

Branston Community Academy

Pupil Premium Strategy Statement



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	1152
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	James Carter
Pupil premium lead	Jo Baker
Governor / Trustee lead	David Dearden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£315,096
Pupil premium carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£315,096

Part A: Pupil premium strategy plan

Statement of intent

Improving outcomes and life chances for all of our students is at the very heart of what we do at Branston Community Academy. Our work with our disadvantaged students is key to ensure that every single student achieves the best education that allows them to achieve and realise their potential. Strategies to address disadvantage rely on the quality relationships that we forge. Ultimately, we want our disadvantaged students to have a better relationship with learning, and this is at the heart of our strategy – that we help to improve our students as learners, and enable them to get the best out of their time with us at Branston Community Academy.

High quality teaching has been proven to have the greatest impact on closing the attainment gap, and we have high quality teaching at the very core of our strategy. Improving teaching quality and focusing on recruitment and retention of the best teachers enables us to ensure that high quality teaching is integral to our provision and plan. Our clear focus is on identifying pupil need, closing the attainment gap, and working towards achieving no gap in levels of engagement, effort and attendance.

Our strategy focuses on closing the attainment gap as well as broadening horizons and developing enthusiasm and curiosity. We aim to remove any barrier to enjoyment of learning. We believe relationships are at the heart of starting to address educational disadvantage and will continue to ensure we put these are the forefront of our strategies. Quality of learning environment and a sense of belonging for all our students is at the very heart of what we do. We want all students to experience and embrace every opportunity, and we will endeavour to provide all students with a full range of educational and wider experiences. We value opportunities to extend and develop our students' Cultural Capital. School is far more than subject lessons. We offer targeted support to enable all our students to access all that Branston Community Academy has to offer. We will use the Pupil Premium to ensure our students are supported in accessing everything that makes education exciting and inspiring. Raising aspiration and breaking down barriers to success is the driver of everything we do and offer within our Pupil Premium strategy.

We have a tiered approach about negating the impact of disadvantage on learning; teaching & learning, academic intervention and wider approaches. Our dedicated Student Support team work closely with students and subject departments to ensure the approach is right for each and every child. Our approach is a highly personalised one; removing barriers to ensure that every student is able to access learning and can achieve their very best. We focus on attainment gaps and data as well as behavioural and attendance patterns, alongside close attention to the wider experiences of our students, and support them with a dedicated team of Student support officers.

All students, regardless of their background or any challenges they may face will have access to the highest quality education. Students have access to a broad and balanced curriculum and all students have full and equal access to all learning opportunities. We provide equity of opportunity for all, and work hard to remove any barriers to success, whether they be academic, material or self-belief. We have a range of strategies to ensure equity of experience in school.

Our strategy aligns with the EEF Guide to Pupil Premium: [Pupil-Premium-resource-evidence-brief-Poster.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://www.educationendowmentfoundation.org.uk/resource/evidence-brief-poster.pdf)

Challenges

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

Challenge number	Detail of challenge
1	<i>Closing the attainment gap, esp in English and Maths. On entry, our disadvantaged students on average are behind in reading and spelling. We will focus on reducing this gap.</i>
2	Ensuring our teachers have continual access to high quality CPD in order to improve and extend classroom experiences of students
3	Improve students' behaviour by implementing evidence-informed strategies from the EEF's Improving Behaviour in Schools guidance, enhancing both universal and targeted approaches.
4	We will prioritise the development of literacy skills across all year groups to ensure every student has the best possible opportunity to close the literacy gap identified at the point of entry.
5	Ensuring high expectations and raising aspirations for every single student, in every single classroom. Raising aspirations and ambitions for the future – post 16. Improving achievement and progress at the end of KS4.

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
<p><i>To ensure disadvantaged students make comparable progress to their peers across all subjects. Progress 8 and attainment 8.</i></p> <p>Departments to have clear overview of achievement and attainment in subjects</p> <p>Raising percentage of Grade 5+ in English and Maths</p>	<p>Continue to narrow the gap.</p> <p>Students narrow the reading and spelling gap evident on entry quickly.</p> <p>Students gaining level 5+ will be comparable to non PP students.</p>
<p>High Quality Teaching is a focus in all departments. High expectations for all.</p>	<p>All students have access to the highest quality provision across all subjects.</p>
<p>Standards of behaviour and self-regulation improve.</p>	<p>Self-regulation and behaviour at comparable levels to non disadvantaged peers.</p>
<p>Literacy strategy embedded. Language gap reduced.</p>	<p>Oral language skills underpin a child's ability to understand expectations, express needs, and regulate emotions.</p> <p>Regular reading assessments show a closing of the literacy gap identified on entry</p>
<p>Raising aspirations of every learner.</p> <p>Increased sense of belonging for every student.</p>	<p>Resilience of disadvantaged students increases. Ambition and aspiration develops alongside a growing sense of self belief.</p>

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: £ 225,146

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching support & specialist staffing - Student Support Officers</p> <p>Attendance Officer</p> <p>Safeguarding Officers</p> <p>Behaviour Hub staff</p>	<p>The EEF Guide to the Pupil Premium Education Endowment Foundation</p> <p>Pupil Premium Unity Schools Partnership</p> <p>Using Pupil Premium: Guidance for School Leaders</p>	1,3,5

	<p>Access to highly trained support staff will help our disadvantaged students to feel more supported with behaviour and attendance. Closer working with home will develop stronger relationships and provide more stability for our students.</p> <p>Our attendance officer has regular meetings with students and parents and help create plans to improve attendance.</p>	
Work with Needbright	<p>Working in partnership with Needbright to create bespoke learning environments for students who are finding it hard to regulate and attend lessons.</p> <p>Behavioural support provided for individual students as well as providing team and whole school training.</p> <p>We will focus on improving behaviour.</p> <p>51% of all Behaviour points (Academic year 24/25) given are to PP students. (22% of cohort is PP). Of these, 72% are boys. Girls behaviour is worse in Yr 8 & 9 (makes up 66% of PP girls behaviour points)</p> <p>54% of all PP boys' behaviour points are from Yr 9 & 10.</p> <p>Hub Involvement – PP students are overly represented in the Hub. 52% of all Hub involvement is for PP students. This is balanced boys/girls. Mainly Yr 9 students.</p> <p>PP/SEN is overly represented at all stages of behaviour involvement. PP team and the Hub are working closely to focus on staff training / outside agency involvement with students, as well as closer links and developing relationships with parents.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</p>	1,3,5
Whole school focus on closing the attainment gap, ensuring all students can achieve on or above FFT target, thus placing them in line with students of similar ability nationally (KS4 focus)	<p>A rigorous programme of quality assurance and line management meetings has been implemented to ensure that all leaders maintain a clear focus on student attainment. Regular RAG meetings are conducted, during which Heads of English, Mathematics, and Science scrutinise the progress and achievement of all students, with particular attention given to disadvantaged cohorts. These meetings track individual students' performance to ensure they are supported in securing the highest possible grades.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/support-for-schools/bitesize-support/EEF_Attainment_Gap_Report_2018 -print.pdf?v=1701833986</p>	1,2

	<p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development. EEF</p> <p>CPD focus is on improving the quality of teaching and centres around closing the attainment gap. Subjects report and focus on this throughout close scrutiny of data and whilst target setting within their MSR documents. The focus is structured around how we can continue to close the attainment gap.</p> <p>Retrieval practice continues to be a focus for 2025/26. We have had whole school staff training on effective use of Retrieval Practice delivered by Kate Jones, as webinars and in person training on INSET days.</p> <p><u>1. High-quality teaching EEF</u></p>	
<p>Focus on High Quality Teaching / effective CPD programme and retention of staff</p>	<p><i>'Teaching & Learning remains our best leader for addressing the issue of disadvantage.'</i> – Marc Rowland. (Deputy Director of the National Education Trust and recognised national expert on the Pupil Premium)</p> <p>High expectations are fundamental in addressing disadvantage. Departments ensure their curriculum is highly challenging.</p> <p>The school use Walkthrus CPD programme and train in CPD clusters in order to ensure all teachers are continually working on and developing their skill in the classroom. This has been shown to have the most impact in reducing attainment gap.</p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p><u>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</u></p> <p><u>https://d2tic4wvo1iusb.cloudfront.net/production/documents/support-for-schools/bitesize-</u></p>	<p>1, 2, 5</p>

	<p>support/EEF Attainment Gap Report 2018 - print.pdf?v=1701833986</p> <p>Walkthrus:</p> <p>Each individual teacher is working on a cluster of Walkthrus to help with a specific area of their own teaching practice. They work in small coaching groups in order to focus on and develop these specific areas of practice. Walkthrus are directly aligned to areas of development from our most recent Ofsted inspection.</p> <p>At the heart of WalkThrus is a selection of 150 evidence based teaching strategies rooted in a deep understanding of how learning works. Each WalkThru breaks teaching techniques down into five clear steps.</p> <p>We have four areas of focus for our Walkthru groups:</p> <ul style="list-style-type: none"> Scaffolding Adaptive teaching Teach to the Top Send <p>Teachers work with coaches throughout the year to develop specific expertise in core areas.</p> <p><u>1. High-quality teaching EEF</u></p>	
Branston Blueprint – lesson fundamentals	<p>We have created a blueprint to help develop and maintain good learning behaviours in all classes. The most effective way of improving outcomes for PP students is in classrooms with the expert teachers. Calm, disruption free classrooms are the key to enable ALL students to learn most effectively, and therefore enabling the best possible learning to take place. PP students benefit from developing their own good learning behaviours and observing good learning behaviours of their peers.</p> <p>We are working hard to support and sustain excellence in classroom teaching.</p> <p><u>1. High-quality teaching EEF</u></p>	1,2
Fortnightly online Teaching and Learning briefing	<p>There is a fortnightly online Teaching & Learning briefing where teaching strategies and techniques are explored and discussed. These briefings align with the T&L focus from the Walkthru programme. This is evidence informed and the research used is gathered on a shared T & L padlet for staff to refer back to throughout the year. This strengthens staff approaches to teaching and learning and ensures all students have the same experience of and benefit from strong, evidence informed teaching practice.</p>	2
Online inclusion meetings - fortnightly	<p>There are fortnightly Inclusion meetings specifically aimed at our EHCP/SEN/PP students. Specialist staff share</p>	1

	important updates and information on best practice for each individual student. Behaviour, attendance and SEN team are involved in sharing important information and ensuring all staff are up to date in their strategies and approach with individual students.	
Steplab	<p>Supporting and developing the best teachers helps to reduce the attainment gap.</p> <p>Steplab is evidence-based professional development: Steplab uses a coaching model grounded in robust research, supporting teachers to enhance their technical skills and professional judgement – critical for effective classroom practice. Ensuring equitable teaching quality: research shows disadvantaged students are disproportionately taught by less effective teachers. By scaling high impact professional development for all, Steplab helps ensure every classroom delivers excellent instruction.</p> <p>Structured instructional frameworks: Steplab's framework guides teachers in applying research-backed strategies – such as accountable questioning and wait-time – tailored to diverse learners.</p> <p>Cognitive skill development: Coaching helps teachers build expertise in noticing, interpreting, and responding to student needs – enabling timely pedagogical adjustments that support disadvantaged learners.</p> <p>Steplab data from coaching cycles will provide granular insight into student misconceptions and learning gaps, guiding targeted support.</p> <p>EEF highlights quality instruction in English and maths as a top intervention. Through its curricular framework and granular improvement in teaching efficacy week on week, Steplab directly strengthens core teaching practices that underpin strong academic progress across all subjects.</p>	2
Use Walkthrus and Steplab to focus High Quality Teaching to ensure provision for our SEN PP students is highly effective.	Teachers will have training and development targeted towards enabling our SEN PP students to achieve and perform at their very best.	2

	We will monitor and analyse data from the hub in order to provide timely and effective interventions for individual students, as well as small core groups.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 37,288

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour regulation / work with Needbright for behaviour improvement and regulation development	<p>Improving behaviour is a priority because disadvantaged students are disproportionately affected by factors that hinder emotional regulation and engagement. By embedding consistent routines, building strong relationships, and teaching learning behaviours, we aim to create a predictable, supportive environment that enables these students to thrive both academically and socially.</p> <p>One to one or small group intervention to take place in the Hub.</p>	3,5
Focus on developing reading skills within KS3 particularly. Development of literacy across the school	<p>'Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects.' EEF</p> <p>PP students are able to choose a text which they are interested in – the student support team then use mentoring sessions to discuss reading and how it is developing. A range of additional texts are made available to students and they are able to swap with each other. In addition, Year 7 students, including PP students are involved in the Bookbuzz campaign. KS3 curriculum includes a reading session each week, and tutorial sessions also include sessions on reading, especially at KS3.</p> <p>Focusing on language/oracy is very important – It allows teachers to think carefully about curriculum and language equity, as well as lesson design. Focusing on vocab development allows all students to access all of the curriculum.</p>	1,4

	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>We are focusing on addressing efficient and accurate methods of assessment, starting with reading assessments for Year 7 on entry. We are currently using GL Assessments. This will allow us monitor the efficacy of any interventions.</p> <p>We have purchased Lexia for our students to use to boost literacy skills across KS3. Lexia has been highlighted by the EEF as a 'promising programme'. (These are programmes the Education Endowment Foundation have tested that have shown promising results on pupil attainment).</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes</p> <p>Lexia® programs are also proven to improve learning outcomes, and their research portfolio meets the highest levels of evidence.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/lexia-reading-core5</p> <p>Lexia is one of the programmes the Education Endowment Foundation have tested as part of their 'Promising Programmes' (Programmes tested that show promise for raising attainment) and found it has shown promising results on pupil attainment.</p> <p>https://www.lexialearning.com/why-lexia/our-approach</p> <p>We have purchased Lexia UK licences for our Yr 7 students and are already seeing progress with their literacy.</p> <p>https://www.lexiauk.co.uk/literacy-programs/</p>	
The Faster Read programme	<p>The <i>Faster Read</i> approach, developed through research at Sussex University, is a simple yet highly effective method to accelerate reading progress by immersing students in whole-text reading at a faster pace, without frequent interruptions for questioning or written tasks. It involves reading challenging novels aloud while students follow along, allowing them to experience stories as a continuous narrative. This method has been widely adopted across primary and secondary schools, endorsed by literacy experts and national associations, and cited in Ofsted's English Research Review. Evidence from large-scale studies and school case reports shows significant improvements in reading comprehension, engagement, confidence, and enjoyment, particularly for struggling readers and those with English as an additional language.</p>	1,4

	<p>Students read challenging novels at a faster, immersive pace with fewer interruptions, leading to significant comprehension gains, especially for weaker readers (e.g., 16 months' progress in 12 weeks) by boosting engagement, confidence, and overall reading ability. This method repositions struggling readers as capable, improves writing, and increases enjoyment, with successful adoption in UK schools for Key Stage 2-4 students.</p> <p>https://www.sussex.ac.uk/research/centres/centre-for-international-education/projects/fasterread</p>	
Sparx Reader	<p>Sparx Reader is a digital platform developed by Sparx Learning to foster regular, purposeful reading practice and improve literacy skills among students through structured, personalised reading activities.</p> <p>Sparx reader combines an e-book library with embedded comprehension quizzes and real-time analytics for teachers—designed to make independent reading habits visible and accountable. It has been built to support reading for both academic progress and pleasure, integrating adaptive reading tasks, gamification, and accessibility features.</p> <p>Core features include:</p> <p>Reading Visibility: Teachers can monitor each student's reading time, quiz completion, and progress in real time.</p> <p>Adaptive Content: Initial assessments tailor book difficulty and quiz levels to each student's reading ability.</p> <p>Embedded Quizzes: Comprehension questions within texts encourage active, thoughtful reading.</p> <p>Gamification: Students earn Sparx Reader Points (SRP) and compete on leaderboards for motivation.</p> <p>Vocabulary Support: In-text definitions and dyslexia-friendly settings (fonts, colour overlays, rulers) foster understanding and accessibility.</p> <p>Cross-Device Access: Usable on any device with internet, enabling reading anywhere. [sparxreader.com]</p>	1,4

	Sparx reading will roll out from 2025 in Year 7, building up into KS3 and KS4 over the course of this strategy.	
Sparx Maths	<p>Sparx Maths has proven highly effective as homework support at the secondary school level by combining personalised digital pedagogy with robust research-backed outcomes. It delivers weekly, teacher-aligned homework tasks—typically one hour—tailored to each student's current level, incorporating spaced repetition, interleaved practice, and high-quality instructional videos to both challenge and support learner progress. Independent analysis by RAND Europe and the University of Cambridge found that students who used Sparx for the recommended hour per week achieved nearly a 20% increase in a predicted GCSE grade, while even just 15 minutes of weekly use led to 83% more progress compared to no use.</p> <p>Homework is personally tailored to students and responds to their answers, providing targeted support and revision materials.</p>	1
Provision of revision resources for all subjects at KS4, for all PP students	<p>All KS4 Pupil Premium students are provided with revision resources for each subject plus a discussion with a Student Support Officer about how to use these, including assistance with developing a revision timetable and utilising online revision websites. The student support team run googleclassrooms to share information and revision tips with our PP students.</p> <p>This is supported alongside wider discussion during academic mentoring post mock exams.</p>	1, 5
Providing individual tuition for PP students where required Extra support provided and communicated through Googleclassroom	<p>SSOs lead individual revision and individual tutoring for students with specific needs, eg poor attendance / engagement. Focus for this will be on English, Maths and Science. SSOs liaise with Behaviour Hub team.</p> <p>This is on a needs basis. If individual departments / the Student Support team identify that this is an area that is holding students back, they will tailor a programme to reduce disadvantage.</p> <p>Student support team also run a googleclassroom solely for our PP students. They share information on revision tips, help with homework strategies and more targeted support for individual year groups.</p> <p>Regular communication with parents</p> <p>The Hub team will also plan and deliver bespoke targeted interventions when students are finding it difficult to attend regular timetabled lessons.</p>	1, 5
Supply of full uniform on entry,	Ensure that all PP students are appropriately dressed and are not disadvantaged by economic barriers. Ensures that there	5

<p>including PE kit for all PP students.</p> <p>Swap shop available to replenish items.</p> <p>Supply of all stationery items, including subject specific items at KS4 (such as art folders, DT folders, specialist pens)</p>	<p>are no physical barriers on learning – replacement items are funded during the year, including shoes, which can be expensive. Working in conjunction with a local supplier for uniform, and also providing specialist equipment at KS4 (such as art folders, DT folders, professional art equipment). Funding of necessary equipment ensures that the costs do not prohibit learning. At KS4 students are supported in subjects which they not only enjoy but are also talented in. This creates opportunities for students to achieve their potential. No barriers to learning due to expense.</p>	
<p>Additional parent contact meetings throughout the year</p> <p>Gathering for core subject information for parents unable to attend parents' evening</p>	<p>Parents of PP students are offered the opportunity for an additional contact point during the year, this is widely used and ensures that a strong relationship is built up between the parents and the student support team. This is vital when looking to triangulate support for an individual Subject specific information is gathered, after parent's evening, for PP students who were unable to attend - this is shared with parents and ensures continued support</p> <p>Additional parent meeting and contact allow the SSOs to get to know individual students, their families and needs. Provision needs to be tailored to individual need; it is not a one size fits all.</p>	1,5
<p>Career meetings.</p> <p>Ensuring all students have access to independent career service in school</p>	<p>All students in KS4 have a meeting with an independent careers guidance advisor.</p> <p>Notes and issues arising from the meeting are shared with tutor and PP SSO team to inform and drive mentor meeting discussions, especially helpful in targeted support for post 16 pathways</p> <p>https://www.careersandenterprise.co.uk/careers-leaders/gatsby-benchmarks/</p> <p>https://www.goodcareerguidance.org.uk/case-study/addressing-the-needs-of-each-pupil</p>	5
<p>Student profiles</p>	<p>Pupil profiles help teaching staff to see at a glance any barriers the students may have when it comes to learning, whether that is language barrier, understanding of subject specific vocab or difficulties with equipment at home, such as no access to printer or wifi etc. teachers can then work with individuals to give them the best possible support for both inside and outside classroom learning.</p> <p>Knowing our students and their needs is key to enable every single student reach their full potential. Fully understanding any barriers to learning are the best strategies to address disadvantage. High quality interactions with students are key, at classroom and whole school level.</p>	1,2,5

Academic mentoring	KS4 students will have academic mentoring with the SLT PP lead. Mentoring sessions take place after Mock exams and have aspiration / next steps at the heart of the conversation.	1,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 52,662

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Hub AP onsite provision. Learning support mentors Attendance officers Behaviour support staff Safeguarding	Our developing provision enables the team to have closer oversight of issues preventing success. On analysis, attendance and behaviour issues are more prevalent amongst our PP students. The team work closely with the SSOs to sustain oversight of issues exacerbating poor attendance / behaviour. The relationships staff have built with families also help to support students and their progress / attainment. Cpoms used across the site.	3,5
Behaviour and attendance intervention strategies	Our emerging hub team continue to develop strategies and systems to further support all students. PP students are closely monitored and there is a PP lead. Working alongside the wellbeing strand, the team will identify and deconstruct any barriers individuals have to their learning. The team will also work very closely with families and ensure wider communication. Places at AP are funded on a needs basis.	1,3,5
Individual mentoring sessions for PP students, after each progress check – across all Year groups	Every PP student will have mentoring sessions across the year – these sessions are to review progress made and assess targets for the coming months. This is also an opportunity to review attendance and behaviour issues. It is a valuable opportunity for 1:1 discussions and ensuring that students are engaging with their education, and that any issues are identified and helped to address.	1,5
Reward, in the form of vouchers, for students who are making progress / have made improvements / have improved attendance	At each progress check pupils have the opportunity to be rewarded for their progress / attendance and behaviour. The vouchers create an incentive to continue working to achieve their best. Focus on attendance ensures improvements in this area.	3, 5

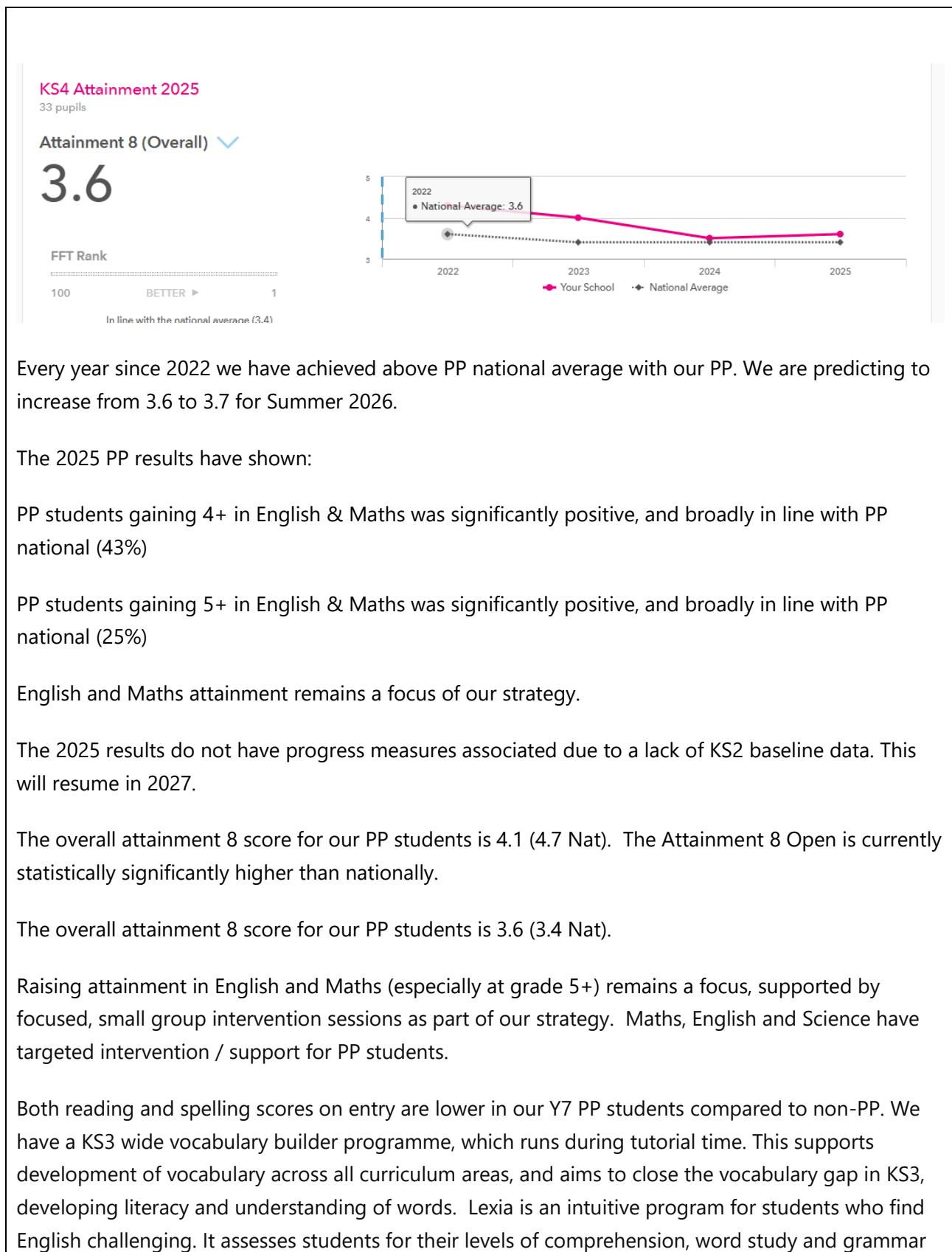
<p>Develop reward system / values awards / ambassador programme to ensure it is consistent – especially for PP and SEND students</p> <p>Review of behaviour mgt system to ensure it is consistent and fair across all student groups</p> <p>Focus on improving attendance and effort for PP students</p>	<p>SSO officers work closely with the PD lead to create and enhance opportunities for PP students to become subjects and values ambassadors. Monitoring to focus on ensuring equity for all in experience and reward.</p> <p>Systems scrutinised in application of rewards as well as sanctions. Monitoring 3 year results for patterns and consistency. Here has been a new positive achievement working party set up. This group is currently analysing the data around PP positive achievement.</p> <p>SSO have attendance and effort at the heart of monitoring and support meetings. Review of progress in gaps to be reviewed each year. Pattern in attendance and behaviour are scrutinised by the Behaviour hub admin officer as well as monitored by the PP lead in the Hub, and also discussed in inclusion online briefings.</p> <p>Effort grades tend to be 0.2 of a grade lower than Non PP students</p> <p>Attendance tends to be 2-3% below Non PP students</p> <p>A proportion of PP funding is used to fund a specific attendance, safeguarding and well-being checks for PP students. Data is reviewed regularly and informs targeted mentoring sessions with the aim to enhance and support engagement and behaviour across the school</p>	
<p>Providing additional mental health support to PP students</p>	<p>PP funding has been used to fund additional external support for PP students only – this is done on a needs basis. Some PP funding is also being used to train a person in ELSA – this will then allow increased capacity for early intervention for PP students who are presenting with mental health concerns. We also fund a place with a fully trained counsellor for students who present a need.</p>	3
<p>Well-being book and App library purchased / signposted in the well-being / Student support area</p>	<p>'Shelf-Help' https://readingagency.org.uk/young-people/quick-guides/reading-well/</p> <p>Well-being and SSO will utilise the shelf help library of books and apps during their sessions with students. Parents can also access advice / help in the form of apps and aid discussions with their children.</p> <p>This app based and physical library is utilised in the behaviour hub</p>	3,5
<p>Developing cultural capital within school</p>	<p>Focus on opportunities to enrich the experience of PP students.</p> <p>Gym memberships as part of the PP package – for those students who are taking GCSE PE or who have expressed an interest in joining</p>	5

	<p>Swimming lessons for PP students who are not yet able to swim well or it has been suggested for their wellbeing</p> <p>Magazine subscriptions for PP students – developing literacy skills</p> <p>Music lessons 50% cost for KS3 and 100% for KS4.</p> <p>Approximately 50% of our students accessing peripatetic music lessons are PP students.</p> <p>Enhancing availability of musical instruments for practise at home. Payment for music exams where required.</p> <p>Subject specific opportunities across the school e.g. London Theatre residential trip</p>	
Increase uptake of PP students at extra-curricular activities	<p>Keep a record of students attending extra-curricular activities</p> <p>Mentoring sessions to include a focus on extracurricular activities</p> <p>Actively encourage departments to think about the proportion of PP students attending extra-curricular activities and to looks at targeting students.</p> <p>Access to wider cultural capital enhancing initiatives such as supporting the Performing arts dept and the school musical.</p> <p>Enhancing opportunities for students to work in theatre groups to rehearse and perform. Access to theatre groups limited in rural Lincolnshire.</p> <p>Working towards the PP pledge (which is linked to the Academy Values) students will maximise their entitlements. .</p> <p>Increasing opportunities for students to access ambassador programme across all subjects</p>	3, 4, 5

Total budgeted cost: £315,096

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils



skills. Each student then has a tailor-made program for their strengths and weaknesses. The program has the three strands for students to select, or, the teacher can limit the choices so that students access specific strand/s according to the areas of greatest need.

Effort grades are slightly lower for PP lower across all years, averaging around 0.2 of a grade. Attendance is significantly lower in PP vs non-PP. This will be an ongoing focus throughout the next 3 years. Effort and attendance are focused upon during regular PP mentoring reviews which are held after each progress check, 3 times a year with every PP student.

Externally provided programmes

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

Programme	Provider
KS3 Intervention & KS4 placement	The Acorn Free School
Lincs Education Partnership. KS4 Curriculum provider.	Alternative Education Services Ltd.

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

We liaise closely with the welfare team from our local RAF base, and they provide regular support and extra provision in helping us to encourage belonging and community throughout the school. Our provision has been designed in collaboration with RAF Waddington's family liaison services and is based on community and belonging.

Services students can volunteer to be on the Services steering group. The steering group meet termly to discuss provision and opportunities for community based projects and inclusion opportunities for our services students. They have also presented in assemblies.

There are regular termly services breakfasts, which present another opportunity for our services students to get together and have access to the services staff.

Students have access to a number of trips, and have taken part in the Festival of Friends project (a collaboration of service students across Lincolnshire Schools). Students have also recently visited Bishop Grosseteste University as part of a project for services students across Lincolnshire.

Our services students organise the selling of poppies on the school site and they also organise and attend the memorial service at the village memorial each November.

We have recently introduced Services Breakfasts twice a year for each year group. This is a chance for students to sit down and chat to our student support team, and more importantly – each other, in order for the team to notice and mitigate any issues relating to life in the services. We provide a weekly community club that students can attend as a space to share, chat, and be with people who understand issues relating to being part of a military family. It is our job to mitigate any feeling of isolation or loneliness within our school community. We use the RAF welfare services to provide training for staff and further understanding of effective use of the services provision. The lunchtime club develop a rapport with students, and it is safe space to share worries or concerns. Where necessary, staff share any issues or concerns with the Student Support team who then provide individual, targeted help and support and liaise closely with families.

Support and encouragement to access extra-curricular activities.

Access to Student Support officers via open door service as needed, particularly when family members are deployed. Regular contact with home in times of deployment.

There is a yearly services trip out to sites of local importance eg RAF Bomber Command, Lincoln or RAF East Kirkby.

The impact of that spending on service pupil premium eligible pupils

Student Voice and ensuring a sense of belonging within school. Supporting friendship groups and mitigating any issues of loneliness caused by regular movement due to postings. Students are making use of revision resources and strategies discussed to engage with the curriculum.

This is shown in positive attitudes, good progress, effort grades and high levels of engagement in extra-curricular activities such as D of E and Clubs

Financial contributions have been provided to some students on request and granted on a case by case basis.