

Nottingham Academy (Secondary) Disadvantaged Strategy Intent Statement 2025-2026 (3rd year of strategy)

This statement details our academy's use of disadvantage funding (and recovery premium) for the academic years 2023 to 2026, to help improve the achievement for our disadvantaged pupils. It outlines our disadvantage strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of disadvantage had within our academy.

Academy overview

Detail	Data
Academy name	Nottingham Academy Secondary
Number of pupils in the academy	1316 (Y7-11)
Percentage of disadvantaged pupils in th academy	46.73%
Academic year/years that our current disadvantage strategy plan covers (3-year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024 October 2025
Statement authorised by	J. Elbaz
Disadvantage lead	S. Collishaw/ C. Lewis
Governor / Trustee lead	C Leitheiser

Funding overview

Detail	Amount
Disadvantage funding allocation this academic year	£710,174
Recovery premium funding allocation this academic year	£0
Disadvantage funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your academy is an academy in a trust that pools this funding, state the amount available to your academy this academic year	£710,174

Part A: Pupil Premium Strategy Plan 2023-26

Statement of intent

At Nottingham Academy, we are committed to empowering all pupils in receipt of the Pupil Premium (PP) through high-quality education. Our aim is to remove barriers that disadvantaged pupils may face, ensuring they have access to the same opportunities as their peers.

Our strategy is based on the Education Endowment Foundation's (EEF) tiered approach:

Tier 1: Quality First Teaching - the foundation of our approach.

Tier 2: Targeted Academic Support - tailored interventions based on diagnostic assessment.

Tier 3: Wider Strategies - designed to improve self-esteem, self-efficacy, and reduce absence.

We aim to build on the strong KS4 outcomes of 2025 and continue to raise attainment for disadvantaged pupils so that it is comparable with non-disadvantaged pupils nationally.

We have fostered a culture of high expectations across the academy. Teachers and leaders share a collective responsibility for pupil success. This three-year strategy focuses on long-term, sustainable change rather than short-term fixes. It addresses five key challenges that hinder pupil progress and combines individualised support with broader strategies that benefit multiple pupils.

Aligned with recent research*, high-quality, inclusive teaching is central to our strategy, with a strong emphasis on literacy. All pupils, regardless of starting point, access a broad and balanced curriculum. For those requiring additional support, we prioritise reading development to ensure full engagement with learning.

This strategy is embedded within our wider academy improvement plan. It promotes a culture of high expectations among staff and pupils and empowers disadvantaged pupils to aspire and achieve. We offer a thoughtfully designed programme of cultural enrichment—including clubs, library access, educational visits, and trips which complements our Personal Development curriculum and wider academic offer.

*Rowland, 2021, pp. 29–32

Challenges

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

Challenge Number	Detail of challenge
1	<p>Literacy</p> <p>Upon entry to the academy, some disadvantaged pupils are identified (through KS2 and NGRT data, and further screening) as having specific reading barriers (e.g. a vocabulary deficit, reading fluency, decoding) and this hinders these pupils' ability to access the curriculum as well as their peers. In some instances, pupils' reading barriers might impact upon attendance to school, achievement and progress, and confidence/ self-esteem.</p>
2	<p>Absence and persistent absence</p> <p>The academy is striving to achieve pre-pandemic levels of attendance by supporting pupils to attend the academy every day.</p>
3	<p>Overall attainment</p> <p>Whilst we have seen improvements in KS4 outcomes (2025) and these are above national, we are determined to further improve outcomes, and to continue narrowing any achievement gap.</p>
4	<p>Cultural capital</p> <p>Nationally disadvantaged pupils do not have the same breadth of opportunities and experiences as their peers. Therefore, additional provision is provided to enhance cultural capital and provide equality with their non disadvantaged peers.</p>
5	<p>Wellbeing, emotional regulation and self-esteem</p> <p>A proportion of disadvantaged pupils' have additional SEMH needs. This sometimes impacts on their ability to build strong relationships and to learn well.</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
To overcome the specific reading and literacy barriers identified for some disadvantaged pupils.	<ul style="list-style-type: none"> • All pupils will be skilful, fluent and critical readers and be empowered through an extensive vocabulary. • Pupils will be effective and confident communicators, in all contexts. • Teachers will use a range of adaptive teaching strategies to enable learners to access a challenging and relevant curriculum. • There is a clear graduated response to support pupils who are unable to read fluently and/or decode, including well-designed interventions, the impact of which is carefully tracked. • Outcomes continue to indicate that pupils are supported to make strong progress in literacy.
To support pupils to attend the academy every day.	<ul style="list-style-type: none"> • Overall PP absence to be at least as low as pre-pandemic levels. • The attendance gap between disadvantaged and non-disadvantaged pupils is eliminated. • Leaders are skilful in identifying trends and patterns in pupil absence and employ a range of strategies to pre-empt absence/ support families to reduce absence. • Persistent absenteeism for PP continues to rapidly reduce.
Identify and address barriers which may lead to pupils' underperformance.	<ul style="list-style-type: none"> • Identify potential underperformance issues, to pre-empt, so that strong outcomes for PP pupils continue to improve. • All pupils benefit from high quality inclusive teaching, and that adaptive teaching strategies are used well/ scaffolds reduce over time. • Pupils receive targeted intervention with a particular emphasis on our PP/SEND students that are struggling to achieve grades 4 and 5. • Pupils are confident and are well-prepared for their exams. • All teachers and TAs are well-trained and effective in their teaching of reading, (including Nurture group teachers).
To ensure that all pupils, including the most disadvantaged, are provided with opportunities and experiences to improve their cultural capital.	<ul style="list-style-type: none"> • All pupils have access to an effective personal development curriculum which empowers them to learn about a wide range of cultural, social, political issues, both local and national. • All pupils access high quality careers guidance, which motivates and inspires them to be aspirational and successful. • There are even higher levels of engagement in extracurricular activities for the most disadvantaged pupils. • All pupils leave the academy equipped to be independent, successful citizens: destinations are ambitious, appropriate and reflect pupils' aspirations.
To ensure that all pupils are confident, and equipped with tools/ knowledge to self-regulate, manage well-being and make wise, informed choices.	<ul style="list-style-type: none"> • Pupils will form strong relationships within the academy community, both with their peers and academy staff. • The robust systems for early identification of need will mean that pupils are well-supported, and promptly. • All pupils, particularly disadvantaged pupils, with SEMH receive the support they require. • Student voice and parent surveys will indicate that there are improving levels of wellbeing. • Rates of suspensions and absences will continue to reduce.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37,622

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver well-planned, high quality on-going CPD for all classroom-based staff. <i>e.g. Adaptive teaching, Curriculum development, using assessment and reading data to inform practice, NPQs, NCE, Trust network CPD, all-through CPD, subject specific CPD, SEMH/SEND CPD.</i></p> <p>Resource high quality, inclusive teaching and assessment: <i>E.g. Pupil Progress, Sparx, NGRT, Positively You, Teaching Resources and Equipment.</i></p>	<p>Effective professional development at all staffing levels is key to pupil success.</p> <p>High quality teaching and resources, curriculum training and leadership development has been proven to facilitate the progress of pupils from socio-economically disadvantaged backgrounds.</p> <p><u>Effective Professional Development</u></p>	1,2,3,4,5
<p>Maintain effective recruitment and retention practices. Strengthen provision for disadvantaged through high quality teaching appointments. <i>e.g. Primary trained teachers, librarian, family support worker, non-teaching behaviour SLT, SEMH routes to inclusion leaders, highly experienced SEND Lead, careers advisors, Think Forward coach.</i></p> <p>Leaders continue to demonstrate a sustained commitment to staff development, and reducing workload. <i>To aid retention through: Staff gurus, work life balance focus, training leaders in coaching and mentoring, refining T&L policy (using staff voice), wellbeing support, progression opportunities, quality CPD and workload management.</i></p>	<p>Access to high quality teaching is the most powerful lever we have for improving educational outcomes, particularly for pupils from socio-economically disadvantaged backgrounds.</p> <p><u>Three takeaways from the evidence on improving teacher... EEF</u> educationendowmentfoundation.org.uk</p> <p>Working conditions, coaching and mentoring, positive behaviour in the academy, leadership opportunities and culture of improvement has a positive impact on student from economically disadvantaged backgrounds.</p> <p><u>Improving Recruitment & Retention: 6 evidence-based actions for leaders from a new EEF research review - Teacher Development Trust (tdtrust.org)</u></p> <p>Academy staff is second only to classroom teaching as an influence on pupil learning.</p> <p><u>Seven strong claims about successful academy leadership</u> publishing.service.gov.uk</p> <p>Characteristics of the workplace, such as workload management, academy culture, teaching environment, opportunities for progression and the quality of CPD all have an influence on staff retention.</p> <p>https://www.theheadteacher.com/staff-management/recruitment/attracting-and-keeping-high-quality-staff</p>	
<p>Effective assessment, tracking and monitoring progress to facilitate early intervention.</p>	<p>Standardised tests can provide reliable insights into specific strengths and development areas. These results are used to target additional support and interventions. These tests can</p>	1,3

<p>Early identification of pupils in need Investment in standardised diagnostics tests: NGRT, CAT and WRAT5 testing.</p> <p>Investment into tracking and monitoring systems: Pupil progress, Lexonik, NGRT</p> <p>Staff training to ensure data is used effectively: Progress data, reading data, behaviour data, attendance data, personal development opportunity data.</p>	<p>then be used to assess the progress made and used to intervene in the on-going cycle.</p> <p><u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p>	
<p>Literacy</p> <ul style="list-style-type: none"> • Replenished library and librarian. • CPD – ongoing – on literacy, disciplinary literacy, teaching reading, adaptive teaching, vocabulary development, phonics, Lexonik, Lexia, using NGRT etc. • Develop a strong reading culture via lessons, activities, trips, use of library. • Teachers provide pupils with the definitions of key words to support reading in all lessons. • Ongoing phonics training for Learning Support Assistants and nurture group teachers. 	<p><u>Improving Literacy in Secondary Academies</u></p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</u></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <u>word-gap.pdf (oup.com.cn)</u></p>	1,3
<p>Improving cultural capital</p> <ul style="list-style-type: none"> • High quality design and implementation of a PSHE programme, to ensure solid understanding of key areas of Health and Wellbeing, Living in the Wider World and Relationships. • Pupil Premium pupils to have access to a Level 6 careers advisor and a range of careers related interactions. • Extra-Curricular coordinator • Think Forward Coach - subsidised salary – to support minority of pupils at risk of becoming NEET. 	<p>Cultural capital provides pupils with a foundation for academic success, offering exposure to diverse experiences that enhance their understanding of the curriculum.</p> <p>Targeted careers advice and higher education interventions is essential for pupils in receipt of the PP. The social mobility commission report found that extracurricular activities are important predictors for participation beyond secondary academy, help to boost confidence in social situations and help develop social networks. <u>https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</u></p> <p>Identifying those at risk of becoming NEET through the use of NEET indicators, which includes pupil premium. <u>https://thinkforward.org.uk/impact/</u></p> <p>Pupil premium pupils with higher cultural capital often develop better communication skills, confidence, and social integration, contributing to a positive learning environment. <u>https://www.anewdirection.org.uk/research/pupil-premium-case-studies</u></p>	4, 5

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

Budgeted cost: £157,301

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources <ul style="list-style-type: none"> • Ensure pupils have access to websites and resources to develop and embed their learning. • Ensure pupils have opportunities to secure and build upon prior learning. • Revision guides, stationary, sports equipment, uniform, food tech ingredients. 	<p>'Using Digital Technology to Improve Learning' – EEF Guidance Report and Summary of Recommendations https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	1,3
Targeted Intervention <ul style="list-style-type: none"> • Holiday study clubs • Maths and English grade 4 to 5 strategy • U grade strategy intervention • 7+ intervention strategy • Tutor, after school and lunchtime support. • External English support, via AQA. • 'Positively You' supporting success day. • Alternative provision and looked after mentor 	<p>Interventions are bespoke, data driven and tracked carefully. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Focused support on the lead up to all examinations, tailor support during tutor periods, supporting pupils to understand how to focus revision activities to support progress. https://positivelyyou.org.uk/about/meet-the-team/</p>	1,3
Targeted Reading support <ul style="list-style-type: none"> • Lexonik to support pupils with a reading gap. • Lexia • Little Wandle – phonics support with a high proportion of disadvantaged pupils. • Reading fluency interventions 	<p>Lexonik is a strategic teaching approach, in which pupils develop essential literacy skills that improve reading ages by an average of 27 months in just six weeks. Lexonik Advance - NLT evaluation report 2022 - Final.pdf Utilising the data, we provide targeted phonic support using the DfE accredited programme 'Little Wandle' and 'Reading Fluency' lessons. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies</p>	1,3
Examination support <ul style="list-style-type: none"> • Tutorials • Theatre Trips • Supporting Success evenings • Revision resources • Revision strategy sessions • Rewards strategy • Breakfast club • Wrap around provision • Funded remarks 	<p>Focused support on the lead up to all examinations, tailor support during tutor periods, supporting pupils to understand how to focus revision activities to support progress. https://positivelyyou.org.uk/about/meet-the-team/ https://www.learningscientists.org/downloadable-materials Clear communication and engagement with parents to ensure a positive dialogue around learning and that parents are equip with strategies to support at home. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,3,4

<p>Cultural capital</p> <ul style="list-style-type: none"> • Unifrog for staff and pupils. • Awareness days celebrated throughout the year in assemblies, PSHE and lessons. • Into University - Pupil Premium pupils are identified in year 7 to take part in the Into University Programme. which follows each cohort through to sixth form. • Trips to universities and placements prioritised for pupil premium pupils. 	<p>Research tells us that 74% of pupils consider 'employability links and opportunities' the most important factor when making decisions about their next steps. https://www.unifrog.org/about</p> <p>An increased understanding of equality, diversity and inclusion through exposure to different cultural traditions, views and beliefs can support pupils socially and academically. https://www.teachwire.net/news/cultural-capital-what-it-is-and-why-your-pupils-need-it/</p> <p>Use of workshops and trips that increase pupils' knowledge of Higher Education, career opportunities and educational pathways to increase motivation, strengthen aspirations and develops employability skills. https://intouniversity.org/our-impact/</p> <p>Yr 9 pupils visit a university/ local companies – PP prioritised.</p>	4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £515,251

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral</p> <ul style="list-style-type: none"> • Assistant Principal for student care, SLT link for each year groups, Heads of Year, Deputy Heads of Year, Safeguarding Team, Family support workers and social and emotional coordinators all work cohesively to the same end (i.e. strategically identifying and removing barriers to learning). • Increase engagement with parents and a range of external providers, including Remedi Restorative Practitioners. • Alternative provision places are sourced to support pupils at risk carefully and appropriately. 	<p>Create a highly coordinated strategy, where leaders work collaboratively. https://assets.publishing.service.gov.uk/media/5a7c8811ed915d48c2410633/DFE-RR282.pdf</p> <p>Increasing parental engagement https://www.remediuk.org/what-we-do-mentoring/</p> <p>Pupil premium pupils are still much more likely to be permanently excluded or to receive fixed-term exclusions than other pupils. Therefore, the Targeted Learning Centre will provided an added layer of support to minimise permanent exclusions. https://www.estyn.gov.wales/system/files/2022-01/Effective%2520academy%2520support%2520for%2520disadvantaged%2520and%2520vulnerable%2520pupils%2520en_0.pdf</p>	2,4,5
<p>Attendance</p> <ul style="list-style-type: none"> • Senior Deputy Principal has become responsible for whole school attendance, prioritising disadvantage attendance. • Assistant Principal has strategic oversight of persistent absenteeism, prioritising disadvantage students. • Student care teams continue to improve the attendance of all pupils, with a particular focus on pupils that are deemed to be disadvantaged. 	<p>Embedding principles of good practice set out in the DfE's Working Together to Improve Academy Attendance guidance which includes a tiered approach of interventions.</p> <p>Premium strategy statements found that 75% cited attendance and 74% mentioned reading as the main barriers to attainment for their pupils eligible for Pupil Premium funding. Attendance and student care teams continue to improve the attendance of all pupils, with a particular focus on pupils that are disadvantaged. https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-acade-</p>	2

<ul style="list-style-type: none"> • Staff training and release time to develop and implement absence procedures. • Tutor time moved to 08.30am, to ensure tutors and pastoral leaders prioritise attendance, especially for disadvantage students. 	<p>mys#:~:text=Analysis%20of%20a%20representative%20sample,eligible%20for%20Pupil%20Premium%20funding</p> <p>Raising the profile of attendance and developing a whole-academy culture that promotes the benefits of high attendance can have a positive impact on attainment in pupils in receipt of the PP.</p> <p>https://academyleaders.thekeyssupport.com/pupils-and-parents/absence-and-attendance/absence-and-attendance-requirements/new-attendance-guidance-summary-of-what-the-dfe-expects/</p>	
<p>Cultural capital & social support</p> <ul style="list-style-type: none"> • Curricular and social support to cover the cost of the provision of uniform, resources and equipment along with subsidising trips. • Development of the Opportunity Charter • Appointment of extracurricular coordinator • Further develop 'Aspiration Interventions' <ul style="list-style-type: none"> ○ Think Forward ○ Careers Interviews ○ Into University ○ Work Insight Visits ○ University Visits ○ Work Shops ○ Careers Day ○ Assemblies ○ Careers Fair ○ PSHE 	<p>EEF's guidance advises developing pupils' cultural capital via extra curricula activities, high quality advice and guidance and through building strong home-academy relationships.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053</p>	2,4,5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar academies 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.</p>	1,2,3,4,5

Total budgeted cost: £710,174

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 pupils in the 2024 to 2025 academic year.

Pupil Premium Strategy Outcomes

Our Pupil Premium strategy is designed to ensure every child has the opportunity to succeed, regardless of background. We have focused on improving attainment, attendance, literacy, wellbeing and enrichment opportunities for our disadvantaged pupils. The impact of this work is clear in the outcomes outlined below. Our pupil premium strategy has delivered significant improvements in attainment, progress and attendance, especially over the last two years.

To demonstrate the impact made, we have reviewed the strategies and evaluated performance of our school's disadvantaged students based on national and internal data, comparing student that are disadvantaged to those that are non-disadvantaged.

Attainment

DFE Disadvantage Student KS4 Examination Benchmark Measures from 2022-23 to 2024-25

DFE Measure	2022-23 Validated Exam Results	2023-24 Validated Exam Results	2024-25 Outcomes
Overall Progress 8	-0.60	-0.17	
Disadvantage Progress 8	-0.81	-0.56 (NA -0.57)	
Disadvantage Attainment 8	33.03	34.5	37.56 (NA 34.9)
Disadvantage Basics 9-5	16.3%	22.6%	29.9%
Disadvantage Basics 9-4	40.4%	41.4%	48.5%
Disadvantage A8 English	3.53	3.87	4.15
Disadvantage A8 Maths	3.21	3.21	3.72

Disadvantaged pupils at Nottingham Academy are performing above national trends, reflecting the successful implementation of targeted strategies designed to support these pupils. Disadvantaged pupils' Progress 8 score improved by 25 points from -0.81 to -0.56 (National average was -0.57 for 2023-24). Attainment 8 for our disadvantaged pupils in 2025 was also above national average (37.56 against the 2024 National Average of 34.9). The gap between the disadvantaged and non-disadvantaged pupils narrowed by 3.32 points, even as non-disadvantaged pupils' A8 score rose.

Our disadvantaged students are now above the national average with regards to their attainment and the gap between our disadvantaged and non-disadvantaged is significantly smaller than the national average. This is also evident when viewing the data for English and Mathematics whereby the number of disadvantaged students achieving a grade 4+ or 5+ is above the national average and the gap is again, significantly smaller than the national average. Our ambition is to continue this upward trend and continue to exceed national averages and further close the gap between our disadvantaged and non-disadvantaged students.

Strong assessment systems and data analysis mean we can quickly identify any gaps and address them through informed, high-quality teaching and targeted interventions across all year groups. Staff

training also ensures teachers understand the barriers disadvantaged pupils face and have strategies to overcome them, which is reflected in improved classroom practice and outcomes.

Teaching and Learning

We have redefined our curriculum to ensure it meets the needs of all learners, with a strong emphasis on Quality First Teaching. Staff have received targeted CPD to deepen their understanding of barriers faced by disadvantaged pupils and to develop strategies that accelerate progress. This focus on high-quality teaching and professional development has had a clear impact on attainment, as evidenced by improved outcomes across English, Mathematics, Open and EBACC subjects. Trust reviews, book looks and our quality assurance cycle confirm that teaching is now more responsive and inclusive, ensuring every pupil can thrive.

Reading and Literacy

Through the adoption of NGRT and CAT testing it is evident that disadvantaged students are now reading at or above national expectations by Key Stage 4. The gap between the Standard Age Scores (SAS) has reduced across all year groups and when compared to the national average they show to be much lower. Furthermore, our Pupil Premium and SEND students have made accelerated progress which have allowed our Key Stage 3 students to catch up with their non-disadvantaged peers. Targeted programs like Lexonik, Little Wandle, and Reader Leader are initiatives that have transformed confidence and comprehension across the school.

Attendance

Attendance for disadvantaged pupils is now higher than the national average and the gap between our disadvantaged and non-disadvantaged students is significantly smaller than the national average. Persistent absences have also fallen in comparison to previous years, which demonstrates the systems and processes we have embedded are having a positive impact on our most disadvantaged students. While there is still work to do, the gap between disadvantaged and other pupils has reduced significantly because of consistent monitoring, family engagement, and leadership-led interventions.

Careers and Enrichment

Every pupil has access to careers guidance and enrichment opportunities through their PSHE curriculum, university visits, extracurricular activities, leadership roles, trips and workplace visits. This ensures that they have the same opportunities to develop confidence and enhance ambition as their peers. This has been evidenced through our careers and enrichment offer, for example, all year ten students have experienced workplace visits, and all year nine students have visited a university. In addition, we have strengthened our provision through achieving both the careers mark and Gatsby benchmark, ensuring our students are well-prepared for their next steps.

Pastoral and Behaviour

We have strengthened systems and processes around behaviour and wellbeing support for our disadvantaged students, underpinned by a graduated response empowering students to exercise their self-regulation strategies and enabling teachers and leaders to make reasonable adjustments. This has seen a 35% reduction in the number of removals and 9% in the number of suspensions. This has been achieved through data-informed, purposeful, and timely intervention with a specific focus on our disadvantaged students showing that our pastoral care and reasonable adjustments are making a positive impact.

Leadership

Our leaders take full responsibility for the success of our Pupil Premium strategy, and it is our collective mission to create a culture where every staff member values and uses evidence informed practice to improve the lives of our disadvantaged students. As such, the strategy is a standing item on the Senior

Leadership Team agenda and forms a key part of our whole-school improvement plan. Leaders regularly reviews progress and ensure that every department is focused on closing gaps and improving outcomes for disadvantaged pupils.

Disadvantage Pupil Parent Voice (210 responses):

- My child feels valued and happy at school 195/210 = 93% agreed with this statement
- The school supports my child to partake in trips and clubs 197/210 = 94% agreed with this statement
- Bullying is dealt with quickly and effectively 203/210 = 97% agreed with this statement
- My Child feels safe at schools 208/210 = 99% agreed with this statement
- My Child enjoys their lessons 191/210 = 91% agreed with this statement

Whilst we are proud of the progress our pupils have made and remain committed to building on these successes, we also acknowledge that there is still distance to travel to close the gap between our disadvantaged and non-disadvantaged students. As such, we are ambitious in our endeavor to continue closing the gaps and provide every child with the support and opportunities they need to thrive.