

Pupil Premium Strategy Statement - Stanground Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

Schools and academies receive a pupil premium grant to support their work in tackling underachievement by disadvantaged pupils. The pupil premium allocation is received for each child who has been registered for free school meals within the last six years, for each child who has been in continuously looked after care for six months and for each service child within the past four years.

Schools, head teachers and teachers will decide how to use the pupil premium allocation, as they are best placed to assess what additional provision should be made for individual pupils. It is for schools to decide how the pupil premium, allocated to schools per free school meals (FSM) pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. (DFE website)

School overview

Detail	Data
Number of pupils in school	1650
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	15/12/2025
Date on which it will be reviewed	15/12/2025
Statement authorised by	M Van Lier, Executive principal
Pupil premium lead	D. Bruce, Senior Assistant Principal
Governor / trustee lead	Claire Leitheiser

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	465,346
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	465,346

Part A: Pupil Premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, will be challenged, inspired, and flourish beyond their expectations. We want all pupils at Stanground Academy to graduate, confident in their ability, kind in their approach and equipped with the skills to be a successful active citizen of the future. We aim to achieve this vision through our ASPIRE values which underpin all that we do.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We have a data-driven approach to ensure staff have up-to-date attainment and predicted data. High-quality teaching is at the heart of our strategy, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Ensure quality-first teaching within a challenging and inclusive curriculum.
- Act early to intervene at the point a need is identified, using bespoke academic interventions.
- Adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Support pupils to develop their cultural capital, broadening experiences and opportunities beyond the classroom.
- Engage in wider approaches to improve **engagement, attendance, and approach towards learning**.
- Use **evidence-based approaches** and a range of data to inform interventions and measure impact.

challenges

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

Challenge number	Detail of challenge
1)	<p>Academic progress and attainment:</p> <p>Nationally, disadvantaged pupils typically have a lower KS2 and engagement in school than their peers. This can lead to disadvantaged pupils making less progress and achieving lower levels of attainment in KS4 and nationally within the basics measure of 4+ English and Math. Assessments, observations and discussions with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p>
2)	<p>Approach towards learning, behaviour and suspension levels</p> <p>Disadvantaged pupils are more likely to require support with their ability to respond to social and emotional issues. Nationally disadvantaged pupils continue to be overrepresented in removals from lessons and lates to lessons therefore cannot access quality first teaching in a consistent way. The academy has made a commitment to provide the appropriate support and sources to all vulnerable pupils within the academy.</p>
3)	<p>Attendance</p> <p>Nationally, disadvantaged pupils attend less well than their peers. As an academy we know that pupils' progress is impacted by poor attendance. The academy strives to ensure attendance reverts to pre-pandemic levels where it was at a national level typically higher than it is currently. The academy has made attendance a core focus and is committed to providing appropriate support to ensure all pupils, specifically disadvantaged pupils can attend the academy.</p>
4)	<p>Aspirations and engagement</p> <p>Typically, disadvantaged pupils live in areas of deprivation with low social mobility. This can lead to low aspirations and weak understanding of potential career pathways. To prevent this from being a barrier to pupils within the academy, opportunities need to be created to develop greater social capital. Through the academy's career programme within the future zone, pupils will be provided with opportunities to engage in high quality work placements and community initiatives to aid in widening pupils' networks and expose them to pathways and routes that they may not have been exposed to prior. At the academy we provide high-quality pastoral support and extracurricular opportunities for personal development.</p>
4)	<p>Literacy</p> <p>Nationally, young people that leave school without good literacy skills are held back at every stage of their lives. Our pupils, particularly those that are disadvantaged, need to continue to be supported to develop their literacy skills so they remain in-line with their non-disadvantaged peers within the academy, to ensure they can make good progress in all their subjects. Initial testing upon entry shows the gap between disadvantaged pupils and their peers and as an academy we strive to narrow this gap to ensure pupils can access future learning to reach their personal goals.</p>
5)	<p>Access to learning resources</p> <p>We recognise that disadvantaged pupils typically have reduced access to the resources required to support sustained progress. Pupils eligible for FSM and pupil premium are disproportionately affected by limited availability of devices for home study and remote learning. This gap in provision contributes to inequalities in attainment and progression and addressing it is central to our strategy as an academy.</p>
6)	<p>Cultural capital</p> <p>Disadvantaged pupils are less likely to have had wider opportunities to build their 'cultural capital'. This is addressed through the design of the academy's curriculum, providing opportunities both inside and outside the classroom for pupils to develop their cultural capital to ensure they can develop the knowledge, skills and behaviours to perform well in school and are able to communicate effectively in different social groups or societies outside of the academy</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged pupils will achieve strong outcomes across the curriculum at the end of KS4. The progress and attainment gap between disadvantaged pupils and their non-disadvantaged peers continues to close. Disadvantaged pupils achieve in line with their peers nationally in terms of progress and attainment measures.	The gap between disadvantaged and non-disadvantaged pupils in KS4 basics (4+ English and Maths) narrows year-on-year. Disadvantaged pupils achieve in line with their peers nationally in terms of progress and attainment measures.
Lessons are planned and scaffolded appropriately to ensure the needs of all learners, particularly those that are disadvantaged, are met. Teachers use assessment information effectively to identify gaps and adapt teaching accordingly. They know their areas for development and have opportunities to revisit and practise these to secure their knowledge and understanding further.	Staff engage in CPD focused on adaptive teaching and disadvantaged strategies. Lesson observations show consistent use of scaffolding and adaptive approaches. (OAP) Pupil voice reflects improved confidence and engagement in learning.
Pre-pandemic absence levels for all pupils, particularly our disadvantaged cohort, will be resumed. Attendance for disadvantaged pupils continues to improve so it is in line with national disadvantaged rates and the gap between disadvantaged and their non-disadvantaged peers closes further.	Disadvantaged attendance improves to above national levels. Gap between disadvantaged and none disadvantaged pupils narrows year-on-year Persistent absence among disadvantaged pupils falls below national average.
Development of pupils' reading comprehension at KS3 will allow disadvantaged pupils to successfully access the mainstream curriculum and close the gap between their non-disadvantaged peers. Pupils requiring additional reading and literacy support are identified through rigorous assessment and tracking processes.	The gap between disadvantaged and non-disadvantaged pupils' standardised scores and reading ages narrows year-on-year and is at least in line with national averages for similar pupils. Internal data shows improved comprehension and vocabulary acquisition.
Through effective adaptive teaching, reasonable adjustments and a graduated response, pupils will be provided with the skills to regulate their own behaviour. Staff utilise the data available to ensure they know and understand the needs of the pupils.	The ratio of positives to negatives for disadvantaged pupils is in line with those that are not disadvantaged. There is a reduction in the number of sanctions for disadvantaged pupils.
Curriculum plans clearly identify opportunities to develop cultural capital for all pupils. There will be increased opportunities to engage with keynote speakers, educational visits and trips. Enrichment and extracurricular opportunities are promoted to disadvantaged pupils to ensure they are proportionately represented.	Curriculum audits show cultural capital embedded across subjects. Disadvantaged pupils participate in at least three enrichment or cultural experiences annually. Pupil feedback reflects increased confidence and awareness of wider cultural contexts.
High-quality pastoral care and provision of appropriate CEIAG will enable pupils to successfully proceed to the next stage of their education. The CEIAG offer within the academy supports pupils to make informed and ambitious choices about their next steps in education, resulting in student destinations in either further education or employment.	The percentage of disadvantaged pupils that are NEET is in line with their peers nationally. All disadvantaged pupils access at least one careers-related activity annually. Pupil voice reflects increased awareness of post-16 pathways and career options.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, cpd, recruitment and retention)

Budgeted cost: 386,703

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged pupils targeted through effective planning and delivery of a broad and ambitious curriculum that prepares pupils for their next steps in life. Develop strategies to improve the academy's culture of success through the rap using the RSL team in all key stages.</p> <p>Use of disadvantaged champion to support improved communications between all stakeholders.</p> <p>Disadvantaged pupils targeted via basics intervention to ensure effective match up between Math and English.</p>	<p>The EEF 'pupil premium guide 2025 States: 'teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.'</p> <p>'High quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the pupil premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for the pupil premium'. EEF</p>	1, 2
<p>Robust and bespoke CPD programme offered to all staff. CPD programme focusing on academy priorities and linked to QA, PDR and assessment cycle. Implement grade leaper strategy through curriculum area meetings to ensure effective use of resources for intervention. Supporting early career teachers to ensure high quality teaching for all. Planning for progress.</p>	<p>Quality teaching for all has the greatest impact on raising level of progress of all pupils, and especially disadvantaged pupils, according to EEF toolkit (2025).</p> <p>'Providing opportunities for professional development on whole class teaching—for example, to support curriculum planning to challenge all pupils—is likely to be valuable. This may need to be coordinated to match new priorities' EEF</p>	1, 3
<p>Analysis of disadvantaged pupils progress and attainment data via power bi and data analysis meetings. Specific pupils identified by subject. Matrix of vulnerability used to provide a proactive approach to supporting pupils.</p>	<p>EEF pupils premium guide 2025: 'data is valuable when it supports decision-making. For example, collecting data about the attainment and progress of pupils eligible for the pupil premium can help schools identify trends and target additional support.'</p>	1, 2, 3, 4

<p>To develop a strategy as part of the literacy programme, to develop and strengthen technical vocab in all subjects, particularly to challenge the more able. Target setting and assessment policy to ensure personalised aspirational challenge for all.</p>	<p>Understanding and the ability to analysis progress data by all teachers at all levels is vital so they are aware of where pupils are plus where they need to be and lessons are well planned, pitched and differentiated appropriately.</p>	
<p>To provide resources and support that will raise the outcomes of the most able pupil premium pupils to achieve their potential.</p>	<p>More able pupils (especially boys) are currently underperforming compared to other pupils.</p>	<p>1, 4</p>

Targeted academic support

Budgeted cost: 31,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adapted curriculum support for KS3. Targeted academic support for ks3 pupils in Math and English using RSL for KS3.</p> <p>Additional and targeted provision for pupils where the rate of progress is not as expected. KS2 data is analysed to create appropriate groupings and tasks are planned accordingly.</p>	<p>Reading comprehension as outlined in EEF has an impact of +7 months on pupil progress which is an important focus for our academy as it allows all pupils to access the core learning content.</p> <p>Teaching assistants (TAS) play a vital role in the engine-room of school life. They link so much at the heart of pupils' school experience, from day-to-day relationships with pupils, along with professional partnerships with teachers and, in many cases, parents and care-givers'. EEF</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>reading comprehension strategies toolkit strand education endowment foundation eef</p>	1, 8
<p>Improving literacy in all subject areas in line with recommendations in the EEF improving literacy in secondary schools' guidance.</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p>improving literacy in secondary schools</p>	8
<p>We have already established strong foundations in our library and tutor-time literacy provision, as well as in y11 revision resources, and our focus now is on sustaining and extending this investment by continuing to enrich the library with high-quality texts, ensuring pupils benefit from improved access to revision materials at reduced cost, and raising the overall quality and breadth of resources.</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Math and English</p> <p>word-gap.pdf (oup.com.cn)</p>	8

<p>Future zone. All year 10 and 11 pupils must have had a careers interview by oct half term – y11 to come out with career goal and subjects to focus in. Use of Unifrog to track and monitor system for careers to support pupils to make informed decisions regarding further education and careers. The network for east Anglian collaborative outreach – partnership</p>	<p>EEF pupil premium guide 2025 suggests that careers education is optimally facilitated when interventions are personalised and targeted to individuals' needs.</p> <p>Career advice support based on GATSBY benchmarks</p>	4
<p>Embedding study skills, mind mapping, and exam preparation into the wider pd programme so that all pupils benefit from structured support in developing effective learning strategies</p>	<p>(the EEF guide to supporting school planning: a tiered approach 2020-21) EEF toolkit indicates that high quality feedback and metacognition are the most effective and low-cost ways to enhance Progress of pupils. Disadvantaged pupils to make +8 months accelerated Progress. Metacognition and self-regulation toolkit strand education endowment foundation eef</p>	4
<p>EAL support (all year groups) to enable all pupils to gain access to the curriculum. Provide dedicated onsite EAL support for children with low literacy level. EAL pupils with additional SEND are individually mentored</p>	<p>'an inclusive school removes barriers to learning and participation and provides an education that is appropriate to pupils' needs and promotes high standards and the fulfilment of potential for all pupils' EEF</p> <p>Specialist EAL provision remains a fundamental need for many pupils.</p>	1
<p>Sixth form taster sessions/information</p>	<p>The mission to break the link between family income and education attainment persists as an issue especially in years 11 And 13. Raise awareness/aspirations for progression: assemblies, tutor time workshops, parents' evenings and contacts. Links to qualifications needed and interventions required to support achievement.</p>	4

Wider strategies

Budgeted cost: 47,043

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils to have full access to resources (in school and at home). Uniform, pe kit, essential revision guides, catering ingredients, calculators, cameras, art kits, laptop and internet access to remove barriers to learning or attendance. Ensure that funding 'attached' to disadvantaged pupils is strategically planned and impactful	Providing a range of resources to disadvantaged pupils removes the barrier to fully access the curriculum.	1, 5
Music peripatetic lessons. Free instrument lessons for pupils who have played an instrument at primary school or who show an interest or aptitude that has not yet been developed.	Research suggests that participation in arts, sport and outdoor learning can contribute to pupils' progress by up to 4 months. (EEF)	1, 7
Provide a wide variety of opportunities for pupils to learn about new things and develop holistically (D of E, NCS, music, dance, leadership, sports). Provision maps used to identify extracurricular activities of send and disadvantaged pupils	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	
Pupil support. - welfare. Safeguarding officer and safeguarding champions; to work with vulnerable pupils. School counsellor, support pupils with welfare needs that are impacting on their attendance, behaviour, progress or well-being.	EEF pupil premium guide 2025: 'targeted support for struggling pupils should also be a key component of an effective pupil premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.' to support and improve pupils coping abilities, self-worth, how to manage stress and focus and engage with school in a more positive way	2, 6
Key pupils at risk of PEX tracked for behaviour, regular analysis of class charts, external support used for key individuals and impact analysed. Early help assessment	To support and improve pupils coping abilities, self-worth, how to manage stress and offer strategies in a safe listening space.	2, 6

<p>The attendance team operates a strategic and targeted provision to improve the attendance of disadvantaged pupils to be in line with all others / national.</p>	<p>Regular attendance is important. Pupils are more likely to succeed when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of pupils are frequently absent. In addition to falling behind in academics, pupils who are not in school on a regular basis are more likely to get into trouble with the law and cause problems in their communities. Embedding principles of good practice set out in DFE's improving school attendance advice.</p>	<p>6</p>
<p>Tutor time. Personal development (PSHE and careers) linked to academy's values.</p>	<p>Personal, social, health and economic (PSHE) education is an important and necessary Part of all pupils' education. Schools are expected to use PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. DFE adolescent mental health: a systematic review on the effectiveness of school-based interventions early intervention foundation (eif.org.uk)</p>	<p>2, 7</p>

Total budgeted cost: 465,346

Part b: review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

After reviewing the performance of our school's disadvantaged pupils during 2024-2025 we have seen improvements in many key areas. The average a8 score for disadvantaged pupils, in year 11, has increased from previous academic year, as did the percentage of disadvantaged pupils achieving basics En/Ma 9-5 and En/Ma 9-4 with 9-4 being above national for disadvantaged pupils. Whilst gains have been made, we continue to prioritize strategies focused on basics to ensure our pupils have strong foundations for their future goals. Destination data shows high levels of pupils securing their first-choice destinations into further education and training which is very positive and matches our ethos of supporting all pupils in being equipped to be successful citizens of the future.

Attendance is a core within our academy because attendance at school provides a strong foundation to achieve improved outcomes for young people. The whole school attendance strategy has had a positive impact; everyone understands its importance and the role they have to play at all stages within the academy. Attendance improved year on year and last academic year the attendance of our disadvantaged pupils was in line with national average.

Reading is prioritised and promoted across the academy. Reading strategies and interventions are evidence informed and are strategically targeted, these are having a positive impact on pupils at ks3 and ks4. Standardised scores from NGRT assessments show that disadvantaged pupils are making positive progress to narrow the gap between their peers. This means that pupils are now better prepared for the demands of the curriculum when they start their GCSE's in y10.

Improvements in data literacy for staff and key stakeholders via up to data systems has allowed the team to be more pro-active instead of reactive with support for disadvantaged pupils allowing for pupils needs to be addressed much more quickly to aid in removing learning barriers. The recruitment of raising standard leads in all key stages has allowed for a keen focus on outcomes to provide disadvantaged pupils with the support they need to make noticeable improvements in their areas. Teachers are better equipped to support pupils in lessons as they are provided with detailed information to ensure they can use their resources effectively.

Teachers and TAS engaged in a range of CPD sessions throughout the year focusing on strategies to develop teaching practices that positively impact our disadvantaged pupils.

Enrichment is a core part of our academy and pupils have been supported to access a wide range of activities via our carnival week and throughout the academic year. Disadvantaged pupils continue to be represented proportionately compared to their non disadvantaged peers. Extensive work around improving the climate and culture of the academy, steeped in celebrating and rewarding pupils meeting the high standards and expectations met, continues to have a positive impact on both disadvantaged and their non-disadvantaged peers.

We recognise that despite these successes there is still further work to refine and embed some of the strategies to further improve outcomes for disadvantaged pupils and further reduce the gaps between them and their non-disadvantaged peers. The pupil premium strategy plan has therefore been reviewed and changes made as to how the budget will be used in order to ensure our pupils can achieve the high expectations and ambitions we set.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- Utilising support from our local mental health support team and local behaviour hub to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., the duke of Edinburgh's award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools data- base to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

Externally provided programmes

Programme	Provider
Music tuition	Double beat music
Revision programmes	Gcsepod
	Educake
	Pixl
Y11 conferences	Positively you
Ks4+ks5 conferences	Aim a little higher
Literacy programmes	Lexonik