



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1398
Proportion (%) of pupil premium eligible pupils	22.60% (FSM 33.83%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Miss S Paige
Pupil premium lead	Miss R Daw
Governor / Trustee lead	Mrs L Stanton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£450,564.00
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>	£450,564.00



Part A: Pupil premium strategy plan

Statement of intent

University Academy Holbeach recognise that pupils may encounter barriers to their learning and that disadvantaged pupils are particularly susceptible to this. We know that there is no quick fix to removing these barriers, but we aim to work as a team in order to support pupils to fulfil their potential academically, in both attainment and progress and also socially.

As a school, we aim to support children to develop into positive members of the community. We also strive to make them aspirational and to value their own education. Our Pupil Premium Strategy aims to enable all pupils to access a full and varied education, to challenge them and to support them as they progress to their future.

Our Pupil Premium Strategy not only looks at academic outcomes but looks to support increased attendance and literacy levels for pupils from a disadvantaged background. The Strategy encompasses wider support for these pupils focussing on wellbeing, resilience and wider learning to include extra-curricular activities.

Through the wide range of carefully planned interventions and strategies we have on offer for our pupils, our intent is that these pupils will aspire and achieve, fulfilling their potential and become positive and active members of society.

Challenges

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

Challenge number	Detail of challenge
1	Achievement – National data shows that Pupil Premium pupils achieve below other pupils. UAH data shows that there is an attainment gap between Pupil Premium pupils and non-Pupil Premium pupils in every year group.
2	Attendance – Nationally attendance for Pupil Premium pupils in the academic year 2024-2025 was below that of non-Pupil Premium pupils (FFT Data FSM6 88.2%). This is echoed at UAH (86.9% FSM6). Attendance at school impacts on every aspect of school life for a student, including academic progress, developing aspirations, social and emotional awareness and wellbeing.
3	Aspirations - The school is situated in an area in which 45% of people have a Level 1, 2 or 3 as their highest qualification. As such, we need to ensure pupils are engaged in aspirational activities, which is driven through our careers programme and a rich curriculum. In the South Holland area, 24.6% of people over the age of 16 years have



	no formal qualifications (https://www.ons.gov.uk/census/maps/choropleth/education/highest-level-of-qualification/highest-qualification-6a/no-qualifications?lad=E07000140).
4	Attitude to learning – National data shows that disadvantaged pupils are likely to face challenges that impact on their attitude to learning and require support with behaviour interventions. In extreme cases behaviours that challenge can be frequently seen which can lead to suspensions and permanent exclusion.
5	Communication with families –Engaging families of disadvantaged pupils has become increasingly difficult since the pandemic. Schools have had to find innovative ways to communicate with families.
6	Extra-Curricular and SMSC – A significant number of PP pupils did not attend extra-curricular activities in the last academic year. There are a number of reasons for this, including financial constraints and lack of parental support. Many pupils may not be exposed to a wide range of cultural opportunities at home and it is important that the school provides this, in order to broaden and challenge their understanding of the world and to prepare them to be proactive and positive members of the wider community.
7	Financial – Due to the cost of living crisis more families are under increasing financial pressure. Ensuring disadvantaged pupils are fully equipped for school will help them succeed.
8	Literacy levels at Key Stage 3 – Assessment on entry cohorts, including reading assessments using SATs and CAT4 scores, show that reading levels for disadvantaged pupils are significantly lower than national average.
9	PSHE – Pupil Premium pupils may not have the opportunity to discuss a wide range of issues outside of school. A wide range of issues and topics are covered by our Social Studies and Stay Safe Day programmes and these are vital to address pupils' knowledge and understanding of many subjects.
10	Wellbeing – Following the pandemic, cases of anxiety have increased and many of our pupils struggle with the resilience required to cope in school. The mental wellbeing of pupils in the school is a priority.

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
Ready to Learn Ready to Achieve Academic: Curriculum To ensure curriculum promotes progress and attainment for disadvantaged pupils	<ul style="list-style-type: none"> Lesson observations and work sampling show a variety of 'disadvantaged first strategies' Student tracking data leads to appropriate pastoral and academic interventions
Ready to Learn Ready to Achieve Academic: Progress To ensure disadvantaged pupils are making progress in line with non-disadvantaged	<ul style="list-style-type: none"> Pupils are correctly identified for intervention through tracking. Intervention & Tutoring programme is in place. Data shows improved progress for group
Ready to Learn Ready to Achieve Academic: Literacy To reduce gaps in literacy on entry for pupils and throughout school to ensure academic progress can be made in line with non-disadvantaged peers	<ul style="list-style-type: none"> Reading ages of Pupil Premium pupils in KS3 who are below age expected levels show accelerated improvement. Programme of intervention/ tutoring in place with identified PP pupils benefiting.



<p>Ready to Learn Ready to Achieve Academic: Resources</p> <p>To remove barriers for disadvantaged pupils attending school due to lack of resources</p>	<ul style="list-style-type: none"> • Pupils are supported with high quality teaching and learning resources in lessons and at home • Year 11 pupils are supported with revision resources/ coursework resources • PP pupils are supported with costs related to uniform
<p>Praise for Learning Praise for Achievement Engagement: Extra-curricular Opportunities</p> <p>To ensure that disadvantaged pupils have full access to extra-curricular opportunities and increased engagement by disadvantaged pupils</p>	<ul style="list-style-type: none"> • PP pupils engage with extra-curricular revision sessions • PP pupils have full involvement in programme of trips and visits.
<p>Ready to Learn Ready to Achieve Praise for Learning Praise for Achievement Engagement: Attendance</p> <p>To promote attendance of disadvantaged pupils and ensure attendance is in line with non-disadvantaged peers</p>	<ul style="list-style-type: none"> • Attendance of PP pupils is in line or above national average for this cohort of pupils. • Appropriate intervention strategies for improving attendance for disadvantaged pupils are in place e.g. EBSA
<p>Ready to Learn Ready to Achieve Praise for Learning Praise for Achievement Aspirations: Careers & IAG</p> <p>To ensure disadvantaged pupils have high aspirations and appropriate advice to achieve their goals</p>	<ul style="list-style-type: none"> • All PP pupils receive one-to-one careers interviews • Aspirational opportunities are provided for pupils • Pupils are exposed to full range of career opportunities including apprenticeships, colleges and sixth-forms. • Disadvantaged pupils are exposed to a wide variety of career engagement opportunities
<p>Ready to Learn Ready to Achieve Praise for Learning Praise for Achievement Wellbeing: Attitude to Learning</p> <p>To promote high standards of behaviour in all pupils, recognising that disadvantaged pupils more often need pastoral support</p>	<ul style="list-style-type: none"> • Pupils receive pastoral support and tracking where behaviour falls below expectations. • PP pupils are fully represented in school programme of rewards through Praise for Learning Praise for Achievement
<p>Ready to Learn Ready to Achieve Wellbeing: Pastoral support & PSHE & SMSC</p> <p>To ensure that disadvantaged pupils are encouraged and supported to in developing all avenues of their life.</p> <p>To ensure disadvantaged pupils are actively encouraged to take part in school life</p>	<ul style="list-style-type: none"> • PP pupils are effectively tracked through reporting system. • PP pupils have full engagement with PSHE programme. • PP pupils are supported in completing homework through after school clubs. • Disadvantaged pupils are able to discuss issues that are important to young people in a supported and guided manner
<p>Ready to Learn Ready to Achieve Praise for Learning Praise for Achievement</p>	<ul style="list-style-type: none"> • Families are engaged and invested in conversations with staff about PP pupils and they feel supported



<p>Engagement: Family communication and engagement</p> <p>To engage families in supporting disadvantaged student through regular communication with home</p>	<ul style="list-style-type: none"> Families feel listened to
<p>Ready to Learn Ready to Achieve</p> <p>Wellbeing: Mental Health and Safeguarding</p> <p>To ensure disadvantaged pupils are safe and have access to mental health support</p>	<ul style="list-style-type: none"> PP pupils feel safe in school and know who to talk to when they have concerns. All safeguarding issues are dealt with in an effective and timely manner PP pupils have access to mental health support in a timely manner

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 225, 282

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum</p> <p>All departments to review their curriculum according to new curriculum framework Intent, implementation impact to allow all pupils including disadvantaged pupils to access a wide and balanced curriculum that is at once challenging and relevant.</p> <p>Development of engaging resources to engage pupils.</p> <p>Departments will ensure homework is embedded into curriculum plans.</p>	<p>The National Curriculum sets our areas of study for all pupils</p> <p>Secondary national curriculum (publishing.service.gov.uk)</p> <p>Ensuring a robust curriculum coverage will allow pupils to master topics and prepare pupils for the next step in their education journey.</p> <p>Mastery Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	<p>1,4,8</p>



<p>Assessments</p> <p>Use of standardised testing (MidYis/Yellis, CAT4) on entry to ensure quality baseline assessment.</p> <p>Ensure all departments have in place quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge for disadvantaged pupils.</p>	<p>High quality assessment is essential to promote and develop pupil progress and can have very high impact:</p> <p>Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3,8</p>
<p>Feedback</p> <p>Teachers assess work to a high standard and provide high quality and meaningful feedback on classwork and homework</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Feedback can be effective during, immediately after and some time after learning, this can be verbal or written. Feedback can come from a variety of sources, including but not exclusive to, from teachers, peers or technology.</p> <p>Marking policies should not over specify the frequency of feedback</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Sharing teaching practice</p> <p>To ensure that high quality teaching and learning is delivered to all pupils including disadvantaged pupils in all lessons.</p> <p>This is achieved through a number of</p>	<p>A tiered approach with high quality teaching and learning is recommended by Gov.uk guidance on using the pupil premium and other sources:</p> <p>Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk)</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>



<p>approaches including (but not limited to):</p> <ul style="list-style-type: none"> • Continue to develop the Teaching and Learning Group to share good practice throughout the school. • Termly Teaching and Learning Newsletter to be shared with all staff and used by staff in planning and classrooms. • Curriculum development training/CPD • A CPD focus on adaptive teaching • Embedded approaches to disciplinary literacy • Rigorous Ethos Quality Assurance processes • Evidence-informed policy and practices 	<p>High - Quality Teaching EEF (educationendowmentfoundation.org.uk)</p>	
<p>Knowing our pupils</p> <p>Staff are able to identify key groups of pupils that are disadvantaged and support their learning in the classroom through effective strategies and conversations.</p>	<p>The EEF suggests that schools:</p> <p>Build an ongoing, holistic understanding of your pupils and their needs</p> <ul style="list-style-type: none"> • Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. • Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the 	<p>1,3,4,8</p>

<p>Development of staff awareness on the impact that being disadvantaged can have on pupils throughout the school day.</p>	<p>pupil themselves and specialist professionals.</p> <ul style="list-style-type: none"> Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	
<p>Whole school approach to literacy</p> <p>Literacy co-ordinator to share weekly literacy focus with staff and deliver training at appropriate points throughout the year.</p> <p>Tutor time reading programme. At KS3 this will foster a love of reading. KS4 pupils will have a the opportunity to analyse key news items.</p> <p>Development of resources to ensure all levels of readers can access the curriculum.</p> <p>The Library promotes reading and a wide choice of hard copy books are available along with SORA, an online book platform.</p>	<p>Disadvantaged pupils are less likely to own a book of their own or read at home with their families. Due to this they may not acquire reading skills as easily as their non-disadvantaged peers.</p> <p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.</p> <p>Explicit teaching of comprehension strategies can improve a student's ability to analyse texts that challenge them.</p> <p>Oral Language Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Reading Comprehension Strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>8,1</p>
<p>Social studies</p> <p>A dedicated lesson each week to allow teaching of PSHE and RSE curriculum.</p> <p>The curriculum has been expanded to increase the curriculum topics and ensure disadvantaged pupils are able to discuss</p>	<p>We know that pupils from a disadvantaged background are less likely to discuss issues of vital importance that are covered within this curriculum e.g. topics covering wellbeing, healthy relationships and fundamental British Values.</p> <p>Social and Emotional Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>9,10</p>



<p>topics that are important to their lives in and out of school.</p> <p>Mapping of the key topics throughout all subject departments ensure coverage of all topics.</p> <p>Use of Stay Safe Days, provided through Lincolnshire County Council, provides a wide variety of relevant areas for pupils to discuss with outside agencies e.g. the Police, Fire Department.</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 112, 641

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Interventions</p> <p>Make use of effective interventions in Maths, English and other subjects such as after-school revision, Saturday schools, Easter school and one-to-one provision for all KS4 pupil premium pupils.</p>	<p>Extending school time and providing additional one-to-one support both provide learning gains for pupils:</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition enables the teaching to focus exclusively on a small number of</p>	1,3

	<p>learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small Group Tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Tracking Underachievement</p> <p>This is completed at subject level through termly analysis of achievement data collected through Tracking and Progress Tests</p>	<p>The analysis tool to support the evidence base of measures put in place to close the gap between PP pupils and their peers. OFSTED 'articulating success and good practice 2015': Outstanding schools used targeted interventions and robust tracking systems</p>	1
<p>Revision Resources</p> <p>All Pupil Premium pupils in KS4 are given revision resources for their GCSE courses, – revision guides, exam materials etc</p>	<p>To facilitate independent study and engage parental support. EEF suggest +8 months progress for meta-cognition and self-regulation.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Equipment</p> <p>Families who struggle financially with equipment costs are given support to ensure Pupil Premium pupils have the correct equipment. This includes buying all the ingredients for Food Tech lessons for Pupil Premium pupils in receipt of FSM as it is vital to promote a healthy diet for these pupils. In addition these pupils are given a calculator in KS4 Mathematics.</p>	<p>Removing potential barriers to participation increases attendance.</p>	1,2
<p>Literacy Interventions</p> <p>Early intervention for KS3 pupil premium pupils in English through small group or one-to-</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>One-to-one support provides high impact learning gains for pupils:</p>	8



<p>one provision and literacy lessons in Year 7</p> <p>To give all pupils, including pupil premium pupils, access to specialist intervention for literacy and numeracy including phonics.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p><i>Read, Write Inc.</i> is an evaluated reading programme known to create significant ratio gains in reading ages for pupils with low reading ages (<9 years on entry). The Academy's own data supports this as does:</p> <p>Read Write Inc. Phonics - The School Psychology Service</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Impact of covid-19 has been on basic skills:</p> <p>Ofsted: Children hardest hit by COVID-19 pandemic are regressing in basic skills and learning - GOV.UK (www.gov.uk)</p> <p>Best evidence on impact of Covid-19 on pupil attainment EEF (educationendowmentfoundation.org.uk)</p>	
<p>The continued use of IDL online literacy and numeracy for disadvantaged as well as SEND pupils working below expectation in literacy and numeracy.</p>	<p>IDL is an individualised online programme to support pupil progress in literacy and numeracy. Individualised instruction provides moderate impact on pupil learning:</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>Home IDL (idlsgroup.com)</p>	8
<p>Study Skills</p> <p>Student mentoring with identified KS4 pupil premium pupils and families to identify and address any barriers to learning such as poor revision skills in Maths and English.</p>	<p>By building relationships over time, mentors can positively impact pupil learning along with tracking their progress:</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Attitude to Learning</p> <p>To ensure that all pupils including disadvantaged pupils have access appropriate behaviour</p>	<p>These include approaches to developing the whole-school ethos such as through common assemblies as well through targeted intervention in and out of the classroom to improve pupil behaviour.</p>	4



<p>interventions such as PSP. BOSS and the behaviour support assistant to support the improvement of learning.</p> <p>Continued emphasis on <i>Ready to Learn Ready to Achieve</i> and <i>Praise for Learning Praise for Achievement</i></p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 112, 641

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Coordination, implementation and evaluation of Pupil Premium Strategy through Pupil Premium Lead and wider member of the Senior Leadership Team. Activities includes (but not limited to):</p> <ul style="list-style-type: none"> Monitoring Pupil Progress, tracking attendance, behaviour and ATL Coordinating interventions Provision of resources to increase access to curriculum Monitoring engagement in CEIAG and enrichment activities Engaging with parents and families <p>Supporting transition</p>	<p>A three-tiered approach to the school's Pupil Premium Strategy is based on the guidance below. The AHT i/c Pupil Premium acts as the key contact and champion for Pupil Premium pupils and their families and their development towards our wider aims.</p> <p>The EEF Guide to the Pupil Premium. Link: https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy</p> <p>Improving Outcomes for Disadvantaged Learners (Rosendale Research School). Link: https://documents.hants.gov.uk/governors/ImprovingOutcomesforDisadvantagedLearners2017-18.pdf</p> <p>EEF Working with Parents to Support Children's Learning. Link: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
<p>Promoting Attendance Good</p> <p>A dedicated team of Attendance Officers monitors attendance and holds regular meeting</p>	<p>Good attendance is linked to better educational outcomes.</p> <p>The DfE has published new guidance on improving attendance stating: 'Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners</p>	2,5

with Year Teams, Parents and Pupils	<p>should work in partnership with pupils and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium. It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and non-teaching staff in school, the trust or governing body, the local authority, and other local partners.'</p> <p>Working together to improve school attendance, DfE, 2024</p> <p>Parental Engagement EEF (educationendowmentfoundation.org.uk)</p>	
<p>Attitude to Learning</p> <p>To ensure that all pupils including disadvantaged pupils have access appropriate behaviour interventions such as PSP. BOSS and the behaviour support assistant to support the improvement of learning.</p> <p>Continued emphasis on <i>Ready to Learn Ready to Achieve</i> and <i>Praise for Learning Praise for Achievement</i>.</p> <p>Continued use of the Call Out system and Removal Room and analysis of data to identify trends and any areas for concern.</p>	<p>These include approaches to developing the whole-school ethos such as through common assemblies as well through targeted intervention in and out of the classroom to improve pupil behaviour.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Uniform</p> <p>Families who struggle financially with uniform costs are given support to ensure Pupil Premium pupils have the correct uniform.</p>	<p>Removing potential barriers to participation increases attendance</p>	2, 7
<p>Before and After School Working –</p> <p>A breakfast and homework club are offered to support pupils working in a relaxed but focussed atmosphere.</p>	<p>Removes potential barriers and encourages attendance. Well evidenced that a good diet is crucial to supporting a student's academic progress – a student can't work hard when they are hungry.</p>	2,6,7,10

<p>To support families with the cost of living crisis we have recognised that some disadvantaged pupils do not eat before school or arrive at school early</p>	<p>Ensures a safe environment is available at the start and end of the school day</p> <p>Programmes that extend school time have a positive impact on average but are expensive and may not be cost-effective for schools to implement. Schools will also need to consider the workload and wellbeing of their staff.</p> <p>Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit.</p> <p>Extending School Time EEF (educationendowmentfoundation.org.uk)</p>	
<p>Trips & Visits</p> <p>A record of Pupil Premium attendance on school trips is maintained. Pupils are offered subsidies in order to participate. The aim is that every Pupil Premium student undertakes at least one extra-curricular trip each year.</p>	<p>"Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling." Social Mobility Commission research https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</p>	6
<p>Music Tuition</p> <p>Pupil Premium pupils in receipt of FSM are supported to ensure they are able to take part in lessons should they wish to.</p>	<p>"Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling." Social Mobility Commission research. https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</p> <p>Arts Participation EEF (educationendowmentfoundation.org.uk)</p>	6
<p>The wider curriculum</p> <p>A register is maintained of participation in all extra-curricular activities to highlight levels of uptake from PPI pupils. This is then used as a basis for developing strategies to increase participation.</p>		
<p>Careers</p>	<p>The Gatsby Benchmark sets out a framework of eight guidelines about what</p>	3



<p>The careers programme is embedded throughout the curriculum and tutor time programmes.</p> <p>This includes an increased offer of IAG is available and ensures that Pupil Premium pupils can access IAG from Year 7 in a timely manner from a Level 7 trained advisor.</p>	<p>makes the best careers provision in schools and colleges.</p> <p>Linked to the Gatsby benchmark number 8: Personal Guidance</p> <p>“Over the last two decades, careers advice and work experience have been significantly reduced in schools, and disadvantaged pupils are currently less likely than their better-off peers to receive careers guidance. This may be particularly detrimental, as disadvantaged young people may lack social networks with the knowledge and contacts to replace guidance offered in school.”</p> <p>Key Drivers of the Disadvantage Gap Literature Review. Education Report in England: Annual Report 2018, Whitney Crenna-Jennings, July 2018.</p> <p>https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers</p>	
<p>Wellbeing</p> <p>To ensure that all pupils including disadvantaged pupils have access where appropriate to social and emotional learning to support their progress in the classroom.</p> <p>Mental health and wellbeing support is available to disadvantaged pupils in a timely manner through additional hours to increase capacity of school counsellors.</p>	<p>The use of social stories, friends groups and emotional support can impact pupil progress.</p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Social and Emotional Learning EEF (educationendowmentfoundation.org.uk)</p>	10
<p>Communication with Families</p> <p>Family engagement in school life through visits, meetings, focus groups and support groups in person and online.</p> <p>Use of EduLink One to share information with parents.</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:</p> <p>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</p> <p>general approaches which encourage parents to support their children with, for example reading or homework;</p>	5



	<p>the involvement of parents in their children's learning activities; and</p> <p>more intensive programmes for families in crisis.</p> <p>Parental Engagement EEF (educationendowmentfoundation.org.uk)</p>	
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Total budgeted cost: £450,564



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Review

Although disadvantaged pupils did not make expected progress overall, the Attainment 8 score has increased this academic year from 29.9 in 2024 to 32.2 in 2025 for disadvantaged pupils and from 36.9 in 2024 to 39.7 in 2025 for all pupils. This is moving closer to national averages of 45.9 for all pupils and 34.9 for disadvantaged pupils in 2025. UAH acknowledge there is further work to do to raise standards but have seen an impact of the focus on Teaching and Learning.

Tutoring through in-house 6 week programs helped with student engagement and attendance at Saturday and Easter Schools. 94% of all pupils attended English, Maths and Science revision sessions after school or on a Saturday and 83% of Pupil Premium pupils attended these sessions.

Session attendance	All Year 11 Pupils	PP Pupils
10+ sessions	75%	67%
15+ sessions	64%	58%
20+ sessions	48%	38%

The broad and balanced curriculum offer at UAH continues to be reviewed and remains appropriate for disadvantaged pupils. This ensures that there is progression for pupils on to appropriate Post-16 learning courses and the local job market. Each department has a completed curriculum plan that ensures coverage of the National Curriculum and exam board requirements at Key Stage 3, 4 and 5. These plans are being reviewed and resources continue to be developed to engage learners of all abilities and backgrounds.

Social Studies lessons are embedded for the whole school for one hour per week at the same time and continued to ensure pupils learn about key wider topics within the PSHE and RSE curriculums.

A targeted approach to Pupil Premium student attendance at these sessions will continue.

Revision resources were made available for every subject studied. Furthermore, disadvantaged pupils continue to be supported with the cost of equipment for subject specific items, including ingredients for food technology and safety equipment for



vocational courses. Uniform grants were given to families that requested them and uniform was purchased directly by the school.

The development of the Teaching and Learning Team has allowed teaching and support staff to develop strategies to support engagement and learning within the classroom. The Team delivered sessions on training days and have embedded Ready to Learn Activities at the start of lessons across the whole school.

Quality Assurance in Learning Walks and Book Looks suggest that there is parity between the quality and quantity of work produced between disadvantaged pupils and their non-disadvantaged peers.

Enrichment Review

An excellent program of extra-curricular activities is run by staff at UAH and these are open to all pupils. Clubs include sports, music, art and Duke of Edinburgh. Attendance at clubs is closely monitored and pupils are encouraged to attend regularly through use of the Praise system.

Attendance of figure for FSM6 pupils was 86.9% and this remains below the national average of 88.2%. The Attendance Team has increased capacity further with an additional three days a week and continue to develop and embed strategies to engage disadvantaged pupils' attendance at school.

A full careers program was run with all disadvantaged pupils receiving one to one guidance from a qualified careers advisor. All pupils within UAH have access to UniFrog, an online careers platform, with activities completed during tutor time and lessons. A Careers Fair was held for the second year and all pupils within the school got to meet local employers and Further and Higher Education establishments to raise aspirations of all pupils within the academy.

In July Enrichment Week was held with a collapsed timetable for Years 7-10. This allowed for different activities to be run and pupils to attend a trip. All pupils took part in this week and trips were subsidised to ensure all had this opportunity.

Wellbeing Review

Ensuring the wellbeing of disadvantaged pupils is key. Additional hours with the school counsellor have ensured that pupils have access to these in a timely manner. A renewed focus on SEND interventions all supported disadvantaged pupils.

The use of the *Ready to Learn Ready to Achieve* and *Praise for Learning Praise for Achievement* systems are emended and reviews have taken place. Good behaviour is a central element of school strategy with national data showing that disadvantaged pupils

are four times more likely to be excluded than their peers. Pupils comment that they like the system due to the consistency of use across the school. Rewards were used to support achievements within end of term assemblies.

All staff undertook training to ensure all pupils are kept safe in school. Pupils know who they can speak to if they are concerned. There is a 'worried@' email that pupils and parents can access and a 'Worry Box' located at Pupil Reception for pupils. These have helped ensure that safeguarding trained staff can respond to worries quickly.

Externally provided programmes

Programme	Provider
IDL	https://idlsgroup.com/
UniFrog	https://www.unifrog.org/about
EduLink One	https://www.overnetdata.com/edulink-one/
Walkthrus	https://walkthrus.co.uk/