Pupil premium strategy statement – Horbury Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1075
Proportion (%) of pupil premium eligible pupils	305 (28.5%)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Nick Ash, Head of Academy
Pupil premium lead	Steve Care, Assistant Vice Principal
Governor / Trustee lead	Claire Beaumont

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£318,790
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*	£318,790

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 disadvantaged 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 Pupil Premium 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	**Attendance**: Our attendance data for 2024-2025 illustrates how the attendance of our disadvantaged and vulnerable pupils is a major area of focus. After showing an improvement over the years 2021-2023, attendance

	for our disadvantaged and vulnerable pupils has declined between 2023-2025. Attendance among disadvantaged pupils was 11.6% lower than for non-disadvantaged pupils and was below the national average. 44.1% of disadvantaged pupils have been 'persistently absent' (PA) compared to 14.6% of their non-disadvantaged peers during 2024-2025 and was above the national average. Despite having incredibly strong results for our disadvantaged cohort (66% 4+ in English and Maths at GCSE in 2024-2025) our assessments and observations indicate that absenteeism does negatively impact on disadvantaged pupils' overall progress.
2	**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 2024-2025 with increased attendance at parental events, parental 'involvement' in their child's learning is still an area of challenge to address.
3	**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, internal surveys 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.
4	**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 having higher than average suspensions and repeat suspensions and lower than average attendance.
5	**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.
6	**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.

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. Increased number of 5+ English/Maths crossmatch for disadvantaged pupils. 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 2025-2026 improves to above the national average. Persistent absence figure for disadvantaged for 2025-2026 improves so this figure is below the national average. Gap closes between disadvantaged and non- disadvantaged attendance from figure of 11.6% in 2024-2025. Gap closes between disadvantaged and non- disadvantaged PA from figure of 29.5% in 2024-2025.
Increased engagement and involvement from disadvantaged parents/carers in their child's education.	Continue to increase attendance at parents' evenings and parental information events for parents/carers of disadvantaged and pupils. 'Harder to reach' disadvantaged parents/carers decrease in number. 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 for disadvantaged pupils. Increased number of 5+ English/Maths crossmatch for disadvantaged pupils. % of disadvantaged pupils who are achieving or exceeding expectations at KS3 in English and Maths increases from the 2024-2025 academic year where 72.2% (English) and 73.9% (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 2025-2026. 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £111,904

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 PLD, AI coaching programme, National Professional Qualifications and support for Early Career Teachers. This will involve ongoing professional learning and development and release time for staff, National College PLD, the introduction of our AI Coaching Programme. 'Aristotal' and the use of SISRA observation system to track the development of Teaching and Learning amongst staff.	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) SISRA Observe: SISRA Observe - Empowering Improvement National College: The National College | CPD for Schools, Trusts, Colleges & Nurseries Aristotle AI coaching platform: AI Teacher Coaching Platform | Aristotal.ai The Edurio student voice survey in summer term 2025 showed improvement in disadvantaged and vulnerable pupils views on how they direct their own learning. However, in comparison to non-disadvantaged pupils, 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 whole school as part of a successful trial with a Metacognition Early Adopters group.	5, 6
Developing pedagogical practice of all staff with regards to our SEN pupils through a program of professional learning and development. Alongside this we will provide specific professional development on the contextual factors	There is strong evidence that developing pedagogical practice around the teaching of SEN can have a major impact on the progress and attainment of these learners, ensuring inclusivity for all pupils. Special Educational Needs in Mainstream Schools | EEF Internal reviews have shown that there are still inconsistencies of how staff use the	5, 6

which contribute to the vulnerability of our pupils as we refine and widen our practice. This will involve ongoing professional learning and development and release time, the use of the National College platform and three dedicated 'PLP Champions'.	information they have on SEN pupils in the form of our Personal Learning Profiles (PLPs) and apply this in the classroom. Our internal SISRA observation analysis of lessons highlighted the need to develop the use of adaptive teaching to further enhance the progress and attainment of our most vulnerable pupils with a focus on those pupils who face a 'double disadvantage' of being both Pupil Premium and SEN. Double Disadvantage	
Embedding whole academy literacy strategy with focus on four strands of 'Think It, Say It, Write It and Read It.' This will involve ongoing professional learning and development and release time. We will fund a percentage of the salary of our lead teacher of English to continue to embed our literacy strategy across the academy and the continued development of Reading Routes and Votes for Schools as whole academy platforms to develop literacy.	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 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 VotesforSchools - Personal Development, SMSC & PSHE Strengths of the implementation of the literacy strategy were evident across the academy through internal audits and through our internal SISRA observation analysis of lessons. Pupils were able to demonstrate their knowledge of what they were learning and how it supported their progress across subject areas. However, there were still inconsistencies across the use of oracy and writing strategies.	5, 6
Consistent application of the Vulnerable First Strategy across the Academy at all levels including a focus on wider vulnerability and inclusivity and links to other academy areas of focus. This will involve ongoing professional learning and development and release	EEF Pupil Premium guide – *"An impactful, sustained Pupil Premium strategy forms an integral part of wider school development planning and practice."* The EEF Guide to the Pupil Premium | Education Endowment Foundation EEF – A School's Guide to Implementation A School's Guide to Implementation guidance report | Education Endowment Foundation	1, 2, 3, 4, 5, 6

time. We will fund curriculum resources.		

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

Budgeted cost: £89,413

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. 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 and many pupils being in the 'double disadvantaged' category.	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: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Double Disadvantage	5
Development of a timely and focused year 11 mentoring programme for disadvantaged and vulnerable pupils. We will fund revision guides and materials for mentees. This will also involve ongoing professional learning and development.	Huge success of mentoring programme 2024-2025 which showed positive impacts of the programme on attendance, average points score and English and Maths grades. EEF studies show that academic mentoring has a positive impact on attainment. Mentoring | EEF	1, 2, 3, 4
Adopt a range of literacy interventions including Rapid Plus Literacy Reading, immersive literacy days, Reading Buddies and Freshstart programmes which focus on our disadvantaged Key Stage 3 pupils. These programmes will focus on vulnerable pupils with low reading ages and those who are not at their	Internal data has shown literacy interventions have had a clear impact on targeted disadvantaged pupils with an average of 16 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. Improving Literacy in Secondary Schools | EEF Literacy | EEF	5

expected standard in literacy.	Brooks's What Works for Literacy Difficulties? The transformative power of oracy - ORACY CAMBRIDGE	
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.	"We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress." The EEF Guide to the Pupil Premium | Education Endowment Foundation	5, 6

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

Budgeted cost: £117,473

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of revised attendance strategy to address the gap in attendance between disadvantaged and vulnerable and non-disadvantaged pupils. We will fund a percentage of salaries of our Attendance Officer, Educational Welfare Officer (EWO), Attendance co-ordinator and Pastoral Year Leaders (PYLs) to drive the attendance strategy.	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 to improve school attendance' 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% 8 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%)."* Working together to improve school attendance (applies from 19 August 2024) Attendance strategy incorporates many of the strategies highlighted in DfE guidance. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance	1, 2
Development of pastoral strategies and interventions with our most disadvantaged and vulnerable pupils. We will fund a percentage of salaries of our Inclusion	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	1, 4

mentor, California Drive staff, safeguarding staff, mental health practitioner and pupil services officer to run interventions and lead on pastoral strategies with identified vulnerable pupils. This will also be used to fund uniform for our most disadvantaged and vulnerable pupils and provide a free breakfast each day.	and/or anger management. Internal data from our whole academy student The Edurio student voice survey in summer term 2025 showed improvement in disadvantaged and vulnerable pupils with regards to health and emotional wellbeing from the 2024 survey but these were still highlighted as areas of concern and therefore this is a continued area of focus for this academic year. EEF Guide to Pupil Premium states that "*Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy*." The EEF Guide to the Pupil Premium | Education Endowment Foundation Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK (www.gov.uk) Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)	
Range of strategies to increase 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.	Internal data shows that there has been an improvement in the engagement of parents and carers at parental events during the academic year 2024-25 but these are still below non-disadvantaged engagement and therefore this is still an area of focus for this academic year. 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
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	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)	3

and that aspirations are raised. We will fund careers support through a dedicated careers advisor and fund curriculum enhancement opportunities.	Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)	

Total budgeted cost: £318,790

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Strand 1 – Quality teaching for all

Year 11 data

The attainment 8 figure for our disadvantaged 2024-2025 cohort was 38 which compares favourably to the attainment 8 2024-2025 national average for disadvantaged pupils of 34.9.

English and Maths measures also showed improvement with the disadvantaged 2024-2025 cohort achieving 4+ in both subjects at 65% which is a 9% increase on the 2023-2024 figure which clearly shows the improved educational and life chances our disadvantaged cohort will now have due to this figure. The 5+ English/Maths figure for 2024-2025 was 33%. This compares favourably to the national average which was 25.6%.

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 with a clear focus on narrowing the Attainment 8 gap between our disadvantaged and non-disadvantaged pupils and improving the % of disadvantaged pupils who achieve 5+ in both English and Maths.

KS3 data showed an increase of disadvantaged pupils achieving or exceeding expectations from 76.3% in 2024 to 76.8% in 2025. Furthermore, there was an increase in pupils achieving of exceeding expectations in English (65.8% in 2024 to 72.2% in 2025) and Maths (72.6% in 2024 to 73.9% in 2025). However, there is still a gap between disadvantaged and non-disadvantaged pupils' attainment at KS3, and this remains an area of focus for the academy.

An external review of vulnerable SEN pupils and the SEN department in the summer term showed many strengths including; High expectations of SEND students & processes to support them, good support systems in place including our 'Pupil Learning Profiles' for vulnerable pupils and clear evidence of Accord classroom principles and evidence of how they support SEND students around modelling and key vocabulary. Furthermore, there was a positive pupil experience regarding climate for learning following conversations with SEND students. There has been development of our 'Pupil Learning Profiles' for our vulnerable pupils but evidence from internal reviews has shown these were not fully consistent in their approach or application. Therefore, the academy has appointed three members of teaching staff to review and re-write these Profiles so there is clear pedagogy behind them that staff can apply in lessons

and the consistent application of these Profiles will be a clear area of focus in the next academic year and will be supported by internal Professional Development for all staff.

The impact of support for Early Career Teachers (ECT's) was shown through our one ECT year 1 teacher and our three ECT year 2 teachers successfully passing their ECT assessment. Internal quality assessment of all four ECT's as part of the Early Career Framework demonstrated excellent progress against teacher standards.

The Accord Literacy strategy had continued to be embedded this year with all four strands 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 oracy where staff from different subject areas used research from the Oracy Education Commission to develop the use of oracy within lessons. At a whole school level there has been a clear focus on the development of oracy with the launch of Reading Routes which included Professional Learning Development for all staff, individual support for identified staff and regular quality assurance and intervention.

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. Following quality assurance during 2024-2025, during the academic year 2025-2026 there will be a clear focus on oracy ensuring that staff are signposting the skills which pupils need to become more aware of their cross curricular benefit.

Internal quality assurance through our observation system, SISRA, shows clear pedagogical strengths re: teaching and learning across the academy. Academy expectations around climate of culture and success, connecting the learning, explanation and modelling and retrieval practice were fully met in over 98% of lessons for these areas. Our internal quality assurance showed that feedback and adaptive teaching, alongside a more consistent use of our literacy strategy were areas which could be developed are academy expectations were only fully met in 70% of these areas. Professional learning and development sessions for staff will be built into our calendar to develop these weaker areas.

Our professional development programme this year has ensured 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. One of the Teaching and Learning Development groups focused on metacognition, and this is being rolled out to all staff

this year to develop this area as it is proven by research by the EEF to have a positive impact on the progress of disadvantaged pupils.

Strand 2 – Targeted approaches

Literacy interventions have had a clear impact on targeted disadvantaged pupils. 100% of targeted year 7 disadvantaged pupils that took part in our Reading Buddies programme made progress in their reading age with an average improvement over 19 months in their reading age across the programme. 75% of targeted year 8 disadvantaged pupils that took part in our Reading Matters programme made progress in their reading age with an average improvement of 33 months across the programme. 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.

In English this year we have deployed our academic tutor to work with targeted year 11 vulnerable pupils who were identified as being capable of achieving high grades but would benefit from working in smaller groups for a period of time and getting more support. This tutoring had a positive impact with 80% of pupils involved showing an improvement in their final grade at GCSE in English compared to when they began the tutoring programme.

Work with academic tutors has had a positive impact in numeracy with 60% of vulnerable year 11 pupils showing an improvement in their final grade in Maths compared to when they began the tutoring programme.

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 14% higher than the average across the year group for disadvantaged pupils. The Average Points Score (APS) for disadvantaged pupils involved in the programme was 39.8 which compared favourably to the overall disadvantaged APS of 38.1. There was also a positive impact on English and Maths measures. 75.5% of pupils involved in the mentor programme achieved 4+ in English and Maths compared to 66% of the disadvantaged cohort overall and 36.7% achieved 5+ in both subjects compared to 32% of the disadvantaged cohort overall.

English and Maths measures also showed improvement with the disadvantaged 2024-2025 cohort achieving 4+ in both subjects at 66% which is a 10% increase on the 2023-2024 figure and clearly shows the improved educational and life chances our disadvantaged cohort will now have due to this figure. The 5+ English/Maths figure for 2024-2025 was 32%

Targeted support was provided for disadvantaged pupils in year 6 in advance of their move to Horbury in year 7 including meetings 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 2024-2025 (81.6%) was lower than 2023-2024 (82.8%) and there was a gap of 11.6% between disadvantaged and non-disadvantaged attendance. Disadvantaged persistent absence improved slightly from last year (44.1% in 2024-2025 compared to 48% in 2023-2024) but there was a gap of 29.5% between disadvantaged and non-disadvantaged persistent attendance. Against national average then our disadvantaged attendance was 4.6% lower.

There was positive evidence from specific attendance interventions since the relaunch of an amended attendance strategy in the summer term 2025;

- There was an increase in disadvantaged attendance of 0.9%
- There was a decrease in disadvantaged persistent absence of 1.3%
- 70% of pupils who had individual attendance interventions increased their attendance

However, we acknowledge that our disadvantaged and vulnerable attendance, is not where we want it to be, and within our new attendance strategy for the academic year 2025-2026 there is a clear focus on improving the attendance of our disadvantaged and vulnerable cohort across the whole academy.

There has been evidence of improvement at an academy level regarding suspensions for our disadvantaged pupils. These have decreased over the last 3 years from 54 incidents (17.2%) in 2022-2023 to 52 incidents (16.88%) in 2023-2024 to 49 incidents (16.5%) in 2024-2025.

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 2024-2025 disadvantaged cohort 44 pupils were seen for a one-to-one careers appointment to support them with their individual career aspirations and progression pathways. This equates to 97.8%. 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.

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. Furthermore, all disadvantaged pupils partook in a post 16 taster day in 2024-2025 and 21.8% of disadvantaged pupils in Year 10 have already had a one-to-one IAG appointment with our career's advisor. Aspirations linking to careers again be an area of focus for us this year with targeted work with disadvantaged parents and carers to involve them directly in the careers process for their child through invitations to attend 1-2-1 careers meetings with their child.

Our parental engagement strategy for disadvantaged families has had a positive impact. Parental surveys show positives from parents of disadvantaged pupils with 100% of parents who responded to surveys following parent and carer evening finding the evenings useful. Furthermore, there was an increase in attendance of disadvantaged parents at parents' evenings compared to previous years. 2024-2025 = 49% (49% in 2024-2025, compared to 41% in 2023-2024 and 38% in 2022-2023). There was also an increase in attendance of disadvantaged parents at supporting success evenings compared to previous years. 2024-2025 = 33% (2023-24 = 29.8%). We realise that these figures are still below the % for non-disadvantaged parents and that there are a number of ‘hard-to-reach' parents of disadvantaged pupils in each year group so parental engagement and involvement rightly form a key part of our plan for 2025-2026.

During the academic year 2024-2025 we relaunched our new academy rewards policy. By the end of the academic year, 22,755 Above and Beyond messages and 7,256 Gold Star Postcards had been given to disadvantaged pupils. In both cases, all disadvantaged pupils received an Above and Beyond and a Gold Star Postcard. As we move into the second year of this strategy, there will be an even greater focus on disadvantaged pupils to ensure that the numbers of rewards they receive is comparable to non-disadvantaged pupils.

Externally provided programmes

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

Programme	Provider

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**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil 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, extra transition session and pre-year 7 attendance interventions.* *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.*