

Pupil premium strategy statement – Great Park Academy 2025-26

This statement details our school’s use of pupil premium (and recovery 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	614
Proportion (%) of pupil premium eligible pupils	13.91%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	January 2026
Date on which it will be reviewed	October 2026
Statement authorised by	Katherine Billingsley Head of School
Pupil premium lead	Katherine Billingsley
Advisory Group Member / Trustee lead	Katharine Pringle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,375
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£33,375

Part A: Pupil premium strategy plan

Statement of intent

Our goal at Great Park Academy is that every child, irrespective of any social barriers they may face, will make excellent progress and achieve highly in all subjects with a particular emphasis on English, Maths and the EBacc subjects.

Our key priority will be to address the barriers faced by disadvantaged pupils and support them in making good progress from their prior attainment. At the heart of this will be outstanding teaching and learning, where needs are addressed each lesson and careful consideration is given when planning for opportunities for disadvantaged pupils to close any attainment gaps, develop confidence and have high aspirations as to what they can ultimately achieve. Our drive to support disadvantaged pupils will not be ringfenced to those who are entitled to the pupil premium funding, and will be extended to all vulnerable pupils, such as those with mental health issues, young carers, pupils with assigned social workers and where Early Help Plans are in place to support families.

All staff will develop a strong knowledge of our pupils, develop a deep understanding of their needs and plan bespoke interventions to address these needs. At the core of this will be high quality teaching.

Teachers will have a great awareness of their pupils' strengths and areas for development from assessment and knowledge of the individual and develop and deploy a range of strategies to promote progress and achievement. Our expectations of all pupils' will always be aspirational regardless of social background or external barriers to learning.

Whilst still in the post covid era, our plan will also support pupils to gain back lost learning caused by the pandemic and will be a key driver in supporting the recovery curriculum.

The findings from the Education Endowment Foundation will be at the core of our Pupil Premium Strategy and we will tailor our interventions using strategies that research has shown to have the highest impact on closing the attainment gap whilst giving careful thought and consideration as to how these strategies can be successful in our own school context.

We will continually evaluate the impact of these strategies throughout the year and base our findings on assessment outcomes rather than assumptions.

The key principals underpinning our strategy will be to:

- identify as early as possible where support is needed and put interventions into place.
- have high expectations and plan lessons that will challenge, engage and increase aspirations.
- ensure that all staff, regardless of their role, are champions of our most disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	The impact of knowledge gaps upon entry at the Year 9 admissions point <ul style="list-style-type: none"> - <i>Pupils have significant gaps in their learning across all KS3 curriculum areas upon entry into Year 9.</i>
2	Attendance of disadvantaged pupils is lower than non-disadvantaged pupils <ul style="list-style-type: none"> - <i>Social, emotional and mental health issues impacting pupils from disadvantaged backgrounds leading to EBSNA. Disproportionate number of disadvantaged pupils who fall into the persistent absentee category</i>
3	Raising the achievement of disadvantaged pupils <ul style="list-style-type: none"> <i>a - Pupils struggle to work independently at home to retain key knowledge required to make progress and achieve in line with non-disadvantaged pupils. Pupils lack the resources required to effectively study and revise.</i> <i>b - Pupils lack of cultural capital means disadvantaged pupils have less of an understanding of the world around them which negatively affects their understanding of the wider curriculum</i> <i>c - Reduced understanding of opportunities post 16</i>
4	A lack of community belonging due to the geographical location of the school <ul style="list-style-type: none"> - <i>Many disadvantaged pupils have to travel a significant distance to the new school site relying on the use of multiple transport routes. This leads to issues with punctuality and attendance. Some disadvantaged pupils and their parents feel disengaged with the school community due to living out of the local area.</i>

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
Knowledge gaps upon entry at the Year 9 admissions point are identified quickly and strategies devised to close these.	<ul style="list-style-type: none"> ▫ Data collections evidence that the gap between PP v non PP decreases throughout the academic year ▫ Curriculum planning provides opportunities to reactivate previous knowledge. ▫ QFT addresses knowledge gaps in the classroom . ▫ Maths and English interventions to close the knowledge gaps for disadvantage pupils.

Attendance of disadvantaged pupils is the same as non-disadvantaged pupils	<ul style="list-style-type: none"> ▫ All disadvantaged pupils to have an attendance of 95%+ ▫ Reduction in the percentage of disadvantaged pupils who are persistently absent
The achievement of disadvantaged pupils is enhanced leading to better outcomes	<ul style="list-style-type: none"> ▫ Disadvantaged pupils to achieve a progress score of no less than 0 ▫ The gap between disadvantaged and non disadvantaged pupils achieving the basics (5+ in English and Maths) should be no greater than 5% ▫ A bespoke careers guidance programme that gives disadvantaged pupils the knowledge required to explore and aspire towards post 16 opportunities
Address and respond to barriers that the geographical location of the school may have on disadvantaged pupils Foster a sense of community belonging for disadvantaged pupils and their families who do not live within the locality	<ul style="list-style-type: none"> ▫ Attendance at breakfast club to support pupils who travel a significant distance by public transport. ▫ Increased engagement at parents evenings, exam support workshops, social events, performances, fund raisers and special assemblies.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led parent/carer exam workshops in English, Maths and Science	<i>Levels of parental engagement are consistently associated with improved academic outcomes.</i> EEF	1: The impact of knowledge gaps upon entry at the Year 9 admissions point 3: Raising the achievement of disadvantaged pupils 4: A lack of community belonging due to the geographical location of the school.
Departmental case conferences that identify	<i>'High quality teaching should reduce the need for extra support for all pupils. However, it is likely</i>	1: The impact of knowledge gaps upon

pupils who need targeted support	<i>that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be scheduled and aligned with the curriculum carefully.</i> 'EEF	entry at the Year 9 admissions point 3: Raising the achievement of disadvantaged pupils
Additional staffing in English and Maths to facilitate small group tutoring	<i>'Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.'</i> EEF	1: The impact of knowledge gaps upon entry at the Year 9 admissions point 3: Raising the achievement of disadvantaged pupils
CPD on effective questioning strategies for Focus 5 pupils	<i>'The content of professional development should be based on the best available evidence and should balance building knowledge, motivating teachers, developing specific techniques and embedding new approaches.'</i> EEF	1: The impact of knowledge gaps upon entry at the Year 9 admissions point 3: Raising the achievement of disadvantaged pupils
Recruitment of a Careers Lead	<i>'What really stands out is the evidence that careers education has double the impact for economically-disadvantaged young people and how it is closing the disadvantage gap – meaning they are significantly less likely to become NEET'. Youth Advisory Group - Ready for the Future report</i>	3: Raising the achievement of disadvantaged pupils

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading comprehension	<i>'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.'</i> EEF <i>'Pupils who fall behind in reading read less, lagging further behind their peers. Poor reading skills then inhibit their learning in other subjects'. Lee Elliott Major</i>	1: The impact of knowledge gaps upon entry at the Year 9 admissions point 3: Raising the achievement of disadvantaged pupils
Small group tuition in English and Maths	<i>'Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size</i>	1: The impact of knowledge gaps upon entry at the Year 9 admissions point

	<i>increases above six or seven there is a noticeable reduction in effectiveness.' EEF</i>	3: Raising the achievement of disadvantaged pupils
Enhanced delivery of one to one careers support and advice	<i>What really stands out is the evidence that careers education has double the impact for economically-disadvantaged young people and how it is closing the disadvantage gap – meaning they are significantly less likely to become NEET'. Youth Advisory Group - Ready for the Future report</i>	3: Raising the achievement of disadvantaged pupils

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer support to work with families and pupils on regular attendance.	<p><i>'Children who had an unauthorised absence on any day in the first week of term experienced an overall unauthorised absence rate of 25% compared to an overall unauthorised absence rate of 2% for pupils who didn't miss any sessions in the first week.</i></p> <ul style="list-style-type: none"> <i>• Missing the second, third or fourth day of the new term is associated with an overall absence of around 43%, or 30 days of school, compared to missing days near the end of term, which were 8 associated with an overall absence of 20-30%. Children with an Education Health and Care Plan (EHCP) and children receiving pupil premium were more likely to have higher levels of absence than their peers:</i> <i>• A child on pupil premium will have on average three additional days of absence compared to a child not receiving pupil premium.</i> <p><i>(Childrens Commissioner - Guide for Attendance Officers)</i></p>	<p>1: The impact of knowledge gaps upon entry at the Year 9 admissions point</p> <p>2: Attendance of disadvantaged pupils is lower than non-disadvantaged pupils</p> <p>3: Raising the achievement of disadvantaged pupils</p> <p>4: A lack of community belonging due to the geographical location of the school.</p>
Staff to deliver a parent's support evening to equip parents with the knowledge and skills to support their children at home with revision and exam preparation	<p><i>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.</i></p> <p>EEF</p>	<p>1: The impact of knowledge gaps upon entry at the Year 9 admissions point</p> <p>3: Raising the achievement of disadvantaged pupils</p> <p>4: A lack of community belonging due to the</p>

		geographical location of the school.
Mental wellbeing training for staff will enable pupils to receive high quality sessions to help improve mental health and wellbeing.	<i>Social and emotional skills support effective learning and are linked to positive outcomes later in life. EEF</i>	2: Attendance of disadvantaged pupils is lower than non-disadvantaged pupils
Subsidised activities to enhance culture capital	<i>These approaches may increase engagement in learning. EEF</i> e.g Yearly residential visit to either Oxford or Cambridge University	3: Raising the achievement of disadvantaged pupils 4: A lack of community belonging due to the geographical location of the school.
Attendance strategies	<i>Praise rewards and trips to encourage pupil participation in school including the wider life of school</i>	2: Attendance of disadvantaged pupils is lower than non-disadvantaged pupils 4: A lack of community belonging due to the geographical location of the school.
Subsidised breakfast club	<i>'There is some evidence that providing a free, universal, before school breakfast provision can benefit pupils by preparing them for learning or for supporting behaviour and school attendance.' EEF</i>	2: Attendance of disadvantaged pupils is lower than non-disadvantaged pupils 4: A lack of community belonging due to the geographical location of the school.

Total budgeted cost: 33,375

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 9 pupils from disadvantaged backgrounds benefitted from targeted intervention to address gaps in knowledge in both English and Maths. Pupil voice highlighted an increase in confidence levels by the end of the academic year and internal data showed that most disadvantaged pupils made similar progress to their non disadvantaged peers from internal data measured from baseline assessments taken in September.

Wider opportunities for all pupils to experience culture capital included visits to Oxford University, events organised by the Holocaust Trust, the Victoria Tunnels, Lockerbie Manor, the Centre for Life and theatre productions allowed pupils to participate, visit and reflect upon new experiences that enhanced their all-round understanding of many curriculum subject areas.

The NUFC Foundation and RISE mental health held weekly workshops and one to ones to raise self esteem and making positive choices - pupil voice was positive that these sessions had made an impact on their well being and therefore improved their mindset, both in and out of school.

Attendance for the academic year was significantly above the National Average, and whilst the attendance of disadvantaged pupils was lower than the whole school average, disadvantaged pupils attendance was similar to the national average for all cohorts and pupil groups.

Key Stage 2 Outcomes 2025 (taken from FFT SEF report)

<i>Pupil Group</i>	<i>No of Pupils</i>	<i>Reading SS</i>	<i>Reading VA</i>	<i>Writing SS</i>	<i>Writing VA</i>	<i>Maths SS</i>	<i>Maths VA</i>	<i>GPS SS</i>	<i>GPS VA</i>	<i>Attendance</i>
<i>FSM6</i>	<i>5</i>	<i>111</i>	<i>+1.8</i>	<i>107</i>	<i>+2.6</i>	<i>108.4</i>	<i>-1.1</i>	<i>111.2</i>	<i>+0.1</i>	<i>99%</i>
<i>Not FSM6</i>	<i>55</i>	<i>108</i>	<i>+0.03</i>	<i>105.7</i>	<i>+2.3</i>	<i>108.4</i>	<i>+0.6</i>	<i>109.1</i>	<i>+0.2</i>	<i>98%</i>

The school will work in partnership with other schools within the trust to identify areas of strength and development in raising both attendance and attainment of disadvantaged pupils - regular peer reviews will provide opportunities for schools to share good practice and refine or develop new strategies to support the needs of our most vulnerable learners.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)