Sir Thomas Wharton Academy

THE HIGHEST STANDARDS	INVEST TO ACHIEVE	EVERYONE IS VALUED	NO EXCUSES	NEVER GIVE UP	CULTIVATE YOUR CHARACTER
Always set and deliver the highest standards; never settle for less.	Care about the now; create the very best for your future.	We are unique individuals working together to be the best.	Create solutions, not excuses.	Resilience is essential; self-belief drives improvement.	Qualifications open doors; your character gets you through them.

Pupil Premium Strategy Statement 2023-2026

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.

This report is the final year of a three – year plan, with a review of the previous year 2024-2025.

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Date Stamp	29.09.2025

School overview

Detail	Data
School name	Sir Thomas Wharton Academy
Number of pupils in school	1082
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023/24 – 2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	M McDonald, Principal
Pupil premium lead	B Woodhouse, Assistant Principal
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£383,070
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.	£383,070

Part A: Pupil premium strategy plan

Statement of intent

At Sir Thomas Wharton Academy, we are committed to delivering inspirational and engaging learning experiences in a safe and supportive environment. We promote self-discipline, resilience, and high aspirations, ensuring that all students are motivated to succeed and achieve ambitious outcomes.

Our vision is: *"Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives."*

This vision is particularly significant for our disadvantaged cohort. We recognise the importance of sustaining a culture of attainment for all pupils, whilst avoiding assumptions that disadvantaged pupils face the same barriers or have reduced potential. This commitment is underpinned by our key drivers: **The Highest Standards** and **Invest to Achieve**.

Every member of staff plays a role in improving outcomes for disadvantaged pupils. Staff are fully aware of who these pupils are, the barriers they face, and the tailored provision required to meet their individual needs. This principle is reflected in our key driver: **Everyone is Valued**. We also ensure that disadvantaged pupils who are working at or above expected attainment have equal access to Pupil Premium funding.

We pledge to provide secure progression routes and a breadth of high-quality experiences that enable pupils to develop the qualifications, skills, and personal qualities needed for success. This is reflected in our key driver: **Cultivate Your Character**.

The Academy maximises the impact of Pupil Premium funding through a long-term strategy, aligned with the Academy Development Plan. This ensures a coordinated approach across short-, medium-, and long-term interventions, integrating Pupil Premium with wider school improvement priorities for maximum impact. Our sustained commitment is reflected in our key driver: **Never Give Up**.

We recognise that *quality-first teaching* has the greatest impact on disadvantaged pupils. To ensure consistently high standards, we set clear expectations, rigorously monitor performance, and share best practice across staff. While some interventions are targeted specifically at disadvantaged pupils, many benefit the wider school community.

All leaders at Sir Thomas Wharton Academy model high aspirations and hold staff accountable for pupil outcomes. We do not accept low expectations or variable performance. This principle is underpinned by our key driver: **No Excuses**.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance and persistent absence** Last year our attendance gap for our Pupil Premium pupils is –5.3%. A proportion of which are at risk of falling into the 'persistent absenteeism' category.
2	**Outcomes and overall progress** Pupil Premium students have shown notable improvement in achievement across the Open Basket subjects, rising from significantly below national averages in 2019 to near-neutral progress in 2024, with middle and low ability learners making gains—though high ability PP students and PP boys continue to underperform, highlighting areas for targeted intervention.
3	**Attainment in English and Mathematics** In both Maths and English, Pupil Premium students enter with lower prior attainment than their Non-Pupil Premium peers - showing a 3-point gap in Maths and a 2-point gap in English at KS2 - highlighting a persistent disadvantage that continues to impact progress outcomes.
4	**Lower cultural capital** Discussions and observations suggest that some disadvantaged pupils possess limited background knowledge of the wider world, which impacts their ability to articulate clear career aspirations and understand the pathways required to achieve them. This is not indicative of low ambition but rather reflects a constrained view of what is attainable shaped by their lived experiences. Recent evidence also highlights that these pupils are less likely to participate in the Academy's enrichment activities and aspirational careers programmes, further limiting their exposure to opportunities that could broaden their horizons.
5	**Literacy - vocabulary deficit and reading** Assessment data highlights that Pupil Premium students are disproportionately affected by deficits in Tier 2 and Tier 3 vocabulary, as well as difficulties with reading comprehension—factors that can hinder their full engagement with the curriculum. In response, the Academy's strategic emphasis on enhancing spoken and written communication through the Oracy Agenda plays a vital role in mitigating these barriers and supporting equitable access to learning.
6	**Parental Investment** Parental engagement in school and learning is more limited among some disadvantaged families. This is reflected in reduced homework completion, with an average gap of 12% fewer disadvantaged pupils completing homework compared to their non-disadvantaged peers across all subject areas. In addition, lower levels of readiness for school and, in some cases, reduced ambition are evident.

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
Higher attendance for all our disadvantaged students in line with non-disadvantaged peers.	Sustained high attendance demonstrated by: • **Reduced attendance gap**: The gap between disadvantaged students and their non-disadvantaged peers reduced to no more than 5**%** (below the national average of 8.8%), with disadvantaged student attendance at least **2% above the national average of 86%**. • **Lower persistent absence:** The percentage of all students who are persistently absent to remain below 22% STWA Currently 21.73% (compared to the national average of 25.60%). Among disadvantaged students, persistent absence to be no more than 10% higher than their peers (a reduction from the current 18.95% gap, 2024/25). • **Closed gender gap:** Attendance of disadvantaged girls to be brought in line with disadvantaged boys, reducing the gender gap to 0%. Currently, disadvantaged girls' attendance is 0.41% lower overall, with the most significant gap of 1.55% evident in Year 11. • **Reduced lateness:** Lateness among disadvantaged students reduced to be in line with non-disadvantaged peers**.**
Improve the outcomes and overall progress of disadvantaged students.	Improved progress demonstrated by: • **Attainment scores** for disadvantaged students significantly above national averages. • The **gap between the performance of PP boys and PP girls** reduces below the 2023 NA of 4.4%. • **Increase progression routes** available to disadvantaged students by increasing the proportion of PP students achieving grade 5+ in both English and Maths to be 10% above national averages.
Attainment in mathematics and English (match) is above national averages for PP students and the gap between PP and NPP has reduced.	GCSE outcomes demonstrate: • **The proportion of PP students achieving both a 4+ and 5+ in mathematics has increased** (from 59% 4+ to 70% 4+, from 36% 5+ to 50% 5+) . • **The proportion of PP students achieving both a 4+ and 5+ in their best English GCSE has increased** (from 72% 4+ to 80% 4+, from 60% 5+ to 70% 5+) • **The proportion of PP students who achieved a 4+ in both English and mathematics has increased** to be 15% above national averages and above 55% • **The proportion of PP students who achieved a 5+ in both English and mathematics has increased** be 10% above national averages and above 45% • **The gap between PP students and NPP students who achieved a 4+ or 5+ in both English and mathematics has decreased** by hitting the targets above.
Improving the cultural capital of all disadvantaged students in the Academy.	Increased opportunities for disadvantaged students demonstrated by: • All disadvantaged students to have **attended enrichment opportunities** throughout the academic year and participation in a range of onsite and offsite electives. These electives allow students access to experiences they would not usually be able to access due to cost. • Teachers being able to recognise **improved aspirations** through engagement in lessons and book scrutiny this is shown through investment in learning scores.

	• Increased aspirations of disadvantaged students resulting in **increased investment through further careers** and post 16 and 18 opportunities – this is shown by their future pathways at both 16 and 18.
Improve the vocabulary deficit and reading comprehension	Diagnostic analysis and student attainment will show that: • Students will be able to use the **vocabulary** in a variety of contexts, both within subjects and across different subject areas. • Students will be able to **read fluently** across all subjects, which will enable them to fully access the curriculum. This is shown through swift increases in reading ages demonstrated by NGRT results. • All students will be able to access **ideas** and **knowledge** beyond their starting points. • Students identified early as behind age related expectations on joining, so that relevant intervention has a **rapid impact to catch students up** and lessen any gap between disadvantaged students and others. PP students make more progress than NPP students between NGRT.
Improve parental investment and engagement.	• Increase the number of PP parents attending **parents and information evenings** to bring it in line with NPP parents. • **Mentoring programme** for Y11 PP students provides close link between PP students and SLT and raises aspiration. • **Boys' progress strategy** includes a focus upon parental links. • Increased number of PP parents attending **information evenings.** PCAB disproportionally attended by PP parents.

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: £84,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving the quality of teaching and learning (PP)	The continued and consistent application of the teaching and learning standards is expected to lead to a marked improvement in the quality of teaching, learning, and assessment across the academy. This approach will ensure the sustained delivery of high-quality, 'quality-first teaching' Mastery learning	EEF (educationendowmentfoundation.org.uk) A 39-week programme of Professional Learning and Development (PLD) will be implemented for all staff. This programme will embed the teaching and learning standards through regular training, supporting the continued drive for the highest expectations and further enhancing the quality of feedback and learning dialogue between teachers and students. Targeted PLD will also be delivered with a specific focus on assessment, oracy, high-achieving disadvantaged students, disadvantaged boys' literacy, and disadvantaged students with SEN. This approach is designed to ensure that effective, evidence-based strategies are fully embedded across the academy. Collaborative learning approaches	EEF (educationendowmentfoundation.org.uk) This funding is also allocated to strengthening the overall quality of teaching and learning across the academy. The 'drop-ins' programme enables the Teaching and Learning Team to drive sustained improvements in day-to-day classroom practice. Additionally, funding has supported the expansion of the leadership team (both SLT and TLR), contributing to the retention of high-quality staff. We are continuing to implement the IRIS Triad programme, involving all staff across the academy. This year, the programme will also focus on developing a bank of 'Clips of Excellence' to showcase and share best practice. Ongoing funding will ensure that IRIS is sustained and embedded across all areas of the academy. Individualised instruction	EEF (educationendowmentfoundation.org.uk) We are focussing on the retention of our staff to ensure we maintain high quality teaching and learning. This premium will also be used to part fund the salaries of staff who lead in the key areas above.	2,3,4,5

| STWA Reading Toolkit. Ensuring that staff use a range of techniques which enable students to comprehend the meaning of what they read.

Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language. | Teaching and Learning
The continued and consistent application of the teaching and learning standards is expected to drive sustained improvements in the quality of teaching, learning, and assessment across the academy. This approach ensures the delivery of consistently high-quality, 'quality-first teaching'.
Mastery Learning strategies, as identified by the Education Endowment Foundation (EEF), provide the framework for this work.
A 39-week programme of Professional Learning and Development (PLD) will be implemented for all staff. This programme will embed teaching and learning standards through regular training, maintaining high expectations while enhancing feedback and learning dialogue between teachers and students. Targeted PLD will specifically address:
Assessment
Oracy
High-achieving disadvantaged students
Disadvantaged boys' literacy
Disadvantaged students with SEN
This structured approach ensures that effective, evidence-based strategies are fully embedded across the academy.

Leadership and Classroom Practice
Funding is also directed towards strengthening whole-school teaching and learning. The 'drop-ins' programme enables the Teaching and Learning Team to drive consistent improvements in day-to-day classroom practice. Additionally, funding has supported the expansion of the leadership team (both SLT and TLR), contributing to the retention of high-quality staff.
We continue to implement the IRIS Triad programme, involving all staff across the academy. This year, the programme will include the development of a 'Clips of Excellence' bank to share and model best practice. Sustained funding will ensure IRIS remains fully embedded.
Collaborative Learning Approaches (EEF) inform much of this work, supporting both staff development and improvements in classroom practice.

Staff Retention
Retention of high-quality staff remains a central priority. Funding is used to part-fund the salaries of staff leading in the above key areas, ensuring continuity and stability in teaching and learning.

Literacy and Reading
Improving literacy underpins access to the wider curriculum. Reading comprehension strategies (EEF) are central to this work, helping students better understand and engage with texts.
Provision includes:
Additional reading lessons in English. Library access for all KS3 students during reading lessons. Specialist staff delivering targeted reading interventions. Ongoing investment in library provision, with books reviewed and renewed termly to reflect student needs and interests. | 2, 4 |

	Students with standardised reading scores below 88, or between 88–99, receive structured small-group interventions to accelerate progress toward national averages. Tutor-time reading sessions support these learners further, with all staff informed of individual reading ages to guide lesson planning and seating. We also deliver an immersive curriculum ('Explore'), taught by a KS2 phonics-trained specialist, which supports disadvantaged students by closing gaps in foundational literacy skills. Oracy and Vocabulary Oracy interventions, aligned with EEF evidence on oral language interventions, enhance reading and comprehension through explicit discussion of content and learning processes. These interventions aim to strengthen vocabulary, spoken expression, and articulation of ideas. Teachers are expected to prioritise the teaching of Tier 2 and Tier 3 vocabulary that students may not encounter in everyday speech. Subject leaders will incorporate explicit vocabulary instruction into curriculum planning, ensuring students develop the academic language necessary to succeed. Funding also supports a TLR for Reading and Oracy within English, ensuring strategic leadership and sustainability in this area.	
Mathematics will be further enhanced by improving the teaching and learning within the department.	To deliver high-quality mathematics teaching, teachers must effectively assess students' prior knowledge and understanding, make use of manipulatives and visual representations, explicitly teach problem-solving strategies, and support the development of increasingly complex mental models ([EEF Guidance Report: Improving Mathematics in Key Stages 2 and 3](#)). To strengthen this provision, the department has in the last 12 months appointed a **Director of Mathematics**, whose role is to lead improvements in teaching and learning across the subject. In addition to bringing valuable prior experience, the Director will benefit from professional support through Trust Driver Groups and wider national networks, such as **MathsConf**, ensuring access to the latest evidence-based practice and sector expertise.	2, 4
Improving numeracy and mathematical ability (PP)	The funding will be used to purchase **White Rose Maths resources**, cover the subscription fee for **Sparx Maths**, and provide **calculators for all disadvantaged (PP) students.** Sparx enables students to observe mathematical methods being modelled before attempting practice questions, on which they receive immediate feedback. The programme is a key component of the academy's mathematics homework and revision strategy, with tailored elements for review and exam preparation. In addition, **numeracy support** is provided for all students in Key Stages 3 and 4 who require additional intervention, ensuring that gaps in understanding are effectively addressed. [Homework	EEF (educationendowmentfoundation.org.uk)](#)	2,4
Period 4 Achieve Provision.	Students benefit from **additional support beyond timetabled lessons**, delivered through high-quality resources and knowledgeable staff: • **Year 10 and 11 students** receive an extra 50-minute taught period each day throughout the academic year. This provides additional time to consolidate learning, deepen curriculum	2,4

	understanding, and develop examination readiness. In Year 10, the focus includes enrichment activities such as **Poetry in English** and **Financial Preparation in Mathematics**. • During the examination period, **timetables are collapsed** to provide breakfast sessions, targeted revision periods, and extended school days, all focused on the subject being examined the following morning or afternoon. • **Year 11 Maths and English lessons are double-staffed**, providing smaller group sizes and additional teacher support. This approach allows for more individualized instruction, timely feedback, and targeted intervention, which enhances understanding and improves student outcomes. Extending school time	EEF (educationendowmentfoundation.org.uk)	
Implementation of the behaviour curriculum during tutor time.	Teachers are empowered to create the conditions that promote positive learning behaviours, supporting students' access to the curriculum and active participation in learning. Over the past two years, the senior leadership structure has been strengthened, with the appointment of **two Vice Principals** and an **additional Assistant Principal**, increasing the team's capacity to manage and improve behaviour. Some of the funding has contributed to this structure. During **tutor time**, students are taught the newly implemented **behaviour curriculum**, designed to equip them with the skills and strategies needed to succeed in maintaining positive behaviour and attitudes within the Academy. This programme aims to enhance **self-regulation** among students, leading to improved conduct and engagement in learning. Improving Behaviour in Schools	EEF (educationendowmentfoundation.org.uk)	3, 4
Votes for Schools (PP) and tutor time programme.	**Votes for Schools** is delivered during tutor time twice a week and engages students with current affairs, providing learning that extends beyond the classroom. The programme uses child- and youth-focused topics to capture student interest and introduces them to subjects they may not have previously explored. The diversity of topics ensures that all students have opportunities to discover new interests and broaden their perspectives. The programme supports a wide range of **character development skills**, including tolerance, empathy, oracy, confidence, and resilience. Through weekly debates and discussions, students are given a safe space to explore social and political issues, developing the ability to express and defend their views thoughtfully. **Votes for Schools** aligns closely with the government's **Prevent Duty**, offering weekly content that allows students to engage with controversial topics and moral dilemmas. By addressing issues such as equality, LGBT inclusion, and extremism, students develop the skills to understand these topics objectively, often challenging views held by external influences. This year, there is an increased emphasis on **public speaking**, with dedicated time for students to prepare and deliver speeches to their peers. Planners now include a section for speech preparation to support this focus. The tutor-time programme complements the **Life Skills curriculum** across all year groups. In Post-16 tutor groups, **Votes for Schools** continues, while Year 11 students access additional careers provision during tutor time. Students also work on personal pledges and participate in house competitions, supporting the Academy's key driver of **'Cultivate Your Character'**.	1,2,3,4,5,6

	[Evidence for Raising Aspirations	Ambition Institute](#) [Metacognition and Self-regulated Learning	EEF (educationendowmentfoundation.org.uk)](#)	

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

Budgeted cost: £169,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (NGRT).	**Assessment and Reading Support** Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil, ensuring that additional support can be targeted effectively through interventions or teacher instruction (Education Endowment Foundation | EEF). The Academy uses this data to: • **Lead and deliver 'Reading for Pleasure'** across Key Stage 3 through the English curriculum and library provision, with newly purchased books to engage students. • **Inform teacher planning** and differentiation across all subjects, ensuring lessons meet individual student needs. • **Engage parents** by sharing reading test data and providing guidance on how to support their child's reading at home. • **Offer a wide range of reading choices** to cater for students of all ages and abilities, supported by the purchase and loan of diverse books in the library.	2,4
Provide PP students with the confidence and ability to perform in examinations with resilience and determination.	**GCSE Study Support and Targeted Intervention** The Academy provides **bespoke study support materials** to help students maximise their GCSE outcomes. Additional measures include: • **Mentoring for disadvantaged (PP) students**, with close links between the PP lead and Senior Leadership Team (SLT) to support vulnerable cohorts and engage parents in developing effective study skills. • **Live trials in core subjects** prior to trial exams to build student confidence and readiness. • **Live trials in Achieve for humanities subjects**, focused on Grade 5+ masterclasses to stretch higher-achieving students. • **Curriculum planning** ensures that all students are challenged to engage with higher-level terminology, comprehension skills, and subject content. These strategies collectively aim to raise attainment, improve confidence, and provide targeted support where it is most needed.	3,4,5

Year 11 Intervention Programme	**Year 11 Intervention Programme**	2, 3
	All Year 11 students have access to a comprehensive intervention programme designed to support them in their final examinations. This includes:	
	• **Period 4 lessons**, extending the school day to provide additional teaching and consolidation time.	
	• **Revision guides for all subject areas**, provided free of charge to all students.	
	• **Bespoke timetables** during the summer examination period, enabling tailored preparation for each subject.	
	• **Extra 'Achieve' sessions**, delivered during half terms and weekends, offering targeted support for specific needs.	
	• **Small-group tutoring**, providing additional personalised guidance.	
	Pupil Premium funding is allocated to support these initiatives, ensuring that all students - particularly disadvantaged students - have access to the resources and support necessary to maximise their performance in terminal examinations.	
Engaging academic mentoring and tutoring. A significant proportion of the students who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:	3, 4, 5
	One to one tuition	EEF (educationendowmentfoundation.org.uk)	
	Tuition will take place across all subjects in year 11 outside of the usual school day. This will focus on disadvantaged students and prioritise Core subjects.	
	And in small groups:	
	Small group tuition	EEF (educationendowmentfoundation.org.uk)	
Alternative Provision: Exceed (Internal)	**Specialist Onsite External Provision**	1,3,4,5,6
	The Academy has invested in providing a **specialist onsite external provision** for a small group of students who benefit from an alternative learning environment and a bespoke curriculum. This short-term intervention supports students in making the best possible progress academically and personally.	
	Within this provision, students follow **bespoke timetables** and receive **additional pastoral support** tailored to their needs. Their academic programme includes:	
	• Maths GCSE	
	• English Literature and English Language GCSE	
	• Science GCSE	
	• Art GCSE	
	• BTEC Hospitality and Catering	
	Students also attend an **additional placement two days per week**, enabling them to gain practical experience in an area of interest, develop industry links, and improve their post-16 employment prospects.	
	These interventions are **regularly reviewed** to ensure continued effectiveness and adapted as necessary to meet student needs.	
	The provision is supported by **specialist staffing**, including non-teaching staff who address both behavioural and academic support. Additional staffing across the Academy ensures that specialists can deliver high-quality teaching within this environment.	

	Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)	
Student support teams	The Academy has dedicated **Pastoral Year Leaders** assigned to each year group, tasked with improving student behaviour, attendance, investment in learning, and outcomes. A proportion of the **Student Welfare salaries** is funded through the **Pupil Premium allocation**. This includes a recent position of **Pastoral Team Manager** and has been funded to enhance support for both students and the pastoral team. This role strengthens the **consistency of policy implementation** and provides further guidance to staff in managing student behaviour effectively. When concerns arise regarding a student's behaviour in school or in class, pastoral staff provide targeted support to help students modify their actions. This support often includes **regular parental meetings** and collaboration with **external agencies** where appropriate, ensuring a coordinated approach to student welfare and behaviour management. Aspiration interventions | EEF (educationendowmentfoundation.org.uk) Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)	1,3,5,6
Vulnerable Learners Network	**Holistic Student Support and Monitoring** The Academy provides a platform for all professionals to collaborate, ensuring that the needs of every student are met and enabling a **holistic overview** of student progress and wellbeing. For students requiring additional support—whether for **attendance, behaviour, SEND, or other needs**—interventions are coordinated and implemented in a **graduated manner**. This approach ensures that all professionals understand the barriers to learning or achievement faced by each student and can respond effectively. Interventions are **continually reviewed** for each year group and overseen by the **Assistant Academy Principal (AAP) – SENDCo** and **Vice Principal**, ensuring consistent monitoring and evaluation of their effectiveness.	1, 2, 4, 6
Transition (including early transition programme for vulnerable disadvantaged pupils)	**Targeted Transition Programme** Each year, a selected group of pupils participates in a **bespoke transition programme** designed to provide an early insight into the Academy and ensure the right support is in place. Interventions have included **early evening tours** after the building is empty and visits to pupils within their **primary schools**. Academy staff also **periodically visit primary schools** to deliver sessions that foster positive relationships with students, parents, and primary staff. Conversely, primary students **visit the Academy** to experience facilities first-hand and ease anxieties about transitioning. The transition programme is strategically led by a **Student Achievement Leader**, supported by the **SENDCo** and **KS3 Transition Coordinator for Literacy**, ensuring a coordinated and effective approach to supporting incoming students.	1,3,5,6

	Aspiration interventions	EEF (educationendowmentfoundation.org.uk) Improving Behaviour in Schools	EEF (educationendowmentfoundation.org.uk)	
Continued review of 'Investment in Learning' of students and departments to implement interventions to address this	**Engagement and Achievement** Research indicates a strong link between student **engagement and academic performance**: increased engagement leads to higher achievement, and conversely, higher achievement reinforces engagement (Lee, Byrk, & Smith, 1993). To strengthen this relationship, the **Assistant Principal has increased line management of Student Achievement Leaders**, providing targeted oversight and support to maximise both engagement and attainment across the Academy. Aspiration interventions	EEF (educationendowmentfoundation.org.uk) Improving Behaviour in Schools	EEF (educationendowmentfoundation.org.uk)	3,4,5,6

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

Budgeted cost: £84,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise attendance through rigorous systems. **Increase staff supporting attendance.** **External support agencies will be appointed to improve attendance.**	Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) **Attendance and Punctuality Strategies** Pupils must be **present and engaged** in school before they can access learning effectively. Research shows that successful schools implement **rapid-response systems** to address poor attendance, including immediate contact with home when a pupil fails to arrive on time. Persistent issues are addressed collaboratively with families to remove barriers to attendance. The Academy implements the following strategies: **Leadership and Staffing:** Attendance and punctuality are led by the **Vice Principal**, supported by an attendance team of three. Pupil Premium funding partially supports these roles. **Additional attendance role to work in the community cross phase** building relationships from an early age. **Additional mini bus and driver** to collect students from home. **Targeted Support for Disadvantaged Students:** A proportion of **Pastoral Year Leader** and **Attendance Officer(s)** time is allocated to improving attendance for low-attending disadvantaged students – all SWM have a full day dedicated to attendance. **Daily Contact and Home Visits:** The attendance team makes **daily contact** with absent students, including those with longer-term medical issues or flagged as concerns. Key staff conduct **home visits**, particularly for disadvantaged students who may not respond to phone calls or visits to school. The Vice Principal	1, 2, 6

	directs these visits and ensures students are returned to school promptly. • **SLT Mentoring:** Each member of SLT mentors a **Year 11 disadvantaged student** on their attendance, aiming to improve attendance rates below 90% and support overall achievement. • **Support from Pastoral and SWM Teams:** Once registers are completed, the Student Welfare Managers (SWM) and pastoral teams support the attendance team during allocated time slots across all periods. SWMs are **protected from on-call duties** to allow them to conduct home visits and welfare checks, ensuring families feel supported. SWM have a full day each per week to focus on attendance. • **Professional Learning for Tutors:** All tutors are trained to monitor and improve attendance, with responsibility for contacting home via **Class Charts** to track tutor group attendance. • **Attendance Rewards:** Weekly recognition for good attendance is provided through **raffle tickets**, entered into a half-termly prize draw, incentivising consistent attendance. [Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	
Embedding our Academy Vision and Key Drivers.	**Embedding the Academy Vision and Key Drivers** The Academy's **Vision and Key Drivers** are rooted in **high expectations, a 'no excuses' culture, and world-class learning**. Developed with input from staff and students, they underpin all aspects of academy life and guide strategic and day-to-day decision-making. This ethos supports the whole-school culture and helps the Academy **avoid stereotyping disadvantaged students**, ensuring they are challenged and supported as individuals rather than as a group (Supporting the Attainment of Disadvantaged Pupils, DfE; November 2015). The Vision and Key Drivers set the highest expectations for all students and inform teaching, learning, and pastoral practice. Pupil Premium funding is used to support this work through: • **Motivational speaker sessions** focused on disadvantaged students to inspire achievement and engagement. • **Embedding the Vision across the school**, including in new classrooms, through signage, photo boards, quotes, and displays. • **Leadership of enrichment and character education**, with a proportion of a senior leader's salary allocated to overseeing these programmes.	1,3,5,6
Competition-based house system	Pupil Premium funding contributes to a proportion of the **running and delivery costs** of the Academy's competition-based **House System**. This system aims to **instil confidence and motivation** in all students, encouraging them to earn points for their house through competitions and **weekly wins**. Funding covers: • **Resources for House assemblies** • **Marketing and signage** to promote the House System • **Running costs** for competitions and enrichment opportunities • **A TLR** for a member of staff to manage and oversee the House System	1,4,5

	The House System supports student engagement, teamwork, and a sense of belonging, contributing to the Academy's wider ethos and character development programmes.	
Behaviour system	Pupils must be **in school and able to focus** before they can access learning effectively. Research shows that successful schools implement **clear behaviour strategies**, including simple, consistent rules, staff training in behaviour management, and strong social and emotional support for pupils in need, often in collaboration with families. The Academy implements the following strategies: **Consequences Behaviour System:** A simple, clear, and consistently applied system across the Academy. **Staff Professional Learning and Development (PLD):** Continuous training and refinement of behaviour management strategies to ensure staff are equipped to maintain high standards. **Active Support:** Staff maintain a visible, proactive presence around the Academy to model and reinforce expectations. **Counselling:** Dedicated, trained non-teaching staff provide counselling and emotional support throughout the day. Pupil Premium funding contributes to a proportion of this provision. **Pastoral Support:** The Student Achievement Leader (SAL) and Student Welfare Managers (SWM) provide targeted pastoral support, building relationships with students and families to remove barriers to learning and engagement. These measures work together to create a safe, supportive, and structured learning environment where all students can thrive. Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	1,2, 3,4,5
SEMH Pathways	The Academy provides a **wide range of pathways** to support students with identified SEND needs, including **SEMH support**. This ranges from rapid interventions, such as reintegrating students into the curriculum through the **'Engage' programme**, to longer-term solutions in **'Exceed'**, which includes reduced pathways and work experience opportunities tailored to individual needs. Within the curriculum, vulnerable learners receive **additional literacy support**. Phonics-trained specialists provide targeted teaching to accelerate progress and support successful transition for weaker or vulnerable students during Key Stage 3. These measures ensure that SEND students have access to a personalised, structured, and supportive learning environment, enabling them to make sustained academic progress.	1,2,3,4,5,6
Satchel: One and other homework and revision platforms (Sparx Maths and Tassomai)	The Academy uses **Satchel:One** to improve the quality and impact of homework set for students. All homework is now assigned via the platform, designed either to **prepare students for upcoming learning** or to **embed recent learning**, ensuring it has a meaningful impact on progress. Satchel:One allows staff to set **assignments, tests, and quizzes electronically**, with students submitting work online or directly to their teacher. Completion is tracked within the app, and **students and parents receive reminders** about upcoming deadlines. Leaders can **monitor policy adherence** and quality assurance across subjects,	1,2,3,4,5,6

	ensuring homework meets academy standards. Improved completion also contributes to increased **e-praise points**. Additionally, the Academy uses **Tassomai** and **Sparx Maths**, online platforms that provide **bespoke homework and revision** for students. These platforms cover a wide range of subjects and, when used effectively, have been shown to improve **GCSE performance**. Staff can track **completion rates**, particularly for disadvantaged students, and leaders receive reports on group engagement and progress. The science of learning, it's why Tassomai works! — Tassomai Homework-length-trials-2018.pdf (sparxmaths.com)	
Good quality Careers Education and Life Skills	Students at the Academy receive **targeted careers education** throughout the year to complement their curriculum. Provision is tailored to individual needs and involves collaboration with a wide range of **external agencies** to provide bespoke careers advice and guidance. A **Level 6 trained careers lead** works within the Academy to coordinate and deliver careers provision, ensuring high-quality support for all students. Key careers activities include: - **Careers Fair** for all year groups, showcasing a wide range of employers and higher education providers. - **Assemblies featuring alumni**, demonstrating the variety of career pathways available to students at the Academy. - **HeppSY provision**, offering links to higher education through university taster days and revision sessions. - **Life Skills curriculum**, delivered by specialist teachers over five years, one hour per week, incorporating careers education. - **Year 10 work experience**, providing practical exposure to the workplace towards the end of the academic year. - **Achieved QiCS** – quality in careers standard in 2024-25. These activities aim to **enhance student awareness of careers**, develop the skills needed to pursue chosen pathways, and support progression into further education or employment. bit67-cec-report_v3.pdf (careersandenterprise.co.uk)	1, 3,5

Total budgeted cost: £383,070

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Baskets	2019 Nat. Avg.		2019 Results		2022 Results		2023 Results		2024 Results		2025 Results	
	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP
Attainment 8	46.70	36.7	44.50	38	45.39	32.25	49.66	34.37	46.90	40.60	44.07	33.01
% En & Ma Pass (4+)	66%	45%	67%	56%	64%	36%	66%	33%	75%	58%	57%	38%
% En & Ma Pass (5+)	44%	25%	41%	33%	41%	14%	54%	22%	50%	33%	34%	13%
EBacc Entry %	41%		15%	14%	18%	8%	15%	7%	7%	5%	3%	2%
EBacc Standard Pass (4+) %	25%		7%	5%	16%	6%	15%	7%	6%	4%	3%	2%
EBacc Strong Pass (5+) %	18%		4%	2%	14%	4%	15%	7%	6%	4%	1%	0%
EBacc APS	4.15		3.57	3.18	6.24	5.28	7.2	6.3	6.1	6.4	5.3	4.2
Average Attainment English	4.70		4.69	4.16	4.80	3.44	5.18	3.73	5.39	4.82	4.87	3.88
Average Attainment Maths	4.25		4.41	4.00	4.22	3.02	4.73	3.09	4.54	3.82	4.01	2.90
Average Attainment Ebacc	4.37		4.05	3.58	4.16	2.89	4.57	2.96	4.48	3.76	3.99	2.74
Average Attainment Open	4.57		4.68	3.74	4.96	3.55	5.38	3.99	4.81	4.25	4.78	3.75
Maths 7+	19%		13%	7%	13%	4%	23%	9%	13%	5%	9%	2%
Maths 5+	46%		48%	47%	46%	22%	57%	22%	52%	37%	38%	15%
Maths 4+	67%		73%	67%	67%	42%	72%	38%	78%	61%	61%	40%
Maths 1+			99%	98%	97%	92%	97%	93%	99%	98%	99%	98%
English Best 7+			11%	7%	20%	6%	28%	9%	29%	19%	20%	10%
English Best 5+			58%	51%	58%	30%	66%	36%	72%	63%	57%	31%
English Best 4+			77%	63%	72%	50%	77%	53%	83%	74%	75%	54%
English Best 1+			99%	100%	96%	92%	97%	93%	100%	100%	99%	98%
Science - 77+			9%	2%	12%	3%	21%	8%	10%	8%	7%	2%
Science - 55+	48%		29%	28%	48%	18%	55%	28%	46%	29%	34%	11%
Science - 44+	66%		53%	45%	63%	33%	68%	38%	70%	55%	54%	26%
Science - 11+			99%	98%	98%	85%	98%	96%	99%	100%	97%	96%

The 2025 outcomes highlight a decline for disadvantaged students, except for HA PP learners. We have addressed the fall in English and Mathematics attainment for PP students through improved teaching consistency, robust intervention, and stronger wraparound support.

- The headline drop for PP students signals that gaps are widening again after improvements in 2024.
- The fall in English & Maths pass rates suggests a need to review core teaching or curriculum alignment, possibly affecting disadvantaged learners.
- The gender gap remains an issue, with Boys PP particularly underperforming.
- HA PP students responded positively, showing that with appropriate stretch and challenge, they can achieve well.
- MA and LA PP students show only marginal or inconsistent gains, suggesting targeted interventions have not fully effective in this year.

Teaching:

- Consistency in quality-first teaching needs strengthening, especially in English and Maths. Evidence shows PP students often rely most heavily on in-class teaching quality.
- Greater focus on adaptive teaching strategies is required to ensure PP students are fully engaged, with scaffolding in place but without lowering expectations.
- Raising expectations for Boys PP is a priority, with increased accountability for departments showing persistent gaps.
- Teachers need access to timely PP progress data so underperformance can be addressed rapidly within lessons.

Targeted academic support:

- Re-establish structured literacy and numeracy catch-up programmes, especially in KS3 (Explore), to avoid compounded deficits by KS4.
- Deploy small group tutoring or intervention blocks for PP students at risk of missing 4+/5+ in English and Maths (Option Drop/Life Skills).
- Ensure HA PP students continue to receive enrichment and academic stretch, as they have shown capacity to succeed when given challenge.
- Introduce mentoring and academic coaching for MA/LA PP learners to build confidence, resilience, and metacognitive strategies.

Wider strategy:

- Strengthen attendance and punctuality support.
- Secure parental engagement strategies to build stronger home-school links, especially around supporting learning at home.
- Provide access to cultural capital and enrichment opportunities, ensuring PP students are not excluded from trips, clubs, and experiences that support aspiration.
- Improve careers education and guidance so PP students see clear pathways and purpose for academic success (dedicated careers advisor in school).
- Continue staff PLD on disadvantage awareness, embedding an ethos of "best teaching for PP first".

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
Dr Frost Maths	Dr Frost (nominal fee)
White Rose Maths	White Rose
Reading Plus	Reading Solutions UK
Sparx Maths	Sparx
Tassomai	Tassomai

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

• Ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.

• Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities and weekly electives (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

• Continuing with the student Pledges that inform and drives our school vision and combats key barriers to learning for our students, including those who are eligible for pupil premium. We will work together to ensure that Sir Thomas Academy students have high aspirations and leave school with the academic achievements and work ethic required to access a career or educational pathway of their choice. They will have the skills, qualifications, and character habits to be self-sufficient and to support their families and thrive in a competitive world.

Implementation

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students. We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We will adjust our plan over time to secure better outcomes for students.