

Pupil premium strategy statement – Treviglas Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	877
Proportion (%) of pupil premium eligible pupils	26% (229 Students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26, 2026/27, 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	March 2026
Statement authorised by	James Rogers, Headteacher
Pupil premium lead	Rebecca Drake, Assistant Headteacher
Governor / Trustee lead	Lisa Michell, Chair of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£255,628
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£255,628
Detail	Amount £255,628

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of background or other challenges that they may face, achieve highly across the curriculum. Through the teaching of our curriculum and implementation of our personal development intent, we want all students to develop the knowledge and skills that they need to go on to complete the next steps of their education and training, which in turn will support students to go on to lead happy and fulfilled lives. Through our implementation of the Pupil Premium Strategy, we want to ensure that background and disadvantage are not predictors of future success or attainment.

At the heart of our approach is the importance of high quality teaching. In line with the research from the EEF regarding the effective use of the Pupil Premium, we recognise that this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our curriculum is designed to be broad and balanced, with a recognition of our school context, and consequent high quality implementation of this curriculum will support all students to achieve highly. We also recognise that many of our students will not formally qualify for free school meals, but live within areas with high levels of deprivation, giving further importance to the high quality teaching for all students to ensure that students who are not formally identified as disadvantaged receive high quality teaching and targeted support. Consequently, our strategy aims to support all students within our understanding of our context to achieve our aims.

Our 3 year strategy, started in 2025, complements the whole school strategy for the development of cultural capital to support the personal development of our students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged pupils in the basics (5+) at GCSE is lower than that of their peers (33% of disadvantaged students compared to 45% of non-disadvantaged students). In maths, teacher diagnostic assessments suggest that many students struggle with how to approach complex problems and break these down into smaller steps, showing full working with correct arithmetic. Through analysis in English, it was identified that students were underperforming in the evaluation and comparative question, particularly those that required greater extended writing. Teachers have identified that students are not able to explore the larger themes, and perspectives in texts, linking to broader ideas and viewpoints and contextual factors.</p> <p>Assessments on entry to year 7 in the last year indicate that between 38% of our disadvantaged pupils arrive below age-related expectations compared to 14% of their peers.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. This is supported through our analysis of reading age tests over the last three years where between 55-61% of disadvantaged students arrive with a reading age below their chronological age compared to 40-48% of their peers. This gap persists during pupils' time at our school. In addition, we have identified that there is a gap between students' oracy skills. This is evident from teacher assessment.</p>
3	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4-6% lower than for non-disadvantaged pupils.</p> <p>In the last year, 36.3% of disadvantaged pupils have been 'persistently absent' compared to 17% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment and behaviour.</p>
5	<p>From analysis of our destinations data and other qualitative evidence, some of our disadvantaged students do not aspire for Level 3 courses</p>

	and consequent university choices when their prior attainment indicates this as a possible progression route. Some students lack aspiration and ambition regarding their future careers.
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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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects and with a focus upon achieving the Basics at a strong pass.	<p>2027/28 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of at least the national average (the 2024 national average was 45.9) • at least 46% achieving the Basics at a strong pass, in line with the national average for all students • The students achieving the EBACC will increase to above 40%
Improved progress of disadvantaged students at the end of KS4	By the end of our current plan in 2027/28, disadvantaged students in our school are on track to achieve the top quartile for progress compared to all disadvantaged students nationally.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice and teacher observations, quantitative data from student and parent surveys. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • All disadvantaged students engage in personal development through our student entitlements • A reduction in the number of negative behaviour points attained by disadvantaged students compared to the start of the strategy • Students are informed about destinations and have high aspirations for their future choices

To raise the aspirations and ambition of disadvantaged pupils by providing high-quality, personalised careers guidance and meaningful encounters with further and higher education, employers, and role models, ensuring all students are equipped with the knowledge, skills, and self-belief to make informed, ambitious choices about their futures.	PP students demonstrate improved academic attainment (in line with objective 1), increased career-related self-belief, and have confirmed post-16 destinations (college, sixth form, apprenticeship, or employment). There are 0% NEETs.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/8 demonstrated by:</p> <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
Improved reading comprehension and oracy skills among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate a 10% improvement in comprehension skills among disadvantaged pupils at the end of KS3 and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers, measured through STAR reading tests. Teachers will have recognised the improvement in oracy skills through engagement, critical thinking, and extended responses shown in work scrutiny.

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: £120000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Implement the principles of Transformative Talk as outlined in the school's oracy strategy across the curriculum</p> <p>This will include significant CPD time and resourcing, including the purchase of the programme 'Let's Think in English'</p>	<p>Within the EEF literacy strategy, talk is identified as one of the fundamental elements to improve literacy across the curriculum. Consequently, this improvement impacts upon the wider aims of the strategy. Researchers, such as Professor Robin Alexander, have published significant research on the benefits of talk (for example, dialogic discussion).</p> <p>EEF: Improving Literacy in Secondary Schools</p> <p>Robin Alexander Towards Dialogic Teaching</p> <p>Mercer and Howe, 2017</p>	<p>1, 2</p>
<p>Develop the school's use of assessment (both formative and summative) processes so that assessment is purposeful and accurate, providing clear information about what students know and can do. It is used consistently to identify gaps in learning so that teaching can be adapted, support is targeted, and progress for disadvantaged pupils is accelerated.</p>	<p>The impact of assessment for learning has been well documented and is rooted in cognitive approaches to teaching and learning. Notable publications and researchers summarising the work on assessment include:</p> <p>Doug Lemov: Embedded formative assessment</p> <p>Hattie: Visible Learning</p> <p>EEF: Embedding Formative Assessment</p>	<p>1, 2, 5</p>
<p>Develop expert teaching so that the ambition in language and subject expertise is evident across the curriculum, impacting upon the attainment and progress of students.</p> <p>This will involve providing instructional coaching to staff through the DDI model, to include the purchase of the Walkthrus subscription and accompanying resources to improve the standard of teaching and learning in the classroom. This will include ongoing CPD and release time.</p>	<p>Instructional coaching involves revisiting the same specific skills several times, with focused, bite-sized bits of feedback specifying not just what but <i>how</i> the teacher needs to improve during each cycle, thus avoiding a 'one size fits all' CPD model.</p> <p>Sam Sims Quantitative Education Research on Instructional Coaching</p>	<p>1, 2</p>

Develop a culture of reading and improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: EEF: Improving Literacy in Secondary Schools	1, 2
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £70000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and implementation of the Accelerated Reader programme to help screen and then support the development of reading comprehension through the choosing of appropriate texts and subsequent monitoring of progress.	Accelerated Reader helps to support an approach to developing reading comprehension. It is promising when it is used as targeted intervention EEF Efficacy Trial of Accelerated Reader	1, 2, 5
Purchase and implement Reading Plus to support literacy intervention with a focus upon developing students' reading fluency.	The importance of reading fluency is well documented in the literature surrounding developing students' reading skills (see DfE Reading Framework). The Reading Plus program specifically supports students to develop their reading fluency, which in turn improves comprehension. Reading Plus research evidence	2
Recruitment of an Intervention Coordinator to provide small group, targeted support for students with SEND, with an emphasis upon support in regards to cognition and learning, and communication and interaction.	There is good emerging evidence that small group tuition can provide noticeable improvements to pupil attainment when planned and used effectively. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1

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

Budgeted cost: £65,628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce a Scholars Programme to improve the ambition and aspirations of students, supporting pathways and destinations	<p>The research from The Brilliant Club noted that students who took part in <i>The Scholars Programme</i> in Years 7–10 were significantly more likely than similar peers to achieve grades 9–5 in GCSE Maths and English.</p> <p>Research Note: The Scholars Programme and Raising Attainment</p>	1, 5
Further develop the school's career strategy to inform, inspire, and equip students so they can make confident, ambitious, and well-prepared decisions about their futures. This will include careers fairs, external visits and guest talks as well as work within the curriculum, careers guidance and extra-curricular opportunities.	<p>The Education Endowment Foundation (EEF) notes that high-quality career-related learning improves motivation, behaviour, and attainment, especially when embedded in the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/careers-education</p> <p>The OECD's <i>Dream Jobs?</i> report (2020) found that early, broad exposure to careers (from age 7 onwards) prevents aspirations from narrowing too early, which disproportionately affects disadvantaged students.</p> <p>https://www.oecd.org/en/about/projects/career-readiness.html#publications</p>	5
Embedding principles of good practice set out in DfE's Working Together to Improve	The DfE guidance has been underpinned by its own research, that from the EPI and NFER. In addition, the EEF	3

<p>School Attendance statutory guidance.</p> <p>Staff will receive training and release time to implement procedures, such as first day absence phone calls, as well as the development with links to the rewards system.</p> <p>Develop and implement Standard Operating Procedures for attendance so that all students are supported with a culture of belonging and our supporting to return to school after a period of absence. This will involve ongoing training for all staff as well as dedicated time from the pastoral team to implement first day phones and support meetings/further activities to enable an effective return to school following absence.</p>	<p>report some important information regarding interventions to improve attendance</p> <p>EEF Attendance Interventions rapid evidence assessment</p>	
<p>For the Personal Development intent to be underpinned by planned opportunities to support the character and cultural development of every student at each key stage in the school. This will include the development of the 'student entitlements' to help equip students with the skills and cultural capital that they need to succeed in later life, including activities linked with sport, art and careers events.</p>	<p>Much research has taken place into the ways in which the inequalities in society are reproduced, particularly through considerations of the use of cultural capital to favour certain individuals.</p> <p>Bourdieu Forms of Capital</p> <p>Cultural Capital - Chris Quigley Education</p> <p>Character Education Framework Guidance</p>	4
<p>Provide additional support for mental health and wellbeing through the Student Support Manager for Health and Wellbeing. Develop the PSHE programme to include a focus upon anti-bullying, staying safe online and preventing child on child abuse and sexual harassment, as well as further development of the tutor</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, although we recognise that the evidence base is not strong.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence</p>	4

programme to include wellbeing elements.	ce/teaching-learning-toolkit/social-and-emotional-learning	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £220,992

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/4 and 2024/25 academic years, using key stage 4 performance data and our own internal assessments.

For 2024, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.31, compared to the national figure of -0.57. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 34.8 in 2024 and 37.8 in 2025. The results from 2025 have not yet been published but these results compare favourably to the national figure of 34.6 in 2024.

There is an increasing national gap between the progress of disadvantaged students and their peers and it is now at its highest level since 2011. We recognise that, whilst the progress of our students has been consistently above national for the last two years (be this above national in progress in 2024 or the estimated attainment in 2025), our students are still achieving that below their peers. In addition, the research from the DfE identifies that disadvantaged students in schools in a coastal, rural location perform at a lower rate than disadvantaged peers in inner city locations ([DfE, 2019, Outcomes for pupils by geography](#)). Consequently, whilst the progress and attainment of our disadvantaged students in a coastal location and rural catchment is significantly above those of students in similar contexts, it highlights the importance of this strategy in addressing the progress, attainment and aspiration of our disadvantaged students to enable them to overcome socio-economic disadvantage.

33% of disadvantaged students in the school attained an English and maths qualification at grade 5+ compared to 45.4% of non-disadvantaged in 2025. This represents a significant improvement from 13.2% at the start of the previous strategy. However, when comparing the English and maths score in line with the national achievement of all students, we have not met our previous objective and so the focus upon the attainment of the Basics measure remains at the heart of this Strategy.

Absence among disadvantaged pupils was 3% higher than their peers in 2024/5, although showing a reduction from previous years; persistent absence was 19% higher in 24/25, and consequently we have not met the aims of our previous strategy. We recognise this gap is too large, which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, as seen in the reduction in suspensions and referrals to the school's Reflection and Reset rooms, but

challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

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

How our service pupil premium allocation was spent last academic year

A dedicated member of staff is available to support service pupils with anxiety and loss when a family member is deployed. This member of staff also talks with the students to support and review aspects of learning but particularly when a family member is deployed. This academic year, a communications room will be set up within the school to support students for whom their parents are currently deployed. Students are supported during tutor time to make connections with other SPP students and opportunities are sought to engage creatively with key events throughout the year. The dedicated member of staff is in regular contact with families to support individual challenges. Opportunities will be sought throughout the year to celebrate Arms Forces Day and offer a network of support for students. Through the analysis of data, School Led Tutoring is also being provided for those students where gaps in learning have been identified.

The impact of that spending on service pupil premium eligible pupils

Qualitative data shows that students are engaging with the support and this is impacting positively upon them. At the end of this academic year, quantitative data will be used to assess the impact of the tutoring.