beyond, brave enough to know that - regardless of their background or barriers - they can succeed and valuing kindness in all aspects of life.

Our approach to adopting an inclusive culture and transforming the lives of all students therefore begins with a robust diagnostic assessment of need. Our dedication to understanding every pupil as an individual has empowered us with a greater understanding of need, allowing us to work towards eradicating unconscious bias around socio-economic disadvantage and implement a strategy that strives to mitigate the barriers to all students' success.

At the heart of our strategy is the principle that high-quality teaching is the most important intervention. Proven to have the greatest impact on closing the disadvantage attainment gap, high-quality teaching necessitates our commitment to responsive and inclusive practice. This principle is closely followed by targeted academic support and wider strategies, as outlined by the Education Endowment Foundation, that are used to assist academic development and support emotional and social skills.

Our pupil premium approach will be responsive and the approaches we have adopted complement each other to help students belong, achieve and thrive. To ensure that we continuously work towards strategy aims to improving the overall life chances and enhance the opportunities our students have access to, we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- ensure that all students have access to an ambitious curriculum that challenges, inspires and empowers them to succeed.
- continuously and dispassionately evaluate the impact of our approaches to ensure success.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Raising outcomes and attainment at the end of KS4</b></p> <p>In 2024/25, the overall attainment for our students in receipt of the Pupil Premium is 0.91 lower than their peers.</p>
2	<p><b>Development of reading skills on entering the academy</b></p> <p>In 2024/25, students who are in receipt of the Pupil Premium have an average reading age of 9.5 on entry to the school. This is 1.4 years below their peers.</p>
3	<p><b>Raising aspirations and expectations</b></p> <p>Our 2024/25 destination data* shows that the percentage of students in receipt of the Pupil Premium progressing to Level 3 qualifications is 16% below their peers.</p> <p>In 2024/25, 3% of our students in receipt of the Pupil Premium are currently NEET, in comparison to 2% of their peers.</p> <p><i>*Not officially confirmed until Spring.</i></p>
4	<p><b>Supporting learning behaviours</b></p> <p>Our students who qualify for the Pupil Premium are overrepresented in the number of internal and external sanctions. In 2024/25, 54% of behaviour logs and 69% of suspensions were for students who are in receipt of the PP. The most common causes for these sanctions are late to lesson and persistent disruptive behaviour, which is having a detrimental impact on academic success.</p>
5	<p><b>Improving attendance</b></p> <p>Students who qualify for Pupil Premium funding had, on average, lower attendance in 2024/25. The attendance percentage among disadvantaged students was 4% lower than non-disadvantaged students. They were also, on average, 14% more persistently absent than their peers. Our assessments and observations indicate that absenteeism is negatively impacting students' progress.</p>
6	<p><b>Educational access and costs</b></p> <p>Students' participation in wider school experiences and parent voice demonstrates that some families do not have the financial resources to access the full curriculum and wider school opportunities.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged students across the whole curriculum at the end of KS4.	Significantly improved attainment by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>- the academy's KS4 outcomes for students who qualify for PP is in line with FFT20, with FFT5 being used to set aspirational target</li> <li>- a significant reduction in the attainment gap, showing PP students moving in line with non-PP attainment figures</li> </ul>
Whole school improvement of literacy levels and teaching disciplinary literacy; significantly improved reading comprehension.	Sustained improvement in whole school literacy levels by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>- reading age data indicating that all students are making expected – if not greater - progress towards reading in line with their chronological age</li> <li>- staff and student voice show that our students, in particular PP, can communicate in a clear, confident and cohesive way: utilising tier two vocabulary and transforming written ability</li> </ul>
Increased aspirations and student feelings towards their success.	Sustained increase in aspirations and students' ambitions by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>- student voice showing improved perceptions and feelings towards their success</li> <li>- the destination data shows the gap between PP and non-PP students moving onto level 3 courses has significantly reduced, if not removed</li> </ul>
To improve the learning behaviours of all students, particularly those who are in receipt of the pupil premium.	Sustained reduction in behaviours requiring internal and external sanctions by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>- the suspension percentage of students who qualify for PP is in line with the percentage of non-PP students</li> <li>- a significant reduction in the overall numbers of specific behaviour events: truancy, persistent disruption, and anti-social behaviour</li> </ul>
To achieve and sustain improved attendance for all students, particularly our	Sustained high attendance by 2025/26 demonstrated by ensuring: <ul style="list-style-type: none"> <li>- The gap between disadvantaged and non-disadvantaged pupils is significant reduced.</li> </ul>

students in receipt of the pupil premium.	- Average attendance for disadvantaged students is in line with that of national non-disadvantaged students.
To improve access to an ambitious curriculum and remove monetary barriers to the curriculum and enrichment opportunities.	All students accessing the full curriculum by 2025/26, demonstrated by: <ul style="list-style-type: none"> <li>- Student pathway choices being both ambitious and vigorous.</li> <li>- Students who qualify for the PP are – at least – equally represented in their engagement with enrichment opportunities.</li> <li>- Parental voice showing that families are accessing the resources available and feel well-supported.</li> </ul>

## Activity in this academic year

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

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

Budgeted cost: £ 156,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective identification of students' needs through diagnostic assessment.</p> <p>Training provided for staff to ensure assessments are interpreted correctly and positively impact classroom practice.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups.</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	1, 2
Recruitment and retention of high-quality teachers.	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.	All

	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>	
The development and enhancement of our curriculum compendium to ensure the needs of our students are met and adaptation is visible in planning.	EEF evidence highlights that metacognition and self-regulation strategies appear to be more effective when embedded into a school's curriculum.  <a href="https://d2tic4wvo1iusb.cloudfront.net/product/on/eef-guidance-reports/metacognition/metacognition-and-self-regulated-learning_guidance-report.v.2.4.0.pdf">https://d2tic4wvo1iusb.cloudfront.net/product/on/eef-guidance-reports/metacognition/metacognition-and-self-regulated-learning_guidance-report.v.2.4.0.pdf</a>	
Strategic overstaffing to support effective teaching delivery.	Reducing classes sizes is evidenced to have +2 months progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	All
Small group teaching - Year 7 and 8 nurture provision.	Reducing classes sizes is evidenced to have +2 months progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	All
Small group teaching – KS4 Champion Classroom.	Reducing classes sizes is evidenced to have +2 months progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	All
Development of high quality CPD that improves and empowers staff to provide equity in lessons, responding to the individual needs of students.	High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom.  The quality of teaching is hugely important to the outcomes of young people, and great teaching can be learnt. Raising the quality of teaching within existing schools is probably	All

	<p>the single most effective thing we could do to promote both overall attainment and equity.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</a></p>	
<p>Improve literacy and reading comprehension in all subject areas.</p> <p>Whole school literacy CPD development, with a specific focus on reading and comprehension skills.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects (+6 months).</p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4
<p>Improve and embed oracy in the academy, across all subjects.</p>	<p>Oral language approaches have – on average - a high impact on pupil outcomes (+6 months' progress).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	All
<p>Instructional coaching model to support the development of teaching staff.</p>	<p>Schools that prioritise mentoring, including allocating sufficient resources (such as release time), ensuring mentors undertake appropriate and high- quality mentor training, as well as recognising and celebrating mentors' contributions, are more likely to lead to successful mentoring outcomes.</p> <p><a href="#">NIOT mentoring and coaching - Key Takeaways.pdf</a></p>	1
<p>The RADY Project.</p>	<p>RADY provides the mechanisms for identifying issues that are apparent in a school's endeavour to close the gap so that they can be tackled.</p> <p><a href="https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf">https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf</a></p>	All

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

Budgeted cost: £ 87,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small, targeted intervention groups to support students' progress.	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits (+3 months).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	1
Start and end of day subject ambition sessions (intervention).	EEF Toolkit Small Group Tuition suggests +4 months progress added.	
Virtual tutoring offered by teaching staff during school holidays (Easter).	<p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind (+5 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	All
Year 11 students in receipt of the Pupil Premium all have an allocated progress mentor.	<p>Mentoring aims to build confidence and relationships, to develop resilience and character, and to support in raising aspirations.</p> <p>Mentoring is most effective when there are regular meetings over a sustained period (+2 months).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	1, 3, 4, 5, 6
Reciprocal reading tutor time intervention.	Reading comprehension strategies are high impact on average (+6 months).	1, 2, 6

	<p>Lower attaining students appear to particularly benefit from the explicit teaching of strategies to comprehend text.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	
<p>Tailored ARK reading curriculum embedded into KS3 English timetable to ensure students are receiving specialist literacy support.</p>	<p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1, 2, 6
<p>Phonics intervention: Abigail Steel</p>	<p>Phonics: High impact for very low cost based on very extensive evidence, +5 months <i>EEF Toolkit</i>.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2

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

Budgeted cost: £ 113,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Overcome barriers to students belonging and attaining by meeting needs around uniform, equipment and resources.</p>	<p>EEF Toolkit – School uniform and equipment</p>	All
<p>High tariff student meeting group used to provide</p>	<p>Both targeted interventions and universal approaches [to improving behaviour] have positive overall effects (+4 months).</p>	1, 3, 5, 6

<p>tailored support to our most disadvantaged students.</p>	<p>Additionally, as advised by the EEF we have carefully considered the appropriate combination of behaviour approaches to improve whole school behaviour and provide tailored support to students that need it.</p> <p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Supporting attendance by embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>Attendance is the essential foundation to positive outcomes for all pupils [...]</p> <p>[All schools are expected to] make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding. Where possible this should include attendance or pastoral support staff (either school based or contracted) who can work with families, conduct home visits and work in partnership with school leaders, the local authority's School Attendance Support Team and other partners.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a></p>	<p>All</p>
<p>Academy-funded breakfast club and a break time allowance for PP students.</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance (+2 months).</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs">https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs</a></p>	<p>1, 5, 6</p>
<p>Free music tuition for students who qualify for PP.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich arts education. There is some evidence to suggest a causal link between arts education with overall education attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>1, 4, 6</p>

<p>Supporting families with ancillary costs to enhance students' life experiences and engagement.</p>	<p>EEF Toolkit – Outdoor Adventure Learning, Social and Emotional learning (+4 months) and Arts Participation (+3 months)  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1667299423">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1667299423</a></p>	<p>1, 6</p>
<p>Provision of social, emotional and mental health support: counselling, mental health and wellbeing.</p>	<p>Social and emotional learning interventions which 'seek to improve pupils' interaction with others and self- management of emotions' has a positive impact on pupil attainment.   <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1, 5, 6</p>
<p>Careers support that is committed to enabling all students make well- informed decisions and raising aspirations.</p>	<p>Good career guidance is important for social mobility because it helps open pupils' eyes to careers, they may not have considered.   <a href="https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf">https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf</a>   For students from disadvantaged backgrounds, good advice from school will be essential in understanding which subjects to choose and what grades students will need to pursue their goals.   <a href="https://educationendowmentfoundation.org.uk/news/making-your-mind-up">https://educationendowmentfoundation.org.uk/news/making-your-mind-up</a></p>	<p>1, 3, 4</p>
<p>Challenging target grades (FFT5) given to disadvantaged students to ensure they are sufficiently aspirational.</p>	<p>This target gap is inadvertent: schools don't deliberately set out to have lower targets for disadvantaged children. But by basing pupil targets on prior attainment this target gap is an inevitable consequence.   <a href="https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf">https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf</a></p>	<p>1, 3</p>

<p>Implementation and monitoring of an extensive enrichment programme that increases the experiences our students have access to.</p>	<p>Enrichment offers students a set of attitudes skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p>According to the DfE’s Employer Skills Survey in 2019, 72 per cent of skills gaps were at least partially caused by inadequate self-management skills, including managing one’s own time and task prioritisation, team working, and managing own feelings/handling those of others.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936489/ESS_2019_Skills_Needs_Report_Nov20.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936489/ESS 2019 Skills Needs Report Nov20.pdf</a></p>	<p>1, 3, 4</p>
<p>Alternative provision</p>	<p>Both targeted interventions and universal approaches [to improving behaviour] have positive overall effects (+4 months).</p> <p>Additionally, as advised by the EEF we have carefully considered the appropriate combination of behaviour approaches to improve whole school behaviour and provide tailored support to students that need it.</p> <p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 5</p>
<p>Homework platforms to support learning outside of the academy.</p>	<p>Homework studies involving digital technology typically have greater impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>1</p>
<p>Overcome specific barriers to student attainment by meeting acute needs around student equipment</p>	<p>Schools may be justified in funding items not listed where this is necessary to overcome specific barriers to student attainment, for example to meet acute needs around student equipment to ensure readiness to learn.</p>	<p>1, 5, 6</p>

to ensure readiness to learn and access the full curriculum.	<a href="https://assets.publishing.service.gov.uk/media/6425a1002fa848000cec105f/Using_pupil_premium_guidance_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/media/6425a1002fa848000cec105f/Using_pupil_premium_guidance_for_school_leaders.pdf</a>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 364,050**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

At KS3, successful phonics and reading intervention was implemented and sustained. All students in receipt of the Pupil Premium who were enrolled on the phonics programme made progress, in line with their peers. Students in receipt of the Pupil Premium were also prioritised for enrolment onto the reading intervention, where they made greater progress than their peers. In 2025/26, maximising the numbers of students in receipt of the Pupil Premium is a priority to expand the success and progress of the intervention programmes.

At KS4, our students in receipt of the Pupil Premium made notable progress in all attainment areas. All Year 11 students were allocated a progress mentor, with students in receipt of the Pupil Premium benefitting from enhanced and more frequent mentoring. As a result, Pupil Premium students made, on average, half a grade progress which greatly exceeded that of their peers. While the overall attainment scores for students are below national averages, the school's gap between students in receipt of the Pupil Premium and their peers is significantly lower than the national gap. This demonstrates the impact of our inclusion strategy and support systems in promoting equity and minimising internal disparity between students.

Attainment		
	PP	All
2022/23	34.41	41.98
2023/24	29.32	38.75
2024/25	33.59	40.0
English and Maths		

	PP	All
2022/23 5+ / 4+	21.8% / 41.8%	39.4% / 61.1%
2023/24 5+ / 4+	13.3% / 25%	26.9% / 45.1%
2024/25 5+ / 4+	18.2% / 40%	31.4% / 57.3%

2024/25 destination data reveal the proportion of students in receipt of the Pupil Premium students classified as NEET has decreased by 5%, resulting in a 1% gap between their peers. decrease in the number of students in receipt of the Pupil Premium recorded as NEET. Furthermore, the gap between students in receipt of the Pupil Premium and their peers progressing to Level 3 courses has narrowed from 19 to 12%. Together, these outcomes demonstrate that targeted careers guidance, prioritising aspirations and personalised progress mentors are having a sustained impact on improve post-16 progression and reducing disadvantage-related disparities.

The attendance of students in receipt of the Pupil Premium remains above national benchmarks at 87.2%, demonstrating the impact of the strategy. Despite this, a notable gap persists, with persistent absence disproportionately affecting our students receiving the Pupil Premium (39%). Attendance is therefore a central strand of the strategy, with targeted support focused on improving engagement and reducing persistent absence.

Students in receipt of the Pupil Premium remain disproportionately represented in our internal behaviour (54%) and suspension data (69%). While this reflects the complex barriers faced by our students, it also ensures that behaviour systems and pastoral interventions are focused on those with the greatest need. Reducing the behaviour and suspensions of our students in receipt of the Pupil Premium remains a core priority for 2025/26.

By actively mitigating educational costs for our students in receipt of the Pupil Premium, we have reduced the equipment behaviour logs by 20% in 2024/25. Extra-curricular participation was 34% for our students receiving the Pupil Premium, which was slightly above 29% rate for all students. While this demonstrates progress, overall participation remains low, highlighting the ongoing need to diagnose barriers, remove cost implications and build the confidence our of students. This will support their whole-school access and engagement, ensuring that they fully benefit and participate equitably in all areas of the academy.

To build on this progress, 2025/26 priorities include forensic, targeted attendance monitoring to understand and overcome barriers faced by our students; a relentless commitment to high-quality teaching that is adapted to meet the needs of students; enhanced pastoral and behaviour support; continued removal of barriers to

enrichment, ensuring that all students in receipt of the Pupil Premium can belong, achieve and thrive.