Pupil premium strategy statement Fir Vale Academy

Contents

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	954
Proportion (%) of pupil premium eligible pupils	72.4%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	14 October 2025
Date on which it will be reviewed	22 May 2026
Statement authorised by	Danny Bullock
Pupil premium lead	Lewis Baxter
Governor / Trustee lead	Anne Quaile

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£752,500
Total budget for this academic year	£752,500

Part A: Pupil premium strategy plan

Statement of intent

Fir Vale Academy exists to ensure that every disadvantaged pupil – particularly those who are Roma, eligible for Pupil Premium, or have SEND – achieves academically, attends consistently, and leaves equipped with the knowledge and character needed to succeed beyond Year 11. We will achieve this through three interconnected strands: (i) consistently excellent teaching in every classroom, (ii) precise, curriculum-aligned targeted academic intervention, and (iii) wider strategies that dismantle barriers to attendance, language acquisition, and belonging.

Context and Need

We serve communities experiencing profound socio-economic disadvantage. Of the 954 students on roll, 691 (72.4%) are eligible for Pupil Premium. IDACI profiling confirms that the vast majority of Fir Vale Academy's PP cohort live in the most deprived deciles nationally: 72.7% in decile 1 and 20.7% in decile 2.

Internal attainment data from 2024/25 reveal persistent and significant gaps. PP pupils achieved an average attainment 8 score of 19.07 compared to 35.34 for non-PP peers. At basics 4+, 21.17% of PP pupils met the threshold versus 48.48% of non-PP; at basics 5+ the figures stand at 12.41% and 27.27% respectively. EBacc entry rates similarly diverge: 4.38% for PP pupils against 13.64% for non-PP.

Attendance remains the most acute barrier. PP pupils attend at a mean rate of 82.20% compared to 93.90% for non-PP. Persistent absence affects 58.03% of PP pupils versus 17.87% of non-PP, with severe absence at 12.88% and 3.80% respectively. For Roma PP pupils, the picture is starker still: mean attendance of 69.93% and a persistent absence rate of 79.95%.

Our Approach

We organise our Pupil Premium strategy around three tiers, implemented using the EEF's implementation cycle and reviewed annually by 31 December in line with the DfE menu of approaches.

   a) **Teaching.** We prioritise high-quality first teaching through the Fir Vale Way – a pedagogical framework rooted in retrieval practice, explicit modelling, responsive checking for understanding, live feedback, and deliberate practice. Teaching quality is sustained through precision coaching and collaborative curriculum development.
   b) **Targeted Academic Support.** We have rebuilt our intervention model to be diagnostic, curriculum-linked, and timetabled explicitly within the school day. It mirrors the raising standards rhythm established in Year 11: question-level analysis (QLA) identifies gaps targeted reteaching addresses misconceptions, and low-stakes checking validates impact.
   c) **Wider Strategies.** We address attendance and belonging through multilingual family communication, rapid early-term re-engagement protocols for identified Roma families, and sustained partnership with community organisations. These strategies are designed to remove systemic barrier to presence, language access and a sense of belonging.

Through these coordinated efforts, we aim to close the attainment gap while developing confident, capable individuals who contribute positively to their community. Our strategy's success will be measured through improved behaviour, enhanced engagement, stronger attendance patterns, and ultimately, improved academic outcomes for disadvantaged pupils.

Regular review and adjustment of our approach ensures we maintain momentum in supporting our disadvantaged students to achieve their full potential, preparing them effectively for their future roles as successful members of the community.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance and persistent absence (PP & Roma):** • PP attendance – 82.20% • PP persistent absence – 58.03% • Roma attendance – 76.70% • Roma PP attendance – 69.93% • Roma PP persistent absence – 79.95% Attendance presents a significant challenge, particularly for our disadvantaged and Roma cohort. The significantly high rate of persistent absence in the PP and the Roma PP cohorts suggests embedded attendance issues that need to be addressed directly.
2	**Literacy access:** Many disadvantaged pupils enter Fir Vale Academy with reading ages significantly below chronological age. Internal assessment data shows that Pupil Premium students arrive at FVA with significantly low levels of literacy below their chronological age. This literacy deficit compounds across the curriculum, limiting access to subject content and contributing to disengagement. For Roma PP pupils, EAL status intersects with literacy challenges, creating compounded barriers to curriculum access and academic progress.
3	**Attainment gaps:** PP A8 – 19.07 vs 35.34 Basics 4+ PP – 21.17% vs 48.48% Basics 5+ PP – 12.41% vs 27.27% EBacc entry PP 4.38% vs 13.64% **Low literacy levels** This fundamental literacy barrier affects vocabulary acquisition, comprehension across subjects, and examination performance. Limited home literacy environments mean many PP pupils lack access to reading materials and models of reading for pleasure, perpetuating the disadvantage cycle. **KS2 prior attainment** Analysis of KS2 prior attainment shows PP pupils enter Fir Vale with scaled scores averaging 96 in reading and 95 in maths, compared to non-PP averages of 106 and 105 respectively. The proportion of PP pupils entering with low prior attainment (scaled scores below 100) is 49%, requiring sustained intervention from Year 7 onwards.

4	**Behaviour and belonging:**
	At Fir Vale Academy there is currently an over-representation of disadvantaged pupils in the issuing of sanctions. Building trust is a key aspect to making improvement in the Roma disadvantaged community in particular, and the responses from students and parents are representative of a community who feel negatively towards the school and school leaders. There is a significant need for whole-school routines that are predictable and culturally responsive, and for a communication strategy that is inclusive.
5	**Targeted support architecture:**
	Current intervention systems lack the precision and curriculum integration needed to close gaps effectively. Interventions are often reactive rather than diagnostic, disconnected from classroom teaching, and lack robust impact measurement. There is insufficient capacity for small-group work during the school day, and intervention is not systematically linked to QLA from assessments. The absence of a whole-school intervention timetable means PP pupils miss different curriculum content inconsistently, creating further gaps.
6	**Curriculum confidence and EBacc:** The EBacc entry gap (4.38% PP vs 13.64% non-PP) reflects both historical curriculum narrowing and limited cultural capital that informs subject choice. Many PP pupils lack exposure to languages, humanities, and sciences outside school, leading to risk-averse option choices. Low prior attainment in Year 7 becomes a self-fulfilling barrier to accessing the full breadth of curriculum by Year 9. Staff confidence in adapting EBacc curricula for low-attaining PP pupils requires development to ensure all students can access ambitious pathways.

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
1. Attendance and engagement Close the attendance gap between disadvantaged pupils and their peers. Engage parents with school events, so they are better informed of the importance of school and attendance.	• Reduce persistent absence and severe absence for PP pupils. • Improve re-engagement with school for Roma families who take extended holidays during term time. • Reduce the occurrence of term-time holidays. • Track and improve participation in extra-curricular activities and school evenings. • Track and communicate attendance trends and analyses with staff, students and the wider community.
2. Academic achievement Disadvantaged pupils make accelerated progress in core subjects.	• Demonstrate measurable improvements in reading ages for disadvantaged pupils with an improving three-year trend. • Progress 8 scores (attainment 8 scores for current Year 11) for disadvantaged pupils show a positive trajectory. • The gap between disadvantaged and non-disadvantaged attainment reduces in English and mathematics. • Homework completion gap to be broadly inline with students not in receipt of PP funding.
3. Personal development and wellbeing Disadvantaged pupils develop confidence, resilience, and aspirations. Disadvantaged pupils develop a better sense of community, and build respect for the school, teachers and their peers.	• Reduction in behaviour incidents among disadvantaged students showing a 3-year improving trend. • Increased participation in enrichment activities showing a 3-year improving trend. • Uplift in the successful transition to post-16 education or training. • Ensure all disadvantaged pupils receive comprehensive careers guidance and work experience opportunities.
4. Remove barriers to learning All disadvantaged pupils have equal access to learning resources.	• All disadvantaged pupils have access to required technology. • All disadvantaged pupils have the necessary equipment for learning. • All disadvantaged pupils participate in curriculum activities and educational visits. • Supervised study spaces for all disadvantaged pupils.

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: £ *457,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activity 1: Enhanced Quality First Teaching Embed and refine the Fir Vale Way across all classrooms with specific focus on PP impact: • Implement "First and Best" principle: PP pupils receive first attention in every lesson (first books marked, first to receive feedback, priority questioning, strategic seating) • Strengthen retrieval practice: every lesson begins with low-stakes retrieval explicitly targeting knowledge gaps identified in PP pupils through prior assessment • Explicit modelling: all teachers model thinking processes, written responses, and problem-solving approaches, removing barriers for pupils without home support • Responsive checking: plan deliberate check-points targeting PP pupils to identify and address misconceptions in real-time before they compound • Live feedback: prioritise verbal and written feedback for PP pupils during lessons, reducing homework dependency • Deliberate practice: structured, scaffolded practice with decreasing support, ensuring PP pupils achieve fluency • Adaptive planning: annotated planning identifies pre-teaching, scaffolding, and extension for PP pupils in every lesson • Knowledge organisers: comprehensive provision removing home printing barriers, with explicit teaching of how to use them effectively	EEF: Mastery Learning +5 months ★★★☆☆ EEF: Feedback +6 months ★★★☆☆ EEF: Metacognition and Self-Regulation +7 months ★★★★☆ EEF: Teacher Feedback to Improve Pupil Learning (Guidance Report) Great Teaching Toolkit: Evidence Review shows quality-first teaching has greater impact on disadvantaged pupils than any other single intervention.	3, 4, 6
Activity 2: Enhanced Revision Support Teaching Implement systematic revision pedagogy embedded within curriculum time, specifically targeting PP pupils: • Y11 Raising Standards Programme: QLA-driven intervention following every assessment, with targeted reteaching of misconceptions for PP pupils before moving forward	EEF: Improving Secondary Science (Guidance Report) - recommends teaching metacognitive strategies explicitly EEF: Metacognition +7 months ★★★★☆	3, 5, 6

• Structured revision lessons: explicit teaching of revision strategies (retrieval practice, interleaving, spaced practice, elaboration) as curriculum content • Revision resource provision: all PP pupils receive full revision guides, flashcards, and materials for all subjects, free of charge • Timetabled revision time: dedicated curriculum slots for supported revision where PP pupils work with subject specialists • Walking-talking mocks: structured exam practice with live teacher commentary, explicitly targeting PP pupils who lack exam-preparation support at home • Drop-down days: concentrated revision sessions during collapsed timetable days, with breakfast and lunch provided for PP pupils • Parent revision workshops: multilingual sessions equipping families to support revision at home, with translated materials	[Research by Dunlosky et al. (2013)](#) identifies retrieval practice and spaced practice as highest-impact revision strategies [EEF: Working with Parents to Support Children's Learning](#) +4 months ★★★☆☆	
Activity 3: Enhanced Assessment and Feedback Strategy Rebuild assessment and feedback systems to prioritise disadvantaged pupils: • Same-day marking for persistent absentees: PP pupils with attendance <85% have books marked same-day to prevent compounding gaps • Priority feedback protocols: PP pupils receive first and most detailed written feedback on all assessed work • Structured verbal feedback: planned verbal feedback opportunities for PP pupils during lessons, documented and tracked • Whole-class feedback: targeted whole-class feedback sheets identifying common misconceptions, with PP-specific follow-up tasks • Self and peer assessment: explicit teaching of assessment strategies, enabling PP pupils to self-regulate learning • Low-stakes quizzing: frequent, low-stakes retrieval checks providing immediate feedback and informing reteaching • Assessment without levels: focus on specific knowledge and skills mastery rather than grades, reducing demotivation • PINK (Proof I Now Know) tasks: protected lesson time for PP pupils to demonstrate what they know, and to receive immediate feedback • QLA systems: rigorous question-level analysis following all summative assessments, identifying PP-specific gaps and triggering targeted reteaching	[EEF: Teacher Feedback to Improve Pupil Learning](#) (Guidance Report) - feedback should be specific, timely, and actionable [EEF: Feedback](#) +6 months ★★★☆☆ [EEF: Effective Feedback](#) (Guidance Summary) recommends reducing dependence on written feedback and increasing in-lesson feedback [Black & Wiliam (1998)](#) - formative assessment has disproportionate impact on low attainers	3, 5

Activity 4: Professional Development and Support	EEF: Effective Professional Development (Guidance Report) - sustained, collaborative, subject-specific CPD has greatest impact	3, 4, 5, 6
Systematic CPD programme building teacher expertise in supporting disadvantaged pupils:		
• Precision coaching model: subject-specific coaching with explicit focus on PP pupil outcomes, including joint planning and team teaching	EEF: A Marked Improvement (Report) - marking and feedback training improves outcomes	
• Fir Vale Way training: ongoing development of retrieval, modelling, checking, feedback, and practice techniques with PP impact focus	EEF: Making Best Use of Teaching Assistants (Guidance Report) - quality of deployment requires teacher training	
• Adaptive teaching: training in identifying and responding to PP pupil needs within whole-class teaching, avoiding low expectations	Teacher Development Trust: effective CPD requires sustained support, not one-off training	
• Trauma-informed practice: understanding impact of poverty and developing strategies for building trust and resilience with Roma and PP pupils		
• EAL pedagogy: specialist training in supporting EAL learners within mainstream lessons, particularly vocabulary development		
• Cultural responsiveness: CPD on Roma culture, community engagement, and avoiding unconscious bias in teaching and assessment		
• Data literacy: training in using PP-specific data to inform planning, identify gaps, and measure impact of interventions		
• Collaborative planning: protected time for departments to plan with PP pupils explicitly at centre, sharing effective practice		
• New staff induction: comprehensive induction for all new staff on Fir Vale context, PP strategy, and high-impact strategies		
• Lesson study: structured lesson observations focusing on PP pupil learning and engagement, with reflective discussion		
Activity 5: Priority Learner Pathway	EEF: Individualised Instruction +4 months ★★★☆☆	1, 2, 3, 4, 5
Systematic identification and tracking of highest-need PP pupils with personalised support:		
• Termly PP reviews: identify PP pupils requiring Priority Learner status based on attendance, attainment, and engagement data	EEF: Mentoring +2 months ★★☆☆☆	
• Weekly mentoring: designated staff mentor meets Priority Learners weekly for check-in, barrier identification, and celebration	EEF: Social and Emotional Learning +4 months ★★★★☆	
• First and Best in action: Priority Learners flagged on seating plans, marked first, receive first verbal feedback, asked first	Coe et al. (2014): strong relationships and knowing pupils well is core to effective teaching	
• Proactive communication: mentors send personal emails after any absence, celebrate improvements, and maintain regular positive contact with families		

• Resource provision: automatic equipment, uniform, revision materials provided without need to request • Timetabled support: Priority Learners receive protected time for homework support, reading, or subject-specific intervention • Pastoral tracking: designated pastoral leader monitors Priority Learners' wellbeing, attendance, and behaviour patterns • Multi-agency coordination: Priority Learners with complex needs receive joined-up support through TAC, Early Help, or SEND processes • Student voice: termly consultation with Priority Learners about barriers and support effectiveness • Transition support: enhanced transition at key points (Y6-7, Y9 options, Y11 post-16) for Priority Learners		
Activity 6: Recruitment and Retention Strategy Strategic recruitment and retention to build stable, expert teaching workforce committed to PP success: • Recruitment priorities: target teachers with proven track record in high-PP schools, commitment to disadvantage, and cultural competence • Competitive packages: enhanced pay and responsibility for PP champion roles, incentivizing expertise retention • ECT support: comprehensive induction for ECTs including PP-specific training, reduced timetables for intervention delivery, and mentoring by PP experts • Career progression: clear pathways linking PP impact to promotion, creating PP specialist roles at all levels • Workload management: protect PPA and limit additional duties for staff delivering intensive PP support • Professional recognition: celebrate and disseminate PP success stories, supporting staff to present at conferences and publish practice • Collaborative culture: invest in department time for joint planning with PP focus, building collective expertise • Wellbeing support: comprehensive wellbeing offer recognizing emotional demands of working in high-deprivation context • Retention interviews: stay interviews and exit interviews to understand and address retention barriers • Research engagement: support staff to engage with educational research and evidence, linking to PP strategy	EEF: Effective Professional Development - retention of quality teachers has greater impact than any single intervention Kraft & Papay (2014): teacher effectiveness improves significantly with experience, making retention critical Allen & Sims (2018): teacher turnover disproportionately harms disadvantaged pupils EEF: Recruitment and Retention - stable, expert teaching workforce is foundation of improving PP outcomes	1, 2, 3, 4, 5, 6

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

Budgeted cost: *£ 200,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activity 1: Development of a Whole-School Intervention Strategy Establish systematic, diagnostic intervention framework linked to curriculum: • Diagnostic assessment: regular assessment identifying specific knowledge/skill gaps for PP pupils in all subjects • QLA-driven intervention: question-level analysis from all assessments triggers targeted small-group reteaching • Timetabled intervention: dedicated intervention slots within school day, ensuring PP pupils do not miss other curriculum • Curriculum-linked content: intervention directly reteaches classroom content, not generic study skills or parallel curriculum • Staff expertise: subject specialists deliver intervention, ensuring curriculum fidelity and high-quality explanation • Intervention tracking: centralised tracking of which PP pupils receive which interventions, monitoring impact on subsequent assessments • Entrance and exit criteria: clear criteria for entering and leaving intervention, based on assessment data not teacher referral • Low-stakes checking: regular low-stakes assessment within intervention to check retention and inform next steps • Parental communication: families informed when pupils enter intervention, with clear explanation of focus and expected impact • Impact measurement: intervention impact measured through improvement in subsequent curriculum assessments, not separate tests	EEF: Small Group Tuition +4 months ★★★★☆ EEF: One to One Tuition +5 months ★★★☆☆ EEF: Making Best Use of Teaching Assistants - interventions must be curriculum-linked and delivered by skilled staff Hattie (2009): feedback and diagnosis have effect sizes of 0.79, among highest-impact strategies	3, 5, 6
Activity 2: Robust Literacy Support for Pupils in Receipt of Pupil Premium Funding Comprehensive literacy provision targeting PP pupils' specific needs: • Baseline assessment: all Y7 PP pupils assessed using standardised reading tests (NGRT) in first half-term, with termly re-testing • Tiered intervention: pupils grouped by need - phonics (Fresh Start), reading fluency,	EEF: Reading Comprehension Strategies +6 months ★★★★☆ EEF: Phonics +5 months ★★★★★ EEF: Oral Language Interventions +6 months ★★★★☆	2, 3, 6

comprehension, vocabulary - receiving targeted intervention • Fresh Start: systematic synthetic phonics for PP pupils with decoding deficits, delivered by trained staff in small groups 4x weekly • Accelerated Reader: all PP pupils below age-related expectations enrolled, with dedicated reading time and staff support • Reading Intervention: small-group sessions targeting fluency and comprehension for PP pupils 1-2 years below chronological age • Lexonix: digital intervention for PP pupils, tracked rigorously with weekly reporting to literacy coordinator • Disciplinary literacy: whole-school literacy framework teaching subject-specific vocabulary, reading strategies, and writing across all subjects • Reciprocal reading: structured reading comprehension approach taught in English and deployed across curriculum • Reading for pleasure: dedicated library time for all PP pupils, staff reading aloud, author visits prioritizing PP engagement • EAL literacy support: targeted support for Roma PP pupils developing English, including bilingual resources and peer support • Vocabulary instruction: systematic teaching of tier 2 and tier 3 vocabulary using Frayer model across all subjects • Home reading support: provision of books for PP pupils to take home, paired reading training for families, multilingual story resources	EEF: Improving Literacy in Secondary Schools (Guidance Report) - recommends systematic approach targeting specific deficits Renaissance Learning: Accelerated Reader has strong evidence for improving reading outcomes for disadvantaged pupils	
Activity 3: Robust Numeracy Support for Pupils in Receipt of Pupil Premium Funding Structured numeracy intervention addressing foundational gaps: • Numeracy assessment: all Y7 PP pupils assessed for numeracy gaps in first half-term using standardised tests • Third Space Learning: 1-to-1 online tutoring for identified PP pupils, targeting specific curriculum gaps with specialist tutors • Maths intervention groups: small groups targeting number fluency, arithmetic, algebraic thinking, and problem-solving for PP pupils • Times tables mastery: dedicated times tables intervention for PP pupils without fluency, using evidence-based practice (retrieval, spacing) • Arithmetic fluency: systematic development of arithmetic fluency removing calculator dependency and building confidence	EEF: Improving Mathematics in Secondary Schools (Guidance Report) - recommends targeted numeracy intervention EEF: Teaching Mathematics at Secondary (Guidance Report) EEF: One to One Tuition +5 months ★★★☆☆ EEF: Digital Technology +4 months ★★★★☆ Third Space Learning: evidence of 5+ months accelerated progress for disadvantaged pupils	

• Sparx Maths: adaptive homework platform for all PP pupils, with in-school homework clubs and support to ensure completion • Manipulatives and models: concrete-pictorial-abstract approach prioritised for PP pupils with conceptual gaps • Mastery approach: ensure PP pupils master foundational content before moving forward, through careful assessment and reteaching • Mathematical vocabulary: explicit teaching of mathematical vocabulary, removing language barriers to mathematical thinking • Problem-solving strategies: explicit teaching of problem-solving approaches (bar modelling, working backwards, trial and improvement) • Parental engagement: maths workshops for PP families, translated resources explaining methods, and supporting home practice • In-class support: TA deployment prioritizing PP pupils for immediate feedback and scaffolding during maths lessons		
Activity 4: Targeted Booster Sessions for Pupils in Receipt of Pupil Premium Funding Intensive Y11 support maximizing PP outcomes: • Period 6 sessions: after-school booster classes in English, maths, science, and option subjects, prioritizing PP pupils • Saturday school: voluntary Saturday sessions providing extended learning time for PP Y11 pupils in core subjects • Holiday revision: funded holiday revision sessions during all breaks (October, February, Easter), with breakfast and resources provided • Small group booster: identified PP pupils invited to small-group sessions targeting specific grade boundaries (3-4, 4-5, 5-6) • Subject-specific boosters: departments run targeted sessions addressing common misconceptions and exam technique for PP pupils • Mock exam response: intensive intervention post-mocks for PP pupils below target, with QLA-driven reteaching • Mentoring: Y11 PP pupils paired with staff mentors providing academic and pastoral support through exam season • Study skills: explicit teaching of revision techniques, exam technique, time management, and stress management for PP pupils • Equipment provision: all PP Y11 pupils receive exam equipment packs, revision guides, and stationery free of charge	EEF: Small Group Tuition +4 months ★★★★☆ EEF: Extending School Time +3 months ★★★☆☆ EEF: Mastery Learning +5 months ★★★☆☆ Sutton Trust: extra time has impact for disadvantaged pupils when high-quality and targeted	3, 5, 6

• Home learning support: homework and revision clubs providing supervised space and resources for PP pupils • Breakfast and break provision: breakfast club and break-time provision ensuring PP pupils are ready to learn • Transport: funded transport for after-school/Saturday sessions removing barrier for PP pupils in extended sessions		
Activity 5: Small Group Withdrawal for Core Subjects Strategic curriculum adaptation for lowest-attaining PP pupils: • Identification: PP pupils significantly below age-related expectations identified for small-class teaching in English and/or maths • Staffing: experienced, specialist teachers deliver small-group teaching (max 15 pupils), ensuring high-quality pedagogy • Curriculum: bespoke curriculum balancing GCSE content with foundational skills gaps, ensuring entitlement and progression • Catch-up focus: intensive focus on literacy and numeracy fundamentals whilst maintaining GCSE curriculum coverage • Differentiated pace: slower pace allowing for deeper processing, more practice, and responsive reteaching • Relationship-building: consistent teacher and small group enabling strong relationships and personalised support • Regular assessment: frequent low-stakes assessment identifying progress and informing responsive teaching • Reintegration pathway: clear criteria and support for pupils to reintegrate to mainstream classes when ready • Parental communication: ongoing communication with families about curriculum, progress, and support strategies • Resource provision: enhanced resources, technology, and materials to support learning in small groups	EEF: Reducing Class Size +3 months ★★☆☆☆ (mixed evidence, effective when well-implemented) EEF: Individualised Instruction +4 months ★★★☆☆ EEF: Small Group Tuition +4 months ★★★★☆ Coe et al. (2014): smaller groups effective when teaching approach adapted, not simply same teaching to fewer pupils	2, 3, 5

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

Budgeted cost: £ *95,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activity 1: School Poverty Proofing Strategy Comprehensive removal of financial barriers to participation and learning: • Uniform support: PP pupils receive free blazers, PE kit, and school shoes annually via voucher system, with discreet collection • Equipment provision: all PP pupils receive equipment packs (pens, pencils, calculator, geometry set) at start of each term, replenished as needed • Equipment bank: emergency equipment available in every classroom for immediate provision, removing stigma and barrier • Technology access: all PP pupils receive device loan (Chromebook) for home use, with tech support and internet access support where needed • Revision resources: all PP pupils receive free revision guides, textbooks, and materials for all subjects • Printing credits: PP pupils receive enhanced printing credits for coursework, NEA, and revision materials • Cashless catering: cashless system with biometric login removing visibility of FSM status and preventing stigma • Free breakfast: breakfast club free for all PP pupils, providing nutritious start and social opportunity • Trip funding: all PP pupils receive funded access to curriculum trips, cultural visits, and residential experiences without request • Music tuition: free peripatetic music lessons for PP pupils who request, including instrument loan • Extra-curricular access: all PP pupils can access all clubs, activities, and enrichment free of charge • Examination fees: PP pupils do not pay resit fees, supporting progression and ambition • Post-16 support: PP pupils receive funded college applications support, interview clothing, and transport	Children North East: cost of school day research shows hidden costs exclude disadvantaged pupils from full participation EEF: Arts Participation +3 months ★★★☆☆ EEF: Physical Activity +1 month ★★★☆☆ EEF: Breakfast Clubs +2 months ★★★★☆	1, 4, 5
Activity 2: Prioritised Communication Enhanced communication systems prioritizing engagement with PP and Roma families:	EEF: Working with Parents to Support Children's Learning +4 months ★★★☆☆	1, 2, 4

- Multilingual communication: all key communications translated into Slovak and Czech with support from community translators - Rapid response: PP families receive priority response to queries and concerns within 24 hours - Positive contact: systematic positive phone calls home celebrating PP pupil successes, attendance improvements, and effort - Attendance communication: first-day absence calls for all PP pupils, with same-day home visits for persistent absentees - Progress updates: half-termly progress reports for PP pupils, with follow-up phone call discussing support - Parent app: Arbor used for real-time communication, with training sessions for PP families to maximise engagement - Flexible meetings: parents' evenings offered with flexible timings, home visits, or virtual options to maximise PP family attendance - Interpreters: professional interpreters available for all meetings with EAL PP families, booked proactively - Family liaison: dedicated staff member for Roma community liaison, building trust and bridges between school and families - Community presence: attendance at community events, Roma cultural celebrations, and local venues to build relationships - Transport support: funded taxi provision for PP families to attend key meetings (options evening, review meetings, celebration events) - Text service: SMS service for absence reporting, appointment reminders, and positive messaging - Welcome contacts: personal welcome phone calls for new PP pupils, with home visit offered to introduce school and answer questions	EEF: Parental Engagement (Guidance Report) recommends barrier removal and tailored approaches Goodall & Montgomery (2014): parental engagement with learning has greater impact than involvement in school activities EEF: Digital Technology to Engage Parents (Report)	
Activity 3: Enhanced Emotional Wellbeing and Behaviour Interventions Trauma-informed, culturally responsive support for PP pupils' emotional and behavioural needs: - Trauma-informed practice: whole-staff training in understanding impact of poverty, instability, and discrimination on behaviour and learning - Social and emotional learning: explicit curriculum teaching self-regulation, resilience, growth mindset, and relationship skills to PP pupils - Therapeutic support: access to school counsellor, art therapy, music therapy, and	EEF: Social and Emotional Learning +4 months ★★★★☆ EEF: Behaviour Interventions +4 months ★★★☆☆ EEF: Improving Behaviour in Schools (Guidance Report) Attachment Research Community: trauma-informed approaches reduce exclusions	1, 2, 3, 4

mentoring prioritised for PP pupils with emotional needs	and improve outcomes for disadvantaged pupils	
• Behaviour mentoring: identified PP pupils with behavioural needs assigned mentor for daily check-in, target-setting, and support		
• Restorative approaches: restorative conversations following incidents prioritised for PP pupils, building relationships rather than punitive responses		
• Emotional regulation spaces: designated spaces for PP pupils to access when overwhelmed, with trained staff supervision		
• Inclusion support: PP pupils at risk of exclusion receive intensive support packages including pastoral support plans and alternative provision		
• Mental health referrals: fast-track referrals to external mental health services for PP pupils with clinical needs, with school-based support during wait times		
• Attendance and wellbeing tracking: integrated tracking identifying PP pupils where attendance and behaviour patterns suggest wellbeing concerns		
• Cultural responsiveness: staff training on Roma culture, avoiding unconscious bias, and building trust with pupils who experience discrimination		
• Peer support: trained peer mentors and anti-bullying ambassadors with focus on supporting vulnerable PP pupils		
• Family support: sign-posting and direct support for PP families accessing food banks, housing support, benefits advice, and community resources		
• Transition support: enhanced transition support for vulnerable PP pupils at Y6-7, Y9 options, and Y11-post16 transitions		
Activity 4: Enhanced Attendance Strategies Systematic, relational attendance improvement strategy prioritizing PP and Roma pupils: • First-day response: phone call and text for all PP pupil absences on day 1, with same-day home visit for persistent absentees • Attendance tracking: weekly attendance data analysed by PP/Roma status, triggering tiered interventions based on thresholds • Attendance mentoring: PP pupils with attendance <90% assigned designated mentor for weekly check-ins, barrier identification, and support • Home visits: systematic home visits for all PP pupils with attendance concerns, building relationships and understanding barriers • Family meetings: structured attendance meetings with PP families, using non-	EEF: Attendance Interventions (Guidance Report) +2 months ★★☆☆☆ DfE: Working Together to Improve School Attendance (Guidance 2022) Bannink et al. (2019): relational approaches more effective than punitive approaches for disadvantaged pupils	1, 2, 4

- punitive, problem-solving approach to identify solutions - Transport support: funded transport for PP pupils where transport is barrier to attendance (taxis, bus passes, bike provision) - Medical support: support accessing GP appointments, medical evidence, and healthcare plans for PP pupils with medical attendance barriers - Early start support: breakfast club, uniform washing service, and morning wake-up calls for PP families where morning routine is barrier - Reward systems: celebration of improved attendance for PP pupils through praise, rewards, and public recognition - Attendance panels: multi-agency attendance panels for persistent absentees, coordinating school, family, and external support - Legal intervention: clear escalation to legal intervention when supportive approaches exhausted, with PP families supported through process - Re-engagement support: rapid re-engagement support for PP pupils returning after extended absence, including catch-up plan and mentoring - Roma-specific strategies: culturally responsive approaches for Roma families including community liaison, flexible absence requests, and targeted re-engagement post-extended travel - Attendance data transparency: regular communication of attendance data and expectations with PP pupils and families, celebrating improvements		
Activity 5: Raising Aspirations Systematic aspiration-raising and cultural capital development for PP pupils: - Careers education: comprehensive careers programme from Y7, with PP pupils prioritised for workplace visits, speakers, and experiences - University visits: annual university visits for all year groups, with PP pupils funded for residential summer schools at Russell Group universities - Alumni network: PP alumni return as role models, sharing stories of progression and success, providing mentoring for current PP pupils - Aspiration mentoring: PP pupils paired with mentors from professional backgrounds (law, medicine, engineering) providing insight and encouragement	EEF: Arts Participation +3 months ★★★☆☆ EEF: Physical Education and Sports Participation (Report) +1 month ★★★☆☆ Gatsby Benchmarks: good careers guidance crucial for disadvantaged pupils Social Mobility Commission: cultural capital experiences correlate with social mobility outcomes for disadvantaged pupils	1, 6

- Work experience: all PP pupils guaranteed high-quality work experience placements, with school supporting applications and preparation
- Cultural experiences: structured programme of cultural experiences (theatre, museums, galleries, concerts) for all PP pupils, at least 5 annually
- Leadership opportunities: 50% of student leadership roles reserved for PP pupils, building confidence and leadership skills
- Competition entry: PP pupils prioritised for academic competitions, challenges, and enrichment opportunities (Olympiads, essay competitions)
- Subject enrichment: departmental enrichment opportunities (science club, maths challenge, debating, creative writing) actively recruiting PP pupils
- Speakers programme: regular speakers from diverse professional backgrounds, explicitly exposing PP pupils to career possibilities
- Reading for pleasure: book gifting programme, author visits, and reading challenges raising aspirations through literature
- Sports and arts participation: PP pupils funded to access sports clubs, music lessons, drama groups, building talents and confidence
- Post-16 guidance: intensive post-16 guidance for Y11 PP pupils, supporting applications, interviews, and transition to ambitious pathways
- Financial literacy: explicit teaching about student finance, apprenticeship wages, and financial aspects of post-16 choices

Activity 6: School Ambassadors for Attendance and Anti-Bullying Peer-led initiatives empowering PP pupils as positive change agents: • Ambassador recruitment: actively recruit PP pupils as attendance and anti-bullying ambassadors, providing training and support • Peer mentoring: train ambassadors in peer mentoring approaches, supporting vulnerable pupils with attendance or wellbeing concerns • Attendance champions: ambassadors run campaigns celebrating attendance, promoting importance, and supporting peers to attend • Anti-bullying education: ambassadors lead anti-bullying assemblies, lessons, and campaigns, raising awareness and promoting inclusion	EEF: Peer Tutoring +5 months ★★★★☆ EEF: Social and Emotional Learning +4 months ★★★★☆ EEF: Behaviour Interventions +4 months ★★★☆☆ Diana Award research: peer mentoring effective for attendance and anti-bullying when well-structured	1, 2, 4

• Visible presence: ambassadors have visible role (badges, duties), creating approachable peer support network • Regular training: ongoing training for ambassadors in safeguarding, confidentiality, boundaries, and referral processes • Staff liaison: ambassadors meet regularly with designated staff to feedback peer concerns and coordinate support • Cultural competence: ensure Roma and EAL representation among ambassadors, building trust and culturally responsive support • Conflict resolution: ambassadors trained in restorative approaches, supporting low-level conflict resolution between peers • Celebration events: recognition events celebrating ambassadors' contributions, raising profile of positive peer leadership • Monitoring impact: track referrals, attendance improvements, and bullying incidents to measure ambassador programme impact • Student voice: ambassadors gather student voice on attendance barriers and bullying, informing whole-school strategy development		

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Achievement

Year 11 (2024/25) Attainment Overview

Measure	Disadvantaged	Non-disadvantaged	Gap
Attainment 8	17.29	40.13	-22.84
Basics 4+	11%	55%	44
Basics 5+	4%	23%	-19
English 9-5 (%)	17.21	35.94	-18.72
Maths 9-5 (%)	14.40	34.92	-20.52
Combined Science 9-5 (%)	11.67	25.00	-13.33

Overall Cohort Performance

The 2024/25 year 11 cohort consisted of 200 pupils, 70% (140) of whom were disadvantaged. Whole-cohort attainment 8 was 24.22, a decrease from 25.45 in 2023/24. Basics 4+ improved to 31% from 27% in the previous year, and basics 5+ rose to 18% from 11% - demonstrating progress in securing threshold grades despite challenging attendance patterns.

English performance continued to be stronger than mathematics across all thresholds. Whole-cohort English results showed 42% achieving grade 4+, 30% achieving grade 5+, and 8% achieving grade 7+. In mathematics, 32% achieved grade 4+, 20% achieved grade 5+, and 4% achieved grade 7+. The gap between English and mathematics performance (10% at grade 4) indicates that mathematics remains a priority area requiring sustained focus in 2025/26.

Equity Gaps

Significant attainment gaps persist between disadvantaged and non-disadvantaged pupils:

- **English Language (grade 5-9):** 17.21% of PP pupils achieved a grade 5 or above, compared to 35.94% of non-PP pupils – a gap of 18.72
- **Mathematics (grades 5-9):** 14.40% of PP pupils achieved a grade 5 or above, compared to 34.92% of non-PP pupils – a gap of 20.52
- **Combined Science (grades 5-9):** 11.67% of PP pupils achieved a grade 5 or above, compared to 25.00% of non-PP pupils – a gap of 13.33

These gaps are unacceptable and demonstrate that despite improvement in whole-cohort basics measures, disadvantaged pupils at Fir Vale Academy are not yet achieving outcomes comparable to their non-disadvantaged peers. Closing these gaps is a central priority for our 2025-2028 strategy.

EBacc Performance

EBacc entry rates declines to 8% in 2024/25 from 15% in 2023/24. This reduction was strategic, prioritising success in basics and ensuring pupils following appropriate pathways. However, EBacc 4+ rates stood at 3% (national 2024: 25.2%) and EBacc 5+ at 2% (national 2024: 18.0%). Rebuilding EBacc participation with appropriate support structures is a key objective for the coming year, ensuring disadvantaged pupils are not excluded from ambitious academic pathways.

<u>Attendance and Engagement</u>

Attendance Data (Years 7-10, Academic Year 2024/25)

Year group	PP pupils (n)	PP attendance	Non-PP pupils (n)	Non-PP attendance	Gap
Year 7	117	73.85%	50	94.06%	-20.21
Year 8	134	74.50%	49	95.36%	-20.86
Year 9	143	78.02%	45	93.31%	-15.29
Year 10	139	78.66%	51	89.95%	-11.29

Persistent Absence

Year group	PP PA (%)	Non-PP PA (%)
Year 7	67.52	8.00
Year 8	62.69	8.16
Year 9	60.84	15.56
Year 10	60.43	23.53

Attendance remains the most significant barrier to disadvantaged pupils' achievement at Fir Vale Academy. Across years 7-10, disadvantaged pupil attendance averaged 76.26% compared to 93.17% for non-disadvantaged pupils – a gap of 16.91.

Persistent absence rates for disadvantaged pupils are alarmingly high, ranging from 60.43% to 67.52 across year groups, compared to 8.00% to 25.53% for non-disadvantaged pupils. This means that approximately two-thirds of our PP cohort are persistently absent, profoundly limiting their access to teaching and learning.

The data shows a slight improvement in attendance as pupils progress through KS3 and into KS4, suggesting that sustained engagement strategies and maturation have some positive impact. However, even at year 10, attendance of 78.66% remains far below the level required for sustained academic progress.

Behaviour and Wellbeing

Suspension and Exclusion Data (Year 7-10, Academic Year 2024/25)

Year group	PP pupils (n)	PP suspensions	Non-PP pupils (n)	Non-PP suspensions	Gap
Year 7	117	163	50	2	+161
Year 8	134	130	49	3	+127
Year 9	143	143	45	12	+131

Year 10	139	64	51	13	+51

Disadvantaged pupils continue to be significantly overrepresented in suspension data. Across years 7-10, PP pupils received 500 suspensions compared to 30 for non-PP pupils. This overrepresentation is most acute in year 7, where 117 PP pupils received 163 suspensions compared to 2 suspensions for 50 non-PP pupils.

Internal exclusions follow a similar pattern, with 7244 internal exclusions recorded for PP pupils compared to 554 for non-PP pupils. The high volume of internal exclusions suggests that disadvantaged pupils are experiencing repeated low-level behavioural difficulties, which are likely linked to attendance challenges, unmet needs (including SEND), and disengagement from learning.

Permanent exclusions occurred for 8 PP pupils across the academic year, compared to 0 for non-PP pupils. This represents a critical failure to support our most vulnerable pupils and necessitates urgent review of our behaviour support systems and graduated response.

The behaviour data reveals that punitive sanctions alone are not addressing the root causes of disadvantaged pupils' behavioural difficulties. Our 2025-28 strategy prioritises trauma-informed practice, culturally responsive approaches, proactive mentoring, and strengthened relationships to reduce exclusions and rebuild trust with disadvantaged families.

Wider Outcomes

Access to Learning Resources

In 2024/25, the school invested significantly in removing barrier to learning:

- **Technology access** Approximately 800 Kindles were distributed to pupils to enable completion of Sparx homework at home. However, homework completion data revealed that this investment has not yet translated into improved engagement. Mathematics Sparx completion rates reached only 21-40%. This indicated that technology access alone is insufficient; explicit teaching of homework routines, parental engagement, and accountability structures are needed alongside device provision.
- **Uniform and equipment:** Free year 7 uniform was provided, and at least 50% of families benefited from hardship support for uniform and equipment. Breakfast club provision ran throughout the year, though data on PP pupil uptake and the correlation between breakfast club attendance and improved outcomes requires collection for 2025/26.

- **Reader pens:** Approximately 40 reader pens were purchased and allocated to support weak readers. Impact data linking reader pen use to reading age improvement is not yet available but will be tracked systematically in 2025/26 using NGRT assessments.

Enrichment and Aspirations

Guest speaker programmes ran in 2024/25, including year 10/11 learning performance conference, a Roma guest speaker event, and "Unlocking Learning" sessions for higher sets. Anecdotal feedback was positive, but systematic tracking of PP participation in enrichment activities and correlation with post-16 destinations will be implemented in 2025/26.

Subject-specific trips ran throughout the year. However, quantified data on PP uptake and curriculum impact of trips is not yet available. A trip log and participation tracker will be maintained in 2025/26 to evidence impact.

Progress Against Intended Outcomes

Review of 2024/25 Intended Outcomes

Based on historical priorities, we assess progress as follows:

1. **Attendance and engagement:** Limited progress. Persistent absence of 60-67% for PP pupils represents a worsening picture, despite targeted family engagement and attendance officer capacity. The gap between PP and non-PP attendance remains unacceptably wide.
2. **Academic achievement:** Mixed progress. Improvement in basics 4+ and basics 5+ demonstrate positive impact of targeted intervention. However, attainment 8 declined slightly, and PP gaps in English, maths, and science remain large.
3. **Personal development and wellbeing:** Insufficient progress. High suspension rates and overrepresentation of PP pupils in behaviour data indicate that our wider strategies to build belonging and trust have not yet had sufficient impact.
4. **Removal of barrier to learning:** Partial progress. Investment in technology, uniform, equipment, and breakfast club removed practical barriers, but engagement data suggests that implementation fidelity and accountability structures require strengthening.

Implementation of Strategy Activities

In 2024/25, the following key activities were implemented:

Teaching Strand:

- Lead practitioners recruited in English, mathematics, and science to build teaching capacity and model effective practice.

- PINK (Proof I Now Know) tasks were introduced and progressively embedded. Quality assurance data showed that by HT4, 28.2% of lessons observed used PINK effectively, up from 27% in HT2. While this represents significant progress, the fact that 38.6% of lessons were "not seen" suggests inconsistent implementation across subjects and teachers.
- CPD delivered on vocabulary and oracy (anchor words), reading, and literacy. However, quality assurance of embedding and impact measurement was not systematically conducted.

Targeted Academic Support Strand:

- **Tutoring programmes:** Tutor the Nation provided high attaining pupil support (approximately 15 students); Tutor50 targeted pupils at grade 3 aiming for grade 4+; Yippy Yap maths tutoring ran for Year 10 (2 days per week). Impact data in the form of pre/post question-level analysis and conversion rates to grade 4+/5+ is required to evaluate return on investment.
- **Additional curriculum time:** Year 11 received an additional 20 lessons in English and maths, with PE withdrawal providing 4 further lessons in each subject. Impact at individual pupil level requires formal analysis against matched controls.
- **Interventions:** Saturday and holiday intervention ran with approximately 20 maths students per Saturday. Formal conversion analysis linking attendance to outcomes is needed.
- **Phonics and literacy support:** "Step into Teaching" staff were trained, and a full-time timetable for phonics groups (3-4 groups) was established. Impact summaries showing reading age/stanine improvements, particularly for year 9, are required.
- **Oracy:** "Talk The Talk" year-group workshops ran, but evidence of sustained embedding in classroom practice and student outcome improvement is limited.

Wider Strategies Strand:

- **Inclusion support:** Inclusion Co-ordinator appointed. Step Into Teaching supported SEND structure. Session logs and impact evidence require collation.
- **Hardship support:** Uniform, equipment, and breakfast club provision delivered. Financial reports and demographic data on PP reach are needed to quantify impact
- **Aspirations and enrichment:** Guest speaker events ran with positive anecdotal feedback, but participation tracking and destination link require development.

Analysis and Evaluation

What Is Working

1. **Pink implementation:** The progressive rollout of PINK tasks, supported by iterative CPD and quality assurance, has successfully established a consistent expectation for independent practice in lessons. The improvement from 27% to 58.2% effectiveness demonstrates that sustained focus and refinement can embed new pedagogical practices. This should be maintained and extended to ensure all teachers use PINK effectively.
2. **Basics improvements:** The increase in basics 4+ and basics 5+ measures suggest that targeted interventions, additional curriculum time, and Saturday/holiday provision are having some positive impact. The closing of the gap at these thresholds should be sustained and accelerated in 2025/26.
3. **Lead Practitioner model:** Recruitment of Lead Practitioners in core subjects has increased department capacity and enabled more precise coaching and modelling. This investment should be protected and embedded in the long-term teaching improvement strategy.

What Is Not Working

1. **Attendance and persistent absence:** Despite sustained focus, attendance outcomes for PP pupils have not improved sufficiently. Persistent absence rates of 60-67% indicate that current strategies – while necessary – are not sufficient. More intensive, personalised support for the most persistently absent families is needed, alongside stronger accountability for pupils with attendance below 90%.
2. **Behaviour and exclusions:** High suspension rates, overrepresentation of PP pupils in sanctions, and permanent exclusion of 8 PP pupils indicates that our behaviour systems are not meeting the needs of disadvantaged pupils. Punitive sanctions alone do not address root causes (trauma, unmet SEND needs, disengagement). A trauma-informed, culturally responsive approach with proactive mentoring is urgently required.
3. **Homework engagement:** Despite investment in Kindles, homework completion rates remain very low (maths: 6-8% on time; reader: 21-40%). Technology access has been provided, but routines, expectations, parental communication, and accountability structures have not been sufficiently developed. This requires urgent attention in 2025/26.
4. **EBacc participation:** The reduction in EBacc entries (from 15% to 8%) reflects strategic prioritisation of basics but risks narrowing curriculum access for PP pupils. Rebuilding EBacc participation with appropriate support must be carefully managed to avoid setting pupils up to fail.
5. **Evidence and evaluation:** Many interventions lack robust pre/post impact data, making it difficult to assess return on investment or to refine provision.

Systematic data collection, question-level analysis, and evaluation against clear success criteria must be embedded in all future interventions.

Next Steps

1. **Attendance:** Introduce intensive family support for the top 20 persistently absent PP pupils; strengthen early-term re-engagement protocol for Roma families; link attendance data to all intervention timetables to ensure that pupils with low attendance are prioritised.
2. **Behaviour:** Implement trauma-informed practice training for all staff; reduce reliance on suspensions and internal exclusions through restorative approaches and proactive mentoring; establish clear graduated response for PP pupils to prevent escalation to permanent exclusion.
3. **Teaching quality:** Sustain PINK rollout and extend to all subjects; refine Fir Vale Way pedagogy with explicit focus on PP pupil outcomes; strengthen quality assurance systems to ensure high-impact strategies are embedded consistently.
4. **Targeted support:** Formalise QLA-driven intervention cycles; introduce timetabled intervention periods within the school day; strengthen pre-teaching and reteaching protocols; track attendance to intervention and measure impact rigorously.
5. **Homework and routines:** Develop explicit homework routines teaching; strengthen parental communication on expectations; build accountability systems linked to consequences and celebration; analyse Sparx data to identify and support non-completers.
6. **Evidence base:** Implement systematic pre/post data collection for all interventions; use question-level analysis to target gaps precisely; establish clear success criteria and review cycles; build evaluation capacity within middle leadership.

Conclusion

The 2024/25 academy year saw some important improvements – particularly in basics thresholds and PINK task implementation – but overall outcomes for disadvantaged pupils at Fir Vale Academy remain significantly below both national benchmarks and the outcomes achieved by our non-disadvantaged pupils. Attendance remains the single most significant barrier to progress, with two-thirds of PP pupils persistently absent. Behaviour and exclusions data reveal deep-seated issues of disengagement and unmet need.

Our 2025-28 strategy builds on the foundations established in 2024/25 but represents a significant step-change in ambition, precision, and accountability. We will focus relentlessly on closing the attendance gap, improving teaching quality, embedding curriculum-aligned targeted support, and building trauma-informed, culturally

responsive systems that support disadvantaged pupils to achieve outcomes comparable to their non-disadvantaged peers nationally.

Externally provided programmes

Programme	Provider
Sparx Maths (homework platform)	Sparx
Sparx Reader (homework/reading platform)	Sparx
Seneca (homework platform)	Seneca Learning
Tutor the Nation (high-attaining pupil tutoring)	Tutor the Nation
Tutor50 (targeted grade 4+ intervention)	Tutor50
Yippy Yap Maths Tutoring	Yippy Yap
Talk The Talk (oracy workshops)	Talk The Talk
Learning Performance (Year 10/11 conference)	Learning Performance
Lexonik (phonics intervention)	Lexonik
Step Into Teaching (SEND/PP 1:1 support)	Step Into Teaching