# Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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 | Alcester Academy |
| Number of pupils in school | 639 (PP) |
| Proportion (%) of pupil premium eligible pupils | 150 (23%) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 year plan – 2024-25; 2025-26; 2026 -27 **This is the SECOND year of the 3 year plan** |
| Date this statement was updated | October 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Sarah Mellors |
| Pupil premium lead(s) | Nick Cooke Zoe Weatherley |
| Governor lead | Fiona Williams |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £148,350 |
| LAC funding | £13,150 |
| Pupil premium funding carried forward from previous year (enter £0 if not applicable) | N/A |
| **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 | £162,200 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students irrespective of their background make good progress across the curriculum. Research conducted by the EEF concludes that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. We will ensure that all teaching staff can identify disadvantaged pupils and are aware of strengths and areas for improvement across the school.

We aim to achieve this by:

- Delivering high quality first teaching and effective assessment.
- Rigorous tracking and implementation of intervention led by RAP and Subject Leader teams.
- Promoting high expectations inside and outside of our classrooms
- Providing high quality pastoral care and support
- Effectively communicating with parents and students
- Ensuring all children have access to the same extra-curricular activities.

Alcester Academy has 23% (150 students) of children identified as disadvantaged. This is below the national figure of 27.1%.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | In 2024-25, Disadvantaged students have underperformed in comparison to all other students.<br>The attainment gap between Non PP v PP in maths is 0.8 and in English 1.33.<br>The overall A8 figure shows a gap of 1.13 (note that the A8 gap overall for 2023-24 was 1.73) |
| 2 | Literacy and numeracy skills of students entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress in KS3. Diagnostic assessments show that some students have a lower reading age than their chronological age on entry to year 7. In year 7, this is currently 67% of disadvantaged students. 21/31 students. |

| 3 | High attaining pupils who are eligible for PP are making less progress than other High Attaining pupils; this prevents sustained high achievement through KS4 (-0.82). However, our Lower Attaining PP pupils out perform the LA non-PP students (+0.28) |
|---|---|
| 4 | Student attitudes to learning and behaviour can often lead to higher levels of disengagement, attendance issues and sanctions for PP students. |
| 5 | An increase in levels of anxiety and mental health concerns which affects work output, wellbeing, socialisation and attendance. |
| 6 | Communication with parents. Parents of PP students can be hard to reach and are less likely to engage with parents' evenings. Due to increasing financial constraints, some students and their families have difficulty in providing the basic equipment and uniform needed. Access to resources can hinder progress in lessons. Parents and carers can struggle to replace items which may lead to behavioural issues |
| 7 | Attendance data for 2024-2025 shows that attendance amongst disadvantaged students was 5% lower than for non-disadvantaged students. (95.9% v 91%) PA figures are higher for disadvantaged students.(25.5% v 14.3%) Observations indicate that absenteeism is likely negatively impacting the progress of some PP students |

## 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 |
|---|---|
| Improved outcomes for disadvantaged students at GCSE | Achieve positive progress for disadvantaged pupils amongst similar schools at A8 outcomes and to achieve similar scores at English and maths 5+ as similar schools |
| Improved metacognitive skills amongst disadvantaged students in all subjects | New feedback and marking strategies will enable students to monitor and regulate their own learning. This will support with completion of homework |
| Improved literacy levels across KS3 for disadvantaged students | Literacy tests will demonstrate improved literacy levels amongst disadvantaged students and a smaller gap between scores of PP students and their peers |
| Improved attendance of PP students | Improve attendance to the national average (94.48% 2024-2025) at least,for all PP students. |
| High EBacc entry. | Better national average EBacc Entry for all pupils. (2024-2025 68% entry v 40.5% nationally) |

| | |
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| Decreased exclusions and behaviour incidents. | A decrease in the number of exclusions and in line with the national average for all pupils. A reduced number of behaviour incidents In 2024-2025 43% of exclusions were from PP students. |
| Improved destination data. | Achieve a similar proportion of Year 11 students continuing on to Post-16 provision in comparison to all other students. |

## Activity in this academic year

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

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

Budgeted cost: Approximately £80,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Rigorous recruitment process and induction for all new staff to ensure all departments are fully staffed by quality teachers who are well-equipped to support with materials and promote opportunities for disadvantaged | Face to face quality teaching proven to be the most effective method of teaching | 1,2,3,4,5,6.7 |
| Continued development of quality first teaching through the CPD programme. | A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher. High-quality CPD improves teacher | 1,2,3,5,6,7 |

| | retention, particularly for early-career teachers and can also lead to increased student self-efficacy and confidence. | |
|---|---|---|
| Embed deliberate practice as part of whole school teaching routines.<br><br>We will continue to embed deliberate practice throughout the year through briefings and whole staff training sessions. We will also work with departments and staff weekly on an individual level.<br><br>We will work on Adaptive teaching, recall and retrieval, the Super 6 strategies and improving feedback and marking by using PTR<br><br>Our main focus for 2025-206 will be Adaptive teaching. This will be evidenced through CPD work and lesson observations. The 5 focus is a prominent feature of all classrooms<br><br>Use of palettes within all subjects | Research shows that the embedding of CPD has varying effectiveness across a staff body due to the varying levels of experience of those staff members. (Lemov, Wollway and Yezzi, 2012).<br><br>Deliberate practice is defined as 'a highly structured activity, the explicit goal of which is to improve performance. Specific tasks are invented to overcome weaknesses, and performance is carefully monitored to provide cues for ways to improve it further' (Ericsson et al., 1993, p. 368).<br><br>Embedding of deliberate practice strategies will ensure effective transitions within lesson times to maximise learning time.<br><br>EEF research shows that retrieval and retention improves student performance, particularly if extended beyond the recall of facts.<br><br>A key principle from the Educational Endowment Foundation (EEF) is that adaptive teaching involves "adjusting, adapting and assessing in the classroom". The EEF emphasises that pupils learn at different rates and need different support, making it essential for teachers to identify and understand these differences to provide targeted support and increase success. | 1,2,3 |
| Use of Google classroom to ensure work is provided for | Pupils who have poor attendance will not make as much progress. | 1,2,3,4,5,6.7 |

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| those who need to catch up on missed work. | | |
| A new Behaviour for Learning system has been launched. This will be embedded during the academic year. This includes teaching non negotiables which are expected in both lessons and tutor time. | Several high-quality studies suggest that a shift of focus from managing a child's behaviour towards teaching a child learning behaviours may be beneficial. This research evidence fits with the message from the 2005 report from The Practitioners' Group on School Behaviour and Discipline led by Sir Alan Steer, "'Learning Behaviour'". | 1,4,5 |

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

Budgeted cost: Approximately £ 30,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Continuation of the Super Six programme, Adaptive teaching strategies and the 5 focus<br><br>To be delivered in curriculum with students being supported and encouraged to use techniques in year groups. | EEF research shows that retrieval and retention improves student performance, particularly if extended beyond the recall of facts.<br><br>The EEF states that adapting teaching in a responsive way, by providing targeted support to those who are struggling, is likely to lead to greater pupil success. | 1,2,3,4 |
| Monitor the routine of marking and feedback to ensure all students' work is marked on a regular basis. There is a schedule in place to ensure all students have their work marked on a regular basis. | Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (EEF) | 1,2,3,4 |

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| Use of new descriptor levels for monitoring progress at KS3. | | |
| Continue mentoring programmes for identified students.

Identified students will receive a weekly mentoring programme to support their learning and maximise progress. | EEF research shows that, on average, mentoring appears to have a positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. | 1,2,3,4,5 |
| To target 7+ PP and non-PP students to improve the achievement of our most able students. 7+ conference to be held in the Autumn Term. | Work will be done on improving the aspirations and ambitions of our more-able students and to give them the skills to make them more resilient, independent and intrinsically motivated students. | 1,2 |
| A new Behaviour for Learning system has been launched. This will be further embedded during the academic year. This includes teaching non negotiables which are expected in both lessons and tutor time. | Several high-quality studies suggest that a shift of focus from managing a child's behaviour towards teaching a child learning behaviours may be beneficial. This research evidence fits with the message from the 2005 report from The Practitioners' Group on School Behaviour and Discipline led by Sir Alan Steer, "'Learning Behaviour'". | 1,4,6 |
| Weekly RAP meetings and twice per half term RAP style subject leader meetings will take place. Discussion of PP students will form a large part of this. This will enable all leaders to have up-to-date information on key students who require interventions and additional support. The purpose of this will be to explore and improve attendance, behaviour and attainment. | The Education Endowment Foundation (EEF) highlights the importance of discussing underachieving students to ensure every pupil can reach their potential, particularly focusing on closing the persistent attainment gap for socio-economically disadvantaged students. | 1,2 |

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

Budgeted cost: £50,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Continue to make full use of the learning support unit team (LSU), attendance officer and careers leader. Support pupils' mental health with dedicated on-site services in the LSU including small groups, one to ones, counselling. | EEF states that 'targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects'.<br><br>EEF states that wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. | 3,4,5,6,7 |
| Support for funded extra-curricular clubs, experiences and opportunities for disadvantaged pupils<br><br>Introduction of a year 9 passport to ensure a breadth of curriculum is continued throughout year 9 | EEF Teaching and Learning Toolkit indicates that physical activity improves progress by one month. Social Mobility Commissions' report 'An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility' - The evidence presented here suggests that extra-curricular activities are a positive and enriching experience for young people, promoting not only positive educational outcomes but also offering the possibility for developing a wider set of skills beyond the qualifications obtained from school.<br><br>A key finding from this research is that opportunities to participate in extracurricular activities are profoundly structured by socioeconomic status, with participation gaps between rich and poor households evident through the national-level analysis as well as the case study research in the four localities. | 3,4,5 |
| Sustain a system of rewards and incentives for improved attendance to school activities. Personalised rewards and recognition to ensure the whole school profile is raised. (year 11 stars of the week)<br><br>Raise profile of the school house system | The Department for Education (DfE) published research in 2016 which found that:<br>• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4<br>• Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions<br>• Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons | 1,2,3,6,7 |
| There has been a recent change of MIS which will allow staff a quicker, flexible and | Every school makes use of management information systems (MIS) to collate, manage and interpret data. | 1,2,3,4,5,6,7 |

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| more comprehensive access to attendance, communication and behaviour information in order to better track PP students. Staff are being trained this year to use all aspects of this system. | *Telem (1999) defines management information for a school as "an executive information system planned to match the structure, management task, instructional process and particular needs of the school".*<br><br>School management systems should be designed to increase effectiveness and efficiency by saving time and should be agile and adaptive to solve other advanced problems that may occur for the user. | |
| Embedding of a new PD schedule and Prism work completed in tutor time and stand-alone lessons. Continuation of Loudmouth sessions. | Student personal development sessions are crucial because they improve academic achievement and learning behaviours by building skills like self-regulation, emotional intelligence, and positive relationships. These sessions help students become more motivated and successful learners by teaching them how to manage their emotions, thoughts, and actions, and how to work collaboratively with others. The Education Endowment Foundation (EEF) highlights the importance of these skills across all age groups, from early years to post-16 settings. | 4,5 |

**Total budgeted cost: Approximately £160,000**

# 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.

This data has been produced using SISRA. The data that has been used as National data is the national data of all SISRA schools. We have analysed the performance of our school's disadvantaged students during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that although some individual students performed above target, as a group, outcomes for PP students at Alcester Academy remain lower than non-PP students.

The largest gap is for our HA English PP students. These students will remain a focus in the curriculum and in our statement for 2025-2026.

The gap between Alcester Academy and all SISRA schools shows that even though our disadvantaged students are not achieving as highly as our non PP students, our overall attainment scores are above the average for all SISRA schools nationally. Our PP students are being taught well and are receiving quality first teaching. The disadvantaged gap is also closing compared to 2023-24 outcomes. In 23-24, the P8 gap was 0.59. Using our internal software (SISRA), the indicative P8 gap has reduced to 0.26. PP results for 24-25 in 5+ EM, 4+ EM and English and maths individually were all above national for all students.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. As there was no recorded P8 measure in 2024-2025 this has been removed from the table.

| Measure | All Students AA | PP AA | Gap NON-PP v PP AA | Gap NON-PP V PP SISRA schools | All National |
|---|---|---|---|---|---|
| A8 | 54.07 | 45.25 | 11.26 | 12.07 | 45.9 |
| 7+EM | 19.2% | 7.1% | 15.4% | 9% | NA |
| 5+EM | 69% | 57.1% | 14.5% | 22.71% | 45% |
| 4+EM | 84% | 67.9% | 20.3% | 24.4% | 65% |
| Eng 4+ | 87% | 71.4% | 19.8% | 20% | 70.6% |

| | | | | | |
|---|---|---|---|---|---|
| Ma 4+ | 86% | 75% | 14.2% | 23.2% | 71.9% |
| Eng 5+ | 80% | 67.9% | 15.4% | 21.8% | 54% |
| Ma 5+ | 73% | 64.3% | 11.2% | 23.7 | 52.8% |
| Eng 7+ | 31% | 10.7% | 25.6% | 13 | 19.5% |
| Ma 7+ | 35% | 25% | 12.3% | 13.1 | 21.5% |

| Action | Status | Comments |
|---|---|---|
| Wave 1 teaching and learning development and recruitment (PP as priority) New CPD programme in place. The '5 focus' strategy was continued. This highlighted the 5 aspects of pedagogy that should underpin our lessons (learning environment, prior knowledge, check understanding, adapt teaching and discuss learning). The main focus of the year was retrieval and recall. Adaptive teaching became a new focus and this will continue into next year.<br><br>Subject palettes produced | Achieved | Ensuring quality teaching staff, support and development<br><br>5 focus, retrieval revisited at each CPD session.<br><br>Introduction to Adaptive teaching<br><br>Subject palettes are displayed on the school website and in classrooms<br><br>Cost: Obtainable upon request |
| The marking and feedback trial came to an end and deemed effective was rolled out to the whole school population.<br><br>PTR marking on a schedule, ensuring all students receive regular marking | Achieved | All teachers aware of the marking schedule<br><br>Use of a whole school feedback sheet for consistency |
| Subject staff and faculties will ensure that work is set on student classroom for exclusions and absent students | Achieved | All faculties have a google classroom. Students can access work and homework here if they are absent for any length of time. Paper copies are provided to students who have poor technology facilities at home |
| Continuation of the RAP process. This will have to be taken during the working day due to the pressure of staffing the curriculum. As such its staffing will have to be achieved through salary | Achieved | Weekly meetings with SLT and subject leaders enabled clear |

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|---|---|---|
| enhancement. The RAP team was increased to allow other key individuals to attend and support with the monitoring of PP students. | | focus on students and their progress throughout the year.<br><br>Cost: Obtainable upon request |
| Continued employment of Attendance Officer and LSU staff | Achieved | Cost: Obtainable upon request |
| Continued use of a Saturday School programme to actively engage disadvantaged students in sessions. | Achieved | In preparation for exams, the Saturday school programme developed and delivered for all students.  All PP students were targeted with increased communication to parents. Travel also provided for specific PP students.<br><br>Cost £ TOIL or £60 per session for teacher |
| Monitoring of attendance with a focus on PP | Achieved | The daily names of PP students not attending is forwarded to staff on a daily basis. This enables staff to set work online or have a conversation with the student on their return.<br><br>The attendance officer prioritises PP students when investigating absence |
| Mentoring programme for identified students | Achieved | Year 11 students at need of support were provided with a staff member to check in with on a regular basis |
| Priority sign-up for PP students at parents' evening | Achieved | Parents evening is opened early for all PP students in all year groups. Any appointments still not made are followed up with a phone conversation |
| Cover the cost of GCSE revision guides and calculators for Pupil Premium students | Achieved | All students in each year group were provided with a set of revision guides in key subjects and were provided with a calculator if required |
| Continued subscription to SISRA analytics. | Achieved | All staff given access to Sisra to allow deeper understanding of students' progress |

| | | Cost £1759 |
|---|---|---|
| Ensure access for all students to the academy curriculum and extra-curricular provision | Achieved | Costs incurred by supporting resources for lessons (Food Tech), uniform provision, equipment, homework club and subsidies for school trips.<br><br>A spreadsheet was begun to log whole-school involvement in extra-curricular activities<br><br>Cost: £12,722.48 |
| Support of Pupil Premium students in attending college interviews and open days including extended access to careers support | Achieved | 100% of PP students received support with applications for their post-16 courses. They were supported through this process by our careers advisor. Further support has been given in years 7-10 for all PP students with a focus on preparing for future careers. |

# 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)

Our PP strategy was supplemented by additional activities to support PP students, but were not funded by premium money. These include:

- Embedding more effective practice around feedback. This is currently being used at KS3. The EEF outlines the value of feedback to all students but particularly those who are disadvantaged.
- Interventions are provided by our LSU, mental health workers and attendance officer. PP students are prioritised for interventions due to their often higher needs and well-being issues stemming from a disadvantaged background.
- High quality extra-curricular activities are provided both free and at a cost. Our disadvantaged students are encouraged to take up these opportunities to help improve confidence, resilience and socialising.

- Remaining recovery premium funding rolling over to 24-25 totalled £3,628 and was used to support disadvantaged year 11 pupils towards additional tutoring costs. This provision provided an opportunity to secure improved outcomes and future destinations. Please note that the Academy has now exhausted all recovery premium allocation.