

Pupil premium strategy statement – Lydiard Park Academy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lydiard Park Academy
Number of pupils in school	1299 Years 7 to 11 - 1150
Proportion (%) of pupil premium eligible pupils	25.1% (326) – whole school 28.3% (326) – Y7 to Y11 only
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-24 to 2025-26
Date this statement was published	December 2025 (update)
Date on which it will be reviewed	December 2026
Statement authorised by	Mr G Pearson - Principal
Pupil premium lead	Mr R Jones – Assistant Principal
Governor / Trustee lead	Mariuz Chodzko – Parent Member of the LGC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£344,461
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£344,461

Part A: Pupil premium strategy plan

Statement of intent

At Lydiard Park Academy, all members of staff and the governing body are committed to improving the progress of disadvantaged learners and to meeting their academic, pastoral and social needs within a caring and nurturing environment. We are proud to offer learner's many academic, sporting and cultural opportunities. We strive to ensure that regardless of socioeconomic backgrounds, learners have their own ambitious life goals and are supported to give them the best possible chance of making these a reality.

We have long seen that the best way to tackle disadvantage in school is through quality first teaching and this is backed up by recent evidence from the [Education Endowment Foundation](#) (EEF). Improving teacher practice is at the heart of our approach; through an increasingly capable, professional and confident staff we can expect to see the experiences of pupils improve and the ambitious outcomes of the plan realised. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to learners' outcomes so that they are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to learners eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding.

The key principles of this plan are to improve the progress and attendance of disadvantaged learners by:

- Providing consistently high-quality teaching and learning experiences in lesson for all pupils
- Ensuring an appropriate curriculum that provides the greatest opportunity for learners to be successful in achieving qualifications and is aspirational by creating future opportunities for all (including alternative provision where necessary)
- Supporting disadvantaged pupils to improve literacy and numeracy skills, learning skills, social/emotional intelligence and/or self-belief where needed
- Supporting disadvantaged pupils to settle into school positively and by monitoring their progress and wellbeing, and providing support and intervention where needed
- Encouraging disadvantaged pupils to be fully involved in the wider life of the school, including additional revision sessions where needed
- Continuing to build positive partnerships with parents of those in receipt of Pupil Premium.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	Evidence shows that our disadvantaged pupils (PP) attend less well than our non-PP. This is true both in terms of percentage attendance and persistent absence.
2 Progress	Evidence shows that our disadvantaged pupils (PP) are achieving below that of our non-PP.
3 Character & Culture	Evidence shows that a smaller percentage of our PP pupils take part in extra-curricular opportunities and external visits when compared to their non-PP peers.
4 RFL & Well-being	Evidence shows there is a correlation between social and emotional issues of our PP pupils and lower attainment when compared to their non-PP peers.
5 Parental Engagement	Evidence shows that there are lower levels of engagement from PP parents when compared to their non-PP. This is detrimental to our joined-up communication between home and school on the value of education and aspirations for success.

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
The attendance of disadvantaged pupils is broadly in line with that of non-disadvantaged pupils in school and compared to national data.	Absence rates show no significant gap in % attendance (95% target).
The academic progress of disadvantaged pupils from KS2 to KS4 is in line with that of non-disadvantaged pupils.	Progress 8 data for disadvantaged pupils is similar to that of non-disadvantaged pupils (or there is a closing gap from previous years). In addition, the percentage of disadvantaged pupils achieving the <i>Basics Measure</i> of grade 9-4 in both English and Maths and the <i>Attainment 8</i> score of disadvantaged pupils is similar to that of non-disadvantaged pupils.
The involvement of disadvantaged pupils in the wider life of school is broadly in line with that of non-disadvantaged pupils.	Club and trip registers show that the percentage of disadvantaged pupils attending is broadly in line with that of non-disadvantaged pupils.

The attitudes to school and self of disadvantaged pupils are positive.	RFL data shows disadvantaged pupils have an overall positive outlook regarding themselves and school and there is no significant gap in the responses of disadvantaged and non-disadvantaged pupils.
The parental engagement of disadvantaged pupils is broadly in line with that of non-disadvantaged pupils.	Events where parents are invited to attend (whether face-to-face or remote), show no significant difference between disadvantaged and non-disadvantaged pupils.
The post-16 and post-18 destinations disadvantaged pupils are appropriately challenging and aspirational (in line with pupils' potential).	Destinations' data shows that no disadvantaged pupils are NEET and that all are accessing courses post-16 and post-18 at an appropriate level.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. Based heavily on impact studies through the [EEF research strategies](#).

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching and learning CPD focused on strategies shown to have high impact progress on all pupils.</p> <p>Through in-house whole school CPD, workshops and external providers e.g., the National College.</p> <p>Targeted CPD opportunities.</p>	<p>The EEF and other research clearly shows that high quality teaching and learning improves outcomes for all pupils, but particularly has the biggest impact on disadvantaged pupils.</p> <p>Quality first teaching and learning such as retrieval practice, regular feedback, modelling and scaffolding, questioning and teaching pupils metacognitive strategies have found to have high impact on progress. It is also important to have high challenge for all.</p>	2
<p>Purchase of standardised diagnostic assessments.</p> <p>Training provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instructions.</p>	2

<p>Technology and other resources focused on supporting high quality teaching and learning.</p> <ul style="list-style-type: none"> • ePraise to support personalised learning and behaviour records • Sparx (Maths) 	<p>Schools use technology in many ways and with a wide range of aims. LPA uses technology to support: Behaviour Interventions Homework</p>	<p>1, 2, 3, 4 and 5</p>
<p>Teachers use of SMHW class data and SID data to ensure they know their classes well and use information when planning for group work and organising seating plans.</p>	<p>EEF research indicates that teachers who know their class is very important to help support greater outcomes.</p>	<p>2</p>
<p>Teaching Assistant deployment in the classroom is effective.</p>	<p>EEF research indicates that teachers and teaching assistants that work together effectively, leads to increases in attainment.</p>	<p>2</p>
<p>Whole school literacy strategy implemented to provide a framework for QFT, intervention and development work.</p> <p>Curricular Literacy targets revised and assigned to pupils. Use of Pixl Unlock at KS3 and KS4.</p> <p>Funding KS4 English texts for PP pupils.</p>	<p>EEF research on reading comprehension suggest 6+ months for high impact improvement.</p> <p>EEF research of impact of Oracy suggests that a vocabulary gap is a significant barrier to learning.</p> <p>Identified as a need through whole school monitoring, improvements in extended written responses will lead to improvements at KS4.</p> <p>EFF research shows that PP pupils have a vocab gap with whole school attainment.</p>	<p>2</p>
<p>Jumping The Barriers document is implemented and applied used in QFT planning and delivery. Strategies are clearly documented to measure impact on individual learning.</p>	<p>Sharing knowledge and good practice of interventions will help pupil's reach their potential.</p>	<p>1, 2 & 4</p>
<p>Targeted teacher CPD.</p>	<p>Personalisation of CPD through TEEP and NIMBL allows teachers to develop practice that is specific to the needs in the class.</p>	<p>2</p>
<p>Retain specialist teacher with SEN and Primary training for groups with specific learning need.</p>	<p>A teacher who is funded through the PP budget works with those with lower literacy and/or numeracy levels. Using this approach allows smaller class sizes</p>	<p>2 & 4</p>

	and teachers to focus on other pupils with less complex learning need.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific English and Maths Interventions Additional timetabled lessons for selected pupils to help to support numeracy, literacy and language development.	EEF research has found that individual support, either 1:1 or small group, positively impacts pupil learning. This is most likely to be effective when provided in addition and when the learning is explicitly linked to timetabled lessons.	2
Additional Subject Interventions Targeted KS4 revision session 6 timetable KS4 breakfast subject (maximum group size 10) KS4 & KS5 exam revision session timetable (Easter & May half term)	EEF research shows that extending the school day can lead to 3+ months of additional progress, these targeted interventions provide PP pupils the opportunity to receive subject specific additional support.	2
Literacy and Numeracy Coordinators Employed to lead whole school strategies such as Accelerated Reader and Sparx Maths. The people in these roles will prioritise PP pupils for support and liaise with parents about the plans, utilising additional	EEF research has found that the average impact of small group tuition (1-5) is four additional months programme, on average, over the course of the year.	2

diagnostic testing to identify the pupils most in need. They implement, monitor, review pupil progress and adapt initiatives as necessary.		
Sparx Maths Whole school use for homework and targeted after school 'Sparx detentions' run by Head of Department.	EEF and other research highlights that low stakes quizzing, retrieval practice and teaching pupils metacognition skills has a high impact on progress. Sparx Maths own evidence suggests pupils who practise using their online platform for 15 minutes every week make 85% more progress than pupils who do not.	2
Accelerated Reader Programme Pupils are given a reading score and colour code based on their reading age generated from start of year tests. This is used by pupils to help them select appropriate texts to read from school library to stretch and challenge each individual and support their reading comprehension development. ' <i>Book of the Week</i> ' to be embedded into weekly tutor time schedule and top 30 reads to be shared with all pupils and parents to promote reading.	EEF research highlights that in order to improve reading comprehension it is important to identify the appropriate level of text difficulty. Successful reading comprehension approaches must be carefully tailored to pupils reading capabilities and involve texts that provide an effective, but not overwhelming, challenge. The average impact of reading comprehension strategies is an additional 6+ months progress over the course of a year.	2-5
Tutor Reading Programme Targeted reading aloud and book discussion, tutor reads	EEF research suggests the average impact of oral language interventions is an additional 6+ months progress over the course of a year. They can help PP pupils catch up with peers and improve the classroom climate and few behavioural issues following work on oral	1,4

for 20 minutes twice a week to tutees – books carefully selected to cover a range of topical, cultural and age appropriate issues.	language. EEF Toolkit indicates that language interventions with frequent sessions over a sustained period may have a larger impact, overall.	
KS3 Progress Matrices Generated for each class Yr7-9 following termly data entry points, staff to reflect on pupils underachieving and use to implement targeted intervention in lessons moving forward. PP pupils highlighted on these reports. Head of Departments in English, Maths and Science and Heads of Year use reports to discuss pupil progress and select pupils for small group intervention.	EEF research states there is a clear need to regularly monitor progress, identify gaps in knowledge and provide early intervention if PP pupils are not making expected progress.	2,4,5
KS3 & KS4 Homework Clubs Run by support staff after school every weeknight. Offers a quiet, focused space for pupils to work with access to technology (computers, internet, printers) and a member of staff to provide assistance.	EEF research suggests pupils from disadvantaged background are less likely to have a quiet working space and are less likely to have access to a device suitable for learning or stable internet connection. These difficulties may increase the gap in attainment for PP pupils – homework clubs have proven to overcome these barriers. Ofsted 2021 report also identified these barriers as being a factor which made remote learning difficult. EEF research also highlights that pupils who are struggling academically may be more likely to request parental assistance with homework, but parents may not have the knowledge and skills to provide the right support. The EEF states it may be more effective to encourage parents to redirect a struggling pupil to staff in school for support.	2,4,5

<p>1:1 Professional Development Plan (PDPs)</p> <p>Tutors meet with pupils termly to review academic progress, offer support and set SMART targets. PP pupils to be prioritised to meet with tutors first in each termly cycle and offered additional PDPs if they require extra support.</p>	<p>EEF research suggests mentoring interventions are beneficial for pupils from disadvantaged backgrounds, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p>	<p>1-4</p>
<p>KS4 Academic Review Meetings</p> <p>Conducted by tutors – pupils given the opportunity to reflect and review attainment and share their preferred ways of learning, teaching styles. PP leads to use this in order to understand the learning habits and behaviour of these pupils. Following meetings information (including recommended strategies) to be shared with class teachers. This will enable teachers to provide effective individualised instructions for their pupils in future lessons.</p>	<p>EEF research shows pupils who receive individualised instruction from teachers (personally tailored activities/approaches) make +4 months additional progress compared to pupils who did not.</p>	<p>1-4</p>
<p>Study Skills Workshops (Yr9-11)</p> <p>Pupils are taught about revision strategies, tips on how to manage exam stress, metacognition, growth mindset and the</p>	<p>EEF research suggests PP pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Research shows pupils who have been explicitly taught make 7+ months additional progress.</p>	<p>1,4</p>

science behind working memory to assist with exam success.		
KS4 Theatre Company Visit All PP pupils attend a performance in Drama Theatre of key GCSE English texts (A Christmas Carol and Romeo and Juliet) in the Drama Theatre.	Evidence suggests a causal link between art education with overall educational attainment. The EEF state there is intrinsic value in teaching pupil creative and performance skills and ensuring PP pupils access a rich and stimulating arts education.	1,3

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

Budgeted cost: £79,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Yr7 Talk the Talk Well-being morning for pupils with low self-esteem.	EEF evidence suggests the average impact of successful SEL interventions and behaviour interventions is an additional 4+ months progress over the course of a year. However, as the EEF advise, these interventions must be carefully monitor the efficacy of approaches within own settings.	2,4
Daily breakfast club Opportunity for pupils to have a substantial breakfast and engage with a member of the pastoral team at start of the school day.	The DfE's evaluation of breakfast clubs in schools shows that there were reductions in the number of pupils being hungry, improvement in punctuality of some pupils and improvements in concentration compared to those who did not attend.	1,2,4
Peer Support Mentoring Scheme KS4 pupils trained in mentoring (coaching, listening) younger pupils (PP pupils prioritised for scheme).	EEF Studies have shown pupils who are low attainment typically receive additional benefits from peer tutoring. DfE research shows that establishing a peer support programme in school can be an effective way to support pupils with mental health concerns.	1,2,4

<p>Character First Programme</p> <p>Enrichment opportunities to develop pupils' cultural capital, build resilience and improve well-being</p> <ul style="list-style-type: none"> • Yoga in schools sessions • Army experience event 	<p>EEF evidence shows PP pupils are less likely to benefit from sports clubs and activities due to associated financial costs. By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>A growing number of research studies investigating school-based yoga and mindfulness implementation suggest beneficial effects on pupil health, behaviour and performance</p>	<p>2,3,4</p>
<p>Well-being Programmes</p> <p>Targeted termly programmes, weekly small group workshops for PP pupils with a low <i>Readiness for Learning</i> (RFL) score that suggests a fixed mind-set. Run in-house by 'Well-being Champions' (staff trained in mental health support). Focus on growth mindset, raising aspirations and through this developing self-esteem, resilience and self-efficacy.</p> <p>RFL - Directly link into whole school Mental Health Plan</p> <p>T-Zone run by Curriculum Support.</p> <p>Well-being week whole school initiative – penultimate week of each term no homework set, wellbeing activities promoted in lessons and tutor time.</p>	<p>EEF evidence suggests the average impact of successful SEL interventions can lead to +4 months progress over the course of a year. However, as the EEF advise, these interventions must be carefully monitor the efficacy of approaches within own settings.</p>	<p>2,4</p>

<p>Pastoral Team Referrals</p> <p>The pastoral team support the most vulnerable pupils with social and emotional difficulties and work closely with the following outreach programmes who provide targeted support.</p> <ul style="list-style-type: none"> • Project Me Barnados • TAMHS • U-Turn • Iprovefit 	<p>EEF evidence suggests the average impact of successful SEL interventions and behaviour interventions is an additional +4 months progress over the course of a year. However, as the EEF advise, these interventions must be carefully monitor the efficacy of approaches within own settings.</p>	<p>1,2,4</p>
<p>Set For Success Programme</p> <p>Two Year Youth Leadership Initiative funded by Wimbledon Foundation, delivered by Youth Sport Trust (YST), school select 10 x Y10 pupils from disadvantaged backgrounds at risk of NEET selected to participate.</p>	<p>EEF research shows that behaviour interventions have 4+ months additional progress over the course of the year. In particular, average impact of physical activity interventions is +1 months progress. There are benefits in terms of health and wellbeing as well as improved attendance.</p> <p>Set for Success have outlined the following successes from evaluations on previous cohorts: improved attitudes, life skills (particularly team work and resilience), wellbeing, increased participation in sport and a positive impact on future education or job prospects.</p>	<p>1-4</p>
<p>School Uniform</p> <p>Uniform room set up to support pupils from low income families.</p> <p>Annual order placed to replenish stocks - shoes, blazers, jumpers, PE kit.</p>	<p>EEF evidence shows pupils from lower socioeconomic households are less likely to afford the cost of school uniforms. Also, wearing uniform, can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p>	<p>1,4,5</p>
<p>Session 6 Enrichment Timetable</p> <p>A range of extra-curricular clubs</p>	<p>EEF evidence shows there is a small positive impact of physical activity on academic attainment (+1 month). PP pupils are less likely to benefit from sports clubs and activities due to associated financial costs. By providing physical activities free of charge, schools give pupils access to benefits an opportunities that might</p>	<p>1-5</p>

offered to all pupils, including sporting activities, performing arts, debate, sign language and gardening club	not otherwise be available to them. Evidence suggests a causal link between art education with overall educational attainment. The EEF state there is intrinsic value in teaching pupil creative and performance skills and ensuring PP pupils access a rich and stimulating arts education.	
<p>Alternative provision</p> <p>Contribute to the costs of bespoke EOTAS off-site educational packages and continue working relationships with external providers such as:</p> <ul style="list-style-type: none"> • Riverside • Oakfield • Pre-16 college • Fernbrook <p>Schools of Solutions (SoS) – on-site alternative provision (12-week placement) to support pupils with behavioural issues, poor attendance and are at risk of NEET. Pupils in SoS will work off a reduced curriculum timetable to allow for 2-3 days each week to be spent in SoS.</p>	<p>Support Services in Education highlight the growth in persistent absence by over 10% contributed to a rise in Emotionally Based School Avoidance. Successful strategies highlighted in their report was an alternative curriculum and reintegration plan.</p> <p>EEF report that behaviour interventions that seek to reduce challenging behaviour, from low-level disruption to aggression can improve pupils progress by +4 months.</p>	1,2,4
<p>Boxing Intervention</p> <p>Programme run in school delivered by a local gym coach to help support pupils struggling with low self-esteem, anger management issues and at risk of NEET.</p>	EEF report that behaviour interventions that seek to reduce challenging behaviour, from low-level disruption to aggression can improve pupils progress by +4 months.	4

<p>Peer Mentoring & Sixth Form Student Services</p> <p>KS4 & KS5 mentors selected to support KS3 pupils who are struggling socially and/or academically (weekly meetings during tutor time).</p>	<p>EEF Studies have shown peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate class learning, practice skills and identify and overcome misconceptions.</p>	<p>1,2,4</p>
<p>Funding of resources</p> <p>Trip subsidies (day and residential trips) to support pupils from low income families, help develop cultural capital.</p> <p>Specialist subject equipment, wifi dongles, bus passes, laptop loans, private 1:1 music lessons provided upon request.</p> <p>KS4 & KS5 subject revision materials purchased and distributed to all PP pupils free of charge.</p> <p>Food Technology ingredients purchased for all PP pupils.</p> <p>Equipment packs (pencil cases including essential items) distributed at the start of academic year to all PP pupils.</p>	<p>EEF evidence suggests PP pupils face financial barriers to attending cultural trips.</p> <p>The Sutton Trust found young people from professional households were much more likely to take part in extra-curricular activities. 84% of those in social group A (non-PP) reported participation in at least one after school activity, compared to 45% in social group D (PP).</p> <p>EEF research highlighted that the effective use of technology has a moderate impact on progress.</p>	<p>2,3,4</p>
<p>Outdoor Adventure Learning</p> <ul style="list-style-type: none"> • Duke of Edinburgh • PGL residential trips • Farm visits 	<p>EEF suggests this might provide opportunities for disadvantaged pupils to participate in activities they otherwise might not be able to access. It can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills may in turn have a positive effect on academic outcomes.</p>	<p>2,3,4</p>

<p>Parental Engagement</p> <p>Running workshops and events such as <i>Dynamic Duos</i> to promote positive relationships between school and home.</p> <p>Department postcards sent home to praise pupils effort, teachers encouraged to make positive contact with home (call, email).</p> <p>School Cloud online platform introduced to provide parents with the flexibility to attend subject consultation appointments online (PP appointments prioritised, PSAs assist with booking to ensure attendance).</p> <p>Social Media platforms (Facebook, Instagram) used to share information, celebrate success.</p> <p>Online platforms to make communication between school and home seamless:</p> <p>Arbor ParentPortal - monitor behaviour, contact details, attendance.</p> <p>Epraise – monitor rewards and issue home learning.</p> <p>ParentPay – pay for trips, resources, monitor canteen spending and top up account.</p>	<p>EEF evidence states parental engagement has a positive impact on average of +4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. communications between school and home to be as positive as possible. Use of InTouch to target PP parents to further engage them in their child’s learning. Linked to celebrating success.</p> <p>Also, evidence suggests that personalised messages linked to learning can promote positive interactions. It is crucial to consider how parental engagement strategies will engage with all parents.</p>	<p>1,2,4,5</p>
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<p>Pastoral Support</p> <p>Pastoral Support Assistant (PSA) employed for each year group to assist Head of Year (HOY) and support pupils, build positive relationships and communication with home and ensure the safeguarding needs of pupils are met (PP pupils prioritised). HOY and PSA make contact with primary heads to discuss PP pupils in year 6 to assist with transition to secondary.</p> <p>PSA to conduct regular check-ins with PP pupils in year group, attends termly referral meetings to discuss concerns with individual pupils. Following meetings PSAs complete referrals if deemed appropriate and devise action plans. They will assist with the implementation, monitoring and reviewing impact of action plans.</p>	<p>EEF states parental engagement can increase progress by +4 months' progress over the course of a year.</p> <p>EEF Parental Engagement</p>	<p>1,2,4,5</p>
<p>Attendance Graduated Response</p> <p>Embed use of graduated response attendance flowchart. PSAs will monitor attendance, make calls home to challenge absence and offer support.</p>	<p>DfE Attendance Toolkit highlights the importance of using clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences. Communication on attendance must be timely.</p>	<p>1,4,5</p>

<p>Persistent offenders to be followed up by tutors, HOY, Senior Leadership (SLT). Home visits conducted, Attendance Improvement Plans (AIPs) set up to support low attenders along with part time timetables and referrals to secure additional support if deemed appropriate.</p> <p>Year groups run termly attendance reward incentives – prizes awarded to top 3 most improved attendance. Use Epraise to monitor rewards and Arbor for attendance.</p>		
<p>School counsellor service</p> <p>Providing access to a counsellor if required (PP prioritised for support).</p>	<p>DfE recognise that effective counselling is part of a whole school approach to mental health and wellbeing.</p>	1,2,4
<p>Careers</p> <p>Pupils provided with aspirational careers advice and guidance (PP pupils prioritised).</p> <p>Pupils participate in the LPA careers curriculum developed to meet the eight Gatsby Benchmarks.</p> <p>Career modules delivered during PSHE using 'Career Pilot' in Yr7-13 (Yr10 all pupils create a CV, preparation for mock interview event).</p>	<p>EEF research suggests raising aspirations is often believed to incentivise improved attainment.</p> <p>Gatsby Education highlights the importance of providing every young person with good career guidance to make informed decisions about their future. Young people without significant social capital or home support to draw upon have the most to gain from a strong career guidance system.</p>	3, 4, 5

<p>Encounters with employers and employees through on-site annual TPAT Careers and Futures Fair (over 30 businesses, colleges and universities attend) – share knowledge on recruitment practices, apprenticeships on offer and post 16 and post 18 pathways.</p> <p>Yr10 Mock interview Careers event (Term 4) – linked to a full terms PSHE programme incorporating employers from businesses such as Zurich, Catalent, Intel, Arval, Dick Lovett, NHS, RAF, Fire Service attend and interview pupils based on CVs.</p> <p>Employer and educational workshops, alongside college, university and employer visits (i.e. Ministry of Defence events) to provide pupils with experiences with further and higher education.</p> <p>Year 11 – Term 1 PSHE programme linked to Post 16 planning to include all Post 16 pathways with impartial guidance and support.</p> <p>Careers aspiration embedded into curriculum SOWs,</p>		
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<p>career information added to tutor weekly schedule through the introduction of <i>'University of the Week'</i>.</p> <p>Career of the week and Apprenticeship of the week – using Alumni as examples.</p> <p>KS4 pupils receive Level 6 Careers guidance with PP students having a 1:1 Careers Meeting with a Level 6 qualified Careers Advisor where future prospects are discussed, mapped out, recorded and reviewed.</p>		
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Total budgeted cost: £ 324,000 (£20,396 left to spend)

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.

Progress

We have analysed the performance of our schools PP pupils during 2024-2025 academic year using GCSE results data and our own internal assessment data. There were 41 pupils classed as non-disadvantaged in the cohort.

For 2025, the Attainment 8 average score for our PP pupils was 37.98, with an average attainment 8 grade of 3.80, whereas our non-PP was 49.18, average attainment 8 grade of 4.92. The national figure was 45.9. The gap has had an insignificant change when compared to the 2023 results, where PP pupils was 38.53 (average grade 3.85) and non-PP at 48.14 (average grade 4.81).

Performance in English / Maths was behind that of their non-PP peers

- 4+ in English & Maths = 46.3% (PP) vs 71.1% (non-PP)
- 5+ in English & Maths = 26.8% (PP) vs 46.8% (non-PP) – against PP national average 27.2%

P8 scores for the groups below:

- HA = No data available this year.
- MA = No data available this year.
- LA = No data available this year.

We recognise the need to also review GL assessment data, accelerated reader data over time as well as compare academic progress to attendance figures for homework club and KS4 session 6 revision. KS3 data must be more closely monitored and reviewed at each tracking point throughout the year to enable us to implement early intervention.

Character & Culture

This academic year we will focus on recording disadvantaged pupils' attendance for all trips on a tracker so we can monitor more closely the opportunities offered, along with setting up session 6 Arbor registers to track after school club attendance. This will allow us to compare PP vs non-PP attendance and review how we are developing cultural capital by widening opportunities for PP pupils.

RfL & Well-being

Emotional support remained an important focus for PP pupils in 2024-2025. 36 PP pupils received support from TAMHS and/or the Iprovefit mentoring scheme, this is 14% of PP pupils at LPA. Other PP pupils received in-house mental health support through peer mentoring, in-house well-being programmes, Peer4Support and targeted intervention sessions run by PSAs, such as re-tracking.

Parental Engagement

We will continue to review School Cloud attendance data as well as monitor attendance of PP parents for information evenings (i.e., Intro to GCSE, sixth form open evening etc).

Areas for development moving forward:

This academic year we must focus on measuring the impact of initiatives put in place for PP pupils using methods like Microsoft Forms to generate.

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
National College – staff CPD	National College
Sparx Maths	Sparx Maths
CPOMS	CPOMS
Iprovefit	Iprovefit
National Tutoring Programme (NTP)	Department for Education
Outdoor Education and Animal Care	Wiltshire Wildlife Trust
Army Engagement Programme	Ministry of Defence
Music lessons	Swindon Music Cooperative
Boxing workshops	Scrappers Gym
Outdoor pursuits and challenge setting	Duke of Edinburgh Award
Mental health support	TaMHS (Targeted Mental Health Service)
Project Me – mental health support	Barnardo's
Health Care support	NHS
Counsellor service	Swindon Borough Council
Drug and Alcohol misuse 'U-Turn'	Swindon Borough Council
Youth Offending	Youth Engagement Team (+14 yrs)

Pre-16 Education	New College Swindon
Vocational courses	Oakfield Project
Behaviour support packages (Riverside & Fernbrook)	EOTAS
Formative assessments	GL Assessment
Readiness for Learning	Renaissance
Accelerated Reader programme	Renaissance
Set For Success	Wimbledon Foundation
PGL Residential Trips	PGL
Yoga Workshops	Yoga in Schools