

# Pupil premium strategy statement – Swinton Academy

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

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

## School overview

Detail	Data
Number of pupils in school	1015
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024/25 2025/26 2026/27
Date this statement was published	31 <sup>st</sup> December 2024
Date of review #1	31 <sup>st</sup> December 2025
Date of review #2	31 <sup>st</sup> December 2026
Statement authorised by	Chela Wilson (Principal)
Pupil premium lead	Andrew Coe (Assistant Vice Principal)
Governor / Trustee lead	Paul Higginbottom

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£295,050
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£295,050

## Part A: Pupil premium strategy plan

### Statement of intent

At Swinton Academy, we are committed to ensuring that all pupils, regardless of their social or economic background, make strong progress and achieve highly across the curriculum.

Our Pupil Premium strategy focuses on enabling disadvantaged pupils to reach their full potential, aiming for outcomes that align with or exceed those of non-disadvantaged pupils nationally. Alongside academic success, we strive to develop pupils' strong learning habits, high aspirations, and the social skills and confidence needed to excel in the future.

High-quality teaching is central to our approach, as research consistently demonstrates its significant impact on pupil attainment, particularly for disadvantaged learners. By prioritising exceptional instruction and equipping our teachers with the tools and training to succeed, we aim to deliver optimal outcomes for all pupils.

We are equally committed to sustaining and improving the attainment of non-disadvantaged pupils while accelerating progress for their disadvantaged peers.

Our strategy is rooted in evidence-based practices, drawing on research from:

The Education Endowment Foundation (EEF) Teaching Toolkit

DfE guidance on Pupil Premium

EEF National Disadvantaged Study

National Education Trust's Practical Guide on Pupil Premium

The entire Swinton Academy staff and governing body take collective responsibility for meeting the academic and pastoral needs of our disadvantaged pupils, reflecting our commitment to equity and excellence.

To ensure the effectiveness of our strategies, we will use assessment data, such as Progress 8 and Attainment 8 scores, to evaluate impact. Feedback from pupils and teachers will provide further insights into the success and areas for improvement of interventions. Our approach will remain dynamic and responsive, informed by ongoing research and evidence, to ensure the best outcomes for all our learners.

## Challenges

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

Challenge number	Detail of challenge																																																	
1	<p data-bbox="328 331 831 360"><u>Academic Progress – Maths and English</u></p> <table border="1" data-bbox="328 387 1485 853"> <thead> <tr> <th></th> <th>Maths PP</th> <th>Maths Non-PP</th> <th>Gap (Maths)</th> <th>English PP</th> <th>English Non-PP</th> <th>Gap (English)</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>-0.08</td> <td>0.31</td> <td>-0.39</td> <td>-0.46</td> <td>0.15</td> <td>-0.61</td> </tr> <tr> <td>2019</td> <td>-0.12</td> <td>0.57</td> <td>-0.69</td> <td>-0.25</td> <td>0.23</td> <td>-0.48</td> </tr> <tr> <td>2020*</td> <td colspan="6">No KS4 Data</td> </tr> <tr> <td>2021*</td> <td colspan="6">No KS4 Data</td> </tr> <tr> <td>2022</td> <td>-0.69</td> <td>-0.33</td> <td>-0.36</td> <td>-0.72</td> <td>-0.04</td> <td>-0.68</td> </tr> <tr> <td>2023</td> <td>-0.87</td> <td>0.20</td> <td>-1.07</td> <td>-0.9</td> <td>0.09</td> <td>-0.99</td> </tr> </tbody> </table> <p data-bbox="328 860 863 889">*Denotes teacher/centre assessed grades</p> <p data-bbox="328 920 1453 1066">Historically, disadvantaged students have not progressed as well in Maths and English compared to their non-Pupil Premium peers with the same KS2 starting points. This persistent underachievement has led to a widening attainment gap, particularly in Maths, where the disparity has grown significantly over the years.</p> <p data-bbox="328 1095 1445 1240">The data indicates that Pupil Premium students have experienced consistent and substantial declines in their Progress 8 scores for both subjects. This trend suggests that existing interventions may not be effectively addressing the barriers to success faced by these students.</p> <p data-bbox="328 1270 1481 1415">While non-Pupil Premium students initially showed improvement in their Progress 8 scores, particularly in Maths, their performance has plateaued or slightly declined, particularly in English. However, they continue to outperform their disadvantaged peers by a considerable margin, further entrenching inequalities in outcomes.</p> <p data-bbox="328 1444 1469 1554">This growing gap highlights the need for targeted, evidence-based interventions to improve outcomes for Pupil Premium students in Maths and English, ensuring that all students, regardless of background, can achieve their potential.</p>		Maths PP	Maths Non-PP	Gap (Maths)	English PP	English Non-PP	Gap (English)	2018	-0.08	0.31	-0.39	-0.46	0.15	-0.61	2019	-0.12	0.57	-0.69	-0.25	0.23	-0.48	2020*	No KS4 Data						2021*	No KS4 Data						2022	-0.69	-0.33	-0.36	-0.72	-0.04	-0.68	2023	-0.87	0.20	-1.07	-0.9	0.09	-0.99
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2	<p data-bbox="328 1641 954 1671"><u>Attendance of pupil premium students on Fridays</u></p> <p data-bbox="328 1702 1485 1848">Attendance data indicates that Pupil Premium students are consistently less likely to attend school on Fridays compared to other days of the week. This pattern contributes to a lower overall attendance rate for PP students and has a direct impact on their academic progress and engagement.</p> <p data-bbox="328 1877 1501 1986">The reduced attendance on Fridays disproportionately affects their access to key learning opportunities, which not only widens the attainment gap but also undermines efforts to build consistent routines and reinforce learning.</p>																																																	

	<p>Addressing this challenge is critical to improving both attendance rates and academic outcomes for Pupil Premium students, ensuring they have equitable access to education and opportunities for success.</p>
3	<p><u>Social Confidence / Personal development</u></p> <p>Through thorough analysis and feedback from stakeholders, we have identified that many of our students, particularly those from disadvantaged backgrounds, face significant challenges with <b>social confidence and personal development</b>. This lack of confidence not only impacts their ability to actively participate in lessons and extracurricular activities but also limits their ability to build positive relationships and engage fully in their education.</p> <p>Furthermore, we have observed that some Pupil Premium students often lack access to the <b>cultural capital</b> necessary to thrive academically. This gap can manifest as limited exposure to enriching experiences, such as trips, events, or extracurricular activities, which are essential for developing the critical thinking, communication skills, and broader perspectives required to excel in their studies and future aspirations.</p> <p>By focusing on these areas, we aim to help our Pupil Premium students overcome barriers, develop essential life skills, and reach their full potential.</p>
4	<p><u>Reading and Vocabulary</u></p> <p>Data from Key Stage 2 and standardised reading assessments consistently reveal that Pupil Premium students face significantly weaker reading comprehension skills compared to their non-disadvantaged peers. These gaps are particularly evident in the lower performance range across Years 7-9, where disadvantaged students often struggle to access age-appropriate texts.</p> <p>Our key challenges include:</p> <p><b>Limited vocabulary development</b>, which restricts their ability to engage with more complex language and academic texts.</p> <p><b>Insufficient background knowledge</b>, often tied to reduced access to cultural capital and wider reading opportunities, making it harder for these students to contextualize and connect with reading material.</p> <p><b>Difficulties in drawing inferences and interpreting meaning</b>, which hinder critical thinking and deeper comprehension.</p> <p>These literacy barriers are closely linked to the attainment gaps observed in GCSE outcomes, particularly in English, where success is heavily reliant on robust reading skills. Moreover, the ripple effect of these challenges impacts performance across other subjects, such as Science, History, and Geography, where comprehension of subject-specific vocabulary and complex texts is essential.</p> <p>Addressing these challenges will require a structured and evidence-informed approach, prioritising reading interventions, vocabulary enrichment strategies, and support for developing broader cultural knowledge.</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
<p><b>Three-year trend of improved pupil premium attendance on Fridays.</b></p> <p><b>Pupil premium persistence absence numbers reducing</b></p>	<p>Improved attendance data compared to national, academy data for previous academic year and comparisons to non-pupil premium peers. (Adjustments made to account for new coding for positive PCR tests and isolations). Weekly and half-termly attendance analysis.</p> <p>3 year trends of PP attendance above 90% on Fridays</p> <ul style="list-style-type: none"> <li>• 3 year trend of PP PA figures below 40% of the PP cohort</li> </ul>
<p><b>PP students participate in a range of cultural capital and co-curricular opportunities and benefit from the extras available in our curriculum, influencing positively on character, wellbeing and future choices.</b></p>	<p>Increased opportunities offered to students that supplement curriculum time and extras impact on resilience, wellbeing, character and engagement. Proportionate number of students who participate in extracurricular visits and programmes are disadvantaged.</p> <p>Student and staff surveys, student and staff voice, parental surveys. Co-curricular registers and Co-curricular half-termly spreadsheet analysis of student participation from Y7 to Post 16.</p> <p>From 2024 half term 1 co-curricular data, onwards the trend demonstrates an increase in PP students attending co-curricular activities.</p>
<p><b>Improved reading scores for disadvantaged students between year 7 and year 9</b></p>	<p>Improved reading and comprehensive scores compared to national data and previous academic year data.</p> <p>NGRT assessment scores for disadvantaged students in year 9 from their starting points in year 7 are above the national average</p>
<p><b>An improvement in Maths and English progress and attainment.</b></p> <p><b>Students know more and remember more. Students are able to link new learning to previous learning.</b></p>	<p>Students know more and remember more. They are able to link previous learning to new learning. This can be measured by short tests, linked to previous learning. Monitoring and evaluation activities within subjects, student voice, work samples, book samples progress and attainment.</p> <ul style="list-style-type: none"> <li>• 3 year trend showing improvement in Maths and English Progress 8 scores for pupil premium students</li> <li>• 3 year trend showing improvement in attainment 8 scores in Maths and English for pupil premium students</li> </ul>

## Activity in this academic year

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

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

Budgeted cost: £ 123,921

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Recruitment and Retention of effective teachers</b></p>	<p>Implementing strategies to attract and retain high-quality teachers is critical, as teacher quality remains the most significant in-school factor influencing student outcomes</p> <p>The offer of financial incentives or leadership development opportunities to encourage skilled educators to work at Swinton Academy</p> <p>Collaborating with Initial Teacher Training (ITT) providers to help establish robust talent pipelines, ensuring a consistent flow of new, high-caliber teachers into the profession.</p> <p>EEF Evidence: The EEF Teaching and Learning Toolkit highlights the importance of teacher expertise. Long-term stability of staffing helps build trust and consistent delivery of evidence-based strategies.</p> <p>EEF Link: <a href="#">Recruitment and Retention</a></p>	<p>1,4</p>
<p><b>Director support – Maths and English</b></p>	<p>ACET subject directors in Maths and English will improve teaching and learning quality through strategic leadership, coaching, and curriculum development, driving accelerated progress for disadvantaged students</p> <p>The EEF highlights the significant impact of CPD focused on subject-specific pedagogy on teacher effectiveness and student achievement.</p> <p>Aligned with EEF guidance on feedback and mastery learning, subject directors will ensure teachers deliver structured, impactful lessons.</p>	<p>1,4</p>

	<p>Their key roles include providing tailored CPD to enhance subject knowledge and strategies, coaching teachers to refine planning and delivery, leading data analysis to target interventions, and developing robust assessment frameworks to monitor progress and inform adjustments.</p>	
<p><b>High quality CPD programme which will equip teachers to support students to maximise opportunities for long term learning.</b></p>	<p>Providing high-quality, sustained CPD for teachers to enhance their pedagogy, subject knowledge, and evidence-based practices.</p> <p>CPD is delivered weekly by specialists who are experts in their respective fields.</p> <p>The EEF guidance underscores the importance of effective professional development in improving teaching quality and student outcomes. The CPD program is carefully designed to balance the development of subject knowledge, teacher motivation, the enhancement of teaching techniques, and the consistent embedding of effective practices in the classroom.</p> <p>Embedding peer coaching or instructional coaching program such as steplab.</p> <p>EEF Link: <a href="#">Effective professional development</a></p> <p>Education policy institute link:</p>	1,4
<p><b>Reading</b></p>	<p>Reading and vocabulary is prioritised and is evident in all subject curriculums.</p> <p>Inset days, staff CPD sessions, reading weeks, interventions and reading focus groups to engage students in reading through the academic year in school and at home.</p> <p><b>Trust lead for Reading and vocabulary</b></p> <p>School improvement lead for reading to include delivering CPD to staff and implementing strategies to improve reading and vocabulary across the curriculum</p> <p>EEF Link: <a href="#">Improving Literacy</a></p>	1,3,4

	<p><b>Standardised diagnostic assessment</b></p> <p>Purchase of a standardised diagnostic assessment. When utilised properly, diagnostic assessments can highlight areas for development, both for individual students and across classes or year groups</p> <p>EEF link: <a href="#">Diagnostic Assessment Tool.pdf</a></p>	
<p><b>SLT Quality of Education Lead and Director support for quality of education</b></p>	<p>Effective leadership in the Quality of Education will prioritise and consistently monitor high-quality teaching as a core focus. This will involve quality assurance processes, such as reviewing teacher practices and conducting work scrutiny for Pupil Premium students, to uphold teacher accountability. The Senior Leadership Team (SLT) member responsible for Quality of Education will lead efforts to enhance adaptive teaching practices across the academy, ensuring continuous improvement and inclusivity in learning.</p> <p>EEF Link: <a href="#">High-quality teaching</a></p> <p>DfE Link: <a href="#">High-quality teaching (page 8)</a></p>	1,4

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

Budgeted cost: £ 112,119

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Structured interventions for Literacy and Numeracy (Small-group tutoring) and structured intervention programs</b></p>	<p>Student knowledge and retention is vital for students to achieve highly in examinations Providing opportunities on a one-to-one or small group basis will support students progress and outcomes. Swinton will offer a tutoring programme for key groups of students ensuring pupil premium students are prioritised</p> <p>Small group tutoring for struggling readers and mathematicians Implementation of structured programs such as fresh start and Sparx English to support foundation skills</p> <p>Dedicated time for reading interventions during tutor time and English letters</p> <p>EEF link: <a href="#">Small group tuition</a></p>	1,4

<p><b>Homework and Study Support</b></p>	<p>Homework clubs and study support staffed by Librarian after school each day.</p> <p>This will provide access to IT resources and quiet study spaces for disadvantaged students</p> <p>Regularly monitoring homework completion and offering additional help where needed</p> <p>EEF link <a href="#">Homework to improve outcomes</a></p>	<p>1,4</p>
<p><b>Enrichment programs linked to Academic progress</b></p>	<p>Enrichment clubs, such as STEM clubs or creative writing groups, engage disadvantaged students in curriculum-linked activities that boost academic skills and personal development.</p> <p>Subject-specific field trips, provide real-world connections to exam content, reinforcing classroom learning.</p> <p>Subsidising the above for disadvantaged students</p> <p>The Education Endowment Foundation (EEF) highlights that extracurricular activities can increase engagement and motivation, especially for disadvantaged students supporting both academic and personal growth.</p> <p>EEF Link: <a href="#">Enrichment programs</a></p>	<p>2,3</p>
<p><b>Alternate Provision</b></p>	<p>Educational opportunities provided outside the standard classroom setting. To provide a high quality education and support for students who face barriers to learning in a traditional school setting.</p> <p>Rotherham United community trust and ACET alternate provision</p>	<p>1,2,3</p>

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

Budgeted cost: £ 59,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance Interventions</b>	<p>Focused efforts to improve school attendance through mentoring, parental engagement, or targeted interventions for students with persistent absenteeism.</p> <p>Employing an additional attendance officer to monitor and support families.</p> <p>Incentive programs for regular attendance.</p> <p>Evidence</p> <p>The EEF identifies that improving parental engagement and working with families to address barriers to attendance can have an impact on learning outcomes.</p>	2
<b>Enrichment programs linked to Academic progress and Cultural Capital</b>	<p>Offering wider opportunities such as trips, clubs, and exposure to new experiences to enrich cultural capital and engagement.</p> <p>Enrichment clubs, such as STEM clubs or creative writing groups, engage disadvantaged students in curriculum-linked activities that boost academic skills and personal development.</p> <p>Subject-specific field trips, provide real-world connections to exam content, reinforcing classroom learning.</p> <p>Subsidising the above for disadvantaged students</p> <p>The Education Endowment Foundation (EEF) highlights that extracurricular activities can increase engagement and motivation, especially for disadvantaged students supporting both academic and personal growth.</p>	3

<b>Parental Engagement</b>	<p>Strengthen partnerships with families to address barriers to learning, attendance and engagement</p> <p>Running parent workshops and forums to equip families with tools to support learning or wellbeing.</p> <p>Providing regular home-school communication on progress, attendance, and strategies for improvement.</p> <p>Home visits by a dedicated family support worker</p> <p>Evidence</p> <p>EEF Link <a href="#">Parental Engagement</a></p>	<p>2</p>
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**Total budgeted cost: £ 295,050**

## Part B: Review of the previous academic year 1

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year’s national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school’s non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting*

*disadvantaged pupils’ performance, including attendance, behaviour and*

*wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Year 1:

This review evaluates the impact of pupil premium spending during the first year of the current three-year strategy. As a Year 1 review, the focus is on establishing secure baselines, evaluating early impact, and assessing whether the strategy is on track to achieve its intended outcomes by the end of the plan.

Evidence has been drawn from internal attainment and progress data, attendance and persistent absence records, reading assessments, co-curricular participation data, and qualitative evidence including student and staff voice. Where national or local benchmark data is unavailable or unreliable, internal school data and cohort comparisons have been used to assess impact and inform evaluation. Overall, the review shows that while early impact is evident in reading provision and enrichment participation, significant challenges remain in attendance—particularly on Fridays—and in narrowing the attainment gap in Maths and English. These findings have informed refinements to strategy implementation for Year 2.

### Intended Outcome 1: Attendance on Fridays and Persistent Absence

A three-year trend of improved pupil premium attendance on Fridays and a reduction in persistent absence.

#### Impact and evidence:

Between 31 December 2024 and 31 December 2025, overall attendance for Pupil Premium students was 82.2%, compared to 88.5% for non-Pupil Premium students, representing a 6.3 percentage point gap.

Persistent absence remains significantly higher for disadvantaged pupils, with 46% of Pupil Premium students identified as persistently absent, compared to 33% of non-Pupil Premium students.

Attendance analysis indicates that absence is particularly acute on Fridays. During the same period, Friday attendance for Pupil Premium students was 80.2%, compared to 88.1% for non-Pupil Premium students,

highlighting a 7.9 percentage point gap. This demonstrates that Friday absence is a key contributing factor to lower overall attendance and higher persistent absence rates for disadvantaged pupils.

While attendance monitoring, parental engagement and targeted interventions have improved the academy's understanding of attendance patterns and enabled earlier identification of risk, these measures have not yet resulted in sustained improvements for Pupil Premium students.

**Assessment against intended outcome:**

This outcome is not yet on track. Year 1 data establishes a clear baseline and confirms that attendance, particularly on Fridays, remains a significant barrier to learning for disadvantaged pupils.

**Refinement for Year 2:**

- Increase targeted parental engagement focused specifically on Friday absence
- Strengthen mentoring and attendance support for Pupil Premium students at risk of persistent absence
- Use half-termly attendance analysis to evaluate the impact of interventions and adapt strategies more responsively

**Intended Outcome 2: Cultural and Capital and Co-curricular participation**

Pupil Premium students participate in a wide range of cultural capital and co-curricular opportunities, positively influencing character, wellbeing and future choices.

**Impact and evidence:**

Targeted pupil premium funding has been used to subsidise trips, enrichment activities and co-curricular provision, reducing financial barriers to participation. Participation data from Half Term 1 onwards indicates an **increase in the number of Pupil Premium students engaging in co-curricular activities**, with improved representation across year groups.

Student voice and staff feedback suggest that participation in enrichment activities has had a positive impact on **confidence, wellbeing and engagement with learning**, particularly for students who were previously less involved in wider school life. Staff observations also indicate improved engagement and learning behaviours for Pupil Premium students who regularly access enrichment provision.

**Assessment against intended outcome:**

This outcome is **partially on track**. While participation rates are improving, engagement is not yet consistently proportionate across all cohorts and requires further development.

**Refinement for Year 2:**

- Track participation more precisely by cohort and key group
- Target students who remain underrepresented in enrichment provision
- Strengthen the link between co-curricular activities, curriculum learning and personal development outcomes

**Intended Outcome 3: Reading Progress (Y7 – Y9)**

Improved reading scores for disadvantaged students between Year 7 and Year 9.

**Impact and evidence:**

Reading and vocabulary development has been prioritised through whole-school CPD, curriculum planning and targeted interventions informed by standardised diagnostic assessments. Disadvantaged students with lower starting points have received structured small-group and individual reading support.

Assessment data, including NGRT outcomes, indicates **early signs of improved engagement and progress in reading for targeted Pupil Premium students**, particularly where attendance at interventions has been consistent.

**Assessment against intended outcome:**

This outcome is **on track**, though progress remains at an early stage. Sustained implementation and close monitoring will be required to ensure that gains are maintained and accelerated over the remaining years of the strategy.

**Refinement for Year 2:**

- Maintain targeted reading interventions and diagnostic assessment
- Further embed disciplinary literacy across the curriculum
- Use assessment data to evaluate impact and refine intervention targeting

**Intended Outcome 4: Maths and English Progress and Attainment**

Improved progress and attainment in Maths and English for disadvantaged students, with students knowing more, remembering more, and linking new learning to prior knowledge.

**Impact and evidence:**

In 2025, progress outcomes for Pupil Premium students were:

- **Maths:** PP **-0.20**, Non-PP **+0.39** (Gap: **-0.59**)
- **English:** PP **-0.40**, Non-PP **+0.27** (Gap: **-0.67**)

National Progress 8 data is not available for this cohort due to the absence of KS2 SATs, as a result of earlier Covid-19 disruption. Teacher assessment has therefore been used as the most appropriate starting point, with internal comparison between Pupil Premium and non-Pupil Premium students providing a valid and meaningful indicator of relative performance.

The data shows that disadvantaged pupils continue to make weaker progress than their peers, particularly in English. Monitoring activities, work scrutiny and student voice indicate improvements in curriculum coherence, retrieval practice and the explicit linking of new learning to prior knowledge; however, these improvements are not yet reflected strongly enough in attainment and progress outcomes.

**Assessment against intended outcome:**

This outcome is **not yet on track**. Progress and attainment gaps remain significant, confirming the need for sustained focus on high-quality teaching and targeted academic support.

**Refinement for Year 2:**

- Strengthen subject-specific CPD in Maths and English
- Refine intervention strategies using assessment and progress data
- Further embed retrieval, feedback and knowledge-building strategies across both subjects

## Part B: Review of the previous academic year 2

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting*

*disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

## Externally provided programmes

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

Programme	Provider

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

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

## Further information (optional)

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