

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2025 to 2026 academic year 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	Millbay Academy
Number of pupils in school	534
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	December 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Jo Ware
Pupil premium lead	Matthew Bisco
Governor / Trustee lead	Tom Kirk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£305,030.00
Pupil premium funding carried forward from previous year	£0
Total budget for this academic year	£305,030.00

Part A: Pupil premium strategy plan - Secondary

Statement of intent

The Millbay Academy Pupil Premium Strategy adopts a three-tiered approach to spending, focusing on improving teaching, providing targeted academic support, and implementing wider strategies (EEF). These activities and expenditures are informed by evidence specific to our unique context, as well as a breadth of research, to ensure that contextually disadvantaged students achieve outcomes equal to or exceeding those of their peers.

Situated at the edge of a coastal city and alongside an international port, Millbay Academy thrives within a socio-economic environment marked by challenges and opportunities. Decades of underfunding, a transitioning employment landscape reliant on seasonal tourism, and migration patterns have contributed to an increasing socio-economic divide. However, Plymouth's diverse and evolving community brings with it a richness of cultures, perspectives, and resilience.

Our student intake reflects this dynamic diversity:

- **56% of students** are in receipt of Pupil Premium funding.
- **30.6% of students** have identified SEND needs, with **9%** holding an EHCP (compared to the national average of approximately 3%).
- **31%** of our students are EAL learners, and **41.2%** are non-white British in a city where only 6% of the population identifies as BAME.

This diversity is a strength that enriches our school community and presents us with opportunities to embrace a more inclusive, globally aware curriculum. While challenges such as mobility (e.g. 8% of pupils joining mid-year, mid-cohort, since September 2024) and low baseline attainment persist, our strategy is designed to harness our unique context to build equity and celebrate differences.

Central to this plan is the enhancement of resources to ensure high-quality teaching, aligned with the Education Endowment Fund's guidance on the most effective use of Pupil Premium funding. As we invest in teaching and learning, we are also

addressing attendance as a key barrier to success. Disadvantaged students at Millbay Academy average 4% lower attendance rates than their peers, making this a pressing focus of our strategy.

Attendance, combined with high-quality teaching, forms the foundation for achieving our goals. Equally, we aim to promote enriching experiences and protective factors that rebuild academic resilience, particularly for those whose schooling was disrupted by remote or blended learning earlier in their education.

We are acutely aware of the financial barriers many families face, from the costs of school uniforms to accessing enrichment opportunities such as residential trips. These challenges not only affect engagement but also impact mental and physical well-being. Our pupils have voiced concerns about mental health, well-being, and positive relationships as their most urgent priorities. Therefore, our strategy is designed to ensure equitable access to all areas of school life, fostering a sense of belonging and empowerment for every student.

This plan is as much about addressing challenges as it is about celebrating the vibrant, diverse community we serve. By investing in our pupils' education and well-being, we aim to build not just equity but aspiration and pride so that every child at Millbay Academy can thrive.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These challenges noted below are informed by internal data, attendance and behaviour analysis, pupil voice, and national evidence (EEF / DfE (RISE))

Challenge number	Detail of challenge
1	<i>Disadvantaged pupils continue to experience lower attendance and higher levels of persistent absence than their non-disadvantaged peers. This limits access to high-quality teaching, intervention, enrichment and wider</i>

	<p><i>curriculum opportunities.</i></p> <p><i>Poor attendance is often linked to complex family circumstances, mental health needs, anxiety-based school avoidance, and disengagement following previous disrupted schooling. While targeted support has had a positive impact for some pupils, the scale and complexity of attendance barriers remains considered a significant challenge.</i></p>
2	<p>A significant proportion of disadvantaged pupils enter secondary education with weak reading fluency, limited vocabulary, and gaps in comprehension, restricting access to curriculum content across subjects.</p> <p>Internal reading assessments and pupil voice highlight that reading is not routinely reinforced in the home for many disadvantaged pupils, contributing to cumulative disadvantage over time. Without consistent, whole-school approaches to reading and targeted intervention, these gaps risk widening further as curriculum demands increase.</p>
3	<p><i>Although recent outcomes show improving trends for disadvantaged pupils, the overall progress gap remains considered a challenge, with variation between year groups and subjects.</i></p> <p><i>Disadvantaged pupils are overrepresented among those with low prior attainment and among pupils requiring additional academic support. This is further compounded where attendance and literacy barriers intersect, impacting sustained progress over time.</i></p>
4	<p><i>A high proportion of disadvantaged pupils also have identified SEND (K) needs, including communication, cognition and learning, and social, emotional and mental health needs.</i></p> <p><i>While SEND outcomes are improving, disadvantaged pupils with SEND remain vulnerable to inconsistency in classroom practice and variability in access to adaptive teaching. Sustaining and embedding high-quality universal provision alongside targeted support remains a key challenge.</i></p>
5	<p><i>Disadvantaged pupils are disproportionately represented among a small cohort experiencing repeated behaviour incidents, resulting in lost learning time and reduced engagement with the curriculum.</i></p>

	<i>Behavioural needs often reflect unmet academic, social or emotional barriers rather than deliberate disengagement. Without early, coordinated support, there is a risk of reinforcing cycles of removal from learning and reduced aspiration.</i>
6	<p><i>Disadvantaged pupils face financial and practical barriers to accessing enrichment opportunities, including trips, extra-curricular activities and curriculum-related experiences.</i></p> <p><i>Reduced participation in enrichment following the pandemic has disproportionately affected disadvantaged pupils, impacting engagement, confidence, aspiration and sense of belonging. Sustained access to enrichment is essential to support both academic attainment and wider personal development</i></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
Attendance for disadvantaged pupils improves and continues to close the gap with non-disadvantaged peers, with a particular reduction in persistent absence.	<p><i>Attendance for disadvantaged pupils improves year on year and continues to close the gap with non-disadvantaged pupils.</i></p> <p><i>Persistent absence for disadvantaged pupils reduces, particularly in KS4.</i></p> <p><i>Faster identification and response to attendance concerns through same-day contact and strengthened family engagement.</i></p> <p><i>Increased attendance of disadvantaged pupils at extended day provision (breakfast club, homework club, intervention sessions).</i></p> <p><i>Improved curriculum access for disadvantaged pupils as a result of</i></p>

	<i>sustained attendance improvements, in line with DfE attendance guidance.</i>
Disadvantaged pupils make stronger progress in literacy, enabling improved access to the wider curriculum.	<p><i>Disadvantaged pupils with reading needs are identified early through baseline and diagnostic assessment.</i></p> <p><i>Targeted reading interventions result in measurable improvements in reading fluency, vocabulary and comprehension.</i></p> <p><i>Whole-school reading approaches (including tutor reading and disciplinary literacy) are implemented consistently across subjects.</i></p> <p><i>Gaps between disadvantaged and non-disadvantaged pupils in literacy measures reduce over time.</i></p> <p><i>Staff confidence in supporting weaker readers improves through evidence-informed CPD aligned with EEF and RISE priorities.</i></p>
Disadvantaged pupils achieve stronger academic outcomes through high-quality, adaptive teaching.	<p>Teaching and learning consistently reflect adaptive practice that supports disadvantaged pupils, including those with SEND (K).</p> <p>Reduced variability in classroom practice, evidenced through QA activity (lesson visits, book looks, pupil voice).</p> <p>Disadvantaged pupils demonstrate improved engagement and confidence in lessons.</p> <p>Progress measures for disadvantaged pupils continue to improve and compare favourably to national benchmarks.</p>
Targeted academic support accelerates progress for disadvantaged pupils who are behind their peers.	Academic interventions are sharply targeted to identified need and aligned closely with classroom teaching.

	<p>Disadvantaged pupils receiving targeted support demonstrate improved progress in English and mathematics.</p> <p>Intervention pathways remain fluid, with pupils moving in and out of support based on progress and need.</p> <p>Borderline KS4 pupils receive timely support to improve outcomes at key thresholds.</p>
Disadvantaged pupils experience improved wellbeing, inclusion and sustained engagement with school.	<p>Earlier and more coordinated support for disadvantaged pupils with SEMH or behavioural needs.</p> <p>Reduced lost learning due to behaviour consequences for a targeted group of disadvantaged pupils.</p> <p>Improved engagement and relationships with school for vulnerable pupils and their families.</p> <p>Pupil feedback indicates a stronger sense of belonging, safety and support within the school community</p>
Disadvantaged pupils are supported to access enrichment opportunities that strengthen engagement, aspiration and attainment.	<p>Increased participation of disadvantaged pupils in enrichment, trips, extra-curricular activities and leadership opportunities.</p> <p>Financial and practical barriers to enrichment are reduced through targeted support.</p> <p>Enrichment is planned deliberately to support curriculum learning, cultural capital and personal development.</p> <p>Improved pupil voice indicators relating to belonging, engagement and</p>

	aspiration, reflecting national RISE evidence linking enrichment and attainment
Disadvantaged pupils experience improved wellbeing, inclusion and sustained engagement with school.	Uniform is consistently maintained Student successes are celebrated Increased attendance at school events such as open evenings and parent meetings.

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: £129,268.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthening high-quality, adaptive teaching as the primary lever for improving outcomes for disadvantaged pupils.	<p>High-quality teaching remains the most effective way to improve outcomes for disadvantaged pupils (EEF). Recent QA activity at Millbay Academy, including lesson visits, book looks and pupil voice, indicates improving consistency in classroom practice, alongside remaining variability in adaptive teaching, literacy scaffolding and feedback.</p> <p>Internal analysis shows that disadvantaged pupils benefit most where teaching is explicit, well-modelled and responsive to need, particularly where attendance has been inconsistent. A continued focus on adaptive teaching reduces over-reliance on withdrawal interventions and ensures disadvantaged pupils access ambitious</p>	3, 4

	curriculum content within the classroom.	
Embedding a whole-school literacy and disciplinary reading approach across subjects.	<p>Internal literacy data, reading age assessments and pupil voice highlight that vocabulary, fluency and comprehension remain significant barriers for disadvantaged pupils across year groups. This is particularly evident where reading is not routinely reinforced in the home.</p> <p>Millbay Academy's whole-school literacy strategy includes explicit disciplinary literacy approaches, structured reading in tutor time, and the use of shared classroom strategies such as teacher modelling, line numbering and vocabulary pre-teaching. Platforms such as Bedrock Vocabulary are used to systematically address Tier 2 and Tier 3 vocabulary gaps for disadvantaged and EAL pupils, with strong engagement and completion rates evidenced through internal monitoring.</p> <p>RISE and EEF guidance emphasise the importance of consistent, whole-school approaches to reading to prevent cumulative disadvantage over time.</p>	2, 3
Targeted use of blended learning platforms to reinforce learning beyond the classroom.	<p>Internal analysis shows that disadvantaged pupils benefit from structured, guided opportunities to consolidate learning beyond the classroom, particularly where home environments vary in their capacity to support independent study.</p> <p>Millbay Academy uses platforms such as Sparx Maths, Dr Frost, Bedrock Vocabulary and White Rose / Maths Box resources to support consistent practice and retrieval. These platforms are integrated into extended day provision, including breakfast club and homework club, ensuring disadvantaged pupils can access high-quality support with trained staff present.</p> <p>EEF evidence indicates that homework and blended learning can have a positive impact when tasks are purposeful, aligned to curriculum intent and supported</p>	1, 3

	appropriately.	
Targeted CPD to improve consistency of adaptive teaching for disadvantaged pupils and those with SEND (K).	<p>A significant proportion of disadvantaged pupils at Millbay Academy also have identified SEND (K) needs. Recent SEND reviews and internal monitoring demonstrate improving outcomes, alongside the need to further embed consistent adaptive practice across classrooms.</p> <p>CPD focuses on practical classroom strategies, including scaffolding, modelling, literacy support and effective deployment of support staff. This approach strengthens universal provision, improves classroom consistency and reduces variability in pupil experience.</p> <p>EEF guidance highlights that well-designed professional development, closely aligned to classroom practice, is most effective in improving outcomes for disadvantaged pupils</p>	3, 4
Use of modelling, visualisers and feedback to improve clarity, engagement and access to learning.	<p>EEF evidence identifies feedback as a high-impact, low-cost strategy for improving pupil progress. Internal QA evidence shows that disadvantaged pupils particularly benefit from clear modelling and live feedback, supporting independence and reducing cognitive load.</p> <p>The consistent use of visualisers across classrooms supports explicit modelling, improves access to task expectations and strengthens feedback loops, particularly for pupils with literacy or processing difficulties.</p>	3
Effective deployment and development of support staff to complement high-quality teaching.	<p>EEF guidance is clear that teaching assistants are most effective when deployed to deliver structured interventions or to support learning in ways that do not reduce access to high-quality teacher instruction.</p> <p>Internal evaluation of Millbay Academy's Progress Support Centre (PSC) model demonstrates positive impact where support staff work in close collaboration with teachers, with clear roles, shared planning and aligned curriculum intent. Ongoing CPD and structured collaboration time ensure support staff enhance classroom</p>	3, 4

	provision for disadvantaged pupils, including those with SEND (K).	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £74,205.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted use of Progress Support Centres (PSC) to address gaps in foundational learning.	<p>Internal evaluation of Millbay Academy's Progress Support Centres (KS3 and KS4) demonstrates positive impact for disadvantaged pupils with significant gaps in literacy, numeracy and curriculum access. The PSC model enables short- to medium-term, targeted intervention while maintaining clear reintegration pathways back into mainstream lessons.</p> <p>This approach supports disadvantaged pupils who have experienced disrupted schooling, in-year mobility or poor attendance, allowing gaps to be addressed without permanently removing pupils from high-quality classroom teaching. EEF evidence highlights that small-group tuition is most effective when targeted precisely and aligned closely with classroom learning.</p>	2, 3, 4
Targeted small-group and one-to-one academic tutoring for disadvantaged pupils.	<p>EEF guidance identifies small-group tuition as having a strong evidence base, particularly when focused on clearly identified needs. At Millbay Academy, tutoring is targeted towards disadvantaged pupils in English and mathematics, including KS4 pupils identified as borderline for key outcomes.</p> <p>Tutoring is delivered by trained staff and aligned to curriculum content, ensuring intervention supports rather than replaces classroom learning. Internal analysis shows that this targeted approach is particularly effective where prior attendance has been inconsistent and gaps have compounded over time.</p>	1, 3
		3, 1

Extended day academic support through homework clubs, breakfast provision and 'Session 6'.	<p>Internal monitoring shows that disadvantaged pupils disproportionately attend extended day provision when it is structured, relational and supported by familiar staff. This provision addresses inequity in home learning environments and ensures disadvantaged pupils can access resources, guidance and quiet study spaces.</p> <p>Platforms such as Bedrock Vocabulary, Sparx Maths and Dr Frost Maths are embedded within extended day provision, enabling supported practice and consolidation. EEF evidence suggests homework has a greater impact at secondary level when well designed and appropriately supported.</p>	
Targeted literacy intervention informed by diagnostic assessment.	<p>Reading assessment data indicates that a significant proportion of disadvantaged pupils require targeted support to develop fluency, vocabulary and comprehension. Interventions are informed by baseline and diagnostic assessment and reviewed regularly to ensure impact.</p> <p>Targeted literacy support complements whole-school approaches, including tutor reading and disciplinary literacy, ensuring pupils receive the right level of support without unnecessary duplication. RISE and EEF guidance emphasise the importance of precision and review in literacy intervention to avoid cumulative disadvantage.</p>	2, 3
Academic re-engagement support linked to behaviour and attendance intervention.	<p>Internal behaviour and attendance data shows that a small group of disadvantaged pupils are disproportionately affected by repeated removal from lessons, resulting in lost learning time. Academic re-engagement support, delivered through small-group or one-to-one mentoring, addresses underlying gaps that often contribute to disengagement.</p> <p>This approach supports restorative practice by focusing on academic barriers alongside behaviour support, reducing the risk of repeated sanctions and further disengagement from learning.</p>	1, 5

Targeted digital support to reduce barriers to access for disadvantaged pupils.	<p>Internal review highlights that lack of access to appropriate technology can limit disadvantaged pupils' engagement with homework, tutoring and remote learning opportunities. Targeted provision of digital support ensures disadvantaged pupils are not excluded from blended learning approaches.</p> <p>This provision supports equitable access to platforms such as Sparx, Bedrock and online tutoring, reducing the risk of widening gaps linked to home circumstances.</p>	1, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £101,538.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthening attendance through proactive family engagement and early intervention.	<p>Internal attendance analysis shows that disadvantaged pupils are disproportionately represented among those with persistent absence, often linked to complex family circumstances, mental health needs and anxiety-based school avoidance. Recent work with the Local Authority and Education Welfare Service demonstrates that earlier engagement with families leads to improved attendance trajectories.</p> <p>Millbay Academy's approach prioritises same-day contact, structured escalation pathways and proactive family support through Student Support Workers. This enables concerns to be addressed before absence becomes entrenched, aligning with DfE attendance improvement guidance.</p>	1

Targeted pastoral and mentoring support for disadvantaged pupils with complex needs.	<p>Safeguarding data and behaviour analysis indicate that a small cohort of disadvantaged pupils require sustained, relational support to remain engaged with school. Student Support Workers and mentoring roles provide targeted support focused on attendance, emotional regulation and re-engagement with learning.</p> <p>This approach supports early help, reduces reliance on punitive measures and enables closer coordination with external agencies where needs extend beyond the school's universal offer.</p>	1, 5
Behaviour support aligned to restorative practice and academic re-engagement.	<p>Internal behaviour data shows that disadvantaged pupils are overrepresented among a small group experiencing repeated behaviour incidents and internal seclusions, resulting in lost learning time. The Behaviour Officer role and associated mentoring provision focus on identifying underlying academic and emotional barriers rather than behaviour in isolation.</p> <p>Linking behaviour support to academic re-engagement helps reduce repeat incidents, supports positive relationships and protects curriculum access for vulnerable pupils.</p>	5
Use of external agency support to strengthen early help and inclusion.	<p>Millbay Academy works closely with the Local Authority, Multi-Agency Support Team (MAST) and other external professionals to support disadvantaged pupils with complex needs. Internal review shows that coordinated, multi-agency support is most effective where needs exceed the school's targeted provision.</p> <p>This activity supports earlier intervention, reduces escalation to statutory thresholds and strengthens inclusive practice for disadvantaged pupils.</p>	
		1, 3

Improving parental engagement through accessible communication and meetings.	<p>Parental engagement remains variable for disadvantaged families, with barriers including work patterns, childcare and transport. Millbay Academy uses online parent meeting software to increase accessibility and reduce practical barriers to engagement.</p> <p>Feedback from parents and staff indicates improved attendance at meetings and more timely communication regarding pupil progress, supporting shared responsibility for attendance and learning.</p>	
Reducing financial barriers to ensure inclusion, belonging and readiness to learn.	<p>Financial hardship continues to present a barrier for disadvantaged pupils in accessing uniform, curriculum materials and wider school opportunities. Targeted uniform subsidy, including provision for new Year 7 pupils and emergency support, ensures disadvantaged pupils can meet school expectations without stigma.</p> <p>Internal monitoring and pupil voice indicate that consistent uniform supports a sense of belonging, pride and readiness to learn, contributing positively to engagement and behaviour.</p>	6
Supporting access to enrichment, trips and extra-curricular opportunities.	<p>Internal review and national evidence highlight that disadvantaged pupils are less likely to access enrichment opportunities, despite strong links between enrichment, engagement and attainment. Millbay Academy uses Pupil Premium funding to reduce financial barriers to trips, visits, extra-curricular clubs and curriculum-related costs.</p> <p>This includes targeted support for creative subjects, sports provision and enrichment weeks, ensuring disadvantaged pupils can access a broad, balanced and aspirational curriculum offer.</p>	6

Total budgeted cost: £305,030.00

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 recent years.

Intended Outcomes	Success Criteria	Impact and Lessons Learnt
Attendance improves significantly for disadvantaged students, with a particular progress on persistent absenteeism.	<i>Attendance for disadvantaged pupils will be in line with the national and regional picture (or better).</i> <i>Homework clubs and 'Session 6' are well attended by PP students, as is breakfast club provision.</i> <i>Year group analysis and plans ensure bespoke and appropriate provision.</i> <i>Proactive communication with families is in place for every case of concern.</i>	<p>Extended-day provision continued to act as a protective factor for a significant number of disadvantaged pupils who experience barriers to study at home (breakfast/homework club and targeted revision/support sessions).</p> <p>Where attendance remained fragile, relationship-led staffing and consistency were the strongest predictors of pupils sustaining participation in breakfast/homework and intervention sessions (lesson: protect staffing continuity and ensure targeted invitation rather than open access).</p> <p>Team Around the School / locality working strengthened across 2024/25, supporting earlier identification of need and sharper pathways into Early Help / multi-agency support where attendance is anxiety-led or contextually complex (lesson: maintain this rhythm and tighten "pace" so there is no lag between concern and action).</p> <p>Next step: tighten the targeting of extended-day provision</p>

		explicitly around PA thresholds (e.g., linking invitations to weekly attendance cycles and priority case lists), so it becomes a deliberate attendance lever rather than a general support offer.
Pupils achieve good and better progress and outcome targets with specific support for Pupil Premium and SEN students.	<p><i>Progress 8 for All =0 SEN/PP= National Average</i></p> <p><i>Action Plans include reference to, and provision for:</i></p> <ul style="list-style-type: none"> • <i>Strategies to tackle disadvantage</i> • <i>Analysis of vulnerable groups</i> <p><i>An effective CPD programme, tailored to these cohorts</i></p>	<p>English and maths intervention capacity was sustained through small-group work, responsive grouping, and extraction where required, supporting pupils with compounded gaps (including high mobility and in-year admissions).</p> <p>The strategy's literacy strand (including Bedrock) continued to show strong engagement where routines were embedded and time was protected (lesson: protect curriculum time and tutor-time structures; ensure consistent monitoring and staff follow-up).</p> <p>SEND/PP overlap remained a defining feature of our cohort, and the Progress Support Centre model strengthened the school's ability to be adaptive while maintaining curriculum ambition (lesson: keep quality assurance tight so extraction remains purposeful, time-limited, and reintegration-focused).</p> <p>Next step: sharpen whole-school consistency around disciplinary literacy and reading support, so pupils with weak comprehension receive structured scaffolds across subjects (aligning staff practice and intervention, not treating literacy as "owned" by one team).</p>
Hours of <i>high quality teaching</i> lost to behaviour consequences are reduced.	Internal seclusions reduce and do not disproportionately impact on PP Reduction in suspensions, where a safe and orderly environment can be maintained.	Capacity was strengthened through Student Support Worker / mentoring functions which improved the school's ability to identify barriers beneath repeated removals and reduce escalation into suspension for some pupils (lesson: keep the work tightly targeted at repeat/internal-seclusion pupils to maximise impact).

	<p>Work carried out with students receiving repeated internal seclusions identifies barriers and <i>contributes</i> to progress in lessons</p>	<p>Where pupils experienced repeated internal seclusion, the strategy reinforced that academic gaps and disengagement often compound behaviour (lesson: link behaviour pathways to curriculum re-engagement more explicitly, so sanctions do not unintentionally widen learning gaps).</p> <p>Next step: formalise the casework cycle for the small number of pupils driving disproportionate lost learning (clear thresholds, weekly review, and “return-to-learning” plans that include curriculum, attendance and parental engagement actions).</p>
<p>All PP students are actively enabled in their access to extracurricular and curriculum enrichment activities, and barriers are addressed.</p>	<p>Cost barriers for trips and visits are reduced.</p> <p>Staff organising trips consider PP relevance and outcomes in their planning.</p> <p>Increased access to improved sport and health activities.</p>	<p>Funding supported whole-cohort and targeted enrichment (e.g., texts/visits and enrichment week contributions), with the strategy sustaining momentum in rebuilding participation post-pandemic (lesson: keep subsidy simple and proactive so pupils are not relying on a complex application process - maintain case-by-case approach, with staff briefed on its availability in order to target)</p> <p>The strategy protected curriculum breadth by subsidising subject-specific costs that could otherwise narrow option choices (notably practical/creative subjects), supporting equitable participation and reducing financial stigma.</p> <p>Next step: track enrichment participation with the same discipline as attendance (by subgroup and by year group), so we can evidence the proportionality of access for PP and identify where the “offer exists” but take-up is unequal.</p>

Every member of the school community takes pride and experiences a sense of belonging as part of the school community, without perceived exclusion.	Uniform is consistently maintained Student successes are celebrated Increased attendance at school events such as open evenings and parent meetings.	Uniform subsidy and on-the-day stock continued to reduce inequity and protect learning time (pupils staying in lessons rather than being excluded from learning due to unmet uniform expectations). Celebration and rewards activity (including assemblies/prizes) contributed to strengthening belonging and visibility of success (lesson: continue to ensure PP pupils are proportionately represented in recognition systems). Parent meeting participation remained variable by year group, indicating that removing practical barriers (online access) helps, but does not alone resolve engagement - relationship-based, proactive contact remains essential (lesson: combine online systems with targeted follow-up and translated/accessible comms where needed).
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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