

## Item 6.6 - Pupil premium strategy statement – Brian Clarke Academy 2025 - 2026

### School overview

Detail	Data
Number of pupils in school	955
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Allison Ash
Pupil premium lead	Charlotte Oles
Governor / Trustee lead	Ruby Summerscales

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£332,870
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> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	<b>£332,870</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Brian Clarke Academy our mission statement is to ensure all children are everything they can be and everything they are meant to be. This instils a commitment amongst all staff and stakeholders to remove the disadvantage gap by identifying and eliminating barriers and targeting resources towards those with greatest need.

Our understanding and strategies to address the disadvantage gap are informed by best evidence from the Education Endowment Fund and Ofsted reviews on how schools are spending funding to maximise achievement (2021). Collectively all the evidence agrees that those eligible for pupil premium are not and should not be treated as a homogenous group. Similarly, no one intervention provides a complete solution to what is a complex educational challenge.

Each pupil premium student faces different academic and pastoral challenges that we aim to understand and address. Our Universal offer at Brian Clarke has been constructed with the most vulnerable students at the forefront. All our pupil premium students benefit from:

- An ambitious, sequentially planned, knowledge rich academic and pastoral curriculum that provides a platform for progression to KS4 and prepares pupils for life in modern Britain.
- A consistent pedagogy and language around high expectation and aspiration, behaviour, literacy and teaching and learning.
- Expert pastoral staff, internal systems, and relationships with external agencies which are proactive and responsive to meet the needs of the growing and changing cohort.
- A compulsory and high quality co-curricular offer
- A formative and summative assessment approach that allows progress to be tracked in real and overtime so any 'emerging' gaps can be addressed either immediately or through targeted interventions and support.
- Access to funding/support for those suffering hardship to ensure they can participate in all aspects of school life.
- A professional development curriculum for teaching staff in recognition that high quality teaching is the most important lever schools have for improving outcomes for disadvantaged students (EEF, 2022)

Our approach is long term to tackle the challenges that exist in the communities for the children we serve. The strategies that follow will be reviewed at appropriate time intervals and the used to inform the annual review of impact.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Literacy:</b> Pupils with poor literacy will struggle to access the curriculum which will hinder their progress. PP pupils are more likely than their peers to have below-chronological reading age and a small proportion of pupils have below 9.6 years, which means that they are functionally illiterate. PP pupils joining the school are less likely than their non-PP peers to have reached the expected standard in reading and writing in the KS2 SATs.
2	<b>Acquisition of English:</b> 38% of the cohort are EAL. Of these 38%, 43% are also PP. Low level of English acquisition is the greatest barrier to academic success.
3	<b>Deprivation:</b> 57% of the cohort come from the Index of Multiple Deprivation (IMD2025) decile 1 (the top 10% of the most deprived areas of the country) and therefore struggle to provide the essentials and extras for their children.
4	<b>Safeguarding and Mental Health.</b> There is an overrepresentation of PP on the child protection register and referred for mental health support.
5	<b>Attendance and Persistence Absenteeism:</b> 47% of those who arrive at the school as PA are Pupil premium students. PP students are twice as likely as non-PP to fall into PA.

## 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.

Challenge	Success criteria
1&2	<ul style="list-style-type: none"> <li>Fresh Start Phonics interventions / annual NGRT data demonstrate improved reading age among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</li> <li>All staff at BCA successfully implement pedagogy routines on audible format, answer in full sentences, read aloud and model and scaffold in a consistent way</li> <li>Student borrowing from the library equivalent for PP and Non-PP</li> </ul>
3	<ul style="list-style-type: none"> <li>100% of PP attendance at co-curricular</li> <li>Equivalent attendance at extra-curricular</li> <li>PP attend universal trips offer</li> </ul>
4	<ul style="list-style-type: none"> <li>Pastoral systems of support effectively respond to issues around safeguarding - timely and effective support put in place.</li> <li>External agencies used effectively to support those on CP register or (and) dealing with mental health issues</li> </ul>
5	<ul style="list-style-type: none"> <li>At least 96% attendance for PP students</li> <li>Those identified at primary as persistently absent are no longer persistently absent from school.</li> </ul>

## 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: £106,637

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Leadership / school structures</b> School day / timetable is designed to facilitate maximum engagement and progress of all students (incl. co-curricular, before and after school) and tailored CPD and wider professional development for staff.</p>	<p>Built on EEF evidence base where school times/structures and extensions work best with:</p> <ul style="list-style-type: none"> <li>○ Clear structures, strong links to the curriculum,</li> <li>○ Attendance monitored, parental support</li> </ul> <p><b>Extended School Time (EEF + 3 months)</b></p>	1&2
<p><b>Appointments</b> Promotion of member of staff to lead strategically on whole school literacy strategy</p>	<p><b>EEF guidance report</b> emphasises that high quality teaching will have the biggest impact on student outcomes.</p>	1&2
<p><b>Curriculum</b> A whole school curriculum with high expectations for all which enables students to fully realise their potential and be happy well-rounded members of society.  A challenging, sequenced curriculum designed to have breadth, depth, rigour, progression, enjoyment, fellowship, relevance and ensures mastery</p>	<p><b>EEF guidance report</b> emphasises that high quality teaching will have the biggest impact on student outcomes. <b>Social Mobility Report (2014)</b> states that schools must have an incessant focus on the quality of teaching and learning</p> <p><b>Metacognition and Self-Regulation (EEF +7 months)</b> The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective when rooted in curriculum content.</p> <p><b>Reading Comprehension (EEF +6 months)</b>  Reading comprehension strategies are high impact on average (+6 months). Alongside phonics (for struggling readers at secondary) it is a crucial component of reading instruction.</p>	1,2,3
<p><b>Friday Professional Development</b> Implementation of a consistent pedagogy and language for developing literacy and metacognition (scaffolding, modelling, explicit vocabulary teaching)</p>	<p><b>Mastery Learning (EEF +5 months)</b> Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment (Teach Like a Champion Version 3 – <i>STAR, Format Matters, Audible Format</i>)</p>	1&2
<p><b>Coaching Training and Framework</b> Trust professional development lead rolling out and implementing coaching framework to 6 members of staff who will coach staff new to school in T&amp;L pedagogies</p>	<p><b>EEF guidance report</b> emphasises that high quality teaching will have the biggest impact on student outcomes.</p>	1&2
<p><b>Assessment and Feedback</b> Staff CPD on TLAC approaches to formative and summative assessment to ensure staff can assess what students know, understand and can do in real and over time. Staff CPD on effective feedback ensuring misconceptions are dealt with swiftly. Live marking utilising visualisers in each classroom</p>	<p><b>Effective Feedback (EEF + 6 months)</b> <b>Tom Sherrington – Curriculum Masterclass on Assessment</b></p>	1&2

<p><b>Pastoral Care and Provision</b> Pastoral care and support which ensures that students are happy, healthy and enjoy school, attend and are on time.</p> <p>Recruitment of 2 extra pastoral support officers due to complexities of cohort.</p> <p>A responsive pastoral curriculum which supports students both within and beyond school to become everything they can be and everything that they are meant to be.</p> <p>Pastoral systems and structures which prioritise PP parental engagement.</p>	<p>Leadership and systems around encouraging and supporting attendance and parental engagement underpinned by the <b>DFE Working together to improve school attendance (May 2022)</b></p> <p><b>EEF report on effective social and Emotional Learning (EEF +4 months)</b></p> <p><b>EEF report on effective parental engagement (EEF +4 months)</b></p>	<p>3,4,5</p>
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £115,341

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Diagnostic testing</b> Purchasing of NGRT Exact – all cohorts tested on entry and at end of each academic year.</p> <p>Purchasing of GL Assessments in Maths and Science. All cohorts tested on entry and at key relevant points in academic year</p>	<p>Importance of accurate diagnostic identification of PP students who need support, and which interventions are most appropriate.</p> <p>Monitoring the effectiveness of interventions</p>	<p>1,2</p>
<p><b>Reading Intervention</b> 7.45 – 8.15 Fresh Start Phonics for identified students significantly below chronological reading age as identified by NGRT Exact Assessed every 6 weeks on progress. Adaptations made to relevant interventions. (initially x4 times a week for half term one then reviewed)</p> <p><i>Teaching Staff x2</i> <i>TA x2</i></p>	<p><b>EEF (2017) The Attainment Gap Report</b> What happens in the classroom makes the biggest difference Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</p> <p><b>EEF (2020) Improving Literacy in Secondary Schools</b>-recommends that schools should provide high quality literacy interventions for struggling students</p> <p>School impact on reading ages year 1 (See PP Impact report 2022-2023)</p>	<p>1.2</p>
<p><b>Literacy Intervention</b> 7.45 – 8.15 Lexia for identified students (initially x4 times a week for half term one then reviewed)</p> <p>Teaching staff x2 TA x2</p>		
<p><b>Numeracy Intervention</b> <b>2.40 – 3.30</b> <b>Sparx Maths Platform</b> Frequency delivered depends on needs of cohort</p> <p>Teaching staff x 2 TA x1</p>	<p><b>EEF'S report on Improving Mathematics in Key Stages 2 and 3</b> Recommendation 7 <b>(EEF +6 months)</b></p> <p>School impact on numeracy interventions (See PP Impact report 2022-2023)</p>	<p>1,2</p>
<p><b>Numeracy Intervention</b> <b>2.40 – 3.30</b> <b>Complete Maths Platform</b> Frequency delivered depends on needs of cohort</p> <p>Teaching staff x2 TA x1</p>		
<p><b>Mental Health in Schools Volunteers</b> to support/mentor identified students.</p>	<p><b>EEF + 4 months</b> Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p>	<p>4,5</p>

<b>Learning Mentor and bespoke Pastoral Interventions</b>	"Mentoring interventions may be more beneficial for these pupils (disadvantaged), as the development of trusting relationships with an adult or older peer can provide a different source of support." Mentoring   EEF(educationendowmentfoundation.org.uk	
<b>Home Visits to support attendance</b>	DfE The link between absence and attainment at KS2 and 4 (March 2016) Working together to Improve School Attendance DFE (September 2022)	4,5

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

Budgeted cost: £110,892

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Behaviour and Rewards</b> Staff professional development training on consistent pedagogy for behaviours. Implementation of consistent policy on behaviour and rewards	<b>DfE September 2022 Behaviour in Schools</b> <b>EEF +4 Months</b> <b>Improving Behaviour in Secondary School EEF September 2021</b> If schools are not safe places with clear expectations, teachers can't teach, and students can't learn. (recommendations)	3,4,5
<b>Hardship Fund</b> Provision of equipment	School postcode analysis indicates 60% are from the most deprived areas. Applications for support from hardship fund.	3
<b>Hardship Fund</b> Provision of uniform		
<b>Hardship Fund</b> Provision for trips		
<b>Co-Curricular and Extra-curricular Trips and Equipment (general)</b>  Prioritise disadvantaged students for marketing of and attendance at co-curricular and extra-curricular/Enrichment activities and trips	<b>EEF Extending school times +3 months</b> Allowing students access to a range of activities that enhance cultural capital and maintain aspirations Internal student voice indicates co-curricular is one of the main reasons students enjoy coming to school (improves attendance).  <b>Promoting and Supporting Mental Health and Wellbeing (DFE, 2021)</b> The EEF references evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. They also state that by providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. There is a small positive impact of physical activity on academic attainment	3,5
<b>Attendance and Punctuality</b> Whole school attendance/punctuality policy which takes a robust approach to student attendance/punctuality to ensure high levels of attendance for all students. Attendance support/intervention which takes a staged approach who meet identified thresholds.	<b>Working Together to Improve School Attendance (DFE, 2022)</b>  <b>EEF Parental Engagement (+4 months)</b> Importance of tailoring communications and building relationships with families	4,5
<b>Setting/Grouping Arrangements</b> Aspirational/supportive grouping/seating for disadvantaged students Intelligent grouping Disadvantaged students clearly identified on class seating plans	<b>EEF Report on Setting and Streaming</b> Indicates the importance of carefully considering any kinds of groupings arrangements	1,2
<b>Homework Club</b> Provision of supervised homework club (1 hour after school)	<b>EEF +5 Months</b> Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).	3
<b>Breakfast Club</b> Provision of Breakfast Club (free porridge and toast) 7.45 – 8.15	<b>EEF 2019 Review of Breakfast Clubs</b> Ensuring no child comes into school hungry. Improved attendance at primary.	3

<p><b>School Library</b></p> <p>Library spend has been targeted to cover all reading ages.</p> <p>Open before school, break, lunch time and after school</p>	<p>Student voice in school evidence demonstrates a number of students like the peace and quiet available in the school library rather than the busier areas at break and lunch time.</p>	<p>1,2,3,4</p>
<p><b>Monitoring and Tracking</b></p> <p>Enhanced monitoring and tracking for disadvantaged cohort by pastoral team through fortnightly Year Group Review (attendance, behaviour, engagement)</p>	<p>Key staff need to be constantly updated around progress of PP students and effectiveness of interventions. Fortnightly meetings allow for sharing of information and monitoring and tracking.</p>	<p>1,2</p>

**Total budgeted cost: £332,870**

## **Part B: Review of the previous academic year**

# Outcomes for disadvantaged pupils

**1. PP students will make at least comparable progress and attainment in relation to non-PP across all measures at KS3**

## Prior attainment:

The pupil premium cohort consistently enter Brian Clarke behind their non pupil premium peers across most aspects of SATs attainment, although the post-covid narrowing of gaps in reading and maths has continued, particularly in writing. See the table below:

SATs entry data	Year 7			Year 8			Year 9		
	All pupils	PP pupils	PP Gap	All pupils	PP pupils	PP Gap	All pupils	PP pupils	PP Gap
KS2 Reading: Greater Depth	24%	16%	-8%	23%	16%	-7%	28%	21%	-7%
KS2 Reading: Expected Standard	75%	68%	-7%	70%	65%	-5%	80%	56%	-24%
KS2 Writing: Greater Depth	10%	11%	+1%	6%	7%	+1%	7%	8%	+1%
KS2 Writing: Expected Standard	70%	63%	-7%	73%	62%	-11%	79%	62%	-17%
KS2 Maths: Greater Depth	22%	17%	-5%	20%	11%	-9%	25%	21%	-4%
KS2 Maths: Expected Standard	76%	68%	-8%	76%	68%	-8%	78%	53%	-25%

## Progress and Attitudes to learning

Pupil group	Pupil Numbers	Attitude to Learning					Average Decile	Progress			
		Ambitious	Active	Passive	Reluctant	Active +		Mastery	Secure	Developing	Emerging
<b>All Year 7 Pupils</b>	<b>240</b>	<b>23.5%</b>	<b>70.4%</b>	<b>5.0%</b>	<b>0.3%</b>	<b>94%</b>	<b>5.6</b>	<b>16.7%</b>	<b>46.9%</b>	<b>28.5%</b>	<b>6.8%</b>
Pupil Premium	106	19.0%	71.5%	7.4%	0.6%	90%	4.7	12.6%	41.0%	33.4%	11.2%
Non-Pupil Premium	134	27.0%	69.6%	3.1%	0.0%	97%	6.3	20.0%	51.7%	24.6%	3.3%
<b>PP gap</b>		<b>-8%</b>	2%	4%	1%	<b>-6%</b>	<b>-1.6</b>	<b>-7%</b>	<b>-11%</b>	9%	8%
<b>All Year 8 Pupils</b>	<b>238</b>	<b>21.6%</b>	<b>69.7%</b>	<b>6.4%</b>	<b>0.3%</b>	<b>91%</b>	<b>5.6</b>	<b>16.1%</b>	<b>44.8%</b>	<b>29.3%</b>	<b>7.9%</b>
Pupil Premium	104	15.8%	71.7%	9.0%	0.3%	87%	4.8	10.7%	39.5%	35.0%	11.7%
Non-Pupil Premium	134	26.1%	68.2%	4.4%	0.2%	94%	6.3	20.3%	48.9%	25.0%	4.9%
<b>PP gap</b>		<b>-10%</b>	3%	5%	0%	<b>-7%</b>	<b>-1.5</b>	<b>-10%</b>	<b>-9%</b>	10%	7%
<b>All Year 9 Pupils</b>	<b>241</b>	<b>25.2%</b>	<b>64.6%</b>	<b>8.2%</b>	<b>0.4%</b>	<b>90%</b>	<b>5.6</b>	<b>19.1%</b>	<b>45.5%</b>	<b>26.1%</b>	<b>7.8%</b>
Pupil Premium	94	16.5%	69.5%	10.7%	0.5%	86%	5.0	11.8%	46.1%	30.8%	8.6%
Non-Pupil Premium	147	30.8%	61.4%	6.7%	0.4%	92%	6.0	23.8%	45.2%	23.0%	7.2%
<b>PP gap</b>		<b>-14%</b>	8%	4%	0%	<b>-6%</b>	<b>-1.0</b>	<b>-12%</b>	1%	8%	1%

The data shows the clear impact of our curriculum in closing the PP gap over time. Although our pupil premium students arrive behind their peers in almost every metric, over time these attainment gaps narrow:

- The difference in decile ranking narrows, with the Year 7 cohort having 1.6 deciles of difference compared to a difference of 1 decile for our Year 9 cohort
- A smaller proportion of all pupils, and particularly pupil premium pupils, are working below the “secure” threshold in Year 9 compared to Year 7.
- In the Year 9 cohort, there is no gap in the proportion of pupils that have attained “secure” progress across the curriculum.

It is apparent that there is still work to do to support our higher prior attaining pupil premium students, since the gap in pupils attaining “Mastery” is widening over time, despite the decile gap narrowing. A new assessment tracking system, launching in October 2025, will support class teachers and subject leaders to swiftly identify and support those pupils not making progress from their starting points.

Attitude to learning data also shows a broadly positive picture, with the small gap between pupil premium and non-PP pupils awarded Active+ remaining steady. This bucks the national trend, where the engagement of pupils from disadvantaged backgrounds typically declines from mid-way through Year 7 (“Mind the Engagement Gap: a national Study of Engagement in England’s Schools” (ImpactEd, 2025)). That said, the gap in pupils awarded “Ambitious” does grow over time, with Year 9 PP pupils the least likely to be awarded Ambitious. This mirrors the widening gap in the Mastery progress grade and supports an increased focus on the High Prior Attaining PP cohort through 2025-26.

## 2. Literacy Strategy

We have continued to see a literacy gap between PP and non-PP when they join in Year 7, with pupil premium students less likely to reach the expected standard in reading and writing, and to reach greater depth in reading (although there was no PP gap for achieving greater depth in writing for the cohorts that joined in 2023 and 2024).

All pupils are screened using NGRT exact when they join the school to identify those requiring additional support. This information is used to identify those pupils in the lowest 20% of readers and therefore requiring additional support and intervention.

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
Change in number of pupils below CRA - all	98 → 63 36% reduction	102 → 72 30% reduction	51 → 42 18% reduction
Change in number of pupils below CRA – PP	43 → 31 28% reduction	40 → 37 7% reduction	23 → 18 22% reduction
Change in number of pupils below FRA - all	25 → 9 64% reduction	16 → 10 37% reduction	No pupils below FRA
Change in number of pupils below FRA - PP	11 → 7 36% reduction	10 → 6 40% reduction	No pupils below FRA
Gains in word recognition (months) - all	19	13	16
Gains in word recognition (months) - PP	18	14	13
Gains in comprehension (months) - all	19	24	17
Gains in comprehension (months) - PP	18	18	22
Gains in spelling (months) - all	9	8	5
Gains in spelling (months) - PP	18	9	2

As can be seen in the data, the additional intervention as well as the focus on literacy through quality first teaching is having a positive impact on the most vulnerable readers and writers. However, although in most year groups PP pupils are more likely to be below chronological and functional reading age, in some cases the interventions are having a greater impact on non-PP pupils. This means that, at times, the gap between PP and non-PP is widening.

The starting points of the pupils in these cohorts is widely variable, and the nature of some of the gaps in knowledge means that some pupils make slower progress than others. There is strong evidence that, overall, our literacy strategy is effective as by the end of year 9 no pupils were below functional reading age, and a lesser proportion of PP pupils were below chronological reading age than their non-PP peers. Nonetheless, there is inconsistency in impact across the year groups. A revised approach to supporting pupils' literacy, and particularly spelling, is due to be rolled out in 2025-26 which should have a greater impact and close the literacy gaps faster for all pupils, with a sharp focus on PP pupils.

Reading data:

Pupil cohort	Average number of books borrowed per pupil 2024-25
Year 7 All Pupils	38.5
Year 7 Pupil Premium	35.3
Year 8 All Pupils	19.7
Year 8 Pupil Premium	21.8
Year 9 All Pupils	11.2
Year 9 Pupil Premium	9.3

As can be seen in the data from the library, the gap in borrowing between Pupil Premium pupils and the whole cohort remains small and, in the case of Year 8, PP pupils borrowed more books across the year on average than their non-disadvantaged peers.

Transition project:

Levels of engagement with the KS3 transition project, which promotes pupils' literacy, remain high across all year groups. 78% of incoming Year 7 PP pupils completed the project, compared with 85% of the cohort overall. This aligns closely with the KS2 reading gap for this cohort. Engagement rates were even higher for Year 8 (92% PP vs 94% all pupils) and Year 9 (91% PP, 91% all pupils), and the PP-gap closed despite engagements rates remaining high. This provides strong evidence that our culture of ambition and inclusion is supporting all pupils, and particularly our disadvantaged pupils, to complete ambitious projects outside of the classroom.

**3. PP students' engagement in co-curricular and extra-curricular activities and trips will be comparable to non-PP.**

As part of our universal offer, all students take part in compulsory period 6 sessions at Brian Clarke twice per week. This allows pupils to engage in learning beyond the typical curriculum. The offer last year included British Sign Language, sewing, gardening and sports, as well as enrichment across a wide range of curriculum subjects. To support disadvantaged pupils in choosing suitable options, some PP students chose their co-curricular options before the options form was opened more widely to the cohort.

PP students are always prioritised on trips and visits and financially supported to participate, and any PP student that wished to play a musical instrument has been financially supported to do so by the school. PP pupils are supported to apply for a wide variety of leadership positions. Participation in extra-curricular activities is closely monitored, and this shows that across Year 7, PP pupils on average participated in 2.8 extracurricular activities across the year (compared to 3.0 for non-PP). Year 8 PP pupils participated in 4.1 activities (4.4 for non-PP) and Year 9 PP pupils participated in 6.1 activities (6.3 for non-PP). This gap of around -0.2 is a big improvement on last year, where the gap was around -1.0. This shows that closer monitoring is having a positive impact in helping staff to target disadvantaged pupils when offering extra-curricular opportunities.

**4. Safeguarding and mental health**

All pupils have continued to benefit from strong and effective pastoral support, including the most vulnerable. The impact can be evidenced by our anonymous pupil, staff and parent surveys which were highly positive about all aspects of behaviour and safeguarding. (NOTE - surveys are anonymous and so PP responses cannot be isolated). In addition, the Ofsted inspection

report published in July 2025 confirmed that safeguarding is effective and awarded a grade of Outstanding in behaviour and attitudes, and personal development.

#### Student Voice May 2025

- I am happy in school 81%
- I feel safe in school 92%
- I know who to speak to (trusted adult) if I am upset/unhappy at school 87%
- I know how to behave well 99%
- The behaviour of other students in my lessons is very good 72%
- My school teaches me about faith, feelings and values 97%
- My school teaches me to respect people from other backgrounds and treat everyone equally 98%

#### Parent Voice May 2025

- My child is happy and settled at BCA: 93%
- Transition arrangements are good: 97% (Dec 2024 – not surveyed in May '25)
- My child feels safe: 95%
- BCA makes sure that children are well behaved 93%
- BCA has high expectations for my child 98%
- I would recommend this school to another parent/carer 91%

### 5. The attendance and punctuality of PP students will be comparable to non-PP

	Overall Attendance	Persistent Absence %	Severe Absence %	Overall Count	PA Count	SA Count
<b>Overall</b>	95%	9%	1%	730	63	8
<b>PP</b>	94%	12%	2%	316	37	6
<b>Non-PP</b>	96%	6%	0%	414	26	2
<b>Double Disadvantaged (PP + SEND)</b>	89%	21%	7%	58	12	4
<b>Double Disadvantaged (PP + CLA/PLAC)</b>	82%	19%	14%	21	4	3

The data table shows attendance, persistent absence (attendance <90%) and severe absence (attendance <50%) for academic year 2024-25. The gap in attendance for PP compared to non-PP is very small, and attendance for both groups remains significantly above local and national averages for attendance for all pupils (91.4% average attendance for secondary school in England 2024-25 (gov.uk Pupil Attendance in Schools week 29 2025)). This shows that our attendance strategies and systems continue to have a positive impact on the attendance of all pupils, and particularly our most vulnerable.

The greater number of PP pupils who are persistently absent follows the national trend, which shows pupils eligible for free school meals are twice as likely to be absent than their non-disadvantaged peers. That said, the PA rate for PP and non-PP remains low compared to national averages (24.3% PA in secondary school in England 2024-25 (gov.uk Pupil Attendance in Schools week 29 2025)). Again, this is strong evidence to support that our pastoral offer is working for all pupils, particularly the most vulnerable.

A greater proportion of pupils who are “double disadvantaged” are persistently and severely absent than their peers. Again, these figures are smaller than the national averages for all pupils. In many cases, these pupils are our most complex cases, where the school works closely with external agencies including Children’s Social Work and the local authority SEND team. Nevertheless, attendance of pupils with SEND will be an area of focus going into next year.

Punctuality remains very strong across all year groups, with the vast majority of pupils arriving on time to school each day. For academic year 2024-25, lateness ran at 1.2% of all sessions. Whilst it is the case that Pupil Premium pupils were twice as likely to be late as their non-disadvantaged peers (1.6% for PP compared with 0.8% for non-PP), both figures are extremely low. Leaders will have a continued focus into 2025-26 to ensure that these levels of punctuality remain high, particularly for the PP cohort.

## 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.*

<b>Programme</b>	<b>Provider</b>
Sparx Maths	Sparx learning
Fresh Start Phonics	Read Write Inc