

# Pupil premium strategy statement – The Elizabethan 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	1242
Proportion (%) of pupil premium eligible pupils	26.4%
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> )	2025 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Tom Crowther (Principal)
Pupil premium lead	Emma Ferrarelli (Vice Principal)
Governor / Trustee lead	Derek Cheetham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£337,840
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>	£337,840

# Part A: Pupil premium strategy plan

## Statement of intent

At the heart of our Pupil Premium Strategy lies our school ethos: Empowering Ambition, Embracing All. We are committed to an inclusive environment where every young person is valued, supported, and challenged to reach their full potential, regardless of background or circumstance.

Our strategy is designed to break down barriers and unlock opportunities for all our students, particularly those eligible for Pupil Premium funding.

### **Our Vision: Empowering Ambition**

We aim to cultivate a culture of high expectations, where every student, regardless of starting point, is encouraged to dream big and work hard. Through this, we will:

- Provide equitable opportunities for all disadvantaged students, including those who are currently achieving well, recognising that disadvantage can be complex and varied.
- Instil belief and ambition, ensuring all students have confidence in their own potential and ability to succeed.
- Empower staff with the knowledge, skills, and autonomy to tailor support to the individual needs of disadvantaged students.
- Secure positive future outcomes, including academic achievement, access to further education, social mobility, employability, earning potential, and broader life chances, on par with their non-disadvantaged peers nationally.

### **Our Commitment: Embracing All**

- We are dedicated to embracing diversity and ensuring that every student feels seen, heard, and supported. Our strategy:
- Prioritises respectful partnerships with parents and carers, recognising their vital role in each child's journey.
- Identifies and addresses individual barriers, offering personalised support that reflects each student's unique context.
- Emphasises early, tailored support that places value on each student's unique talents and aspirations, focusing on strengths and future potential rather than defining them by challenges, limitations, or labels.
- Values holistic development, supporting not only academic progress but also wellbeing, character, and personal growth.

## Challenges

Challenge Number	Detail of Challenge
1	Attendance rates for students who are PP are below the 95% benchmark, reducing their number of school hours and impeding progress. Further work is needed to improve this. Reduce PA % for disadvantaged students. Parental engagement in some cases presents a barrier, with community issues affecting attendance rates.
2	PP students achieve a lower Attainment 8 score than non-PP students.
3	PP students achieve a lower Progress 8 score than non-PP students.
4	PP students achieve a lower Basics 5+ than non-PP students.
5	PP students achieve a lower Basics 4+ than non-PP students.
6	PP students reading ages are lower than that of their peers
7	PP students access fewer wider opportunities due to access finance and transport

## 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
Increase attendance for pupil premium students who as a cohort are below the 95% benchmark for attendance. This in turn will lower the persistent absence of PP students.	Increase the attendance of all PP students in line with or above national average for PP students (95.3%).
Reduce PA for students who are PP.	Reduce the PA of students who are PP in line with or below national average for PP students.
Increase attainment 8 of PP students.	Increase the average attainment 8 of PP students to reduce the gap between non-PP students.
Increase the Progress 8 of PP students.	Increase the average Progress 8 of PP students to reduce the gap between non-PP students.
Increase the Basics 4+ of PP students.	Increase the percentage of PP students achieving Basics 4+ to reduce the gap between non-PP students.
Increase the Basics 5+ of PP students.	Increase the percentage of PP students achieving Basics 5+ to reduce the gap between non-PP students.
PP students reading ages are lower than that of their peers	At least +12 months improvement in reading age for PP students within the academic year. Reduce the gap between PP and non-PP students' average reading age.
PP students access fewer wider opportunities due to access finance and transport.	Increase in PP student participation in extracurricular activities, trips, and enrichment programs compared to the previous term/year. 100% of eligible PP students are aware of and offered financial assistance for trips, clubs, and resources.

## 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: £50,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality Teaching: Staff CPD to provide adaptive teaching.	<p><a href="#">EEF - Individualised instruction + 4 months progress</a>  <a href="#">Embedding formative assessment + 2 months progress</a>  <a href="#">Feedback   EEF + 5 months progress</a></p> <p>'Individualised instruction aims to improve outcomes through providing targeted support to learners. To ensure this is effective schools should consider how they provide:</p> <ul style="list-style-type: none"> <li>- Accurate assessments of pupil learning gaps and needs.</li> <li>- Activities that are closely matched with the pupils level of knowledge, understanding or skills</li> <li>- Individualised feedback either from teachers or peers.'</li> </ul>	1-7
Technology and resources - Reading - whole school strategy.	<p><a href="#">EEF - Improving Literacy in secondary schools</a>  <a href="#">Ofsted - Supporting struggling readers in secondary school (2022)</a></p> <p>'The ability to read is a fundamental life skill. It is essential to us all if we are to participate fully in society and the workplace. Each year, only 10% of disadvantaged children who leave primary school with their reading below the expected standard get passes in English and mathematics at GCSE'</p>	1-7
Supporting the recruitment and retention of teaching staff – i.e. supporting professional development such as NPQs	EEF's Effective Professional Development report states that well-designed PD builds teacher knowledge, motivation, and practice, leading to improved pupil outcomes. It highlights NPQs and mentoring as key mechanisms for developing high-quality teaching.	1-7
Resources for lessons are aligned with student needs and appropriately differentiated.	The Education Endowment Foundation (EEF) emphasizes that adapting teaching to pupil needs through strategies like differentiation, scaffolding, and targeted feedback supports disadvantaged learners. Approaches such as oral language interventions (+6 months), reading comprehension strategies (+6 months), and metacognitive/self-regulation (+7 months) are most effective when resources and tasks are tailored to pupils' starting points.	1-7

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

Budgeted cost: £ 202,952

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of individual mentoring for identified disadvantaged students with an older peer, or key member of staff.</p> <p>Small group mentoring targeted at key groups to improve motivation, aspirations, behaviour and engagement by developing relationships, providing individualised guidance and fostering a sense of belonging.</p> <p>Identify and support PP students with attention, attitude and behaviour needs in the classroom (additional adult support)</p>	<p><a href="#">EEF - Mentoring - + 2 months progress</a></p> <p>‘Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling.</p> <p>Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support’</p>	1-7
<p>Curriculum interventions;</p> <p>Targeted subject interventions during form time, with disadvantaged students prioritised.</p> <p>Disadvantage students prioritised for after school/Lunchtime revision sessions.</p> <p>Foundation learning pathway, study room and enhanced provision providing bespoke learning pathways for the most disadvantaged students who require additional support.</p>	<p><a href="#">Small group tuition   EEF + 4 months progress</a></p> <p>‘Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition’</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum’</p>	1-7
<p>Targeted support in DEAR time</p> <p>Additional Literacy interventions</p>	<p><a href="#">EEF - Reading comprehension strategies + 6 months</a></p> <p>‘Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.’</p>	1-7

<p>Regular CIA meetings to monitor student progress in a holistic manner and diagnose student needs through a robust, continual and data driven progress.</p> <p>Monitor attendance of PP students weekly to ensure timely interventions; conduct home visits and attendance improvement strategy meetings.</p>	<p><a href="#">EEF - Guide to the Pupil Premium</a></p> <p>'While individually each piece of data may have limitations, together they build a more reliable understanding of what is going on. Insights and perspectives should be gathered from across the school community. As well as generating useful insights, actively engaging people in this way improves implementation through the way it unites values and generates buy-in.'</p>	<p>1-7</p>
<p>Extended School time – Transition Y6 Summer School</p> <p>Extend school time Support students on transition from Primary to Secondary: additional transition sessions</p>	<p><a href="#">EEF - Summer schools - +3 months progress</a> <a href="#">EEF blog: School Transitions – reflecting on culture,...   EEF</a></p> <p>'Summer schools can provide additional experiences and activities, such as arts and sporting activities'. These are 'valuable in their own right and can offer opportunities to pupils from low-income households who may not otherwise be able to afford them'</p>	<p>1-7</p>
<p>Targeted intervention – Transition to Post 16 and Post 18</p>	<p><a href="#">Careers guidance and access for education and training providers - GOV.UK</a></p> <p>High-quality careers guidance helps:</p> <ul style="list-style-type: none"> <li>• young people make informed choices about their futures, so they can develop their interests and potential, and follow the path that is right for them to progress into work</li> <li>• break down barriers to opportunity</li> <li>• improve skills needed for success in work</li> <li>• improve national productivity and grow the economy</li> </ul>	<p>1-7</p>
<p>Targeted interventions and resources: Careers guidance and SLT interviews</p> <p>Targeted intervention - interviewed by a core group of SLT for their Y9 Options appointments</p>	<p><a href="#">EEF - Career Aspirations</a></p> <p>Drawing on nearly 100 different studies, the researchers found that teenagers who have a good understanding of what they need to do to achieve their career ambitions and who combined part-time work with full-time study do a lot better economically later in life than their peers. However, they found that teenagers from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.</p>	<p>1-7</p>

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

Budgeted cost: £ 84,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communicating with and supporting parents Priority parents evening appointments for disadvantaged students.</p> <p>Additional communication regarding attainment, behavioural and attendance support.</p> <p>Regular opportunities for parental feedback.</p>	<p><a href="#">EEF - Parental engagement - + 2 months progress in secondary schools</a></p> <p>'By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage'</p> <p>This should include;</p> <ul style="list-style-type: none"> <li>• Tailored communications to encourage positive dialogue about learning</li> <li>• Regularly reviewing how well the school is working with parents, identifying the areas for improvement.</li> <li>• Offering more sustained and intensive support where needed</li> </ul>	1-7
<p>Provision of Stationery, revision guides, uniform and other equipment needs.</p>	<p><a href="#">3. Wider strategies   EEF</a></p> <p>Disadvantaged students are more likely to perform to the same academic standard as their non-disadvantaged peers if they have all the resources they need for school.</p>	1-7
<p>Extra Curricular activities: Enrichment – Wednesday afternoons</p>	<p><a href="#">3. Wider strategies   EEF</a></p> <p>All students have opportunity to access a range of extra curricular activities including sport, outdoor activities, arts and culture.</p> <p>Students that access more extra-curricular activities enhance their learning and cultural capital. They are more likely to enjoy school and to attend well.</p> <p>PP students get priority of allocation to ensure wide range and breadth.</p>	7

**Total budgeted cost: £ 337,840**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

	<u>Cohort</u>	2024- 25		
		School	Local (Notts)	National
Average Point score	Dis	3.45	3.99	4.08
	other	4.31	5.18	5.63
4+ En/Ma	Dis	44.9%	47.2%	49.5%
	other	58%	74.6%	77.2%
5 + En/Ma	Dis	26.5%	24.9%	25.8%
	Other	38.3%	51.3%	53.1%
Attendance	Dis	84.2%	91.2%	91.8%
	other	90.4%	94.1%	94.6%

### 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