

Pupil premium strategy statement 2025-26

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sutton Community Academy
Number of pupils in school	799
Proportion (%) of pupil premium eligible pupils	46.4
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 31 st 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Lewis Taylor
Pupil premium lead	Grace Walters
Governor / Trustee lead	Laura Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£382665
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	£382665

Part A: Pupil premium strategy plan

Statement of intent

At Sutton Community Academy, we are committed to maximising the impact of Pupil Premium funding to foster and maintain high levels of achievement for all our students, ensuring they thrive alongside their peers nationally. Our three-year strategy focuses on leveraging our strengths while addressing key opportunities in curriculum development, attendance, and social-emotional wellbeing.

We believe that every student, regardless of their background, should leave school equipped to contribute meaningfully to an ever-changing world, becoming well-rounded and valuable members of the local community. Our curriculum is designed to be broad, ambitious, and innovative, empowering students with the skills necessary for both academic success and community engagement. We prioritise the creation of a comprehensive curriculum that promotes knowledge acquisition through explicit teaching and high-quality adaptive instruction, embodied in our 'Sutton Lesson' approach. This commitment ensures that all students improve their literacy skills and achieve GCSE outcomes that meet or exceed national averages, regardless of their personal circumstances.

We are dedicated to fostering excellent attendance and punctuality, with the goal of ensuring that all students attend school regularly. By maintaining a whole-school focus on attendance, we aim to align our rates with national averages while significantly reducing disparities among disadvantaged groups. Our Pupil Premium budget will be allocated to minimise barriers to education, incentivise school attendance through a motivating rewards programme, and ensure a holistic approach that supports our students, their families, and the local community.

The social and emotional wellbeing of our students is a top priority. We strive to cultivate resilience and enhance mental health through a comprehensive and flexible PSHCE programme, along with targeted interventions tailored to individual needs. At Sutton Community Academy, we aim to foster a positive and inclusive culture where all students can flourish.

We are enthusiastic about delivering expert teaching, excellent pastoral support, and inclusive practices that enrich the school experience for every student, but particularly those for whom there are increased barriers to education. The locality that Sutton Community Academy is based in is within the top 10% of deprivation within the UK. Within Sutton in Ashfield, this disadvantage is particularly in the areas of Employment, Education and Health. Our students therefore are at a greater risk of being unemployed, of having a low level of attainment and skill and of premature death. It is therefore

imperative that our students do not have their opportunities, skills and qualifications limited by the area in which they live. To achieve our objectives, we will:

- Ensure all students have their basic needs met and are prepared to learn.
- Provide targeted interventions to swiftly address barriers to progress.
- Offer opportunities for all students to engage in enrichment activities and enhance their cultural capital.
- Recognise and reward students who demonstrate progress in behaviour, attitude, attendance, punctuality, and learning goals.
- Promote a positive and inclusive culture with high expectations for all through a 'warm-strict' approach.
- Develop a robust professional development program for teaching staff and middle leaders to continually enhance the quality of our curriculum.
- Provide appropriate social and emotional wellbeing support to enable students to access learning both in and out of the classroom.

Our approach will be responsive to everyday challenges and tailored to individual student needs, grounded in educational research to inform our planned interventions and high-quality educational offerings for all.

Challenges

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

Challenge number	Detail of challenge
1 – A need to improve literacy levels	<p>On entry, the average literacy levels of pupils starting at Sutton Community Academy is significantly lower than national averages. Disadvantaged pupils generally have lower levels of literacy than their peers. This therefore impacts upon the ability for pupils to access curriculum content and make academic progress. This in turn, leads to reduced life chances and lower self-esteem.</p> <p>Nationally, 75% are meeting the standard for reading and 72% for writing. However, for those students who are classed as disadvantaged, these figures are below national with only 63% meeting the standard for reading and 59% meeting the standard for writing.</p>

	<p>At Sutton Community Academy, a specific area of need is reading skill. NGRT GL diagnostic testing shows that our students' reading age is below national, but increasing (standardised score of 98.7, compared to 96 last academic year). Data from the latest Y7 cohort from Summer 2025 shows that we are continuing to have an intake of students from primary school who are not yet able to read in line with chronological age, though again this has improved from last academic year - with 38% of students having a reading age below 10 years and 55% below 12 years.</p> <p>Despite our robust reading interventions having marked impact on the reading age of students within the academy, this needs to remain a continued focus such that gaps do not begin to re-emerge.</p>
--	---

2 – Attendance of students with Pupil Premium not yet meeting national average

Covid-19 and the national lockdowns had a negative impact nationally on attendance, that schools have still not recovered from. The impact on disadvantaged pupils has been significantly greater than that of their non-disadvantaged peers, and this is reflected within our data:

Attendance percentages 2019-present:

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Year 7	93.4	93.8	90.8	92.8	91.3	93.1
Year 8	95.6	92.7	91	89.7	91.8	91.4
Year 9	91.2	93.9	88.2	88.1	88.4	93.6
Year 10	89.6	87.8	90.9	86.7	88.4	89.9
Year 11	92.4	79.9	86.5	88.9	83.3	84.4
Pupil Premium	89.8	86.2	85.7	87.4	86.0	90.3
Non PP	94.9	92.8	92.3	91.3	90.8	95.2
Cum % all	93.5	91.2	90.3	90.0	90.1	92.1

Non-PP/PP per year group- attendance (%):

Y7 95.77/85.51

Y8 95.10/91.82

Y9 92.61/86.54

Y10 84.5/81.32

As an academy, our attendance is improving. At the time of writing, it is in line with national (92.2%) and far exceeds the average attendance for students within our quintile of deprivation. However, there is a need for a continued focus on attendance to maintain this and of concern, the gap between pupils who are Pupil Premium and those who are not remains (6.75% YTD). A particular area of priority needs to be those students who have combined vulnerabilities – specifically those with SEND and Pupil Premium – and identifying and removing attendance concerns as early as possible, before students become PA/SPA.

<p>3 - Underachievement at KS4</p>	<p>Students at KS4 are not achieving outcomes in line with national, showing a need to increase exam performance of our students. In 2025, the average attainment 8 score for non-PP pupils was 40.87, compared to a score of 28.47 for PP pupils. As attainment for both groups increases, the gap between the groups unfortunately widens, with a 4.22 increase on last academic year. A concerning low percentage of students are also achieving a 5+ in the basics (37.1% - though this represents an 8.2% increase on the previous year). From last academic year, there are almost twice as many students who are Pupil Premium receiving a strong pass in both English and Maths, but the gap between them and their non-PP peers is large, at 15.67%. This is however significantly lower than the national gap of 26%.</p> <p>The 2025 GCSE results saw a significant improvement in our Progress 8 scores, with an increase from 0.08 for Non-PP students last year, to +0.61 this year. Growth was also seen for PP students, from -0.66 to -0.48, yet the gap is not closing at the expected rate.</p> <p>The gap between disadvantaged pupils and non-disadvantaged pupils is not confined to a single academic area and remains consistent across both Ebacc and Open bucket subjects, as well as English. The gap within Maths was noticeably smaller. Though individual pupil demographics and attendance have an obvious impact on KS4 outcomes, it is clear that there is a need to empower teachers to share best practice within the school and to upskill teachers in Adaptive Teaching, particularly in motivating students with low future aspirations and fragile resilience and teaching students how to successfully access examination papers.</p>
<p>4 - Social, Emotional, and Mental Health</p>	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, namely self-harm, anxiety and suicidal ideation. Covid-19 has had a large negative impact on pupil mental health and has also led to a delay in accessing SEMH services (e.g. CAMHS) and community paediatric assessments to recognise undiagnosed/unmet needs. New services such as Kooth online counselling, BeU Notts and existing services such as The Healthy Family Team, CAMHS and The Educational Psychologist continue to form part of the graduated response for pupils with SEMH needs. SEMH is our most prevalent area of Special Educational Need, making up 34% of the SEND register.</p> <p>Overall, this has impacted the school in terms of attendance, specifically persistently absent pupils and a proportion of pupils who are presenting as a behaviour concern linked to SEMH needs, e.g. ADHD. These behavioural concerns have escalated, to a point where these pupils require intensive and</p>

	bespoke intervention, to reduce the chances of them becoming Permanently Excluded. Both the number of Fixed Term Suspensions and the number of Permanent Exclusions has increased over the last few years nationally, and this too was a trend that we have seen mirrored at Sutton Community Academy. However, our actions over the last two years have seen significant drops in these figures.
5 – Cultural Capital	<p>Sutton Community Academy is within an area of historical socio-cultural & economic deprivation, with some of our catchment areas being within the top 1% of deprivation nationally. This leads to limited opportunities to widen a pupil's cultural capital without academy intervention.</p> <p>Our assessments, observations and discussions show that many of our disadvantaged pupils' educations have been disproportionately impacted by long term effects of Covid. These findings are further supported by a number of national studies on partial school closures.</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
1. Improve reading skills (as measured by the NGRT GL assessment) to ensure equality of access to all pupils to the whole curriculum.	Reading assessments demonstrate that the percentage of pupils reading below their chronological age will continue to decrease. The reading-age gap between disadvantaged and non-disadvantaged pupils closes year-on-year.
2. Improved attendance and punctuality so that attendance of disadvantaged pupils is in-line with non-disadvantaged pupils thus maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas.	Disadvantaged pupils will achieve or exceed attendance percentages against national averages. The attendance gap between disadvantaged and non-disadvantaged pupils closes year-on-year.
3. Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	Targeted interventions take place, including use of additional in-school staffing and high-quality external providers. The attainment gap between disadvantaged and non-disadvantaged pupils closes year-on-year
4. Provide meaningful support to pupils with SEMH problems.	Increased provision of and participation in enrichment activities, particularly among disadvantaged pupils. Sustained

	improvements in levels of wellbeing are demonstrated through qualitative data e.g., pupil voice, parent surveys and teacher observations. Reduced FTS rates in those with SEMH needs, due to their needs being appropriately met with the correct provision.
--	--

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: £113,706.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1.1 Raise the reading age of pupils below chronological reading age; and improve levels of literacy across the Academy.</p> <p>Achieved through whole-school and targeted strategies, including the Thinking Reading programme, Sparx Reader, the eReader Platform and Sutton Reads. This will be led by a Senior Leader with the support of a HLTA for Thinking Reading interventions, in collaboration with the Literacy Lead and SENDCo.</p>	<p>“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.” (KS3/4 Literacy Guidance, 2019, EEF)</p> <p>“Assessed as reading at 7.5 years before commencing the Thinking Reading programme in October 2018, Student 3 progressed to reading at 15 years in October 2019” (Thinking Reading).</p> <p>“Ample research demonstrates that reading aloud to young children promotes the development of language and other emergent literacy skill” – (Duursma, Augustyn & Zuckerman, 2008).</p> <p>“[There is] a strong positive correlation between the amount of reading done on Sparx Reader and increase in reading age: students who read more saw a greater improvement in their reading age. Pupil premium students made more progress for each given amount of weekly reading than non-PP student”. (Sparx Reader, 2024)</p>	1

<p>1.2 Ensure pupils have access to quality-first teaching for all.</p> <p>Achieved through the staff CPD programme. This involves the curriculum spend. Current foci are on the use of '3,2,1 Track Me', Cold Calling and Modelling, ensuring that adaptive teaching remains a key thread throughout.</p>	<p>"Good 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." (Pupil Premium Guidance, 2019, EEF)</p> <p>Teachers using a warm approach to Cold calling were able to quickly check for understanding resulting in richer, more productive classroom discussions, where students felt "safe to take risks (Morek, Heller & Kinalzik, 2023).</p> <p>Modelling is a key step in helping pupils 'move from dependence to independence', to improve pupil performance, and develop their belief in their own competence and therefore motivation to achieve (Kettlwell, 2022)</p> <p>Modelling is one of the key recommendations for quality-first teaching by the EEF and is described as "a cornerstone of effective teaching", integral to developing pupils' metacognitive skills (Education Endowment Foundation, 2018).</p>	1, 3
<p>1.3 Maths intervention tutor to work with targeted pupils and small groups to raise attainment in maths at KS4.</p>	<p>Internal data tracking and subject evaluation shows small group intervention targeted at pupils with specific needs or gaps in knowledge – <i>not ability</i> – enables these gaps to be closed more rapidly and for creative approaches to be taken towards content delivery, enabling a full curriculum to be delivered to all. This approach facilitates the Academy in implementing some of the EEF recommendations for KS3 maths (Improving Mathematics in Key Stages 2 and 3, 2017, EEF).</p>	3

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

Budgeted cost: £138,475.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>2.1 Family Liaison officer working together with Senior Teacher Lead Attendance Officer and Administrative team to identify and work with targeted pupils and families to improve attendance and/or attainment of PP pupils.</p> <p>This benefits all pupils, with proportionally greater benefit to disadvantaged pupils.</p>	<p>“Working effectively with parents can be challenging and is likely to require sustained effort and support.”</p> <p>“Consider offering regular home visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings in settings, and for building relationships.” (Working with Parents to Support Children’s Learning, 2018, EEF)</p> <p>“Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children’s social care and early help services which are working with families.” (Improving School Attendance, 2022, DfE)</p>	<p>2, 3 and 4</p>
<p>2.2 External Alternative Provision and Internal Alternative curriculum (the LSC) to support pupils that find mainstream education challenging. Through this we are able to provide tailored support to their specific needs to ensure their attendance to school and future outcomes.</p> <p>This will be led by Senior Leaders, including the SENDCo, to ensure that provision is best suited to their needs.</p>	<p>“For pupils with more challenging behaviour, the approach should be tailored to individual needs.” (Improving Behaviour in Schools – Recommendation 5, 2019, EEF)</p> <p>“Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education.” (Alternative Provision, 2016, Ofsted)</p>	<p>3, 4</p>

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

Budgeted cost: £130,483

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3.1 Provide subsidies that remove the financial barrier to disadvantaged pupils in accessing extra-curricular opportunities related to sports, adventure and other culturally enriching opportunities. Includes contributions for PP pupils towards any transport and costs related to academic trips, transition trips, in-school activities related to cultural enrichment or adventure/sports participation, DofE costs, and hosting of sports day at the Institute of Sport Arena in Sheffield.</p>	<p>Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising.</p> <p>In addition, subsidies in the form of part or whole payment towards the costs of taking part in extra-curricular activities such as school performances (e.g. costumes), peripatetic music lessons (subsidised lesson costs and instrument hire), camps (equipment and transport) will be available to ensure disadvantaged pupils have equality of access to these opportunities.</p> <p>Disadvantaged pupils will be encouraged and supported to participate.</p> <p>For all Pupil Premium pupils accessing education visits, the first £20 of the cost of the trip is covered, or 50% of the trip cost, whichever is greater. A maximum claim of up to £200 can be made by each PP pupil per academic year. Exceptional cases may be considered for additional funding.</p>	<p>2, 3, 4</p>
<p>3.2 Pupils in need are able to access subsidised equipment, resources and uniform through the school.</p>	<p>Internal data shows that low attendance and poor behaviour can sometimes be caused by pupils not having the correct uniform or equipment. Our families do not always have cash at hand to provide these items to their children when needed.</p> <p>In addition, by removing the stigma of ill-fitting uniform or lack of equipment we are supporting the general wellbeing of pupils.</p> <p>Funding for equipment and resources (e.g. ingredients for food lessons, materials for art and technology, general stationary equipment,</p>	<p>2</p>

	and sometimes IT equipment) allow for all PP pupils to access the full school curriculum.	
3.3 Rewards to incentivise students to attend and to celebrate improving attendance, as well as 100% attendance.	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Reward culture to foster positive engagement with attendance process for all pupils.</p> <p>Anecdotally, this was popular with Y11 in the last academic year e.g. when 100% attendance per week led to 50p towards a prom ticket.</p>	2
3.4 Breakfast club funding for PP pupils (supplementing external funding grants to improve access for PP pupils) to ensure all pupils can enjoy a healthy, balanced start to the day.	<p>"Schools... should also consider the multiple positive impacts of the approach, including improved pupil behaviour and improved attendance." (Re-publication on the evaluation of school breakfast clubs, 2019, EEF)</p> <p>In addition to improving attendance and behaviour of targeted PP pupils, our Academy intends the Breakfast Club to also be a means for engaging in wellbeing activity with specific pupils, invited on an ad-hoc basis; as well as a vital provision for a small number of pupils.</p>	2, 4
3.5 The role of the Assistant Heads of Year as well as the Lead Practitioner for Pastoral Support facilitate wellbeing, improved relationships with families and pupils which drives attendance and support with behaviour to improve climate for learning.	<p>"Restoring relationships and community is central to restoring wellbeing" - Van Der Volk</p> <p>"Restorative approaches have been shown to reduce exclusions, improve attendance and attainment" (Payne & Welsh, 2017).</p> <p>"Within trusted relationships, children and young people can learn, accept their individual strengths and areas for development and explore difficult, strong emotions and experiences with a view to moving forward" (Short, Case & McKenzie, 2018).</p> <p>Look to reduce the number of PP students receiving FTS and continue to reduce the number of students being sent to RR.</p>	2,3,4

	<p>ITac meetings will identify and support students with range of needs and circumstances and provide tailored graduated responses to improve behaviour and access to learning.</p> <p>Attendance lead and FLO case studies of support for families.</p>	
<p>3.6 Completing the Parent Partnership Accreditation in order to foster stronger relationships with our families and ensuring their greater collaboration as part of the school community.</p>	<p>Parental engagement leads to an average of four months of additional academic progress over a year (Education Endowment Foundation, 2021).</p> <p>Parental engagement also improves behaviour, attendance, and wellbeing (British Educational Research Association, 2025).</p> <p>Disadvantaged pupils benefit disproportionately, with effective school–parent relationships improving progress for disadvantaged pupils in particular (Close The Gap).</p> <p>The home learning environment has a larger effect on outcomes than school-level factors, meaning partnership work is an essential driver in terms of pupil outcomes (Hattie 2009; Desforges 2003).</p>	2, 3, 4

Total budgeted cost: £382,665

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:

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend
1.1 Raise the reading age of pupils below chronological reading age; and improve levels of literacy across the Academy.	<p>The Thinking Reading programme continues to lead to significant impact on student reading ages. Over the last year, we have refined the screening of students to make sure that they receive the correct intervention. Up to 23 students are now taking part in Thinking Reading at any one time. 20 students completed the programme last year – and are all now reading at or above chronological reading age. Intervention is also now in place for a further 25 (approximately) students during Period One – Buddy Readers, Sparx or Thinking Reading Graduates to continue to support reading after Thinking Reading graduation.</p> <p>There is now improved tracking and triangulation of data and approach. Reading data is improving – we have now have been able to lower the threshold for intervention, allowing us to access more students.</p>	£42757.17
1.2 Ensure pupils have access to quality-first teaching for all.	<p>There is now increased directed time allocated to teaching and learning, so that all teachers have access to robust PD, improving the offer across the academy.</p> <p>The development of robust QA systems has allowed us to identify and act on any areas of strength or weakness within the academy.</p> <p>StepLab is now being used to deliver targeted lesson feedback to staff,</p>	£33843.70

	supporting all staff to continuously improve.	
1.3 Maths intervention tutor to work with targeted pupils and small groups to raise attainment in maths at KS4.	Maths intervention tutor was instrumental in supporting all year groups, rather than only KS4. She was adept at supporting students struggling in mathematics and nurturing them to ensure they make progress. She was vital when resetting Y8 when a timetable change was necessary, due to absent staff. The tutor took a group of low prior attaining Y11 students. She also taught resit mathematics and again had a 100% pass rate in the November entries.	£9767.14
1.4 IT Licensing	NA	NA

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

Activity	Impact of this approach	Actual Spend
2.1 Family Liaison officer working together with Senior Teacher Lead Attendance Officer and Administrative	There have been significant gains in whole-school attendance, with a 2.85% increase. We are consistently showing higher attendance than other similar schools (e.g. in Quintile 5) for students with and without FSM6:	£43633.55

team to identify and work with targeted pupils and families to improve attendance and/or attainment of PP pupils.	<table><tr><td>FSM6</td><td>FSM6</td><td>368</td><td>School</td><td>87.7%</td><td>89.4%</td><td>84.5%</td><td>90.7%</td><td>86.3%</td><td>87.0%</td></tr><tr><td></td><td></td><td></td><td>FSM6Q5</td><td>86.6%</td><td>89.7%</td><td>87.2%</td><td>85.7%</td><td>85.0%</td><td>85.0%</td></tr><tr><td></td><td></td><td></td><td>Difference</td><td>+1.1% </td><td>-0.3%</td><td>-2.7% </td><td>+5.0% </td><td>+1.3% </td><td>+2.0% </td></tr><tr><td></td><td>Not FSM6</td><td>422</td><td>School</td><td>94.6%</td><td>95.5%</td><td>95.1%</td><td>95.2%</td><td>93.3%</td><td>92.8%</td></tr><tr><td></td><td></td><td></td><td>FSM6Q5</td><td>92.8%</td><td>94.6%</td><td>93.2%</td><td>92.3%</td><td>91.9%</td><td>92.0%</td></tr><tr><td></td><td></td><td></td><td>Difference</td><td>+1.7% </td><td>+0.9%</td><td>+1.9% </td><td>+2.9% </td><td>+1.4% </td><td>+0.8%</td></tr></table>	FSM6	FSM6	368	School	87.7%	89.4%	84.5%	90.7%	86.3%	87.0%				FSM6Q5	86.6%	89.7%	87.2%	85.7%	85.0%	85.0%				Difference	+1.1% 	-0.3%	-2.7% 	+5.0% 	+1.3% 	+2.0% 		Not FSM6	422	School	94.6%	95.5%	95.1%	95.2%	93.3%	92.8%				FSM6Q5	92.8%	94.6%	93.2%	92.3%	91.9%	92.0%				Difference	+1.7% 	+0.9%	+1.9% 	+2.9% 	+1.4% 	+0.8%	
FSM6	FSM6	368	School	87.7%	89.4%	84.5%	90.7%	86.3%	87.0%																																																					
			FSM6Q5	86.6%	89.7%	87.2%	85.7%	85.0%	85.0%																																																					
			Difference	+1.1% 	-0.3%	-2.7% 	+5.0% 	+1.3% 	+2.0% 																																																					
	Not FSM6	422	School	94.6%	95.5%	95.1%	95.2%	93.3%	92.8%																																																					
			FSM6Q5	92.8%	94.6%	93.2%	92.3%	91.9%	92.0%																																																					
			Difference	+1.7% 	+0.9%	+1.9% 	+2.9% 	+1.4% 	+0.8%																																																					
2.2 External Alternative Provision and Internal Alternative curriculum (the LSC) to support pupils that find mainstream education challenging. Through this we are able to provide tailored support to their specific needs to ensure their attendance to school and future outcomes.	<p>All Y11 students within the LSC went on to attend a college placement of their choosing.</p> <p>There was a significant reduction in the number of Permanent Exclusions from the LSC, as the provision offer has improved.</p> <p>There was a significant improvement in the number of grades achieved at GCSE from our students accessing an alternative pathway this year.</p>	£80,495.94																																																												
2.3 DRIL Project delivered by the Freedom Foundation – small group intervention focused around drill music, to develop resilience and improve pupil behaviour. Supplemented by funding from the Virtual School.	2 groups of students completed the project in full, culminating in a visit to the recording studio. All students reported improved understanding of their behaviour, emotions and resilience as a result.	£8000																																																												

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

Activity	Impact of this approach	Actual Spend
3.1 Provide subsidies that remove the financial barrier to disadvantaged pupils in accessing extra-curricular opportunities related to sports, adventure and other culturally enriching opportunities. Includes contributions for PP pupils towards any transport and costs related to academic trips, transition trips, in-school activities related to cultural enrichment or adventure/sports participation, DofE costs, and hosting of sports day at the Institute of Sport Arena in Sheffield.	All students were able to access a range of opportunities to increase their cultural capital, including Sports Day at the EIS and two Year 7 adventure days at The Mill. There was a specific trip for students in receipt of Pupil Premium to Scarborough – for many of whom it was their first trip to the seaside.	£15,000
3.2 Pupils in need are able to access subsidised equipment, resources and uniform through the school.	Revision guides were provided to students to allow them to access independent revision at home. For work experience, students who are Pupil Premium were supported in being able to access their placements through the purchase of appropriate protective clothing and bus tickets.	£2020
3.3 Rewards to incentivise students to attend and to celebrate improving attendance, as well as 100% attendance.	Reward trips in part funded to allow PP student access to them. Attendance rewards such as cookies, ice lollys and other treats to encourage high percentage of attendance.	£4000
3.4 Breakfast club funding for PP pupils (supplementing external funding grants to improve access for	Breakfast Club continues to be very well attended, by around 50 students each day. This ensures that they start the day fed, improving their overall concentration and energy levels. Importantly, it also allows	£3000

PP pupils) to ensure all pupils can enjoy a healthy, balanced start to the day.	some of our most vulnerable students additional time for check-ins from key, consistent adults.	
3.5 The role of the Assistant Heads of Year offers pastoral support, which facilitates wellbeing, improved relationships with families and pupils which drives attendance and support with behaviour to improve climate for learning.	The AHOYs role continues to be vital in the functioning of the school – ensuring that students receive prompt pastoral and safeguarding support. The AHOYs are crucial in developing key relationships with students and with their families. They form an integral part within school of early identification of students who may require additional support, through targeted interventions internally or through external referrals. Their support with behaviour has contributed to a calmer and more purposeful environment within the school, with a significantly reduced number of Fixed Term Suspensions.	£95,853

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
--	-----

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.