

# Pupil premium strategy statement 2025-26 (2024-2027)

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Acle Academy
Number of pupils in school	719 (Nov 2025)
Proportion (%) of pupil premium eligible pupils	30 (Nov 2025)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2024-Sept 2027 (3 years)
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs. Watts - Principal
Pupil premium lead	Mrs. Jacotine - Assistant Principal
Governor / Trustee lead	Ms. E. O'Hara

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,730
Recovery premium funding allocation this academic year (Catch up)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£207,730

# Part A: Pupil premium strategy plan

## Statement of intent

### ***What are your ultimate objectives for your disadvantaged pupils?***

At Acle Academy we are committed to achieving the best possible outcomes for our disadvantaged pupils. We aim for them to thrive as learners in order to positively contribute to school and community life. We facilitate the development of key skills in order to provide them with a platform to progress into Post-16 education and beyond, in order to achieve happy, successful and fulfilled lives. As part of our whole school priority to embed our PRIDE framework in the classroom, we focus on promotion of literacy and oracy across all subjects. One of the biggest challenges for our students, in order to access the academic curriculum, is literacy and, particularly at KS4, an increase in reading comprehension within the GCSE curriculum for many subjects. We have also found that students are becoming increasingly apathetic and not engaging with discussions inside or outside of the classroom. With low literacy being a key barrier for learning and levels of literacy and PP attainment being intrinsically linked, this is a key area to focus on in order to close the gap between PP and non-PP pupils to both improve outcomes and also social mobility.

In line with our whole school priority to develop enrichment opportunities and enhance the sense of belonging to the school curriculum, we want to ensure that our disadvantaged students feel supported and that they are an integral part of our school community who are able to access the wider curriculum. Furthermore, enrichment opportunities will help develop important skills such as teamwork, problem solving and presentation skills, which will benefit students in later life and will also help raise aspirations as well as fostering effective relationships between staff, students and families which is another of our whole school priorities. This in turn will benefit the taught curriculum through improved attitude to learning, engagement and, therefore, attendance which is another key factor affecting PP progress and attainment.

### ***How does your current pupil premium strategy plan work towards achieving those objectives?***

In order to meet our objectives, Acle Academy's Pupil Premium strategy plan is structured in accordance with the DFE's and EEF's recommendations of a tiered approach, with focus on Quality First teaching, targeted academic support, and wider strategies. Our pupil premium strategy focuses primarily on development and training of teachers with regard to developing literacy and teaching strategies within the classroom. In line with EEF research we know that what happens in the classroom makes the biggest difference, particularly for disadvantaged students. Our whole school CPD focus is on coaching in order to improve the following teaching and learning strategies: pitch and pace, stretch and challenge and engagement e.g., metacognition and self regulated learning. This is in line with the EEF recommendations on strategies which can have a significant impact on pupil progress and attainment.

In line with EEF, our strategy is a three-year cyclical plan, with ongoing monitoring and yearly reviews. It is centred around diagnosing challenges and needs, basing strategies around evidence and equipping staff, monitoring implementations of strategy and students' progress with yearly evaluation. In diagnosing challenges and barriers to learning, we complete a 360 review of PP students, with a focus on identifying barriers to learning, both academic and pastoral for our students and parents. We make use of PP interviews and passports, parental and student surveys, PASS survey, attendance data,

behaviour and suspension data, transition data and GL assessments in order to identify the need for potential targeted academic intervention, peer tutoring or wider pastoral intervention.

In order to meet our objectives, Acle Academy ensures that provision is made to secure the teaching and learning opportunities of all students. In order to ensure our strategy is effective, we utilise both internal and external data including the EEF Teaching and Learning Toolkit and the EEF Guidance Reports when planning the provision for students who belong to the vulnerable groups in order to ensure the needs of socially disadvantaged students are adequately addressed. To ensure successful implementation and sustained impact of the strategy it is planned and aligned with our whole school development and improvement plan and in line with CPD provision.

***What are the key principles of your strategy plan?***

We subscribe to the DfE guidance that states:

*‘Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following three areas below but focusing on teaching quality - investing in learning and development for teachers.’*

This evidence base has allowed us to formulate a set of key principles for our Pupil Premium strategy plan:

- We will ensure that Pupil Premium funding is spent on the target group, and that we are aware that within our target group there are a diverse range of needs – both existing and emerging.
- We will thoroughly analyse tracking data at departmental level, to identify pupils who are under-achieving and endeavour to work out why.
- We will use evidence to allocate funding to big-impact strategies e.g., evidence and research supported by the EEF.
- We will be relentless in our pursuit of high-quality teaching and application of our PP VIP policy, and not rely on interventions to compensate for poor teaching.
- We will support the whole student, through the work of our pastoral team, including supporting them and their families with attendance, mental health and wellbeing.
- We will use achievement data to check interventions are effective and make adjustments where necessary if impact seen is limited.
- We will have a senior leader with oversight of how PP funding is being spent.
- We will ensure that teachers know which pupils are eligible for Pupil Premium.
- We will have a named governor who will oversee and challenge our use of the Pupil Premium.

The key principle in our strategy is to create a culture of collective responsibility so there is a united approach regardless of a person’s role to support our most disadvantaged and vulnerable students.

## Challenges

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

Challenge number	Detail of challenge
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1	For some students eligible for PP, literacy and numeracy skills are lower than age related expectations, which prevents them from making good progress in a range of subjects across KS3 and KS4 (GL assessments).
2	Low level of attainment on entry. Some PP students were adversely affected by the impact of school closures in light of the Covid-19 pandemic; they had limited access to/engagement with remote learning and will have significant gaps in their knowledge and skills. (SATS/ GL Assessments).
3	A number of HPA PP students are not meeting the stretch required to attain grades 7-9 at KS4 – this can be attributed to a lack of motivation, organisation, study skills, teacher expectations and/or resources. (Tracking data).
4	Some of our PP students have limited access to opportunities, resources and enrichment that would promote wider learning beyond the classroom. (PP interviews and application of financial support).
5	Attendance of disadvantaged students is lower than non-disadvantaged. (Attendance data).
6	Personal development, behaviour and welfare issues among some of our disadvantaged students which has an impact on their wellbeing, motivation and ability to access learning (PASS Survey, student survey, Engage and Reflection data).

## 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
Teachers become more evidence informed in applying effective teaching strategies in their classrooms to maximise student progress to endeavour to close the PP progress gap. Students will have more explicit instruction in literacy, through clear feedback and metacognition and as a result will boost their skills, progress and, in turn, their attainment.	<p>All PP students meet or exceed targets as a result of quality first teaching.</p> <p>All staff are fully aware and equipped to meet the emerging and identified needs of PP students.</p> <p>PP VIP policy consistently used as part of quality first teaching to support PP progress.</p> <p>PP VIP policy monitored during learning walks show that it is consistently applied.</p>
PP students to close the gap with their peers in literacy and numeracy. This will be supported through vocabulary acquisition and transferrable numeracy skills which will support progress overall.	<p>PP students to meet their expected reading age by the end of KS3.</p> <p>Use of targeted interventions to ensure PP students make similar progress with numeracy and literacy across KS3 to those not eligible for PP.</p>

	<p>Targeted interventions are planned according to pupil need and remain time limited. Interventions are reviewed and monitored for effectiveness.</p>
<p>For PP students to enjoy the wide range of enrichment activities we have on offer at Acle Academy and to feel that they are part of our school community.</p> <p>A wide range of extra-curricular activities will be offered to tap into our children's passions, children will be able to learn new skills, and increase their confidence and resilience.</p> <p>Encourage pupils to be more aspirational.</p>	<p>Wide participation by PP students to match that of non-PP students taking part in after school clubs, peri-music lessons and other enrichment activities and extracurricular opportunities. (At least 30% PP representation)</p> <p>PP VIP strategy consistently applied to any opportunities provided by school. PP 30% to be implemented and supported by invitation and preselecting.</p> <p>Every PP child should by the time they leave have taken part in one or more extracurricular opportunities or interactions.</p>
<p>Attendance will increase for disadvantaged students – including using external agencies to support students' reintegration. For PP attendance to be in line with non PP attendance.</p>	<p>Attendance for disadvantaged students to be in line with non-disadvantaged students.</p> <p>Attendance Officer/Head of Year will promptly call families who have an absent child without reason. PP VIP applied.</p> <p>Extremely poor attendance (below 90%) will be challenged and support offered to families, through fast and clear communication. In line with our relational approach the aim is to understand and identify any issues behind the attendance concern and put support and strategies into place.</p> <p>Increased engagement with parents, through fast track and act fast to close any emerging differences in the attendance of PP students when compared with non-PP students.</p> <p>Half termly review of data tracked and actions put in place.</p>
<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a particular focus on English and Maths.</p>	<p>P8 score for disadvantaged students to be in line with the whole cohort.</p>

## 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. Total PP funding allocation 2025-26 is £207,730.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost 2024-25: £59,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on embedding research informed practices to improve teaching and learning. Focus on Feedback as part of quality first teaching and learning, through CPD, 'Walk Thrus' focus and use of the ARC model and the EEF guidance Report of Feedback will inform classroom practice.</p> <p>Maintain our CPD focus of development of stretch and challenge, engagement and pace including metacognitive strategies in the classroom.</p> <p>Implementation of low stakes /retrieval testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge to build confidence.</p>	<p>Best Practice (EEF +8 months)</p> <p>The EEF Teaching and learning Toolkit suggests that these strategies will enable disadvantaged students to make up to 8 months additional progress when employed successfully in the classroom.</p> <p><i>Sutton Trust – quality first teaching has direct impact on student outcomes.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	<p>1, 2, 3</p>
<p>Use of GL Assessments to support diagnosis of disadvantaged students' individual learning needs, in order to identify gaps in learning that will impact on pupil progress and attainment and better equip classroom teachers and support staff, and to inform specific interventions to support their learners.</p>	<p>The EEF suggests that investment in diagnostic testing will enable schools to be more evidence informed in supporting the bespoke needs of individuals, rather than a generic approach to interventions.</p> <p>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups.</p> <p><i>EEF-Diagnostic-Assessment-Tool.pdf (d2tic4wvo1iusb.cloudfront.net)</i></p>	<p>1 – 2</p>

<p>Whole school strategies on literacy, including; vocabulary acquisition, tiered vocabulary and PiXL unlock strategies.</p> <p>Our strategies are informed by the EEF Guidance report, and focus in particular on strand 1, prioritising ‘disciplinary literacy’ across the curriculum, and strand 2, and providing targeted vocabulary instructions in every subject. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support</p>	<p>The EEF Guidance report on Improving Literacy in Secondary Schools, identifies that literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</p> <p>The EEF Toolkit also identifies that specific reading comprehension strategies which focus on the learner's understanding of written texts can have an average impact of an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>1-2</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 61,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National Tutoring programme – Continued small group intervention in English with selected students, based on gap in progress as a result of Covid-19.</p>	<p>Evidence shows that there is a substantial attainment gap between pupils from disadvantaged backgrounds and their classmates – and this is likely to have grown significantly since school closures. There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind.</p> <p>The National Tutoring Programme (NTP) will help boost the learning of those pupils most affected by the impact of missed time in school during the pandemic.</p> <p>The programme gives pupils access to one-to-one, online or small group teaching with specialist tutors.</p> <p>We know from the EEF that the average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.</p>	<p>1-2</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
<p>Funding of Progress Tutors, to lead on targeted English intervention led by progress tutors, to deliver targeted catch up sessions. To create an 'extra set' in year 7 for English.</p> <p>This will allow teachers to work with slightly smaller classes and will allow for a smaller 'nurture' group to offer the most vulnerable with low prior attainment to work on a more personalised curriculum.</p> <p>Progress Tutors will also be responsible for leading on bespoke English interventions, as well as working with the head of faculty to adapt the wider curriculum in English in response to the GL assessment outcomes and gaps in knowledge being identified.</p> <p>To deliver a bespoke reading strategy programme created by our Literacy Lead, for disadvantaged Y7 and Y8 students whose reading age is below 10 years.</p>	<p>Pre and post assessment data for students receiving tuition suggest that most students make rapid progress and the EEF toolkit informs us that small group tuition can have the impact of up to 5 months' additional progress.</p> <p>Internal GL reading assessment in conjunction with the NGRT profiles identify specific reading skill deficiencies amongst disadvantaged students, in particular inference, which we know is crucial in being able to make progress and access the curriculum and assessments. Progress Tutor led intervention via the Rapid Plus Programme will be addressing these gaps in reading skills through bespoke literacy intervention.</p> <p>Reducing class size has a small positive impact of 2+ months, on average, according to the Education Endowment Foundation's Tool Kit. The additional staffing allows for a teacher in English and maths to be free in form time for intervention with small groups. According to the EEF, small group work could lead to an additional 4 months' progress over the academic year</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1-2
<p>PP Study Skills tailored programme. Focusing on teaching them specific metacognition and self-regulation approaches.</p> <p>Membership for 15 PP students to take part in the Villiers Park programme. The aim is to increase the number of pupils from under-represented backgrounds progressing to highly selective universities.</p> <p>Maximise Potential motivational speakers to speak to all year 11s regarding exams and their future</p>	<p>According to EEF the potential impact of metacognition and self-regulation approaches is high (+7 months' additional progress).</p> <p>The EEF also states that metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for the task.</p> <p>In addition, targeted intervention programmes can have a positive effect on raising motivation and aspiration.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	1 - 3

following its success in previous years.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £86,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer to ensure adequate systems are in place to track attendance and support families in improving student attendance.</p> <p>Collaboration between Attendance Officer, Pastoral Team, and PP Lead to identify barriers to attendance and put early interventions in place to improve attendance – including reintegration processes and engagement of external agencies.</p> <p>Other strategies included:</p> <ul style="list-style-type: none"> <li>Communicating the importance of school attendance to families</li> <li>Having awards for high attendance, and pupils meeting specific attendance targets</li> <li>Creating displays in the school, promoting and celebrating high attendance</li> </ul>	<p>Research into both school absenteeism and truancy has consistently shown that a much higher and disproportionate number of pupils who come from deprived social backgrounds are more likely to miss school, play truant and underachieve than their peers who come from more favourable social and economic home backgrounds. The Key (School Leaders) state there's a clear link between poor attendance and lower academic achievement</p> <p>DfE research (2012) on improving attendance at school found that: Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English. 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 10-15% of all sessions</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagemen">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagemen</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	5
<p>Emotion Coaching - To promote a school culture of positive mental health and wellbeing for students, staff and families.</p>	<p>EEF states that 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.</p>	7

<p>To focus on and promote a relational approach across all school interaction and communication, acknowledging the need to be attachment aware and trauma informed.</p>	<p>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective. Other targeted interventions and universal approaches have positive overall effects (+4 months) according to the EEF.</p> <p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p><i><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></i></p> <p><i><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagemen">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagemen</a></i></p> <p><i>Behaviour interventions   EEF</i> <i>(educationendowmentfoundation.org.uk)</i></p> <p><i><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></i></p>	
<p>Parental Engagement - Key elements to implement include:</p> <ul style="list-style-type: none"> <li>● tailoring communications to encourage positive dialogue about learning</li> <li>● regularly reviewing how well the school is working with parents, identifying areas for improvement</li> <li>● offering more sustained and intensive support where needed</li> <li>● approaches and programmes which aim to inform and support parents to develop skills such as literacy, emotional relations, or IT skills</li> </ul>	<p>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. There are also higher impacts for pupils with low prior attainment.</p> <p><i><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></i></p> <p><i>Working with Parents to Support Children's Learning   EEF</i> <i>(educationendowmentfoundation.org.uk)</i></p>	<p>4-5-6</p>

<p>Diagnostic tools to identify social and emotional barriers to learning and target support.</p> <p>Pastoral support packages through Engage, Reflection, ELSAs, Wellbeing Group and the attendance lead, with focus on identifying and supporting with regards to barriers to engagement.</p>	<p>Evidence from the EEF indicates that mentoring can have a positive impact on academic outcomes by accelerating learning by approximately one month with students from disadvantaged backgrounds. Positive effects have also been reported in attitudes to school, attendance and behaviour.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	6
<p>To ensure that all disadvantaged students have access to resources to aid their revision and preparation for GCSE exams, including a particular focus on and support for HPAs – leading to better attainment in their terminal examinations.</p> <p>Support for art/technology/PE with practical equipment and ingredients, music lessons and transport to improve cultural capital and aspiration.</p> <p>Financial support for trips and activities, support for targeted careers advice and activities.</p> <p>Provision of online library and reading app, as well as devices for disadvantaged students to be able to access these resources.</p>	<p>To ensure that disadvantaged students have everything they need to aid with their learning and revision in all subjects.</p> <p>The EEF suggests that evidence indicates that, on average, students make two additional months' progress per year from extended support via participation in academy programmes and extracurricular activities.</p> <p>Higher attainment in reading indicates better life chances. Reading a wide variety of genres will support vocabulary acquisition.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	3-4
<p>Ensure enrichment opportunities complement the taught curriculum and help to engage learners in the wider curriculum offer - with particular focus on HPA, SEND and PP learners.</p> <p>Developing cultural capital, through curriculum enrichment and career opportunities.</p>	<p>Students who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these.</p> <p>Although evidence from the EEF suggests that the impact on academic improvement is small, we feel that it is an important factor that contributes to students attending school and improving their behaviour when they are here.</p>	4-5-6

School pupil premium (VIP) policy	<p>A whole school low cost strategy to support and challenge disadvantaged students in the classroom. As well as reinforcing the key principle of collective responsibility and united approach towards the progress and support provided for pupil premium students. Inclusion and equity is crucial in classrooms to ensure that all students get the same positive outcomes regardless of where they started or what unique challenges they might experience.</p> <p>Funding is for leadership and management time to prepare resources and quality assure impact within the classroom.</p>	1, 2, 3, 4, 5, 6
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**Total budgeted cost: £207,730**

# 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. The strategy statement, the summary below and the reviewed PP whole school tiered strategy have been reviewed by senior leaders and the allocated governor. The next review will be in Autumn term 2025.

The budget for 2024/25 was £170,298

Strategy Chosen Approach	Cost (£)	Impact/ Outcome	Evaluation																																																																																																				
English Progress Tutor  (Teaching)	35,142	<p>Increased capacity for in class interventions and reduced class sizes. After school and tutor intervention sessions.</p> <p>With English, it was recognised that interventions need to be more focused, timely and clearly targeted. From 2024 data there are concerns with regards to PP students’ performance in English. Also, within our local context of Norfolk, our PP students underperformed.</p> <p>The SLT lead for Progress will manage the English faculty, and we will ask for PP progress analysis after tracking 1 and the first round of PPE with a clear plan for intervention based on current progress. This will be a focus in line management meetings.</p> <p><b>2025</b></p> <p>No progress 8 scores.</p> <table border="1"> <thead> <tr> <th colspan="5">Standard Pass: Grade 4 and above in both English and Maths</th> <th colspan="5">Strong Pass: Grade 5 and above in both English and Maths</th> </tr> <tr> <th></th> <th>2021/22</th> <th>2022/23</th> <th>2023/24</th> <th>2024/25</th> <th></th> <th>2021/22</th> <th>2022/23</th> <th>2023/24</th> <th>2024/25</th> </tr> </thead> <tbody> <tr> <td>Acle all</td> <td>70.8</td> <td>63.1</td> <td>65.4</td> <td>66.7</td> <td>Acle all</td> <td>45.8</td> <td>38.6</td> <td>43.3</td> <td>47.1</td> </tr> <tr> <td>Acle non FSM</td> <td>80.0</td> <td>67.7</td> <td>67.9</td> <td>72.4</td> <td>Acle non FSM</td> <td>52.0</td> <td>39.8</td> <td>51.9</td> <td>52.9</td> </tr> <tr> <td>Acle FSM</td> <td>38.1</td> <td>42.9</td> <td>56.5</td> <td>33.3</td> <td>Acle FSM</td> <td>23.8</td> <td>33.3</td> <td>13.0</td> <td>13.3</td> </tr> <tr> <td><b>Acle gap</b></td> <td><b>-41.9</b></td> <td><b>-24.8</b></td> <td><b>-11.4</b></td> <td><b>-39.1</b></td> <td><b>Acle gap</b></td> <td><b>-28.2</b></td> <td><b>-6.5</b></td> <td><b>-38.9</b></td> <td><b>-39.6</b></td> </tr> <tr> <td>National all</td> <td>68.8</td> <td>65.1</td> <td>65.0</td> <td>64.5</td> <td>National all</td> <td>49.8</td> <td>45.3</td> <td>45.9</td> <td>45.2</td> </tr> <tr> <td>National non FSM</td> <td>74.5</td> <td>71.6</td> <td>71.9</td> <td>71.0</td> <td>National non FSM</td> <td>55.4</td> <td>51.2</td> <td>52.3</td> <td>52.1</td> </tr> <tr> <td>National FSM</td> <td>47.0</td> <td>42.9</td> <td>43.3</td> <td>43.6</td> <td>National FSM</td> <td>28.4</td> <td>24.9</td> <td>25.8</td> <td>25.6</td> </tr> <tr> <td><b>National gap</b></td> <td><b>-27.5</b></td> <td><b>-28.7</b></td> <td><b>-28.6</b></td> <td><b>-27.4</b></td> <td><b>National gap</b></td> <td><b>-27.0</b></td> <td><b>-26.3</b></td> <td><b>-26.5</b></td> <td><b>-26.5</b></td> </tr> </tbody> </table> <p><b>Intervention Groups KS4</b></p> <p>Small group intervention during P6 sessions. Students were selected by marginal gains at the 3-4 borderline. This intervention was moderately effective but was also affected by the number of P6 sessions on and student attitude towards these at the end of</p>	Standard Pass: Grade 4 and above in both English and Maths					Strong Pass: Grade 5 and above in both English and Maths						2021/22	2022/23	2023/24	2024/25		2021/22	2022/23	2023/24	2024/25	Acle all	70.8	63.1	65.4	66.7	Acle all	45.8	38.6	43.3	47.1	Acle non FSM	80.0	67.7	67.9	72.4	Acle non FSM	52.0	39.8	51.9	52.9	Acle FSM	38.1	42.9	56.5	33.3	Acle FSM	23.8	33.3	13.0	13.3	<b>Acle gap</b>	<b>-41.9</b>	<b>-24.8</b>	<b>-11.4</b>	<b>-39.1</b>	<b>Acle gap</b>	<b>-28.2</b>	<b>-6.5</b>	<b>-38.9</b>	<b>-39.6</b>	National all	68.8	65.1	65.0	64.5	National all	49.8	45.3	45.9	45.2	National non FSM	74.5	71.6	71.9	71.0	National non FSM	55.4	51.2	52.3	52.1	National FSM	47.0	42.9	43.3	43.6	National FSM	28.4	24.9	25.8	25.6	<b>National gap</b>	<b>-27.5</b>	<b>-28.7</b>	<b>-28.6</b>	<b>-27.4</b>	<b>National gap</b>	<b>-27.0</b>	<b>-26.3</b>	<b>-26.5</b>	<b>-26.5</b>	Effective
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		<p>the day. This year we will also add small group intervention during form time for these students.</p> <p><b><u>Intervention Groups KS3</u></b></p> <p>Targeted literacy support took the form of small group interventions where students were selected according to their reading age result after sitting the New Group Reading Test (NGRT) by GL Assessment, with priority given to PP students. These groups followed the Lexonik Advance and/or Lexonik Leap literacy intervention programmes dependent on their need. Both programmes focus on rapid recognition and processing of phonemes and understanding key prefixes and suffixes to decode meaning from unfamiliar words.</p> <p>Pre and post-testing of Year 7 students targeted by this intervention showed an average gain of 3 years in reading age, results reinforced by termly NGRT testing.</p> <p><b><u>Year 7 &amp; 8 (Catch-up Groups)</u></b></p> <p>As in previous years, the progress tutor taught timetabled year 7 and year 8 classes, using the SOLs of the Year 7 and 8 Programme of Study. The small group sizes have offered the opportunity to further differentiate work and scaffold their learning.</p> <p>Most of the students are working at or above their expected progress.</p> <p>In addition, this year we will be using the Little Wandle Code programme to supplement the Lexonic programme. This will help students who may have basic phonics knowledge but need to work on developing their fluency and comprehension.</p>	<p>Moderately effective</p> <p>Effective</p>
<p>Literacy / Oracy Staff CPD (Teaching)</p>	<p>2,000 1,500</p>	<p>Continued whole school focus as part of the SDIP on oracy and reading strategies. Strategies are being embedded and faculties have started to explore oracy as part of their assessment. Voice 21 work has further embedded oracy into the curriculum. Debate club and form time oracy activities are planned into the wider curriculum, to further embed oracy skills for students. PP students are targeted for enrichment activities.</p> <p>CPD delivered on guided reading and the promotion of oracy activities have encouraged the use of further literacy strategies across the curriculum. Learning walks and observations show that</p>	<p>Effective</p>

		<p>disadvantaged learners are engaging more with oracy based tasks.</p> <p>Form reader programme has been embraced across all years, with year 11 completing theirs with comprehension tasks and re-reading GCSE Literature texts as a form of intervention. Reading for pleasure has been re-launched to staff and students to promote the power of reading.</p> <p><b>Progress tutor provides whole school literacy support</b>, working in collaboration with respective departments to enrich literacy in classrooms and lessons, developing subject-specific resources to further embed key concepts and approaches and bring consistency to their use across the school. This is not specifically targeting PP students but alongside its aim to have an impact on literacy as a whole, the expectation is that PP students' comprehension of this content will be prioritised by classroom teachers.</p>	<p>Effective</p> <p>Moderately effective</p>
<p>Additional literacy / wider reading resources (Academic Support)</p>	<p>6,000</p>	<p>Those students making less progress in GL progress tests, with low even scores, require “further support with more challenging vocabulary”. This will be addressed through the implementation of a more robust homework programme in English but also on a whole school level through guided reading tasks including non-fiction texts.</p> <p>Rapid Plus has been effective overall in addressing the development of inference skills with post-intervention testing showing an improvement in comprehension ability. However, it is clear that students require further support relating first to decoding and vocabulary acquisition. To this end, Lexonik Advance Level 2 programme has been introduced and will be used for interventions for the weakest readers identified from GL reading tests. A much more focussed, structured, six-week intervention programme, Lexonik has been shown to improve reading skills significantly and has its own pre-and post-intervention testing to measure progress. It is hoped that this programme will have a much more demonstrable impact, with successful students then selected, where appropriate, to progress to Rapid Plus afterwards. This will be evaluated at the end of 2025.</p> <p>In addition, Writing books- Just Write were purchased for Year 7 to help develop extended writing skills as indicated by SATS data- this has proved highly impactful and will continue next year.</p>	<p>Effective</p> <p>Effective</p>

Additional curriculum resources (Academic support)	23,800	<p>Revision guides, books, calculators, stationery, food ingredients and art supplies to aid and enable participation in practical courses and inclusion through removing barriers to learning and fostering whole school inclusion. Home learning support is provided via access and loan of laptops, tablets and internet boosters in order to ensure students can access online work, lessons, homework, and revision apps and tools.</p> <p>Ensuring that parents know what support is available to students via clear communication with home has improved parental engagement with the PP lead, form tutors and heads of year in seeking and accessing support available. The clarity and open dialogue have been well received (parental surveys) and also further improved relationships with families, engagement and access to wider curriculum activities such as after school interventions and clubs by students.</p>	Highly effective
HAP Aspire Interventions (Academic support)	2,500	<p>Membership for 12 high-prior attaining students (the large majority of which are PP) to take part in the Brilliant Club. The aim is to increase the number of pupils from under-represented backgrounds progressing to highly selective universities. Students found out more about university and several students who had previously not considered applying to university now express an interest in doing so. We will choose a new programme (Villiers Park) for this academic year.</p>	Moderately effective
Nurture intervention groups (ELSA) / Wellbeing / Drawing and Talking / Social Skills / Homework club (Wider Strategies)	3,700	<p>Nurture curriculum intervention provided through different interventions delivered via Inspire, led and overseen by the SENDCo, including wellbeing group, social skills, homework club, lunchtime provision of The Nest, as well as mentoring through ELSA and Drawing and Talking.</p> <p>Students are identified via student surveys, or referral from the SENDCo or Head of Year. Provision is logged and impacts evaluated on entry and exit. All provision is logged on Provision Maps via Edukey, and shows development in confidence, wellbeing and engagement in school life. Next step will be to correlate impacts of the groups alongside student survey results.</p>	Effective
Pastoral Staff - Wellbeing, emotional support and behaviour.	22,000 5,000 (attendance)	<p>Support provided via pastoral team, including Head of Year and Attendance Officer. We have increased capacity within the pastoral and safeguarding team. We are currently working on ensuring that pastoral staff are using tracking data, student survey data, attendance data and behaviour data, to work</p>	Effective

(Wider Strategies)		<p>proactively in identifying barriers to learning for our disadvantaged students. As well as ensuring the new behaviour system focusing on emotion coaching and restorative conversations, is well understood and applied by all staff through the support of the pastoral team.</p> <p>Attendance is still a concern amongst our disadvantaged students. Main reasons identified are anxiety and lack of parental support when strategies are put into place. Attendance Officer is working effectively with disadvantaged families, applying the PP VIP policies. We have introduced a rewards strategy as well as ensuring a phone call is made rather than standard text message in order to try and identify potential barriers and resolve these more efficiently. Heads of Year are also making morning phone calls to try and help to get students into school.</p>	<p>Moderately Effective</p>
Counsellor (Wider strategies)	4,000	<p>Referrals ongoing as identified via pastoral team as required. Counselling provision has been extended due to further need post Covid, and the additional mental health challenges students are reporting and facing. Access to counselling and provision provided are monitored and logged via Provision Map. On the whole we can see that access to counselling has improved attendance and wellbeing of students.</p>	<p>Effective</p>
Cultural Capital and social skills support.  New PE / club resources.  Rewards (Wider strategies)	6,000 7,000	<p>As part of our whole school focus on cultural capital and breaking down barriers, we continue to support disadvantaged students so they can participate in activities such as DofE, cadets, and trips which further widens the curriculum, and provides extra opportunities for disadvantaged students.</p> <p>We continue to support disadvantaged students with provision for music lessons, extracurricular music clubs, and access to instruments. Uptake is good and the number of students who carry on playing an instrument after KS2 is good.</p> <p>We ensure that all disadvantaged students have access to activity days events, attend prom and that PP VIP is applied on selections and on rewards events.</p>	<p>Effective</p>
Additional support for school inclusion.	18,000	<p>In addition to the traditional academic resources we have provided for students, we have increased our support for basic wellbeing with our uniform allowances for parents and introduced free breakfast and snack at break time in addition to the free school lunchtime meal for our FSM disadvantaged students. This was in response to a request from student voice. The uptake is good, with around 40% of students regularly</p>	<p>Highly Effective</p>

		claiming breakfast and break snack, which shows a need for the provision. This has now changed due to a change in provider. Students can still have a free breakfast and lunch.	
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## Externally provided programmes

Programme	Provider
NGRT	GL Assessment
NGST	GL Assessment
PTE	GL Assessment
PiXL Wave/ Edge	PiXL
ELSA	ELSA Supervision and Support

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

# Further information (optional)