

Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year) 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 – reviewed September 2025

Detail	Data
School name	Arbour Academy
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	75% (42 out of 56)
Academic year/years that our current pupil premium strategy plan covers	2025/2026 -2027/2028
Date this statement was published	December 2025
Date on which this statement has been reviewed	November 2025
Date on which statement will be next reviewed	September 2026
Statement authorised by	Lindsay Regan: Exec- Headteacher
Pupil premium lead	Joanne McQueen: Head of school
Governor / Trustee lead	Simon Lennox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (October census single reg learners 2022)	£17,737.50
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£17,737.50</p>
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every pupil, regardless of background or the barriers they face, is equipped with the knowledge, skills, and personal capital to achieve strong academic progress and become confident, successful citizens beyond post-16 education.

Our Pupil Premium strategy is designed to ensure that disadvantaged pupils have equitable access to high-quality learning experiences that enable them to thrive. This includes supporting those who are already high attainers, as well as addressing the additional challenges faced by pupils with a social worker, young carers, and others who may be vulnerable to underachievement.

At the heart of our approach is the commitment to deliver consistently high-quality teaching and learning that meets the needs of all learners. Evidence shows that excellent teaching has the greatest impact on closing attainment gaps while also improving outcomes for non-disadvantaged pupils. Our strategy prioritises engagement, responsive teaching, and curriculum access to ensure all pupils are both supported and stretched.

The outcomes we have identified aim to sustain and further improve attainment for all learners, ensuring that progress for disadvantaged pupils is accelerated while maintaining or raising achievement for their non-disadvantaged peers.

Our strategy also underpins our wider school improvement and inclusion plans. Through targeted interventions, curriculum refinement and whole school oracy focus, we aim to address gaps in learning and re-engage pupils who have not accessed mainstream schooling or an educational provision for an extended period, ensuring they are supported to reintegrate successfully and make sustained progress.

We recognise the evolving needs of our learners, particularly around mental health, anxiety, and re-engagement with education. Our adaptive, evidence-informed approach supports the whole child—academically, socially, and emotionally, helping each pupil to re-establish positive learning habits and self-belief.

To ensure the effectiveness of our approach, we will:

- Identify and respond to individual learner needs to provide tailored educational pathways that maximise engagement and success.
- Maintain high expectations for all pupils, ensuring disadvantaged learners are consistently challenged, supported, and celebrated.
- Embed a whole-school commitment through our HERE approach, where every member of staff takes collective responsibility for improving outcomes and raising aspirations for disadvantaged pupils.

Through this strategy, we aim to secure sustainable improvement, build cultural and social capital, and ensure that every learner leaves us prepared for the next stage of their education, employment, or training.

Challenges

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

Challenge number	Detail of challenge
1	Poor Literacy levels and low reading ages
2	Gaps in learning and Exam readiness
3	Attendance and Attitudes
4	Engagement in education

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
Improve literacy levels and increase reading ages and confidence in KS3 and KS4 learner	<ul style="list-style-type: none">• Increased reading ages by a minimum of 2 years.• Greater engagement in learning across subjects.• Improved learner confidence and enjoyment in reading.• Improved behaviour and attendance.• Higher quality and standard of written work.
Reduce gaps in learning through curriculum alignment and enhanced retrieval practice	<ul style="list-style-type: none">• Improved mock and final exam outcomes.• Stronger retrieval and retention of knowledge.• Increased engagement and participation in lessons.• Higher quality of learning in books.• Accelerated progress and reduced learning
Improve attendance, engagement, and attitudes to learning, particularly for pupils with extended absence from education	<ul style="list-style-type: none">• Improved attendance and punctuality.• Increased engagement and participation in lessons.• Positive behaviour and readiness to learn.• Improved progress and achievement across subjects.

<p>Increase engagement and progress among disadvantaged learners across all subjects</p>	<ul style="list-style-type: none"> • Target grades achieved or exceeded in progress reviews. • Improved attendance and behaviour. • Increased participation in enrichment and wider school life. • Evidence of sustained academic progress.
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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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of alternative provision to re-engage disadvantaged learners with education and to support their post 16 goals	Increased attendance for individuals who are accessing this provision. Reduced behaviour incidents for individuals and improved engagement in our school setting.	4, 3
Purchasing GCSE resources focusing on revision and curriculum workbooks for Science and Maths which learners can take home to support them with gaps in knowledge, support independent study and help structure their revision.	Ensuring learners have individualised catch up learning plans focusing on gaps and including home learning is proven to be beneficial: Revision/ Home learning: Education Endowment Fund - + 5 months EEF individualised instruction +4 months	1,2,3,4
Purchase and implementation of the Step Lab online platform to support the development and implementation of a whole school Oracy strategy.	Step Lab provides a structured framework for developing speaking and listening skills across the curriculum. Research shows that oracy interventions improve communication, confidence, and cognitive development, supporting reading comprehension and writing skills. EEF: Oral language interventions have a +6 month average impact on progress, particularly for disadvantaged pupils.	1,2

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number
1-1 Phonics and catch-up reading sessions. Staff trained in Read, Write, Ink phonics interventions to deliver targeted, evidence-based support.	<p>Research shows that structured, systematic phonics teaching improves decoding skills, reading fluency, and confidence, particularly for pupils who have fallen behind.</p> <p>EEF: Phonics interventions have a +4 month average impact on reading progress.</p>	1,2
Improving literacy and reading levels in all subject areas. Bedrock Literacy intervention programme license and accelerated reader package.	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-</p>	1,4

Literacy strategy: Individual weekly reading interventions with 1:1 support, resources to aid this	toolkit/reading-comprehension-strategies	
Improving literacy through embedding a love of reading through magazine subscriptions and accessible/ age related texts through the English	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,4
Improving Literacy through establishing a whole school library evidenced through accelerated reader package.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	

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

Budgeted cost: **£7,737.50**

Activity	Evidence that supports this approach	Challenge number
Provide targeted 1:1 mentoring, home visits, and practical attendance support including transport to school where necessary. Mentors build positive, trusting relationships to encourage re-engagement with learning and reduce persistent and severe absence.	EEF: Mentoring supports re-engagement and reduces exclusion risk. DfE: Improving School Attendance - embedding early identification, targeted intervention, and relational practice. EEF - Mentoring	3,4
Designated Pastoral mentor to lead attendance strategies, liaise with families, and coordinate with the local authority for tiered intervention. Targeted support addresses barriers to regular attendance.	Attendance support from the local authority is proven to increase parental engagement in attendance as a third-party intervention. EEF- Parental engagement in children attendance. Embedding principles of good practice set out in DfE's Improving School Attendance advice. Internal Attendance figures	3,4
Training and Intervention: Drawing and Talking Therapy.	Pastoral and inclusion teams trained in Drawing and Talking intervention to re-engage the most vulnerable and disadvantaged learners through structured, therapeutic sessions. Arts participation +3 months EEF Behaviour Intervention +4 months EEF	3,4
Forest School: Outdoor Learning	Building our own on site outdoor provision of Forest School. EEF - Outdoor Adventure Learning	4

ELSA Training for staff to help pupils with social and emotional needs, covering self-esteem, managing emotions, social skills and resilience	EEF: Shows how effectively taught social-emotional skills like self regulation, resilience and self esteem boost pupil engagement and well-being	3
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Total budgeted cost: £ 17,737.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Poor Literacy levels and low reading ages:

We have reviewed the performance of our school's disadvantaged pupils for the 2024/25 academic year, drawing on Key Stage 4 performance data alongside our internal assessments. Our analysis shows encouraging progress in key areas, particularly in English, where targeted literacy interventions have begun to deliver measurable improvements.

These interventions, which include structured reading programmes, small-group tuition, and enhanced classroom support, have been sustained through dedicated funding and staff training. As a result, we are seeing a steady rise in attainment and engagement among learners who previously struggled to achieve expected standards. Moving forward, we will continue to monitor these trends closely, refine our strategies based on emerging needs, and ensure that resources remain focused on closing gaps and promoting equity across all subjects.

In 2025/26, we will continue to strengthen our literacy strategy through continuing our investment in phonics and reading. This includes the Read Write Inc. Phonics programme, Fresh Start to support learners at different stages of development. Staff have received training in the delivery of phonics across the school, ensuring a consistent and high-quality approach. Additionally, we have invested in the updated Salford Reading Assessment tool, which enables us to accurately measure baseline reading scores for pupils on entry and track progress over time. These measures are designed to build strong foundations in reading and comprehension, which are critical for improving overall attainment and engagement.

Alongside these interventions, the whole-school library continues to be developed and is actively utilised in targeted reading interventions. This resource provides pupils with access to a wide range of texts that support both curriculum learning and independent reading, helping to foster a culture of reading for pleasure and academic success. These combined measures are designed to build strong foundations in reading and comprehension, which are critical for improving overall attainment and engagement.

Gaps in Learning and Exam readiness

Many of our learners benefit from one-to-one support in a variety of forms, and our Pupil Premium cohort continues to have access to this provision. During this strategy period, we have undertaken a significant curriculum overhaul to ensure that learning is carefully sequenced and demonstrates clear progression from Key Stage 3 to Key Stage 4. This approach is designed to minimise gaps in learning and provide a coherent journey for all pupils.

Assessment and baseline testing are embedded at the point of entry to identify individual gaps, enabling us to tailor learning to meet specific needs. To further support achievement, revision guides have been purchased for all KS4 learners in core subjects, and this initiative will continue into the new strategy year.

Mock examinations are scheduled twice per calendar year to maximise preparation time, ensure exam readiness, and allow sufficient opportunity to apply for access arrangements where required. These measures, combined with targeted interventions and personalised support, aim to raise attainment and improve outcomes for all learners.

Outcomes

- Pupil Premium learners are demonstrating strong progress and attainment.
- Continued investment in reading and phonics interventions is delivering sustained impact, with clear improvements in literacy outcomes.

Attendance and attitudes

Following the deployment of a Learning Mentor as Attendance Lead, we have strengthened our approach to improving attendance. The Attendance Lead works closely with our Local Authority Attendance Officer, holding half-termly meetings to ensure timely intervention for learners who would benefit from LA involvement. A range of strategies have been implemented to address attendance challenges, including incentive and reward schemes, alongside extensive pastoral support for both families and learners to overcome barriers to attending school. We are also working in partnership with external agencies to provide targeted support where needed, ensuring a holistic approach to improving attendance and engagement.

Attendance has shown a steady improvement throughout the implementation of this strategy. This positive trend reflects the impact of targeted interventions, strengthened pastoral support, and collaborative work with the Local Authority and external agencies. Attendance from baseline has remained consistent across the setting with pupils making on average a significant improvement.

Engagement in education

Purchase of alternative provision to re-engage disadvantaged learners with education and to support their post 16 goals:

Alternative provision (AP) placements have become an integral part of our KS4 curriculum, offering tailored pathways that meet the diverse needs and aspirations of our pupils.

Engagement across all AP settings has been consistently positive, with the majority of learners achieving the highest behaviour and learning grades during attendance. Beyond academic success, we strongly believe that AP has significantly raised aspirations, with the majority of Year 11 learners with an agreed college placement or apprenticeship. This approach continues to play a vital role in preparing our pupils for successful post-16 destinations.

Engagement in Education has increased significantly and this can be seen in a dramatic reduction in positive handlings and fixed term suspensions.

Behaviour across the school has significantly improved during this strategy period. These improvements reflect the impact of consistent behaviour management strategies, targeted pastoral support, and proactive engagement with learners to address underlying issues.

This impact demonstrates that we made progress in our outcomes outlined for 2024/25, as detailed in the Intended Outcomes section above. In response to ongoing evaluation, we have reviewed our strategy plan and made targeted adjustments to how we allocate our budget for this academic year. These changes, outlined in the Activity in This Academic Year section, ensure that resources are directed toward the most effective interventions, supporting continued progress and closing gaps for disadvantaged learners.

