Pupil premium strategy statement

This statement details Alde Valley Academy's use of pupil premium funding to improve outcomes for disadvantaged pupils. It sets out the academy's three-year strategy, planned use of funding, and the intended impact of this work.

School overview

Detail	Data
School name	Alde Valley Academy
Number of pupils in school	633
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2025/26 2026/27 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	
Pupil premium lead	Rob Battle, Assistant Headteacher
Governor / Trustee lead	Julie Winyard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 228,250.0
Service pupil premium	£ 720.0
Looked-after children funding	£ 18,830.0
Total budget for this academic year	£ 247,800.0

Part A: Pupil premium strategy plan

Statement of intent

Alde Valley Academy's intention is that all pupils, irrespective of background or the barriers they face, attend school regularly, access excellent teaching, participate fully in academy life and achieve strong outcomes across the curriculum.

This strategy is aligned with the School Development Plan priorities: Excellent Provision for All; Removing Barriers, Raising Achievement; Great People, Great Futures; Attend Today, Achieve Tomorrow; and Consistent Routines, Positive Culture.

The academy's approach is rooted in the principle that the most effective use of pupil premium funding is to improve the daily experience of disadvantaged pupils in classrooms. This is supported by precise academic intervention and wider support that removes barriers to attendance, behaviour, wellbeing and participation.

High-quality teaching is therefore at the heart of the strategy. Funding will be used to strengthen staff development, instructional coaching, adaptive teaching, diagnostic assessment and early identification of need. Additional funding will support targeted reading, maths, revision, homework and intervention programmes, alongside pastoral, attendance, SEMH and full-access support.

The strategy will be responsive to individual needs and will be based on diagnostic assessment, data analysis, teacher knowledge, pupil voice and family engagement rather than assumptions about disadvantage. Particular attention will be given to pupils who are disadvantaged and also have SEND, an EHCP, weak reading scores, low prior attainment, persistent absence, behaviour concerns, SEMH needs or social care involvement.

Disadvantaged pupils should attend, engage and succeed at least as well as their non-disadvantaged peers. The academy will seek not simply to improve disadvantaged outcomes, but to eliminate gaps in attendance, persistent absence and suspension.

Strategic funding emphasis

The final allocation will be reviewed annually, but the planned model prioritises teaching quality, targeted academic support and wider strategies in line with diagnosed pupil need.

Strategic area	Indicative proportion	Planned value
Teaching, assessment and adaptive support	50%	£123900
Targeted academic intervention	30%	£74340
Wider strategies, attendance, behaviour, SEMH and access	20%	£49560
Total	**100%**	£ 247,800.0

Challenges

This section sets out the key barriers to achievement that have been identified for disadvantaged pupils at Alde Valley Academy and that this strategy is designed to address.

Challenge number	Detail of challenge
1	**Teaching, assessment and adaptive support** Disadvantaged pupils need consistently strong teaching across the curriculum. Where teachers do not routinely use assessment information, reading data, reasoning profiles and known barriers to adapt teaching, pupils are more likely to experience gaps in knowledge, reduced confidence and weaker progress.
2	**Reading, vocabulary and comprehension** Some disadvantaged pupils enter the academy with reading, vocabulary, fluency and comprehension barriers. These barriers affect access to the full secondary curriculum and can reduce progress across all subjects, not only English.
3	**Mathematics, independent practice and academic gaps** Assessment evidence indicates that some disadvantaged pupils have gaps in mathematical fluency, problem solving, prior knowledge, homework habits and independent study. These gaps can become more significant over time if they are not identified and addressed early.
4	**Attendance, punctuality and parental engagement** Some disadvantaged pupils experience lower attendance, higher risk of persistent absence and punctuality barriers. Absence and lateness reduce access to learning and require earlier identification, first-day response, family engagement and coordinated pastoral intervention. In 2024/25, FSM6 attendance was 84.1%, compared with 90.1% for all pupils. Persistent absence affected 42.7% of FSM6 pupils, compared with an estimated 17.7% of non-FSM6 pupils.
5	**Behaviour, SEMH and lost learning time** For some disadvantaged pupils, behaviour, internal truancy, reduced lesson access, fixed-term suspensions and social, emotional and mental health needs create significant barriers to learning. Early identification and coordinated support are required to reduce repeated incidents and protect learning time. In autumn 2024/25, 18.45% of FSM6 pupils received one or more suspensions, compared with approximately 5.7% of non-FSM6 pupils; 9.22% received two or more suspensions, compared with approximately 3.6% of non-FSM6 pupils.
6	**Access to the full life of the academy** Cost, transport, equipment, uniform, wellbeing, confidence and family circumstances can prevent disadvantaged pupils from accessing trips, careers opportunities, enrichment, music lessons, after-school clubs, alternative provision and wider personal development opportunities.

Intended outcomes

This explains the outcomes the academy is aiming for by the end of the current strategy plan and how it will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged pupils experience consistently strong teaching and adaptive support.	StepLab and WalkThrus are embedded within CPD, coaching and quality assurance. Lesson visits, book scrutiny and pupil voice show that staff use modelling, questioning, checking for understanding, scaffolding and feedback effectively. Assessment information is used to adapt teaching for disadvantaged pupils.
Assessment information is used earlier and more precisely to identify barriers.	NGRT, CAT4 and 4Matrix information is available to leaders and staff. Disadvantaged pupils with reading, reasoning, prior attainment or subject gaps are identified quickly and matched to appropriate classroom support or intervention.
Reading, vocabulary, maths and academic gaps reduce.	Thinking Reading, Reading Plus, Sparx Maths, GCSEPod and targeted subject intervention show strong attendance, completion and progress. Reading data, subject assessments and GCSE indicators show improved outcomes for disadvantaged pupils.
Attendance improves and persistent absence reduces for disadvantaged pupils.	Power BI dashboards enable earlier identification of declining attendance. First-day calling, parental engagement and pastoral follow-up are consistent. The attendance gap between disadvantaged pupils and their peers reduces and fewer disadvantaged pupils become persistently absent.
Behaviour, SEMH and suspension barriers reduce.	W1, W2 and W3 incidents, internal truancy, removals, IEU placements and fixed-term suspensions for disadvantaged pupils reduce. Pupils with SEMH needs receive earlier support, structured reintegration and coordinated plans.
Disadvantaged pupils access the full life of the academy.	Participation in trips, clubs, careers activities, enrichment, music and after-school opportunities increases. Equipment, uniform, transport, mental health support and alternative provision are used to remove barriers where needed. Pupil voice indicates stronger belonging and confidence.
Disadvantaged pupils sustain a positive destination after KS4.	For 2023 leavers, 84% of disadvantaged pupils remained in education, an apprenticeship or employment for two terms after KS4. The academy is ambitious for this figure to rise to at least 90%, with a longer-term aim to match or exceed the local authority non-disadvantaged figure of 96% and the national non-disadvantaged figure of 95%.

Attendance and behaviour baselines and 2026/27 targets

Measure	Baseline	2026/27 target
Attendance	FSM6 84.1%; all pupils 90.1%	Disadvantaged attendance rises to at least 90%, with the gap to non-disadvantaged pupils substantially reduced and moving towards no gap.
Persistent absence	FSM6 42.7%; non-FSM6 approximately 17.7%	Reduce disadvantaged persistent absence to below 30%, with a sustained reduction in the gap to non-disadvantaged pupils.
One or more suspensions	FSM6 18.45%; non-FSM6 approximately 5.7%*	Reduce the disadvantaged suspension rate to below 10% and substantially narrow the gap to non-disadvantaged pupils.
Two or more suspensions	FSM6 9.22%; non-FSM6 approximately 3.6%*	Reduce repeat suspension among disadvantaged pupils to below 5%.

*Source: IDSR, June 2026. * The non-FSM6 suspension figures are approximate calculations from IDSR cohort data; they are not directly published by Ofsted.*

Activity in this academic year

This section details how the academy intends to spend pupil premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £123900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and embed StepLab as the academy's evidence-informed model for professional development and instructional coaching. StepLab will support high-leverage classroom practice including explanation, modelling, questioning, checking for understanding, feedback, behaviour for learning and adaptive teaching. (software £5000, training £10,000)	Evidence-informed professional development is most effective when it is sustained, focused, practised and supported by implementation mechanisms such as coaching. Strengthening high-quality teaching is the highest-leverage school-based approach for improving outcomes for disadvantaged pupils.	1, 2, 3, 5
Provide all staff with WalkThrus resources to establish a shared language for teaching and learning and to support consistent implementation of adaptive teaching, retrieval, modelling, scaffolding, questioning and feedback. (circa £2000)	A shared, evidence-informed instructional language supports consistent implementation across subjects. Adaptive teaching and explicit instruction help pupils access complex knowledge, particularly where pupils have gaps in prior knowledge, vocabulary or confidence.	1, 2, 3
Use NGRT, CAT4 and 4Matrix to strengthen diagnostic assessment and early identification. NGRT provides standardised reading information. CAT4 identifies cognitive strengths and needs across verbal, non-verbal, quantitative and spatial reasoning. 4Matrix enables assessment and examination data analysis so that gaps are identified quickly (£7000)	Standardised diagnostic assessment can provide reliable insights into pupils' strengths and weaknesses. Data analysis helps leaders and teachers target support accurately, adapt teaching and avoid assumptions about the impact of disadvantage.	1, 2, 3
Train leaders and staff to interpret and use assessment information so that disadvantaged pupils' barriers are understood and addressed through classroom planning, intervention and review	Assessment information has the greatest impact when it informs teaching, curriculum planning and intervention. Staff need clear processes to translate diagnostic data into practical classroom responses.	1, 2, 3

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

Budgeted cost: £74340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use GCSEPod to support revision, independent learning, knowledge consolidation and examination preparation for disadvantaged pupils, particularly where assessment information shows subject-specific gaps (£2000)	Structured retrieval, regular practice and clear revision resources support retention and independent learning. Digital resources can extend learning beyond lessons when usage is monitored and supported.	1, 3
Use Thinking Reading for pupils with significant reading difficulties. The programme will support decoding, fluency, comprehension and confidence where reading barriers prevent pupils from accessing the secondary curriculum (£5000)	Reading comprehension, vocabulary and fluency are strongly linked to curriculum access. Structured reading intervention can improve pupils' ability to understand increasingly complex texts.	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Reading Plus as an adaptive reading intervention to improve fluency, vocabulary, comprehension, stamina and accuracy for disadvantaged pupils requiring regular reading practice (£3000)	Adaptive reading programmes can provide repeated practice and feedback at an appropriate level. Improving reading stamina and comprehension supports access across the curriculum.	2
Use Sparx Maths to provide personalised online maths practice, retrieval and fluency work. Use Sparx Homework Books where pupils need paper-based access or where digital access at home is a barrier (£3500)	Regular, sequenced practice supports fluency, retention and confidence in mathematics. Removing barriers to homework completion helps disadvantaged pupils access the same practice opportunities as their peers.	3, 6
Provide targeted subject intervention for pupils whose assessment information shows gaps, with particular attention to Year 11, low prior attainers, high prior attainers who are underachieving, and pupils who are both disadvantaged and SEND/EHCP.	Small-group and targeted academic support are most effective when matched to clearly diagnosed gaps, delivered by skilled adults and reviewed through entry and exit data.	1, 2, 3

Measure	Baseline	2026/27 target
Reading Plus	Year 7 PP Focus group mean SAS score 71 Year 8 PP Focus group mean SAS score 76 Year 9 PP Focus group mean SAS score 78	Disadvantaged SAS scores to raise in line with peers: Year 7 - Mean SAS score 91 Year 8 - Mean SAS score Year 9 - Mean SAS score 98

Wider strategies (for example, attendance, behaviour, wellbeing and access)

Budgeted cost: £49560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase training and develop Power BI dashboards to analyse attendance, punctuality and behaviour. Dashboards will identify pupils whose attendance is falling, pupils at risk of persistent absence, repeated lateness, internal truancy and increasing behaviour incidents.	Early identification enables proportionate support and challenge before patterns become entrenched. Data-led attendance systems support leaders to focus resources on pupils with emerging or escalating need.	4, 5
Fund dedicated pupil premium coordination to oversee first-day calling, parental engagement, attendance at open evenings and parents' evenings, and coordination of pastoral intervention for disadvantaged pupils.	Strong family engagement, regular communication and prompt follow-up to absence help remove barriers and reinforce the importance of attendance. Coordination reduces the risk that academic, attendance and pastoral information are considered separately.	4, 5, 6
Contribute to Student Support Manager capacity for each year group to provide day-to-day support for attendance, punctuality, behaviour, reintegration, family communication and early pastoral intervention.	Behaviour and attendance interventions are more effective when pupils are known well, routines are consistent and support is timely. Year-based pastoral capacity supports early intervention and reduces lost learning time.	4, 5
Develop a strategy for pupils with SEMH needs where these needs contribute to behaviour incidents,	Targeted SEMH and behaviour support can reduce barriers to learning when it is combined with high expectations, consistent routines and	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
internal truancy, reduced lesson access or fixed-term suspensions. This will include pastoral assessment, mentoring, behaviour support plans, emotional regulation work, trusted-adult support, reintegration meetings, parental engagement and access to the Mental Health Support Team where appropriate.	structured reintegration. Early support reduces the likelihood of repeated incidents and suspensions.	
Ensure full access to school life by funding equipment, uniform, curriculum trips, careers opportunities, enrichment, supportive alternative provision, music lessons for selected pupils, access to after-school clubs, and transport home where this is required to enable participation.	Removing practical barriers helps disadvantaged pupils access learning and wider personal development. Enrichment, careers education and participation in school life support belonging, confidence, aspiration and engagement.	6
Fund and sustain a free breakfast club so that disadvantaged and vulnerable pupils can start the school day well, with access to food, a calm welcome and trusted adults. The club is well established and very well attended, with **84 pupils attending on a recent morning and attendance regularly approaching 100 pupils**, representing around **15% of the school population**. Investment ensures that hunger or financial hardship does not become a barrier to punctuality, readiness to learn, wellbeing or engagement at the start of the day.	Ensuring pupils have eaten before lessons supports concentration, readiness to learn and wellbeing. A consistent breakfast provision can also provide a positive daily routine, an early point of contact with trusted staff and an additional opportunity to identify and respond to pastoral or attendance concerns. For disadvantaged pupils in particular, this removes a practical barrier that may otherwise affect their ability to engage successfully with the school day.	**4, 5, 6**

Total budgeted cost: £ 247,800.0

Monitoring, implementation and accountability

The strategy will be monitored through senior leader impact meetings, pupil premium review meetings, subject leader review, pastoral review, attendance analysis, intervention entry and exit data, pupil voice, parent feedback and governor/trustee reporting.

Leaders will review whether disadvantaged pupils are attending, behaving, learning, progressing and participating more successfully as a result of the funding. Where evidence shows that an approach is not having sufficient impact, leaders will adjust implementation or redirect funding towards actions with stronger impact.

At least termly, the governing board will review disadvantaged pupil data, expenditure against plan, evidence of implementation and pupil and family feedback. Governors will consider attendance, persistent absence, behaviour and suspensions, reading and assessment progress, intervention participation and access to wider opportunities, comparing results with baseline, previous periods and other pupils. They will challenge limited or uneven impact, minute agreed actions and check progress at the next review. The annual evaluation will inform the following year's strategy and funding decisions. Success will be evaluated through termly comparison of disadvantaged and non-disadvantaged attendance, persistent absence and suspension rates, with governors scrutinising improvement in the disadvantaged cohort and the size of the internal disadvantage gap.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This section should be completed at the annual review point using verified school data. The previous text from the template has been removed so that the academy can insert the most recent published outcomes, attendance, behaviour, intervention and participation evidence.

For the July 2026 review, leaders should evaluate the impact of the strategy using: disadvantaged pupil attendance and persistent absence; NGRT and reading intervention data; Sparx, GCSEPod and homework completion; assessment and examination outcomes; behaviour incidents; internal truancy; IEU/removal and fixed-term suspension data; SEMH support and reintegration records; parental engagement; and participation in trips, careers, enrichment, music and after-school activities.

The review should identify which activities had the strongest impact, which require further implementation support, and where funding should be redirected for the following academic year.

Externally provided programmes

The following externally provided programmes are included in the current strategy. Exact provider names and contract details should be checked before publication.

Programme	Provider
StepLab	StepLab
WalkThrus	WalkThrus
NGRT and CAT4	GL Assessment
4Matrix	4Matrix
GCSEPod	GCSEPod
Thinking Reading	Thinking Reading
Sparx Maths and Sparx Homework	Sparx Learning
Reading Plus	Reading Plus
Mental Health Support Team	Local commissioned MHST / NHS service
Supportive alternative provision	Provider to be confirmed for each placement

Service pupil premium funding (optional)

Measure	Details
How service pupil premium funding will be used	Service pupil premium will be used to remove barriers to participation, including transport home after school activities, access to clubs, music lessons and cultural or enrichment visits where needed.
How impact will be measured	Impact will be reviewed through participation rates, attendance at after-school clubs, pupil voice, parent feedback and evidence that service pupils are able to access the same enrichment opportunities as their peers.

Whole cohort:

	NGRT SAS	NGRT Reading Age
PP	96	11
Non PP	97	11

Foundation English Groups:

Year 8 Focus group

	NGRT SAS	NGRT Reading Age
PP	76	7

Year 9 Focus group

	NGRT SAS	NGRT Reading Age
PP	78	8