Pupil Premium Strategy Statement

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	The Axholme Academy
Number of pupils in school	519
Proportion (%) of pupil premium eligible pupils	28
Academic year/years that our current pupil premium strategy plan covers	2025/26 to 2027/28
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	D Keogh (Principal)
Pupil premium lead	K Causier (Assistant Principal)
Governor / Trustee lead	Tamara Fox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 156268
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 156268

Part A: Pupil premium strategy plan

Statement of intent

Our intention is for all students, irrespective of their background and individual needs, to make strong progress as they move through our broad and ambitious '5 year learning journey' curriculum. Our curriculum is designed to ensure that all learners are equipped with the knowledge and skills they need to succeed in education and life. Our curricular pillars underpin our implementation by ensuring that students are:
● Ready to learn in inclusive classrooms
● Able to learn and make progress from quality first teaching
● Ambitious, aware, responsible, thoughtful and involved members of the academy community

The following aspects of our curriculum are designed to address local needs that are particularly relevant to disadvantaged students:
● Providing wider opportunities and experiences that are difficult to access in our local communities.
● Developing independent learning skills early, enabling students to get the most out of every learning opportunity.
● Ensuring that every student reads regularly and widely.
● Raising aspirations, enabling students to make informed choices and equipping them for their next steps through our wider careers program.

High quality first teaching is at the heart of our school improvement journey and Pupil Premium strategy. We use a range of evidence based approaches to shape our Teaching and Learning strategies, including:
● Rosenshine's Principles of Instruction
● Cognitive Load Theory
● Metacognition and self-regulation
● Experiential Learning
● Retrieval Practice
● Spaced Learning
● Feedback

Evidence suggests that disadvantaged students benefit disproportionately from high quality teaching, we therefore use strategies to secure the highest quality teaching and enable all learners to get the most from every learning opportunity.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students make significantly less progress than other students. The progress gap has increased since the Covid pandemic and is almost equivalent to 1 grade in every qualification these students take.
2	The proportion of disadvantaged students attaining standard and strong passes in both English and Mathematics is significantly lower than non-disadvantaged students.
3	Disadvantaged students typically have lower literacy levels than other students. 30% of our students eligible for Pupil Premium funding have a reading age below their actual age. This is 15% below the academy average.
4	Disadvantaged students and their families are less engaged with school as evidenced by a range of metrics (student attendance, Academic Review attendance, Ready to Learn grades, Able to Learn grades)
5	Disadvantaged students are less likely to gain experiences that develop the cultural capital needed to compete with their peers locally and nationally. This can impact negatively on students' aspirations, mindsets and intrinsic motivation levels.

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
Improve the attainment of disadvantaged students make in all subjects	By the end of the 2025/26 academic year disadvantaged students will achieve attainment in line with targets
Improved outcomes in the proportion of disadvantaged students achieving standard and strong passes in GCSE English and Maths.	By the end of the 2025/26 academic year, achieve estimates of: ● 5-9 in En & Ma PP: 38% ● 4-9 in En & Ma PP: 58%
Literacy early interventions demonstrate impact and enable a higher proportion of disadvantaged students to access the curriculum and secure strong outcomes.	The literacy gap between disadvantaged and other students has significantly narrowed or closed. 100% of students identified as having low literacy levels receive personalised literacy support.

Disadvantaged students and their families engage well with school (demonstrated by student attendance and academic review attendance).	Disadvantaged students' attendance is improving and in line with the national average. Tracking of Academic Review uptake shows an increase in uptake of disadvantaged students and their families.
The academy's wider curriculum pledge and academic support have high levels of uptake and demonstrate impact on students' engagement and cultural capital.	100% of disadvantaged students have engaged with all aspects of the academy's wider curriculum pledge in line with non disadvantaged. Y11 disadvantaged students have transport available home after Period 6 lessons. There is no difference between Period 6 attendance of disadvantaged and other students.

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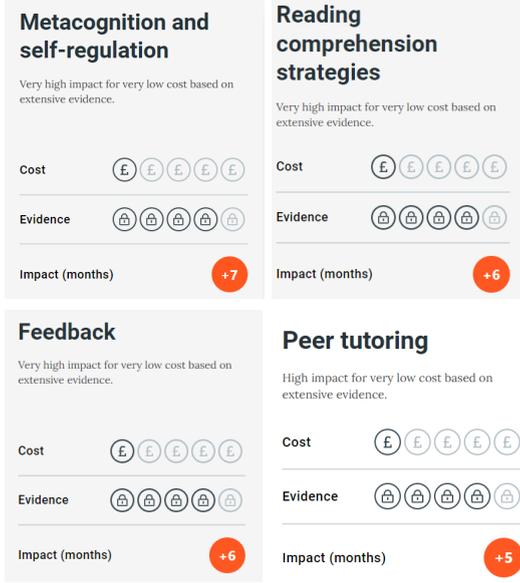
Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,732

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit, train and retain teaching staff and leadership capacity to implement the following elements of our curriculum to ensure they have a positive impact on the learning and progress of disadvantaged students. **Prioritising disadvantaged students -** we systematically plan for our disadvantaged students to benefit from quality first teaching by knowing who our PP students are so that teachers question PP students, support them and check their books first. Furthermore, we prioritise closing the learning gaps of disadvantaged students when conducting in-year curriculum reviews.	**Metacognition and self-regulation** Very high impact for very low cost based on extensive evidence. Cost £ £ £ £ £ Evidence 🔒🔒🔒🔒🔒 Impact (months) +7 **Reading comprehension strategies** Very high impact for very low cost based on extensive evidence. Cost £ £ £ £ £ Evidence 🔒🔒🔒🔒🔒 Impact (months) +6 **Feedback** Very high impact for very low cost based on extensive evidence. Cost £ £ £ £ £ Evidence 🔒🔒🔒🔒🔒 Impact (months) +6 **Homework** High impact for very low cost based on very limited evidence. Cost £ £ £ £ £ Evidence 🔒🔒🔒🔒🔒 Impact (months) +5	1,2, 3
Metacognition and self-regulation: ● Independent Learning Planners - to help students organise their independent learning. ● Reflection Journal - help students reflect meaningfully on their attendance, readiness to learn, ability to learn and wider curriculum Pledge participation. ● Lessons structured around the Academy's 6Rs approach to teaching and Learning		
Reading comprehension strategies: ● Tutor Led Reading - 20 minutes x 3 days per week to model reading texts from the academy canon. ● DEAR time - 20 minutes x 4 days per week free reading for enjoyment. ● GL assessment package and The Day are used to identify and support literacy needs across the academy; and Literacy Lessons - every KS3 student has dedicated time in the curriculum to boost their reading age. ● All PP students have access to a reading book appropriate to reading age via the Academy library		
Feedback: ● Retrieval starters - every lesson begins with retrieval questions, feedback and green pen work. ● Green pen use in books shows how students have responded and self corrected any errors and misunderstandings throughout the lessons.		

- Mini whiteboards - are used as a key formative assessment technique to gather whole class responses during lessons.
- Strengths, Target & Question feedback - this approach is used to provide effective whole class feedback to ensure feedback is manageable and meaningful.
- Retrieval Point Assessments (RPA) and Strength & Gaps reports - every student from Y7-11 sit termly high stakes assessments. Each RPA window culminates in a detailed question level analysis (QLA) which is presented to students and parents as Strength & Gaps reports to inform their independent learning.
- In-year curriculum review - leaders analyse the learning gaps of disadvantaged student groups after each series of RPAs and adapt curriculum planning to meet their needs.
- Seating plans - these are adjusted in all subjects after RPAs to ensure that students are positioned in the classroom according to their RPA performance. Underachieving disadvantaged students are sat closer to the teacher or in a High/Low arrangement to receive additional support.

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

Budgeted cost: £57265

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in staffing and resources enabling the academy to provide timely interventions for students most at risk of underachieving.	EEF toolkit: **Metacognition and self-regulation** Very high impact for very low cost based on extensive evidence. Cost (£)(£)(£)(£)(£) Evidence (lock)(lock)(lock)(lock)(lock) Impact (months) +7 **Reading comprehension strategies** Very high impact for very low cost based on extensive evidence. Cost (£)(£)(£)(£)(£) Evidence (lock)(lock)(lock)(lock)(lock) Impact (months) +6 **Feedback** Very high impact for very low cost based on extensive evidence. Cost (£)(£)(£)(£)(£) Evidence (lock)(lock)(lock)(lock)(lock) Impact (months) +6 **Peer tutoring** High impact for very low cost based on extensive evidence. Cost (£)(£)(£)(£)(£) Evidence (lock)(lock)(lock)(lock)(lock) Impact (months) +5	1, 2, 3

- Period 0 and Period 6 to increase the amount of time for quality first teaching to take place during Y10 and 11 (these strategies provide an additional 5 weeks of learning for KS4). Our P6 provision transport routes three days per week.
- Study skills interventions - where at risk students receive further personalised interventions and support (from teachers and student leaders) for their independent learning (AtL awareness, KS4 Ready approach, Room 4 Improvement). We protect 1 period of non-contact time for staff who run the daily Room 4 Improvement at lunch.
- Reading interventions - where at risk students receive further personalised interventions and support for their independent learning (Reading mentors, reading interventions)
- Provide 24/7 access to endorsed learning materials, devices and support for use in lessons and at home (Sparx Maths, Google Platform, Educake).

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

Budgeted cost: £83,963

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritising disadvantaged students - we Invest in additional support staff capacity in order to give disadvantaged families priority booking for academic review events and directly follow up if these families don't engage. Furthermore, we prioritise disadvantaged students when making 1st day absence calls.	**Parental engagement** Moderate impact for very low cost based on extensive evidence. Cost £ £ £ £ £ Evidence 🔒 🔒 🔒 🔒 🔒 Impact (months) +4	1, 2
Improve attendance of disadvantaged students by: • Attendance Officer in place to ensure that Pupil premium students are targeted first for FDA phone calls • Attendance Officer works closely with the RtL Team to ensure that she is aware of all the issues surrounding the poor attendance of PA and at risk of disadvantaged PA students.	Working Together to Improve School Attendance (August 2024): Recognise that absence is a symptom and that improving pupil's attendance is part of improving the pupil's overall welfare. This can be achieved by prioritising attendance in strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged students including use of pupil premium and support for young carers and children with a social worker.	4
Ensure that disadvantaged students have access to technology outside of school: • RtL Team, Data Manager and Network Manager work closely to ensure that equipment is loaned to students without access to devices or the internet.	**Homework** High impact for very low cost based on very limited evidence. Cost £ £ £ £ £ Evidence 🔒 🔒 🔒 🔒 🔒 Impact (months) +5	4
Ensure that all students participate in each strand of our wider curriculum provision during our 5 year learning journey:		5

● Our wider curriculum Pledge encourages every student to be Involved, Thoughtful, Responsible, Aware and Ambitious. ● Disadvantaged students' participation rates are monitored and interventions are planned to remove barriers to their participation.		
Provide a breakfast club for all Y11 students during RPA and external examinations	Student voice demonstrates that they think breakfast club has a positive impact on their exam readiness	1, 2
Retain our Careers Leader to plan and deliver a high impact CEIAG strategy. We prioritise disadvantaged students to ensure they receive CEIAG input before other students.	EEF Careers education: International literature review concludes that: ● Careers education works best when it is personalised and targeted to individuals' needs from an early age. ● Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.	5

Total budgeted cost: £160960

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.

In line with the national trend, key performance indicators for disadvantaged students in 2024/25 were below expectations but in line with predictions. The percentage of disadvantaged students attaining standard and strong passes in English and Maths were 41% and 27% respectively.

Context:

- 24/25 and 25/26 leavers didn't sit KS2 SATS
- Progress measures can't be calculated without baseline data
- Attainment benchmarks (national averages, previous year groups, FFT estimates) can be misleading without prior attainment data

There are national and local contextual factors to consider alongside 2024/25 outcomes, we accept that disadvantaged students didn't perform as well as expected last year. We have therefore reviewed and reshaped the strategies contained in this document to improve outcomes in 2025/26 and beyond.

Disadvantaged students 2024/25 were supported to gain the necessary qualifications to access the appropriate Post 16 Pathway with 100% success (0% NEET).

Destinations analysis

Course level	PP
Entry Level	50%
Level 1	24%
Level 2	35%
Level 3	16%