Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2024 to 2025 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Horbury Academy
Number of pupils in school	1079
Proportion (%) of pupil premium eligible pupils	297 (27.5%)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Nicky Walker, Principal
Pupil premium lead	Steve Care, Assistant Vice Principal
Governor / Trustee lead	Julie Tomlinson

Funding overview

Detail	**Amount**
Pupil premium funding allocation this academic year	£290,739
Recovery premium funding allocation this academic year	£0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£290,739

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Horbury Academy we have the highest expectations of what every pupil can achieve regardless of their context or starting point with an aspiration to provide a world class education for all young people within our community. We are ambitious for all our young people, and we have a relentless approach to creating a positive ethos for learning and a success culture.

We understand that it is vitally important that we get the basics right, for example high quality first teaching, attendance, pastoral support and intervention and parental engagement, as if these are not in place, standards of our pupil premium pupils will not improve, and their life chances will be affected.

Our actions and plans to address the challenges and barriers that are specific to our academy, are evidence based and underpinning this is research from the following areas:

The Education Endowment Foundation (EEF),

DfE guidance on Pupil Premium,

Evidence from within our Trust and local educational community.

Our PP Strategy is not a stand-alone document and is integral to wider school plans such as our whole academy literacy strategy and attendance strategy.

All members of staff and the governing body at Horbury Academy accept responsibility for our disadvantaged and vulnerable pupils and are committed to meeting their academic and pastoral needs, ensuring they are challenged to achieve, and that early intervention occurs when this has been identified through robust diagnostic assessment.

Challenges

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

Challenge number	Detail of challenge
1	Teaching and learning: Data shows sustained improved progress and attainment of our disadvantaged cohort at key stage 4. However, internal and external reviews and quality assurance has shown that, although there has been continuing progress in developing a strong climate for learning and expectations of disadvantaged and vulnerable pupils and a strong pedagogy in place to support their learning at key stage 3, there is not full consistency across all subjects and not all staff are aware of the individual needs of our most disadvantaged and vulnerable pupils. Therefore, progress of these pupils at key stage 3 is not where we expect it to be.
2	Attendance: Our attendance data for 2023-2024 illustrates how attendance of our disadvantaged and vulnerable pupils is a major area of concern. After showing an improvement over the years 2021-2023, attendance for our disadvantaged and vulnerable pupils declined in 2023-2024. Attendance among disadvantaged pupils is 10.2% lower than for non-disadvantaged pupils and was below the national average. 48% of disadvantaged pupils have been 'persistently absent' (PA) compared to 19% of their non-disadvantaged peers during 2023-2024 and was above the national average. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	Parental engagement and involvement: Our internal data shows that disadvantaged parental engagement is lower than non-disadvantaged and vulnerable parental engagement for parents' evenings, parental information evenings and use of our parental communications app, MCAS. There are several 'hard to reach' disadvantaged and vulnerable families in each year group who do not engage fully in their child's education which has a direct impact on their attendance. Furthermore, although engagement of parents has improved over the year 2023-2024, parental 'involvement' in their child's learning is still an area of challenge to address.
4	Literacy and numeracy: Evidence from internal and external assessments show that a higher proportion of pupils in the disadvantaged and vulnerable group arrive with below average English skills and many pupils eligible for the disadvantaged funding have reading ages significantly below their chronological

	reading age. A higher proportion of pupils in the disadvantaged and vulnerable group arrive with below average maths skills.
5	Pastoral: Our assessments, observations, internal whole academy student voice data and discussions with parents show many disadvantaged and vulnerable pupils have Emotional and Behavioural Difficulties (EBD), social skills difficulties, lack of home support, incorrect uniform and require counselling/mentoring and tailored intervention courses e.g., mental health and/or anger management. This results in them not making as much progress as their non-disadvantaged and vulnerable peers and in particular, having higher than average suspensions and repeat suspensions and lower than average attendance.
6	Aspirations: Many of our disadvantaged and vulnerable pupils have had fewer life experiences and have not taken part in the same breadth of events as non-disadvantaged pupils e.g., enrichment activities, school trips, sports teams and pupil leadership groups. Through assessments and discussions with pupils and their families, these pupils do not have the same cultural capital, aspirations and expectations for their education post-16 and career progression as non-disadvantaged and vulnerable pupils.

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
Close the gap between disadvantaged and non-disadvantaged pupils across the curriculum at KS3 and KS4.	Attainment 8 gap between disadvantaged and non-disadvantaged closes at KS4. Gap between disadvantaged and non- disadvantaged pupils achieving or exceeding expectations closes at KS3.
To improve disadvantaged Persistent Absence (PA) measure and to improve disadvantaged attendance across years 7-11.	Overall attendance for disadvantaged for 2024-2025 improves to above the national average. Persistent absence figure for disadvantaged for 2024-2025 improves so it is this figure is below the national average. Gap closes between disadvantaged and non-disadvantaged attendance from figure of 10.2% in 2023-2024.

	Gap closes between disadvantaged and non-disadvantaged PA from figure of 29% in 2023-2024.
Increased engagement and involvement from disadvantaged parents/carers in their child's education.	Increased attendance at parents' evenings and parental information events for parents/carers of disadvantaged and pupils. 'Harder to reach' disadvantaged parents/carers decrease in number due to parental engagement strategy. Increase in the 'involvement' of parents in their child's learning.
Improved literacy and numeracy skills of disadvantaged pupils at KS3 and KS4.	An improved attainment 8 score in English and Maths at GCSE. % of disadvantaged pupils who are achieving or exceeding expectations at KS3 in English and Maths increases from the 2023-2024 academic year where 65.8% (English) and 72.6% (Maths) achieved or exceeded their target in KS3.
To sustain and improve our pastoral support for all pupils, particularly our disadvantaged pupils.	Rigorous and robust provision mapping in place for targeted pupils that leads to: Decrease in suspensions, repeat suspensions and behaviour incidents. Improved attendance.
Improve opportunity for all pupils, particularly our disadvantaged pupils, to enhance their curriculum and pupil leadership experience inside and outside of the classroom.	All disadvantaged pupils have the opportunity to experience curriculum enhancement throughout 2024-2025. Qualitative data from pupil voice and pupil surveys will show positive impact of curriculum enhancement. Increase in pupil leadership experiences for disadvantaged pupils. Disadvantaged and vulnerable pupils at KS4 all have specific and targeted careers support and intervention from a designation careers advisor in addition to a variety of experiences to enhance their onward journey.

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: £12,411

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on professional development of all teaching staff through our Teaching and Learning Development Groups (TLDGs), Accord Driver groups, Metacognition Early Adopter Group, National Professional Qualifications and support for Early Career Teachers. This will involve ongoing teacher training and support and release time.	There is strong evidence that effective professional development can have a positive impact on pupil outcomes: *"Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap."* Effective Professional Development | EEF (educationendowmentfoundation.org.uk) Metacognition and Self-regulated Learning | EEF (educationendowmentfoundation.org.uk) The Boy Question: How To Teach Boys To Succeed In School - 1st Edition (routledge.com) Disadvantaged and vulnerable pupils tell us through our Edurio pupil voice survey that they lack confidence in studying by themselves and having the skills to approach improving and regulating their work so this is an area that will be focused on within the Metacognition Early Adopters group.	1, 4
Embedding whole academy literacy strategy with focus on four strands of 'Think It, Say It, Write It and Read It.' This will involve ongoing teacher training and support and release time. We will fund a percentage of the salary of	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Addressing the 7 pillars of Literacy as promoted by the EEF, which underpin the 4 areas of our literacy strategy, through embedded practice within	1, 4

the Director of English to lead on the literacy strategy.	lessons creating a thorough wave 1 strategy for tackling literacy deficits. Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) Oral language interventions | EEF (educationendowmentfoundation.org.uk) Brooks's What Works for Literacy Difficulties? (theschoolpsychologyservice.com) Oracy Across the Curriculum: The Evidence - Voice 21 Internal Pupil Voice surveys showed improvement in the frequency and application of the strategy across the whole school and strengths of literacy were evident across the academy through internal deep dives. Pupils were able to demonstrate their knowledge of what they were learning and how it supported their progress across subject areas.	
Development of our 'vulnerable pupils' review process which will focus on the pedagogy in place for all pupils but with a particular focus on vulnerable pupils (e.g., Pupil Premium, SEND and boys). Alongside this we will provide specific professional development on the contextual factors which contribute to the vulnerability of all our pupils as we refine and widen our practice.	Internal evidence from 'vulnerable pupils' reviews in 2023-2024 showed the developmental nature of these reviews and how they led to improved pedagogy with regards to vulnerable and disadvantaged pupils. This process will allow us to tailor pedagogical improvement to improve teaching as "*The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment*	1

This will involve ongoing teacher training and support and release time.	*outcomes, particularly for disadvantaged pupils."* School_Planning_Guide_2022-23.pdf (d2tic4wvo1iusb.cloudfront.net)	
Consistent application of the Vulnerable First Strategy across the Academy at all levels including a focus on wider vulnerability. We will fund curriculum resources.	EEF Pupil Premium guide – *'When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it."* Pupil-Premium-2023.pdf (d2tic4wvo1iusb.cloudfront.net) EEF – A School's Guide to Implementation A School's Guide to Implementation guidance report | Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net)	1, 4

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

Budgeted cost: £92,929

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring and focused intervention for pupils who have been identified as most at need through our internal data analysis. A significant proportion of the pupils who receive tutoring and focused intervention will be disadvantaged and vulnerable.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) and in small groups:	4

We will fund a percentage of the salary of our learning mentors to lead on and work specifically with groups of pupils performing below expected with a high percentage of these being disadvantaged and vulnerable pupils.	Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	
Development of a timely and focused year 11 mentoring programme for disadvantaged and vulnerable pupils. We will fund revision guides and materials for mentees.	Success of mentoring programme 2023-2024 which showed improvements in the progress 8 score for disadvantaged pupils alongside improved attendance and aspirations. EEF studies show that academic mentoring has a positive impact on attainment. Mentoring | EEF (educationendowmentfoundation.org.uk)	2, 3, 5, 6
Adopt a range of literacy interventions including phonics training, immersive literacy days, and Reading Matters and Reading Buddies programmes. We will the Literacy and wellbeing programs such as Empower and Represent by the National Literacy Trust, which are designed specifically for working with pupils who are disadvantaged or those pupils who are disengaged with school.	Internal data has shown literacy interventions have had a clear impact on targeted PP pupils with at least 25 months additional progress. Pupil voice is also positive, showing that the intervention improves confidence. Research has shown the positive impact that phonics, reading comprehension strategies and oral language interventions can have on targeted pupils. Literacy | EEF (educationendowmentfoundation.org.uk) Brooks's What Works for Literacy Difficulties? (theschoolpsychologyservice.com) https://alexquigley.co.uk/introducing-closing-the-reading-gap/	4

	https://oracycambridge.org/oracy-at-the-heart-of-the-curriculum/	
Targeted and focused out of school support programme for year 11, with a focus on disadvantaged and vulnerable pupils for targeted academic support. This will be used to fund curriculum resources for targeted pupils.	*"For pupils in need of additional support, research suggests that providing targeted academic support finely tuned to the needs of individual pupils offers potential benefits."* School_Planning_Guide_2022-23.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 4

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

Budgeted cost: £185,399

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of targeted and focused attendance plan to address the gap in attendance between disadvantaged and vulnerable and non-disadvantaged pupils. We will fund salaries of our Attendance Officer and Educational Welfare Officer (EWO) and recognition rewards for improved attendance.	Internal data shows that below average attendance impacts negatively on progress of disadvantaged and vulnerable pupils and that when attendance interventions and initiatives are timely and focused, this has a positive impact on attendance. This is further reinforced by evidence from the DfE in their 'Working together' document which states: *"At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% 9 among those achieving grade 4. The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%)."* Attendance plan incorporates many of the strategies highlighted in DfE guidance (*February 2024*)	2, 3

	Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk) EEF Guide to Pupil Premium states that "*Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy*." Pupil-Premium-2023.pdf (d2tic4wvo1iusb.cloudfront.net) Attendance interventions rapid evidence assessment | EEF (educationendowmentfoundation.org.uk)	
Development of pastoral strategies with focused HUB and Special Educational Needs (SEN) interventions with our most disadvantaged and vulnerable pupils. We will fund a percentage of salaries of our Inclusion, SEN, California Drive staff, safeguarding officer and mental health practitioner to run interventions with identified vulnerable pupils. This will also be used to fund uniform for our most disadvantaged and vulnerable pupils.	Internal evidence shows many disadvantaged and vulnerable pupils have EBD, social skills difficulties, lack of home support, incorrect uniform and require counselling/mentoring and tailored intervention courses e.g., mental health and/or anger management. Internal data from our whole academy student Edurio voice survey in summer term 2024 reinforced this view with disadvantaged and vulnerable pupils highlighting health and emotional wellbeing as areas of concern and therefore this is a clear area of focus for this academic year. EEF Guide to Pupil Premium states that "*The most significant non-academic challenges to success in school, including behaviour, and social and emotional support, which also may negatively impact upon academic attainment.*" Pupil-Premium-2023.pdf (d2tic4wvo1iusb.cloudfront.net) Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK (www.gov.uk)	2, 5

	Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)	
Implementation of targeted and focused parental plan to address parental engagement and involvement of parents/carers of our disadvantaged and vulnerable pupils. We will fund parental engagement events within the Academy and in the local community. We will fund a percentage of our 5 Pastoral Year Leaders' salaries to work specifically with hard-to-reach parents/carers of disadvantaged and vulnerable pupils.	EEF evidence shows that increasing parental engagement can have a positive impact on progress Parental engagement | EEF (educationendowmentfoundation.org.uk) The EEF Parental Engagement Guidance reflects that *"There is an established link between the home learning environment at all ages and children's performance at school."* EEF_Parental_Engagement_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net)	2, 3
Careers guidance, curriculum enhancement and pupil leadership opportunities provided for disadvantaged and vulnerable pupils to ensure they are supported through each stage of their education and that aspirations are raised. We will fund careers support through a dedicated careers advisor and fund curriculum	EEF evidence on aspiration – "*Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves."* Aspiration interventions | EEF (educationendowmentfoundation.org.uk) Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)	6

enhancement opportunities and SSAT Student Leadership Accreditation.		

Total budgeted cost: £290,739

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 2023 to 2024 academic year.

Strand 1 – Quality teaching for all

Year 11 data

The progress 8 figure for our Pupil Premium 2023-2024 cohort was -0.1 which was a significant improvement on the previous figure for 2022-2023 of –0.43 and compares very favourably to the progress 8 2023-2024 national average for disadvantaged pupils of –0.57.

Our disadvantaged attainment 8 score for 2023-2024 of 37.1 was also above the national average of 34.8.

English and Maths measures also showed improvement with the Pupil Premium 2023-2024 cohort achieving 4+ at 56.3% (up from 37.78%) and 5+ at 37.5% (up from 28% and well above the national average for 2023-2024 of 25.8%).

We acknowledge that these figures do show continued improvement, but the performance of our Pupil Premium cohort continues to be a focus for the academy and is rightly an integral part of our strategy this academic year.

'Vulnerable pupils' review processes demonstrated evidence of the impact of quality first teaching and learning on disadvantaged and vulnerable pupils. These reviews showed the following:

- There was a strong climate for learning and expectations of vulnerable pupils
- Staff take the time to build positive relationships with vulnerable pupils and they have a good understanding of vulnerable pupils' individual needs.
- Vulnerable pupils were clear about a strong pedagogy in place to support them in their learning.
- Our new 'Pupil Learning Profiles' for vulnerable pupils were being used well by the majority of staff to enable them to scaffold learning and meet the needs of these pupils.

- Pupil Learning Profiles have been adapted so they are easily accessible, and strategies are explicit to the reader with Pupil Learning Reviews being reviewed on a termly basis.
- There is still work to be done with the staff body to ensure wider vulnerability is considered and that all staff consistently utilise our Pupil Learning Profiles to adapt their teaching for vulnerable pupils.

The impact of support for Early Career Teachers (ECT's) was shown through our four ECT year 1 teachers and our four ECT year 2 teachers successfully passing their final assessment of year one. Internal quality assessment of all four ECT's demonstrated progress against teacher standards and a quality assurance review carried out by the Appropriate Body in May 2024 was extremely positive with many strengths of our offer for ECTs (including how there is consistency across both induction leads and good practice around how closely we work with our ECT mentors) and no recommendations for improvement. We have five ECTs in the next academic year (x1 year 1 ECT, x4 year 2 ECTs) and subsequently, this area will form a core part of the 'Quality teaching for all' strand of our plan.

The Accord Literacy strategy had been fully rolled out this year with all four strands now being fully used within classrooms (Think It, Say It, Read It and Write It). There has been a Teaching and Learning Development group focused on the Literacy strategy where staff from different subject areas have audited their areas according to the EEF Literacy framework to identify strength and weaknesses. This provided key areas to address with Curriculum Team Leaders (CTLs) and stimulated discussion of methods to overcome the deficiencies. Further support was provided by the Director of English bespoke to the outcomes of the audit and the requests of CTLs.

Whole academy professional development sessions, learning walks and quality assurance of the literacy strategy had allowed leadership to ensure that the strategy is having the desired impact and that where weaknesses are identified appropriate support can be put into place at department or academy level. Time to further embed the literacy strategy is in place for the 2024-2025 academic school year.

Votes for schools has been fully embedded in years 7, 8 and 9. Learning walks and pupil voice has shown that pupils are engaged and on task. Next year we will explore how form tutors can further develop the oracy support in Votes for Schools lessons. Reading Routes will also be launched next year, developing our approach to whole school reading.

Our professional development programme this year has ensures that the Teaching and Learning Development groups have once again developed and driven academy priorities through the development of teaching standards across the academy and the trust. Staff worked towards a teaching and learning showcase of the work they have developed and the impact that they have had within their own departments. Internal evidence via a staff questionnaire and appraisal information has shown the positive

impact the professional development is having on the quality of teaching for individual staff but also within and across departments.

Strand 2 – Targeted approaches

Literacy interventions have had a clear impact on targeted disadvantaged pupils. 95% of targeted year 7 disadvantaged pupils that took part in our Reading Buddies programme made progress in their reading age with 50% making between 1-2 years improvement in their reading age across the programme. 90% of targeted year 8 disadvantaged pupils that took part in our Reading Matters programme made progress of 1-4 years reading age across the programme. The minimum average progress for pupils involved in both interventions is 25 months. Pupil voice has been positive – all pupils involved feel more confident in reading after the intervention. The positive nature of these approaches, combined with the lower-than-average literacy levels that our disadvantaged pupils arrive at the academy with, means that literacy intervention will continue to form part of our new plan with extra capacity built into existing English staffing to provide high quality academic tutoring for our disadvantaged pupils.

KS3 Academic tutoring has been used to support predominantly reading skills. The provision has allowed pupils to access 1:1 reading time to practice and develop their retrieval, inference, summarising and synthesising skills. All pupils in this program have made progress in their NGRTs.

Work with academic tutors has had a positive impact in numeracy. Across the three cohorts who were intervened with over 90% of pupils improved their marks on the tutoring booklet and 73% of pupils went from being 'Below expected' to 'At expected' by their final assessment.

Our year 11 mentoring programme for disadvantaged pupils shows that the programme has had a clear impact on progress for those pupils involved. 100% of pupils involved in the programme had made college applications and their attendance was 5% higher than the average across the year group for disadvantaged pupils. The average progress 8 of those year 11 pupils who were mentored was +0.15 compared to the overall progress 8 for disadvantaged pupils of –0.17. Disadvantaged pupils who were part of the mentor scheme improved their progress 8 score from -0.03 at the first data point in year 11 to +0.15 overall.

Targeted support was provided for disadvantaged pupils in year 6 in advance of their move to Horbury in year 7 including meeting with 'hard to reach' parents, Education Welfare Officer and SENDCo meetings with feeder primary schools, parent/carer information evenings, extra transition visits and the transfer of key information. Pupil and parent discussions have shown that this transition work has been beneficial in preparing disadvantaged pupils for their transfer to Horbury Academy and will continue to form part of our new plan.

Strand 3 – Wider strategies

Disadvantaged attendance for 2023-2024 (82.8%) was lower than 2022-2023 (86.7%) as was disadvantaged persistent absence (48% in 2023-2024 compared to 43.6% in 2022-2023). Against national average then our disadvantaged attendance was 2.6% lower.

There was positive evidence from specific attendance interventions; Of the 107 students who were involved in our Disadvantaged Attendance Focus Group mentoring 89 of these pupils improved their attendance whilst on the programme. We also introduced a weekly breakfast club for targeted disadvantaged pupils, and this led to an increase in attendance for 63% of these pupils.

We acknowledge that our disadvantaged and vulnerable attendance, and in particular persistent absence, is not where we want it to be, and within our new attendance plan for the academic year 2024-2025 there is a clear focus on improving the attendance of our disadvantaged and vulnerable cohort across the whole academy.

There has been evidence of the positive impact of work within our SEND, HUB and California Drive (alternative provision) areas with disadvantaged pupils showing improved attendance and a reduction in behaviour events. Focused interventions to address the issues of pupil wellbeing, mental health, behaviour and attendance, with a clear focus on their impact, will again form part of our new plan.

There has been a positive impact regarding our raising aspirations initiative for our disadvantaged pupils. Of the 2023-2024 disadvantaged cohort 46 of the 55 young people were seen for a one-to-one careers appointment to support them with their individual career aspirations and progression pathways. This equates to 85.5%. Support and guidance for this cohort took place at various locations throughout the community to ensure students were effectively engaged and supported to meet their aspirations.

All the disadvantaged cohort (55 students) were supported to complete their Post 16 applications to FE, Sixth Form and Apprenticeships which equates to 100%. Targeted support was given to disadvantaged and vulnerable young people in Year 10, on the annual Mock interview day to support them to complete mock applications and attend an employer interview. All in preparation for making their post 16 choices as they progress into Year 11 in September 2024.

Our parental engagement strategy for disadvantaged families has had a positive impact. Parental surveys show positives from parents of disadvantaged pupils with 98% of parents who responded to surveys following parent and carer evening finding the evenings useful and there was an increase in attendance of disadvantaged parents compared to 2022-2023 (41% in 2023-2024 compared to 38% in 2022-2023). Furthermore, there has been increased engagement via our MCAS parents app with 94% of disadvantaged parents now signed up. However, internal data, and discussions with parents and carers via our parents' forum, show that some disadvantaged parents and carers do not fully engage with the academy so this will form part of a disadvantaged Parental Engagement strategy strand within our new plan with a focus

on parental ‘involvement’ including homework, the curriculum and having conversations with their child around learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include: Offering support for our disadvantaged pupils at each stage of their transition from year 6 into year 7. This will include one-to-one meetings with parents/carers of disadvantaged pupils, close and regular liaison with primary feeder schools regarding disadvantaged pupils, a focus on the SEND cohort at year 6, personal invites for parents/carers of disadvantaged pupils to our transition information evenings and extra transition sessions. Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.