

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	Guilsborough Academy
Number of pupils in school	1210
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 – 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Simon Frazer Principal
Pupil Premium Lead	Michael Harrison Assistant Principal
Governor / Trustee lead	Graham Leah Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185675.00
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	£185675.00

Part A: Pupil Premium Strategy Plan

Statement of intent

At Guilsborough Academy, we are committed to ensuring that every student—regardless of background—has access to an ambitious, inclusive education. We hold high expectations for all learners and recognise that disadvantaged students may face complex barriers to success. Our strategy is rooted in evidence-based practice, drawing on national research (e.g. Education Endowment Foundation, Sutton Trust Toolkit) and local contextual analysis to inform funding decisions and drive improvement.

For the 2025–2026 academic year, our Pupil Premium strategy is focused on four key priorities:

1. **Embedding High Expectations and Quality-First Teaching** All staff are trained and supported to deliver consistently high-quality teaching, ensuring disadvantaged students benefit from strong curriculum delivery and adaptive pedagogy.
2. **Delivering Targeted Academic Support** We provide timely, data-informed small-group and one-to-one interventions to accelerate progress and close attainment gaps, particularly in core subjects.
3. **Strengthening Literacy and Language-Rich Learning** We prioritise reading comprehension and vocabulary development across the curriculum, recognising literacy as a gateway to wider academic success.
4. **Addressing Non-Academic Barriers to Learning** Through robust pastoral systems, we support students' emotional wellbeing, attendance, and engagement—working closely with families and external agencies where needed.

Following EEF guidance, our provision is structured across three tiers:

Tier	Focus	Examples
1. Teaching & Whole-School Strategies	Staff CPD, curriculum equity, inclusive classroom practice	Instructional coaching, adaptive teaching
2. Targeted Support	Academic interventions based on diagnostic assessment	Literacy boosters, maths tutoring
3. Wider Strategies	Social, emotional, and behavioural support	Mentoring, attendance outreach, family liaison

We use diagnostic assessment, progress data, and pupil voice to evaluate the effectiveness of our strategy. Our approach is iterative and responsive - ensuring that interventions are refined based on impact and sustainability. Quality-first teaching remains the cornerstone of our work, with the strongest evidence of long-term impact on closing the attainment gap.

Guilsborough Academy is committed to ensuring that disadvantaged students not only achieve academic success but thrive as confident, resilient learners prepared for life beyond school.

Challenges

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

Challenge number	Detail of challenge
1	<p>The national impact of the 2020 and 2021 school closures has reversed a decade of progress in narrowing the attainment gap between Disadvantaged Students and their peers. At Guilsborough Academy, this challenge is reflected in the 2024–2025 Progress 8 (P8) gap of -0.6 between Disadvantaged Students and their non-disadvantaged peers. In response, we are committed to closing this gap through strategic, data-driven approaches.</p> <p>Our Middle Leadership Team (MLT) conducts rigorous data analysis to identify trends and implement targeted, tiered interventions that support Disadvantaged Students. Alongside this, we are focused on securing consistent, high-quality teaching and assessment strategies across the curriculum that are responsive to the diverse needs of all learners.</p>
2	<p>On average, the literacy skills of our Disadvantaged Students are lower than their peers, which impedes progress in all subjects. Our reading age assessments identifies that Disadvantaged Students have lower reading ages than their peers in all year groups. This is particularly evident in Key Stage 3.</p>
3	<p>The attendance rate for our Pupil Premium Students is below that of their peers:</p> <ul style="list-style-type: none"> - 2023 – 2024 84% <p>The overall 2024-2025 attendance rate for our Pupil Premium Students was 86.3%.</p>
4	<p>Parental engagement will be promoted through initiatives designed to ensure parents and carers are regularly informed about their child's academic progress, personal achievements, and areas for development. Strategies and resources will be shared to support learning at home. Addressing the lower average attendance of parents/carers of Disadvantaged Students at parents' evenings, compared to their peers, will remain a priority.</p> <p>Opportunities to develop cultural capital and raise aspirations will be embedded across the curriculum, ensuring all students benefit from enriching experiences that broaden their perspectives and support long-term success.</p>
5	<p>Supporting the social, emotional and behavioural needs of individual Disadvantage Students to foster resilient and effective learners.</p>

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
<p>Students follow an ambitious curriculum that is designed to give all learners the knowledge and cultural capital that they need to succeed in life</p> <p>Curriculum journeys are coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future employment and training</p> <p>Progress and attainment 'gaps' between Disadvantaged Students and their peers narrow in all year groups and across all subjects</p>	<ul style="list-style-type: none"> • The P8 score (as measured by DfE) of Disadvantaged Students is at least 0 with a diminished gap compared to their peers, regardless of students' individual targets • Staff CPD via the Academy's 2025-2026 teaching and learning foci embeds quality-first teaching for all students, utilising effective questioning and feedback strategies • The Pupil Premium Lead raises awareness and timely updates of the academic and personal progress of our Disadvantaged Students through the Team Around the Year structure. Subsequently, this information and data informs and evaluates classroom practice and pastoral interventions • Departments design and implement tiered interventions to support the progress of Disadvantaged Students across the curriculum, focussing on the foundational knowledge and skills that are imperative to sequenced learning
<p>Improved literacy skills and reading comprehension of Disadvantaged Students across all year groups</p>	<ul style="list-style-type: none"> • The English progress gap between Disadvantaged Students and their peers narrows across all year groups • The 'gap' between the reading ages of Disadvantaged Students and their peers diminishes by at least 1 year • Disadvantaged Students with a reading age >1 year behind their chronological age receive tiered small-group interventions (for example, Reading Buddies, Fresh Start, Lexia, NTP) • The Key Stages 3-4 Guided Reading programme explicitly teaches tiers 2 and 3 vocabulary, etymology and comprehension strategies • Increased Reading for Pleasure opportunities via year group fiction, Sora, competitions, newsletter and LRC resources e.g. reading books and magazine subscriptions
<p>Reduce the attainment gap between Disadvantaged Students and their peers</p>	<ul style="list-style-type: none"> • MLT, HoYs and the Pupil Premium Champion routinely and effectively analyse data to consistently monitor the progress of

<p>Reduce in progress gap between Disadvantaged Students and their peers prior to beginning GCSEs, as well as their outcomes</p>	<p>Disadvantaged Students and allocate interventions where necessary following progress reports</p> <ul style="list-style-type: none"> • Academic support (1:1 and/or small-group tuition) is targeted at Disadvantaged Students and those with SEND as a priority, where MLT are integral to its ongoing design and evaluation (including the use of external providers where necessary) • Provide revision guides, programmes, resources and core texts for KS4 Disadvantaged Students to support independent learning • IT devices can be loaned if students are unable to access homework or online programmes for revision/independent study/tuition
<p>Deliver cultural capital experiences to ready students for the wider world</p> <p>Foster high aspirations</p>	<ul style="list-style-type: none"> • Cultural capital and aspirational opportunities are mapped and delivered throughout the year, which are pertinent to age-related expectations • Financial support for educational visits to promote the participation of Disadvantaged Students • Provision of peripatetic music lessons • Additional careers guidance opportunities for Disadvantaged Students (2 careers interviews in KS4), which are mapped and recorded • No NEET students
<p>Foster relations with and engagement of parents/carers with Disadvantaged Students</p> <p>The attendance of Disadvantaged Students and their families is proportionally represented at parents' evenings</p>	<ul style="list-style-type: none"> • Personalised and targeted contact between HoYs and the Pupil Premium Champion with parents/carers of Disadvantaged Students prior to parents' evenings, with appointments booked on their behalf where necessary • Alternative communication undertaken in response to non-attendance at parents' evening
<p>Improved attendance of Disadvantaged Students</p>	<ul style="list-style-type: none"> • The attendance of Disadvantaged Students is $\geq 96\%$ • The attendance of Disadvantaged Students is monitored daily and weekly, where parents/carers are informed of our subsequent concerns and actions including referrals to the School Attendance Support Service (SASS) and home visits • The attendance team/HoY/Pupil Premium Champion liaise with families to identify and address attendance barriers where necessary

<p>Promote resilience and positive behaviour for learning</p> <p>Support the needs of students with SEMH</p>	<ul style="list-style-type: none"> • Disadvantage Students account for a proportional representation (14.46%) of positive points and awards received • Reduced the number of behavioural incidents recorded internally for our Disadvantaged Students and where they are recorded, they are proportionally represented accounting for <14.46% of entries • The suspension and permanent exclusion rate for our Disadvantaged Students is ≤ the national rate of 16% and 0.2% respectively • Disadvantaged Students including those with SEMH needs participate in interventions (Commando Joe's and Zones of Regulation) to promote a Growth Mindset
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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.

1 - Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £85671.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staffing (Pupil Premium Champion, HLTA, and Reading School Lead, Outreach manager, Sendco, pupil premium lead)</p> <p>£162131.01</p>	<p>Parental engagement is consistently associated with pupils' school success and can deliver approximately 4 months' additional progress.</p> <p><u>Parental engagement EEF (educationendowmentfoundation.org.uk)</u></p> <p>Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and are worth considering as alternatives to direct behaviour interventions.</p> <p><u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u></p>	<p>1, 2, 3, 4, 5</p>

<p>Staff CPD regarding quality-first teaching strategies, utilising effective questioning and feedback strategies</p> <p>£2000</p>	<p>The attainment and progress gap between Disadvantaged Students and their peers across all subjects within the Academy.</p> <p>Professional development should focus on improving and evaluating pupil outcomes; be underpinned by robust evidence and expertise and should include collaboration. Above all else, CPD must be prioritised by school leadership. <u>Department for Education</u> <u>(publishing.service.gov.uk)</u></p> <p>Good teaching is the most important lever schools have to improve outcomes for Disadvantaged Pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. <u>Pupil Premium Guidance.pdf</u> <u>(educationendowmentfoundation.org.uk)</u></p>	<p>1, 2</p>
<p>NGRT Assessment Online</p>	<p>The Academy's 2022-2023 reading age assessments show that on average, Disadvantage Students are reading 1 year behind their peers.</p> <p>Assessments can help teachers to determine effective pupil-support. Every pupil will have been affected differently by COVID-19. <u>Covid-19 support guide for schools.pdf</u> <u>(educationendowmentfoundation.org.uk)</u></p>	<p>1, 2</p>

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

Budgeted cost: £82966.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted literacy and comprehension programmes</p> <ul style="list-style-type: none"> • Accelerated Reader • Fresh Start • Lexia • Lexia Gold • Guided Reading • Book Buzz • Sora <p>£4106.75</p>	<p>Small-group intervention to support reading skills can add 2+ months' progress. <u>Catch Up Literacy EEF</u> <u>educationendowmentfoundation.org.uk</u></p> <p>Students completing the Accelerated Reader programme made 3 months' additional progress in reading compared to those who did not. For students eligible for FSM, the figure was 5 months' additional progress. <u>Accelerated Reader EEF</u> <u>educationendowmentfoundation.org.uk</u></p> <p>Fresh Start can provide an additional 3 months' progress. <u>Fresh Start EEF</u> <u>educationendowmentfoundation.org.uk</u></p> <p>Teaching reading comprehension strategies can deliver an additional 6 months' progress, <u>Reading comprehension strategies EEF</u> <u>educationendowmentfoundation.org.uk</u></p> <p>Disadvantage Students are the ones who suffer the most from a lack of reading in school. Alex Quigley, Closing the Vocabulary Gap (2018)</p> <p>Vocabulary is intrinsically related to comprehension across the age span. There is profound differences in vocabulary knowledge among learners from different ability or socioeconomic groups. Beck, McKeown, Kucan, The Three Tiers of Vocabulary (2013)</p> <p>Prioritise teaching tiers 2 and 3 vocabulary and the etymology of words to narrow the progress gap. <u>Improving Literacy in Secondary Schools EEF</u> <u>educationendowmentfoundation.org.uk</u></p> <p>1 in 8 Disadvantaged Students in the UK do not own a single book compared to 1 in 11 non-PP students.</p>	<p>1, 2, 4</p>

	<u>1 in 8 disadvantaged children in the UK don't own a single book National Literacy Trust</u>	
Core and Open Subjects learning support <ul style="list-style-type: none"> • Ever learner £400	Targeted academic support can support pupil progress and be employed to boost language development, literacy, or numeracy as well as other subject areas <u>premium/guide to the pupil premium - evidence brief.pdf?v=1726046314</u> <u>Remote Learning Rapid Evidence Assessment. EEF 2020</u>	1, 2, 4,
Outreach provision	The use of targeted provision, including one-to-one support and small group interventions, is supported by the Education Endowment Foundation (EEF) as an effective strategy for improving outcomes for disadvantaged pupils, including those eligible for Pupil Premium. According to the EEF's <u>Teaching and Learning Toolkit on One-to-One Tuition</u> , this approach can lead to an average of five additional months' progress, particularly when: <ul style="list-style-type: none"> • Sessions are short, regular, and structured. • Tuition is linked to classroom learning. • Delivered by well-trained staff. <u>One to one tuition [education...ion.org.uk]</u>	1, 2

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

Budgeted cost: £17710.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure attendance ≥95% for Disadvantaged Students through the use of the Attendance Officer, Family Liaison Officer and SASS working with individual families and completing home visits to eradicate barriers	Recent data shows that disadvantaged pupils' attendance in primary and secondary is a significant concern Pupil absence in schools in England GOV.UK Published 21 March 2024	1, 4, 5

£2,500		
<p>Commando Joe's mentoring programme</p>	<p>Some children do not make expected progress because they do not exhibit positive learning behaviour. This can be due to emotional need that affects their ability to self-regulate. Social and emotional learning can deliver 4 months impact on academic progress.</p> <p><u>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</u></p> <p>Successful schools have effective behaviour strategies with strong social and emotional strategies to help pupils in need of additional support.</p> <p><u>https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils</u></p>	1, 3, 4, 5
<p>Deliver cultural capital experiences and enrichment opportunities to ready students for the wider world</p> <ul style="list-style-type: none"> • Brilliant Club • Enrichment visits • Duke of Edinburgh • Raising aspirations leader • Music lessons • NACE <p>£11,000</p>	<p>Careers programmes should actively seek to challenge stereotypical thinking and raise aspirations. A school's career programme should embed equality and diversity considerations throughout. Focused work raising aspirations has significantly reduced the number of NEETs.</p> <p><u>Addressing the needs of each pupil Gatsby (goodcareerguidance.org.uk)</u></p> <p>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.</p> <p><u>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</u></p>	1, 3, 4, 5
<p>Equip students with the resources they require to learn independently and celebrate success</p> <ul style="list-style-type: none"> • Curriculum and revision resources 	<p>2020 and 2021 school closures have reversed the progress made in the last decade to narrow the progress gap.</p> <p><u>EEF publishes new analysis on impact of Covid-19 on attainment... EEF (educationendowmentfoundation.org.uk)</u></p>	1, 4, 5

<ul style="list-style-type: none"> • Stationary packs • Uniform • Rewards trips • Laptops <p>£4710.67</p>	<p>Purposeful and additional revision or homework activities can provide an additional 5 months' progress. Activities that utilise digital technology typically provides an additional 6 months' progress.</p> <p><u>Homework EEF</u> (educationendowmentfoundation.org.uk)</p> <p>There is a general belief in many countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation.</p> <p><u>School uniform QRF</u></p> <p>National historical attendance gap between Disadvantaged Students and their peers.</p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools</p> <p>Schools should support students' wellbeing by reminding them of their past success.</p> <p><u>Supporting mental health in secondary schools Secondary school mental health and wellbeing Anna Freud Centre</u></p> <p>Students must be able to access online learning. Varying access to the technology needed to complete online learning (Sutton Trust, 2020)</p> <p><u>Best evidence on impact of COVID-19 on pupil attainment</u></p>	
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Total budgeted cost: £186348.43

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.

Outcomes and Targeted Academic Support

All Pupil Premium students successfully transitioned into education, employment, or training, with no students classified as NEET (Not in Education, Employment, or Training). Of the cohort, 14% secured apprenticeships across a range of industries. A further 25% continued their academic studies by completing A levels, primarily at Guilsborough Sixth Form, where tailored support and mentoring helped sustain their progress. The remaining students progressed onto a variety of college-based courses, including vocational and technical pathways aligned with their interests and career aspirations. These outcomes demonstrate the school's commitment to personalised guidance, high expectations, and robust destination planning.

Attendance for Pupil Premium students at Guilsborough Academy has shown a positive upward trend over the past year. While it remains below that of non-Pupil Premium peers, the gap between the two groups is steadily narrowing. Notably, attendance for Pupil Premium students is now stronger than that of comparable schools, reflecting the impact of targeted interventions, close monitoring, and a whole-school commitment to improving attendance outcomes.

A significant step forward in our Pupil Premium strategy has been the appointment of a dedicated Pupil Premium Lead. This role has brought sharper focus, clearer accountability, and stronger coordination to our efforts to support disadvantaged students. Early impact includes tailored staff training, improved tracking of progress and attendance, and more consistent cross-departmental collaboration. The Lead ensures that Pupil Premium priorities are embedded in both strategic planning and everyday classroom practice.

Recent improvements in the mapping and analysis of behaviour incidents have sharpened the focus on specific groups of pupils, enabling earlier identification of needs and more responsive support. This enhanced approach has made it easier to tailor interventions and promote positive outcomes.

While Pupil Premium students have historically been over-represented in recorded negative behaviour events, the refined tracking systems now provide clearer insights into underlying causes. This allows for more proactive and targeted strategies to support engagement and wellbeing. Ongoing staff training will further strengthen this

approach, helping to reduce disproportionality and foster a more inclusive and supportive learning environment.

Attainment and progress

Recent performance data shows encouraging improvements across English and Maths, with clear signs that our interventions are beginning to close the gap.

- In English, the percentage of disadvantaged students achieving Grade 4+ rose from 42.5% in 2024 to 58.8% in 2025, while those achieving Grade 5+ increased from 27.5% to 41.2%. Notably, high attainment (Grade 7+) tripled, rising from 5.0% to 14.7%, indicating growing confidence and challenge at the top end.
- In Maths, Grade 4+ outcomes improved from 37.5% to 55.9%, and Grade 5+ saw a modest rise from 27.5% to 29.4%. However, the proportion of students achieving Grade 7+ fell from 7.5% to 0.0%, highlighting a need for renewed focus on stretch and challenge for higher-attaining disadvantaged learners in Maths.
- Combined English and Maths outcomes also show strong progress. The percentage of disadvantaged students achieving Grade 4+ in both subjects rose from 30.0% to 50.0%, and Grade 5+ increased from 17.5% to 26.5%. These gains reflect the impact of sustained academic support, improved curriculum access, and a culture of high expectations.
- Pupil Premium students at Guilsborough Academy have shown positive outcomes in several subjects, particularly Art, Chemistry, Media Studies, and Textiles, when compared with their performance in other subjects. These areas reflect a range of academic and creative strengths within the cohort. Additionally, PP students have performed comparably to their non-PP peers in the separate sciences, indicating equitable progress and attainment in these core academic disciplines.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Literacy and phonics	The Scholar's Programme
Reading age assessments	Fresh Start
Secondary e-books	Literacy Assessment Online

Literacy	Sora
Metacognition development	Lexia
NACE	Elevate

Further information (optional)

Planning, implementation and evaluation of the Pupil Premium Strategy

Utilising the EEF's Foundations for Good Implementation ([Putting Evidence to Work - A School's Guide to Implementation](https://www.educationendowmentfoundation.org.uk/putting-evidence-to-work-a-schools-guide-to-implementation) | EEF ([educationendowmentfoundation.org.uk](https://www.educationendowmentfoundation.org.uk)), we follow its 4 steps:

- 1) Explore – define the barrier to learning
- 2) Plan – devise the strategy
- 3) Deliver – support its implementation through stakeholders
- 4) Sustain – maintain and nurture its impact

In order to identify areas of need within cohorts and individual Disadvantaged Students, we consult a range of data to ascertain a holistic overview. For example, progress data analysis, book scrutinies and the voice of students, parents/carers and staff (teaching and support). Furthermore, we collaborate with the SWAN network to support other schools and improve our own practise by utilising their effective strategies.