# Pupil Premium strategy statement – North Kesteven 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 | 586 |
| Proportion (%) of pupil premium eligible pupils | 43.3% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2025-27 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | November 2026 |
| Headteacher | Helen Spoors |
| Pupil premium lead | Andy Ayre |
| Governor / Trustee lead | Jonathan Sloan (Chair) |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £187,050<br>(April 25 → March 26) |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £187,050 |

# Part A: Pupil premium strategy plan

## Statement of intent

*Our intention is that all students, irrespective of their background, the challenges they face or their starting points, make good progress and achieve their potential across the curriculum, particularly in core subjects of English, maths and science. We also intend that all students have access to a broad curriculum of high-quality subjects and qualifications.*

*We will consider the challenges faced by students and parents in several different groups, when we consider the levels of disadvantaged. The groups we will consider are:*

- *children in receipt of Free School Meals (FSM)*
- *students with Special Educational Needs and/or disabilities (SEND)*
- *children who are Looked After (CLA)*
- *students with English as an Additional Language (EAL)*
- *students who have had more than one secondary school (Mobility)*
- *children with a social worker*
- *young carers*
- *children who have experienced Adverse Childhood Experiences (ACES).*

*The intention of this is so that we can see students' cumulative levels of disadvantage and prioritise appropriately a range of support to overcome barriers to learning, recognising that multiple factors can compound the impact on a young person's experience of education, their personal development and future outcomes.*

*As all of the funding to support our disadvantaged students works towards the same goals, we have included both the pupil premium funding & 16-19 tuition funding in this strategy. This allows us to effectively track and monitor this cohort of students and all of the provision they are receiving.*

- *Developing quality teaching in a community that cares for the individual is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit the non-disadvantaged students in our academy.*

*Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.*

*Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to helps students excel.*

*To ensure they are effective we will:*

- *ensure disadvantaged students are challenged in the work they are given*
- *act early to intervene at the point need is identified*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.*

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Attendance – Nationally disadvantaged students are shown to have lower levels of attendance than other students. This impacts upon every other aspect of school life – academic progress, developing aspirations, social and emotional awareness and wellbeing. |
| 2 | Literacy levels at KS3 – data from NGRT reading tests show that reading ages are significantly lower for disadvantaged students |
| 3 | Wellbeing - High anxiety is prevalent among all young people and this is true of disadvantaged students. Mental wellbeing and a sense of belonging for students is a priority – we are committed to building resilience in order to equip for the challenges of being a teenager in modern British society |
| 4 | PSHE – Disadvantaged students do not always receive the level of engagement and guidance as their peers in the home environment making delivery of PSHE content vital. |
| 5 | Aspirations – we need to ensure that students are engaged in aspirational activities, particularly through the careers programme. |
| 6 | Financial – many families are under pressure, which itself can lead to anxiety. We need to ensure that disadvantaged students receive all the necessary equipment to succeed in school. |
| 7 | Wider Curriculum & Cultural – Pupil premium students often fail to engage as readily with extra-curricular activities. This may be due to financial constraints, or a lack of support. It is important that disadvantaged students are exposed to cultural |

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| | opportunities that they may not experience at home, both to broaden understanding and also to challenge any prejudice. |
| 8 | Behaviour – Disadvantaged students are known to be far more likely to be permanently excluded than other students. At lower levels they are also far more likely to require behavioural interventions. |

## 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 |
|---|---|
| **Attendance**<br>To ensure attendance of Pupil Premium students is in line with all other students | Attendance gap between PP and non-PP students in closing and approaching / in line with national average for this cohort of students |
| **Academic Progress: Overall**<br>Improve level of attainment / progress of disadvantaged pupils to close the attainment / progress gap between these students and their non-disadvantaged peers across a broad and balanced curriculum | By the end of the two-year plan in 2025/26 the gap in attainment and progress between the disadvantaged pupils and non-disadvantaged pupils will continue to be bridged<br>PP students are supported in completing homework through after-school/lunchtime clubs |
| **Academic Progress: Tracking**<br>To reduce under-achievement of Pupil Premium students through tracking of academic progress, targeted interventions, and increasing academic engagement | Students correctly identified through tracking:<br>Intervention is in place and students are identified for support across the curriculum<br>Data shows increased engagement with wider revision activities and intervention sessions |
| **Academic: Literacy**<br>To reduce any gaps in the levels of literacy, specifically reading, that may have an adverse effect on the overall progress made | Reading ages of Pupil Premium students in KS3 who are below age expected levels shows improvement beyond age related norms<br>Programme of tutor-based guided reading is in place with identified PP students benefiting. |
| **Academic: Resources**<br>To ensure that Pupil Premium are not disadvantaged due to financial pressures | Students are supported with costs such as uniform and equipment<br>Revision resources are provided for Y10-Y13 students |
| **Enrichment**<br>To ensure that Pupil Premium students have full access to the full range of extra-curricular opportunities available to all, and an increased engagement through promotion of extra learning opportunities | PP students engage with extra-curricular revision sessions<br>PP students have full involvement in programme of trips and visits<br>Student voice surveys and the increased participation of disadvantaged pupils in extra-curricular |
| **Personal Development: Behaviour**<br>To promote high standards of behaviour in all students recognising that Pupil Premium students are often more likely to need pastoral support | Students receive pastoral support and tracking where behaviour falls below expectations<br>PP students are fully represented in school programme of rewards |

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| **Personal Development: CEAIG & PSHE**<br>To promote high standards of engagement in employer interactions and meaningful engagement with careers related opportunities. Engagement in work experience (Y10 and 6th Form) - recognising that Pupil Premium students are often more likely to need support | The destinations of disadvantaged pupils show equivalence to those of non-disadvantaged pupils<br>Increased participation in CEIAG, PSHE and Learning For Life opt-in opportunities, in line with non-disadvantaged peers |
| **Wellbeing: Pastoral Support:**<br>To ensure that all Pupil Premium students are encouraged and supported in developing all avenues of their lives. They are actively encouraged to take part in the wider events of the school and to embrace all elements of personal development the school offers. | PP students are effectively tracked through reporting system<br>PP students have full engagement with PSHE programme<br>PP students are supported in completing homework through after-school/lunchtime clubs. |

## 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: £55,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Seating Plans**<br>*Seating plans need to show that pupil premium students are placed next to other students who will have a positive impact on their learning. Where students are found to not be engaging with work to the desired level interventions are to be put into place.* | Providing feedback is a 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.<br><br>Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback.<br><br>Feedback can come from a variety of sources -– studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average). Feedback \| EEF (educationendowmentfoundation.org.uk) June 2021 | 1->5, 7 & 8 |
| **Sharing of Teaching Practice**<br>*T&L (DHT) to share good practice across the Academy in order to filter down to individual teaching staff, promoting quality first teaching strategies* | | 1->8 |
| **Whole Class Feedback**<br>*As a mechanism of reducing staff workload, while providing high quality feedback for Pupil Premium, and non-disadvantaged, students –* | | 1->8 |

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| *development and embedding of WCF Academy wide templates, and associated training* | | |
| **Love of Reading**<br>*Pupil Premium students are often less engaged in reading for pleasure which leads to lower literacy standards. Our reading canon is a curated, evolving collection of "greatest hits" literature—including classic and modern, diverse, and high-quality texts—studied to build cultural capital, improve vocabulary, and provide a shared foundation of knowledge. The aim of the programme is to promote enjoyment of reading and to widen student experience of different types of reading linking to key themes.* | 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. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.<br><br>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, 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. Reading comprehension strategies \| EEF (educationendowmentfoundation.org.uk) July 2021 | 2, 5, 7 |
| **Diagnostic testing**<br>*To be periodically completed including NGRT/ST tests (literacy)* | | 2, 5 |
| **Bedrock**<br>*Vocabulary promoting software, identifying and promoting curriculum-based vocabulary; developing the use of tier 2 and tier 3 vocabulary across the curriculum* | | 2 |
| **Handwriting Club**<br>*A small group intervention run through PDT time for students who need support in order to improve their handwriting. Pupil Premium students identified as needing this support are prioritised* | Strategies to meet individual pupil needs is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils | 2, 3, 5 |
| **Further SEND & Pastoral support**<br>*There are many other clubs and interventions offered by SEND which students are invited to attend e.g. Social Skills etc.*<br>*There are also dedicated Pastoral Support Assistants who focus on the engagement with learning of PP and SEND students, breaking down barriers to learning* | | |

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| **Reading for Pleasure -.** *Students in all year groups are provided with a 'class text' to read together, with their tutor modelling reading out aloud each day. The Reading Canon diversifies the range of materials, authors and concepts explored through these texts* | "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." EEF Toolkit Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015). | 2, 6, 7 |
| **CPD**<br>*Ensure that all staff have a strong understanding of the Pupil Premium strategy and how it applies to their role*<br><br>*Ensure that the quality assurance processes in place e.g. learning walks, book looks are recorded in a dashboard function which promotes an awareness and focus on PP student progress* | The Education Endowment Foundation (EEF) identifies high-quality teaching as the most important lever schools have to improve outcomes for disadvantaged pupils. Their Guide to the Pupil Premium recommends that schools prioritise professional development to ensure all staff understand the barriers faced by disadvantaged pupils and how to address them effectively. Embedding the strategy through CPD ensures that "every teacher is supported to keep improving," which is especially impactful for socio-economically disadvantaged students.<br><br>The DfE's guidance on using Pupil Premium funding also supports this approach, stating that schools should ensure staff are aware of the strategy and their role in delivering it. This includes training on individualised support plans, effective classroom strategies, and the use of data to inform teaching. | 1->8 |

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

Budgeted cost: £60,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Tracking Underachievement (subject level)** – *6 measurable points across the year, each half term – data is reviewed alongside the curriculum implementation e.g. book looks* | The analysis tool to support the evidence base of measures put in place to close the gap between PP students and their peers. OFSTED 'articulating success and good practice 2015': Outstanding schools used targeted interventions and robust tracking systems. | 1, 5, 7 & 8 |

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| PP support for wider participation is also tracked | | |
| **Revision Resources**<br>*All Pupil Premium students in Year 11 and 6th form are given revision resources for their courses* | Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.<br><br>One to one tuition approaches can enable 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 or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum. One to one tuition \| EEF (educationendowmentfoundation.org.uk) July 2021 | 1, 2, 3, 5 |
| **Revision, Intervention Sessions**<br>*To tackle the identified barrier of engagement outside of school hours in the crucial exam years a comprehensive programme of Easter and Half Term revision sessions delivered. An emphasis is placed on ensuring attendance and engagement of PP students* | | |
| **Equipment & Resources**<br>*Families who struggle financially with equipment costs are given support*<br>*Removing potential barriers to participation increases attendance.* | Removing potential barriers to participation increases attendance. | 1, 5, 8 |
| **Access to Technology**<br>*NK runs after school home learning clubs, with access to computer rooms* | Access to technology is a huge potential barrier to enabling disadvantaged to keep up with their peers. | 1, 2, 5, 6, 7 |
| **Study Skills**<br>*Over the two year period of Key Stage 4 a variety of GCSE Success evenings are run. The aim is to improve study skills and engage parents/carers in their child's learning. Particular focus is given to the attendance of Pupil Premium.* | "Poorer pupils in England get less help with their homework than their better off classmates, according to new analysis of the OECD's PISA survey published by the Sutton Trust. Just half (50%) of the most disadvantaged 15-year olds said their parents regularly helped with their homework, compared to 68% of their better-off classmate's Dr John Jerrim of the UCL Institute of Education September 7th, 2017 | 1, 2, |

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| **PSHE**<br>*The curriculum offers extra support to students by mapping curriculum time across core lessons in English, Maths, Science and the Humanities – with intervention sessions run, targeted to those most in need of support, through the PDT programme in Year 11* | This additional PSHE time created allows vital time to cover all issues of importance, including those addressing anxiety and wellbeing issues and fundamental British values. | 1, 3 & 4 |

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

Budgeted cost: £72,050

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Uniform**<br>*Families who struggle financially with uniform costs are given support to ensure Pupil Premium students have the correct uniform.* | Removing potential barriers to participation increases attendance. | 1 |
| **Meals**<br>*To support families with the we have recognised that the Free School Meals subsidy is not adequate – we run a Breakfast Club every morning, alongside the Free School Meal at either breaktime or lunch* | Removes potential barriers and encourages attendance. Well evidenced that a good diet is crucial to supporting a student's academic progress – a student can't work hard when they are hungry. | 1->8 |
| **Trips & Visits**<br>*A record of Pupil Premium attendance on school trips is maintained. The aim is that Pupil Premium students are actively encouraged to take part in school trips* | "Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling." Social Mobility Commission research. | 1, 6 & 7 |
| **Duke of Edinburgh Award** | Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate | 3, 5, 6 & 7 |

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| *DofE is of huge benefit to Pupil Premium students, both in terms of increasing engagement in school life through getting involved in extra-curricular activities and also in promoting aspects of life that many Pupil Premium students may not otherwise experience – volunteering, physical activity and developing skills.*<br>*Equipment such as rucksacks are loaned to those who cannot afford the financial outlay and the school is working with the Duke of Edinburgh organisation to extend this further.* | in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome. Outdoor adventure learning \| EEF (educationendowmentfoundation.org.uk) July 2021 | |
| **The wider curriculum –** *A system for tracking all students at extra-curricular clubs will be introduced. Analysis by key groups curricular activities to highlight will then be used as a basis for developing strategies to increase participation* | Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. 8 The wider curriculum – A new system for registering all students at extra curricular clubs will be introduced. Analysis by key groups curricular activities to highlight will then be used as a basis for developing strategies to increase participation. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Arts participation \| EEF (educationendowmentfoundation.org.uk) July 2021 | 1, 3, 6, & 7 |
| **Promoting Good Attendance**<br>*Students who attend well, achieve well*<br>***Year 11 Attendance***<br>*This is overseen by a senior member of staff*<br>**Year 7 Attendance**<br>*This is a key area of focus to embed good habits at the start of their transition to KS3* | 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 1015% of all sessions<br>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in: https://www.gov.uk/government/publications/thepupil premium-how-schools-are-spending-thefundingsuccessfully | 1 |
| **Pastoral Checks**<br>*The Attendance Officer has weekly meetings* | EEF 'wider strategies' states that good attendance means that stakeholders understand and follow all | 1, 3 |

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| *with the Year Leads to discuss Pupil Premium students in particular* | school systems to make early identification and thus interventions, ending in improvement in attendance. | |
| **Careers**<br>*All Pupil Premium students are given one-to-one meetings at the end of Year 10 and during 6th form. The Careers lead liaises with the Pupil Premium pastoral support to track their progress with applications. Appropriate Pupil Premium students in Year 11 are taken on an extra transition Lincoln College between Jan-March (vital for students who may not be taken on an open evening and ensures they find out about courses, support staff and transport costs)*<br><br>*IAG - The destinations of all Pupil Premium students are monitored through Year 11* | The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges. Linked to the Gatsby benchmark number 7: Encounters with further and higher education | 5, 7, 8 |
| **Careers Programme through PSHE**<br>*A wide range of visitors are brought into school in order to inspire students – particularly important in raising the aspiration of Pupil Premium students* | Linked to the Gatsby benchmark number 7: Encounters with further and higher education "Over the last two decades, careers advice and work experience have been significantly reduced in schools, and disadvantaged pupils are currently less likely than their better-off peers to receive careers guidance. This may be particularly detrimental, as disadvantaged young people may lack social networks with the knowledge and contacts to replace guidance offered in school." Key Drivers of the Disadvantage Gap Literature Review. Education Report in England: Annual Report 2018, Whitney Crenna-Jennings, July 2018. | 3, 5 |
| **Behaviour Support**<br>*A core part of the Head of Year role is promoting and ensuring high standards of behaviour in all students and this will impact largely on Pupil Premium students.*<br>*This is done through a variety of means:* | The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average. Parental and community involvement programmes are often associated with reported improvements in school | 1, 8 |

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| *1. Working with individual students and parents, setting targets for behaviour, and tracking.*<br>*2. Supporting teachers in the classroom and around the school.*<br>*3. Working with the safeguarding team and the attendance officer.*<br>*4. Weekly pastoral meetings have a standing item agenda on Pupil Premium. This ensures that they receiving specific focus* | ethos or discipline and so are worth considering as alternatives to direct behaviour interventions. Behaviour interventions \| EEF (educationendowmentfoundation.org.uk) July 2021 | |
| **To ensure that all students feel safe in school**<br>*To provide a supportive and open environment in school and establish and maintain an ethos where all students feel secure, are encouraged to talk and one in which they are listened to carefully and actions taken to follow up on any concerns raised.* | Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach.<br><br>EEF Toolkit Parental Engagement suggests +3 months progress.<br><br>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. | 1, 3, 4, 8 |

## Total budgeted cost: £187,050

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

The pinnacle of NK Academy's success with engaging pupil premium students in their learning is demonstrated through the 87% of students who achieved their 1st choice offer for post-18 employment or education in Year 13.

Key stage 5:

- *Best A-Level performance in recent years in terms of value added, with a lower ability cohort (-0.13 in comparison to -0.53 the year before; C- overall, from D+ the previous academic year)*
- *Students achieving the top grades have increased this year, with A/A* percentage up.*
- *Vocational results were the best results since prior to the pandemic, up again on last year (+0.39 in comparison to -0.13 the year before, overall average of Merit+)*
- *Particular praise for Business, Finance, History, Politics, Sport.*

Key Stage 4:

- An increase in top-end grades for all students, including pupil premium students. Increase (below in every Eng, maths & science performance measure)

| | Actual 2022 | Actual 2023 | Actual 2024 | Actual 2025 |
|---|---|---|---|---|
| **4+ Eng** | **79.1%** | **59.8%** | **53.2%** | **67.9%** |
| **4+ Maths** | **53.7%** | **50.0%** | **49.6%** | **54.5%** |
| **5+ Eng** | **59.0%** | **40.9%** | **37.4%** | **51.5%** |
| **5+ Maths** | **30.6%** | **19.7%** | **27.3%** | **29.1%** |
| **4+ E&M** | **50.7%** | **41.7%** | **41.0%** | **52.2%** |
| **5+ E&M** | **26.9%** | **17.4%** | **20.9%** | **23.9%** |
| **4+ Science** | **N/A** | **20.6%** | **15.8%** | **37.3%** |
| **5+ Science** | **N/A** | **4.7%** | **2.0%** | **22.4%** |

- Significant increase in results for core subjects: English, Maths and Science.
- Increasing trends for focus groups (Disadvantaged and SEND) with gaps closing.
- Some improved results in individual subjects including Art, Drama, English, History, Food, Photography, REP, Sport.

There is a greater emphasis on substantive and disciplinary knowledge now mapped throughout the curriculum and once per half term, centralised data collection ensures that rapid identification of underachievement is both identified and addressed – further leading towards a predicted closing of the PP and non-PP achievement gap.

Attendance data for this group remains an area of focus for the academy and further development of the partnership between the academy, Lincolnshire County Council, Virtual School and parents/carers will be the priority to ensure that all students are attending school and able to achieve their potential.

## 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** |
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| Pastoral Support given to service students, 1-2-1 careers advice and review of their academic progress at 6 discreet points in the academic year.<br><br>Wider provision of pastoral, enrichment and CEAIG programme funding e.g. trips, visits, support of cadets programme linked to external partnership.<br><br>Exam specific resources (revision) and equipment provided as well as 1-2-1 and small group intervention, specifically for core (English, maths and science) |
| **The impact of that spending on service pupil premium eligible pupils** |
| Service students' feedback (student voice) clearly impacted by funding through the sense of belonging referenced repeatedly by students – a key impact due to a high mobility rate seen within this group of identified students.<br><br>Outcomes of these students were in line with peers, testament to impact of service 1-2-1 and small group tracking and intervention programme delivered through PDT sessions in Spring and Summer Terms. |