

## Pupil premium strategy statement: Grace Academy Coventry

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Grace Academy Coventry
Number of pupils in school	1054
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024/5-2026/7
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Emily Wheller, Associate Principal
Pupil premium lead	Kay Clayton,
Governor / Trustee lead	Julia Gallagher

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£474,344
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year (2025/2026)</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£474,344

## Part A: Pupil premium strategy plan

### Statement of intent

At Grace Academy Coventry, we believe every student has the right to a high quality education, free of barriers and obstacles. We recognise that in the students we serve, some of these barriers are related to: poverty, low aspiration, support at home, mental health conditions and lower literacy levels in those with the lowest prior attainment.

Furthermore, whilst the coronavirus pandemic does not define our disadvantaged students, these barriers in some cases became more pertinent. The impact these challenges have on our students manifests itself through: lower aspirations, lower attendance than their peers resulting in persistent absences, lower levels of progress in English and literacy compared to their peers and lastly, the resulting effect the pandemic has on the engagement with subjects requiring sustained written responses.

Where research supports our strategy at Grace, the EEF Guide to The Pupil Premium states that the key ingredient to a successful school is to place high quality first teaching at the heart of its strategy. The priority at Grace is to support our students in overcoming the obstacles they face in their education through the following core principles we deploy to support our disadvantaged students:

1. High quality teaching and assessment are at the heart of what we do to ensure the needs of all students are met through The Grace Way for curriculum and teaching
2. When appropriately identified, provision is made to ensure that all students receive the appropriate academic support, intertwined with their curriculum to support their learning
3. Through our pastoral care model, we deploy personal development strategies that exist to ensure we are able to deliver our quality first teaching principle

Grace Academy Coventry has 49% of children officially identified as disadvantaged. This is above the national figure of 24.6%.

## Likely Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance data over the last 3 years indicates that disadvantaged pupils have attendance around 5% lower than their non-disadvantaged peers.</p> <p>The rate of persistent absenteeism for disadvantaged students is around 10% higher than that of the non-disadvantaged peers in the same time period. Our assessments and observations indicate that persistent absenteeism has a negative impact on the outcomes of disadvantaged students.</p>
2	<p>Our reading programme shows that a significant number of students have a reading age below their chronological age. Our assessments and observations show that this has an impact on the ability of students to access the curriculum, where literacy is an essential requirement.</p>

	Data from our Accelerated reader programme shows that a consistently high number of students in KS3 have a reading age significantly below their chronological age, of which around half are disadvantaged.
3	Our observations, discussions and meetings with students and families have identified a range of social and emotional barriers, many of these are related to mental health, low self esteem and anxiety. These challenges have an impact on both the attainment and attendance of disadvantaged students.
4	Disadvantaged students achieve grade 4 in both English and Maths at a lower rate compared to their non-disadvantaged peers. The gap has widened since 2023 despite the fact that the overall progress gap has decreased.
5	Through observations and internal attainment data has identified that access to the curriculum is a key barrier to the progress and attainment of students - particularly those with additional needs or English as an additional language. 40% of our disadvantaged students also have English as an additional language. 21% of our disadvantaged students are also identified as SEND. Accessibility of the curriculum has a significant impact on the attainment and progress of disadvantaged students at Grace Academy.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2026/7)**, and how we will measure whether they have been achieved.

Challenge	Intended outcome	Success criteria
1	Improve attendance for disadvantaged students, in line with their disadvantaged peers.	<ul style="list-style-type: none"> <li>- Attendance for disadvantaged students should be in line with the whole school target of 96%</li> <li>- Reduce persistent absenteeism in disadvantaged students to at least in line with their non-disadvantaged peers</li> </ul>
2, 4, 6	Improve the literacy levels of students	<ul style="list-style-type: none"> <li>- The reading data to show that reading frequency of disadvantaged students is at least in line with their non-disadvantaged peers</li> <li>- The reading age data to show a decrease in the number of students with a reading age below 10</li> <li>- Quality of written communication to be a focus of feedback across the curriculum</li> </ul>
3, 4, 6	Decrease the attainment gap between disadvantaged students and their peers	<ul style="list-style-type: none"> <li>- Progress 8 gap to be reduced from 0.4</li> <li>- Open bucket APS gap to be reduced from 0.4</li> </ul>

		<ul style="list-style-type: none"> <li>- English APS gap to be reduced from 0.6</li> <li>- Maths APS gap to be reduced from 0.2</li> <li>- Decrease gap between the number of disadvantaged students receiving 5 Grade 4+ including English and Maths from 10.6%</li> </ul>
4	Increase the number of disadvantaged students receiving a Grade 4 or higher in English and Maths	<ul style="list-style-type: none"> <li>- Crossover gap to decrease from 3.7%</li> </ul>

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £139,571

Challenge addressed	Action / Approach	Evidence that supports this approach
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4, 5

**Quality First Teaching:**

The 'Grace Way' underpins the whole school approach to teaching and learning which ensures that all lessons have:

- A big question – that can be answered
- Explicit powerful knowledge – which is taught, tested and applied in context
- Opportunity for practise and retrieval
- Books are organised in accordance with the formatting policy which supports students with metacognition and executive function to allow them to organise and revisit their learning easily.
- Lessons are delivered in line with the Rosenshine's Principles of Instruction

**Middle Leaders:**

Middle leaders develop the curricula in their areas to ensure:

- Powerful knowledge is explicit in curriculum documents and delivered by all staff in an inclusive way.
- It is developed, taking into account the starting points of all learners, including prior key stages.
- There are frequent, explicit opportunities for students to apply knowledge
- Creating a robust assessment programme which allows students to reflect on what, specifically, they need to do to improve
- Retrieval practice is a routine part of all lessons.

Middle leaders also:

Rosenshine's Principles of Instruction:

<https://www.aft.org/sites/default/files/Rosenshine.pdf>

Quality First Teaching:

<https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching>

['What makes Great Teaching' The Sutton Trust](#)

The Forgetting Curve (retrieval practise)

<https://teachlikeachampion.org/blog/an-annotated-forgetting-curve/>

Challenge addressed	Action / Approach	Evidence that supports this approach
	<ul style="list-style-type: none"> <li>● Carry out regular quality assurance of the implementation of their curricula through learning walks and book reviews.</li> <li>● Upskill their teams through departmental/subject specific CPD to ensure that all teachers, regardless of experience have the most relevant and up to date subject knowledge of the areas they teach</li> </ul> <p><u>Senior leaders</u></p> <ul style="list-style-type: none"> <li>● Quality assurance of the teaching and learning of all students through the eyes of our disadvantaged students through frequent book scrutinies, pupil pursuits and learning walks.</li> <li>● Ensure the implementation of the assessment policy and review the effectiveness of the assessment and feedback received by all students.</li> <li>● Quality assure work of middle leaders</li> <li>● Consistent strategic monitoring of the strategy by the Vice Principal</li> </ul>	
3,5	<p><b><u>Staff CPD</u></b></p> <p>A CPD calendar centred around inclusivity and accessibility.</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>● Delivering high quality first teaching in the Grace Way</li> <li>● Developing strategies to make lessons more accessible and inclusive, to maximise the progress of disadvantaged, SEND and EAL learners</li> </ul>	<p>Delivering effective CPD:</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p>

Challenge addressed	Action / Approach	Evidence that supports this approach
	<ul style="list-style-type: none"> <li>● How to embed school-wide ‘Focus 5’ strategies to maximise the progress of disadvantaged and SEND learners</li> <li>● Improving literacy through quality of written communication</li> <li>● Embedding a culture of live feedback, that disproportionately supports disadvantaged students to make progress</li> <li>● Developing a culture of belonging (based on a Local Authority wide approach to behaviour) which seeks to encourage all students to attend school.</li> </ul> <p><u>Pathways</u></p> <p>We also have a pathways approach that allows for CPD in line with the specific roles of our staff.</p> <p>This includes sessions for middle and senior leaders to</p> <ul style="list-style-type: none"> <li>● Improve the quality and effectiveness of quality assurance</li> <li>● Building effective teams</li> <li>● Writing and developing inclusive curricula</li> <li>● Making effective use of data to track and monitor the progress of groups of students</li> <li>● Promoting literacy and quality of written communication in lessons and as part of feedback.</li> </ul>	<p>A guide to implementation:</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/a_schools_guide_to_implementation.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/a_schools_guide_to_implementation.pdf</a></p> <p>Embedding formative assessment:</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment/</a></p> <p>Feedback:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Explicit reading comprehension:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>
4, 5	<p><b><u>Homework Policy</u></b></p> <p>Homework has been centralised for all year groups, so all of the homework for each term is in a single location to support the organisation of resources.</p>	<p>The approach to homework addresses the top 3 findings of the EEF on homework:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>

Challenge addressed	Action / Approach	Evidence that supports this approach
	<p>Each student receives a physical copy of the booklet - to ensure that access to homework is equitable for all learners and that disadvantaged students are not adversely affected by technological gaps.</p> <p>Homework is linked explicitly to powerful knowledge, delivered in lessons. It is either retrieval focussed, where students are required to recall key facts or practise based to allow the development of fluency.</p> <p>There is also a weekly homework club where students are able to complete their homework under the supervision of a teacher, who can offer further help and support where needed.</p>	
4, 5	<p><b><u>Recruitment and Retention</u></b></p> <p>Senior Leaders:</p> <ul style="list-style-type: none"> <li>● Associate Assistant Principal (AAP) for T&amp;L - now leading on PP, focusing on Quality First Teaching and CPD (including line managing the Lead Practitioners and Pupil Premium Champions) in order to improve inclusive practice and the outcomes for PP students across the school.</li> <li>● Assistant Principal with responsibility for ITTs and ECTs, supported by a Lead Practitioner - to ensure that our newest teachers are supported to deliver the inclusive vision set out by the school and providing further CPD to ensure that ECTs and ITTs are equipped to meet the needs of all students.</li> <li>● AAP with responsibility for Maths and Exams - focusing on improving Foundation teaching in maths, ensuring tier entries enable the best possible outcomes for PP students.</li> </ul> <p>Middle Leaders:</p> <ul style="list-style-type: none"> <li>● Lead Practitioner: Inclusivity. An English specialist focusing on whole school inclusivity to ensure good progress is made by all students, with</li> </ul>	<p>School Leadership:  <a href="https://assets.publishing.service.gov.uk/media/5a7df7f9e5274a2e87daeb06/seven-claims-about-successful-school-leadership.pdf">https://assets.publishing.service.gov.uk/media/5a7df7f9e5274a2e87daeb06/seven-claims-about-successful-school-leadership.pdf</a></p> <p>This approach allows monitoring and feedback on the implementation of the strategy, from a range of leaders across the school. With a single leader (Vice Principal for Quality of Education) monitoring the impact that individual elements of the strategy are having on the intended outcomes.</p>

Challenge addressed	Action / Approach	Evidence that supports this approach
	<p>an emphasis on the most vulnerable. Responsible for monitoring the implementation of the schools Focus 5 strategy and 'The Grace Way' teaching and learning and providing additional feedback and support to staff to develop good practice.</p> <ul style="list-style-type: none"> <li>Literacy and Numeracy co-ordinator roles to lead on specific interventions and deliver CPD to improve staff delivery of aspects of literacy and numeracy both in lesson and as part of the tutor time programme.</li> </ul> <p>Pupil Premium Champion Group:</p> <ul style="list-style-type: none"> <li>Made up of expert teachers in their areas</li> <li>Identify and best practice and share with the school</li> <li>To monitor the efficacy of the 'Focus 5' strategy in classrooms through learning walks</li> </ul>	

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

Budgeted cost: £151,082

Challenge addressed	Activity	Evidence that supports this approach
2, 4,5	<p><b>Primary Teacher of Transition &amp; Intervention</b></p> <p>They oversee, co-ordinate and deliver a range of interventions that improve the functional literacy of students</p> <ul style="list-style-type: none"> <li>There are a number of small group literacy interventions that take place including: <ul style="list-style-type: none"> <li>- Lexia</li> </ul> </li> </ul>	<p>Literacy and Numeracy Interventions:  <a href="https://assets.publishing.service.gov.uk/media/5b97bc1240f0b67866ffbd1c/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf">https://assets.publishing.service.gov.uk/media/5b97bc1240f0b67866ffbd1c/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf</a></p> <p>Peer tutoring:</p>

Challenge addressed	Activity	Evidence that supports this approach
	<ul style="list-style-type: none"> <li>- Fresh Start</li> <li>- Reading for Fluency (with peer reading)</li> </ul> <p>These supplement the whole school literacy approach.</p> <p><b><u>Other small group intervention</u></b></p> <ul style="list-style-type: none"> <li>● A numeracy co-ordinator role, facilitates the delivery of targeted numeracy interventions across a range of year groups.</li> <li>● Study Support group in Y10 allows for additional sessions in English to be delivered, to support the progress of key students in their English GCSE outcomes. The group has 57% PP students.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>
2,3,4,5	<p><b><u>Teaching Assistant support</u></b></p> <ul style="list-style-type: none"> <li>● Teaching Assistants are deployed both in lesson and for out of lesson intervention in our 'Nurture' department.</li> <li>● Teaching assistants have received training on the best ways that TAs can work in the classroom, to ensure that students are receiving Quality First Teaching from the subject specialist</li> <li>● Teaching assistants also support students in accessing homework, both from an academic perspective and in keeping organised and on top of work - removing a barrier that many of our SEND PP students have to home learning.</li> <li>● Teaching Assistants also run small group interventions relating to literacy, numeracy as well as emotional literacy and interventions designed to support young people with their social and emotional wellbeing.</li> </ul>	<p>Teaching assistant interventions are highlighted as having moderate impact and contributing to 4 months' worth of impact using the EEF toolkit.</p>
4,5	<p><b><u>Exam group intervention</u></b></p> <ul style="list-style-type: none"> <li>● Raising aspiration group – led by the head of year 11</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

Challenge addressed	Activity	Evidence that supports this approach
	<ul style="list-style-type: none"> <li>● Extended study group - PP students are provided with a place to study, with specific work set by their teachers to help accelerate their progress and guided by key members of the leadership team to help develop their study skills</li> <li>● Period 6 - ensures all pupils have the time and resources to complete coursework to the best of their abilities and to ensure revision is focused and effective in the run up to mock exams, with support from subject specialists - the attendance of PP students is tracked, enabling targeted contact with home when pupils are not taking up this opportunity.</li> <li>● Big Lecture - a tool for delivering Powerful Knowledge in an efficient way in the run up to exams from the most experienced members of staff, with the best understanding of exam specifications. These are also run at strategic points throughout the year to support progress in key areas identified by middle leaders from assessment data.</li> <li>● Study skills - to further support with metacognition all students receive some guidance about revision and effective revision strategies through an assembly. This is further developed in subject lessons, where class teachers support students with strategies for effective revision in their subject.</li> </ul>	<p>As part of the evidence provided above, from the EEF, around homework there is explicit reference to students having a quiet space for learning and the need for home learning to be linked to classroom learning.</p> <p>Our exam group interventions are designed to address those issues directly, ensuring that no student is without a productive learning space for revision.</p> <p>Metacognition:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a>  (recommendation 6)</p> <p>Raising Aspirations:</p> <ul style="list-style-type: none"> <li>● EEF toolkit references aspiration interventions as potentially impactful. At Grace however, our experience in raising the attainment of these groups has found that they have a positive impact on: behaviour, attendance and attainment. The raising aspiration group from 2022 starting point was -2.14 in July 2021. These students moved to -1.38 by December, -0.83 by March and eventually finished at -0.32 using the 2022 outcome data. The attainment data for the 2022/23 cohort was more mixed for PP students in this cohort, but with a more obviously positive impact in students' attitude and attendance.</li> </ul>

Challenge addressed	Activity	Evidence that supports this approach
4,5	<p><b>Data-based intervention</b> support to facilitate student-level intervention (such as the students from the 'aspirational boys' group)</p> <ul style="list-style-type: none"> <li>● Action plans formulated using data packs from AP3 data and GCSE exams</li> <li>● Packs shared in the week commencing 2<sup>nd</sup> September 2025</li> <li>● The data manager has a fundamental role in producing summaries for key stakeholders (such as HOY, ALT and LGB)</li> <li>● Leaders produce progress summaries after each assessment point with focus on school focus groups (including SEND and EAL)</li> <li>● The summaries produced provide heads of department with high-quality data to allow rapid intervention for key students/groups</li> <li>● Data meetings with HOD, ALT link, VP and Principal to ensure that HODs have a strong grasp of trends in the PP gap in their areas and are able to assess the effectiveness of intervention</li> </ul>	<p>Collection and analysis of data on groups and individual pupils and the monitoring of this over time was identified as part of Sir John Dunford's (National Pupil Premium Champion) strategies as having the most successful impact.</p> <p>Ways this data will be used are: behaviour interventions (+4 months), mentoring (+2 months), one-to-one tuition (+5 months). All of these strategies will be utilised throughout the year and react to the data given, all impact data taken from the EEF toolkit.</p>

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

Budgeted cost: £160,976

Challenge addressed	Activity	Evidence that supports this approach
1, 3	<p><b><u>Pastoral Care:</u></b></p> <ul style="list-style-type: none"> <li>● Our pastoral care model is built around 5 teaching Heads of Year and 5 Assistant Heads of Key Stage, a link-ALT and a KS3 &amp; KS4 senior leader.</li> <li>● The pastoral team aims to provide a trusted adult for all children in the school and foster a culture of belonging, with high expectations for attendance and behaviour in school.</li> <li>● These teams will coordinate tutor teams and a range of activities, such as assemblies, literacy, numeracy and a robust pastoral curriculum which, in line with our PSHE curriculum, seek to support students with physical, emotional and social wellbeing.</li> </ul> <p><b><u>Extensive Ethos Programme</u></b></p> <p><i>Utilising the Ethos hub leads to coordinate these programmes</i></p> <ul style="list-style-type: none"> <li>● Career ready programme</li> <li>● Sixth Form mentoring - 1:1 sessions with high tariff students, group sessions with students</li> <li>● Extra-curricular clubs (with the tracking of PP attendance, in order to help us adjust the offer in order to provide the best possible opportunities for these students)</li> <li>● Parental coffee mornings and cooking sessions</li> </ul> <p>The Ethos team also run an extensive programme of interventions for students in 3 waves:</p>	<p>Role of the ‘trusted adult’ in support of good mental wellbeing in children</p> <p><a href="https://assets.publishing.service.gov.uk/media/693950a27a605b2d61cd902a/DCMS_Youth_Strategy_accessible_final.pdf">https://assets.publishing.service.gov.uk/media/693950a27a605b2d61cd902a/DCMS_Youth_Strategy_accessible_final.pdf</a></p> <p><b>Parental engagement:</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental</a></p>

Challenge addressed	Activity	Evidence that supports this approach
	<p>First Response - These are short interventions that support students with the initial barriers to education outlined in challenge 3.</p> <p>Early Interventions - These are 1-2-1 interventions targeted at key students to support with specific mental, emotional or social barriers to attending school and accessing curriculum. These last around 5 weeks.</p> <p>Group interventions - These are group interventions that support with some of the key emotional and wellbeing issues faced by our students including navigating loss, managing anxiety and building healthy relationships.</p>	
1, 3	<p><b><u>Attendance support team</u></b></p> <ul style="list-style-type: none"> <li>● A dedicated student reception</li> <li>● Attendance Officer to facilitate the reduction in the number of persistent absentees.</li> <li>● Assistant Heads of Key Stage and Attendance Officers prioritise PP students in contact home about attendance and in home visits to collect students who need support in getting to school</li> <li>● Utilise Family Support Worker, Attendance Officer and Heads of Year to monitor pupils and follow up quickly on absences and to identify patterns.</li> <li>● Family Support Worker to provide different layers of internal and external support to ensure attendance increases</li> <li>● Early Help co-ordinator to liaise with families and agencies to ensure that students are supported to attend school and have appropriate support for barriers to their learning as a result of their individual circumstances.</li> </ul>	<p><b>Attendance in an assessment year:</b></p> <p><a href="https://assets.publishing.service.gov.uk/media/67c96d7dd0fba2f1334cf2ed/The_link_between_attendance_and_attainment_in_an_assessment_year_-_March_2025.pdf">https://assets.publishing.service.gov.uk/media/67c96d7dd0fba2f1334cf2ed/The link between attendance and attainment in an assessment year - March 2025.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working together to improve school attendance - August 2024.pdf</a></p>
1, 3	<p><b><u>Hardship support</u></b></p>	<p>The EEF toolkit references parental engagement as having 4 months' worth of impact. This hardship support helps foster this engagement. In our</p>

Challenge addressed	Activity	Evidence that supports this approach
	<ul style="list-style-type: none"> <li>● Additional uniform provided on an individual basis so that all children can attend school in clean, comfortable and appropriate uniform, regardless of socioeconomic circumstances.</li> <li>● All PP students provided with pencil case of equipment including calculator and a water bottle</li> <li>● PE kit for PP students provided</li> <li>● Family hampers: food banks at all parent events, Christmas, Easter and at other appropriately timed points, “Pre-loved Prom shop” to ensure equitable access to events such as Y11 Prom.</li> <li>● Revision guides given free of charge for support with ECA’s</li> <li>● Revision guides also provided to Year 10 and 12 students in preparation for GCSE and A level exams</li> </ul>	<p>experience, we find this is a low fraction of our total spend but has a massive impact in supporting our disadvantaged parents, which in turn allows them to better support their children.</p>
3, 1	<p><b><u>‘Out of the gates’ initiatives</u></b></p> <p><u>Careers advice</u></p> <ul style="list-style-type: none"> <li>● Independent careers advisor - PP pupils are prioritised</li> <li>● Provide targeted support for careers advice and guidance to pupils who may lack awareness of relevant opportunities and raise aspiration</li> </ul> <p><u>Summer school</u></p> <ul style="list-style-type: none"> <li>● Year 6 students given a blend of academic and enrichments activities</li> <li>● Also, to start to build relationships with their peers and teachers as well as familiarising themselves with the Grace way and environment</li> </ul>	

### Further Evidence:

- <https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/>
- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>
- [/assets.publishing.service.gov.uk](https://assets.publishing.service.gov.uk)- How schools are spending the funding.

<https://www.sec-ed.co.uk/news/research-teacher-school-cpd-impact-student-exam-outcomes/>

## Part B: Review of outcomes in the previous academic year (August 2025 results)

	2024	2025
Disadvantaged P8 score:	+0.3	+0.3
Disadvantaged A8 score:	4	4.1
English P8 score (Disadvantaged)	+0.1	+0.2
Maths P8 score (Disadvantaged)	0	+0.3
EBACC P8 score (Disadvantaged)	+0.3	+0.2
Open P8 score (Disadvantaged)	+0.6	+0.5

Activity	Impact
<u>Teaching</u>	
CPD & Teaching and Learning	<p>From internal and external review, the quality of first teaching improved across the academy, with an emphasis on adaptive teaching. The number of staff judged to be below the expected standard decreased across the year.</p> <p>As shown across the book reviews carried out throughout the year, students were given greater opportunity to apply knowledge and write independently. Powerful knowledge was also clearer, more explicit and more revisitable as the year progressed.</p> <p>Middle leaders were better able to link powerful knowledge to end points and address areas of weakness in their curriculum ahead of key assessment points - and as areas of ongoing development.</p> <p>Year 10 Data at AP3 shows that:  Average AP score for disadvantaged students has increased by 0.51 from the previous year.  Number of students receiving an Grade 5+ in English and Maths increased in year  Progress in science increases in year  The % of students achieving 5 Grade 5+ (inc. English and Maths) increases  The average attainment score of disadvantaged students increases.</p> <p>Year 9 internal data also shows positive projections for increasing progress in English and a narrowing of the gap in Maths.</p>

<p>Achievement board and PP Champion Group</p>	<p>Pastoral:</p> <p>There was a significant decrease in the number of isolations in the 24/25 year compared to the previous year, with a reduction in the number of PP isolations in both Y9 and Y11. The number of PP students who were frequent flyers decreased by 12%. Overall attendance has decreased and with it PP attendance has decreased slightly (2.1%) - this will continue to be a focus in future strategies.</p> <p>Curriculum:</p> <p>Crossover - The % of PP students receiving a Grade 5+ in English and Maths is slightly higher than the equivalent for non PP (29.2% vs 29.0%). 1.4% more PP students received a Grade 9 in English and Maths, compared to their non PP peers.</p> <p>Open Bucket - our target was to achieve +0.3 progress in the Open Bucket which we exceeded to achieve a +0.5 progress score for this element.</p>
<p>Strategic leads (Maths/English/Science)</p>	<p>Based on internal data in KS3:</p> <p>Year 8 PP students have made progress in English and Maths, from the previous year, with 13.5% more PP students projected to receive a grade 6 or higher in English and 6.7% in Maths. 10.7% more PP students are also projected to achieve a Grade 4-5 in science compared to their previous year.</p> <p>Year 9 progress in English and Science is projected to increase for disadvantaged students from their previous years, with grades 6-7 also projected to increase in Maths.</p>
<p><b>Academic support</b></p>	
<p>TA support</p>	<p>Small group intervention and in-lesson support continues to support staff and raise the quality of lessons across the Academy. Specific disadvantaged students supported in GCSE examinations.</p>
<p>Year 11 intervention sessions</p>	<p>The P8 score for disadvantaged students has increased to +0.5. However, the gap will continue to be a focus.</p>

Data based intervention	Consistently used throughout the year to inform: Big Lecture, Period 6, Catch-up classes and other interventions. Used during HOD line management time (week beginning 11th September) to write action plans.
Wider strategies	
Pastoral team	Behaviour and attendance across the Academy have improved substantially during the 2024/2025 academic year, in terms of unique events and frequent fliers (as outlined above). However, the gap between PP and non PP students has not shown the same rate of change across all year groups. Although, it is worth noting that PP frequent fliers in Year 11 decreased by 50%. There was also a significant decrease in PP frequent fliers in Y9. It is also pleasing to note that behaviour events in the Y8 cohort (2024/5) have significantly dropped compared to their behaviour in the previous year.
Attendance team	Attendance for all students in 2024/5 was slightly lower than the previous year, however, PP attendance remains in line with national average - as does persistent absenteeism among PP students. Focus for disadvantaged in 2025/2026 is persistent absenteeism.
Family support & Ethos lead	Although hard to measure, the number of families receiving support has grown year on year, with greater parental engagement with Ethos events. This has a significant impact on students' wellbeing and attendance. Development of the Ethos department remains a priority for 2025/6 due to the impact on social and mental wellbeing for individual students and families.
Extra-curricular	Review showed that, in Years 7 and 11, a greater proportion of pupils attending extra-curricular clubs were PP. In Years 9 and 10 there was almost a 50:50 balance of PP and non-PP students in extra curricular clubs. A number of STEM events ran across the year, with external facilitators from the EDT and Industrial Cadets - the e received exceptionally positive feedback from the pupils (all of whom were PP).
ALT mentoring	Significant reduction in behaviour incidents and absence in disadvantaged students between January and March, before the exam season.

Hardship support	Again, hard to measure, but there was a high impact with our students and a number of disadvantaged students in Year 11 were supported in taking exams and achieving grades.
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## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. 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
Study sensei and Student elevation	Elevate Education