

# Pupil premium strategy statement 25-26

# Thomas Alleyne 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	1090
Proportion (%) of pupil premium eligible pupils	241 (22%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	3
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mel Cook
Pupil premium lead	Richard Candlin
Governor / Trustee lead	David Gray

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	FSM:230 x £1,075 LAC:10 x £2,630 SPP:1 x £350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£273,900



# Part A: Pupil premium strategy plan

## Statement of intent

Our intent is to ensure that all students, regardless of background or prior attainment, are enabled to succeed and attain the grades/levels they need to successfully move onto the next stage of their education, work, or training. Through regular reviews of our provision, bespoke audits and working collaboratively e.g., within the Chiltern Trust, we aim to identify the aspects of our implementation that will best support the needs of all students with a particular focus on disadvantage.

Ensuring Quality First teaching is effective for our PP students is the number one focus for the leaders of our core subjects. The Education Endowment Fund suggests that 50% of PP funding should be directed to improving QFT. CPD at the academy is focussed on teacher practice that improves students' recall, metacognition, and self-regulation. Particular focus is made to create positive disadvantaged pupils engagement towards any curricula intervention, extra-curricular clubs, trips and enhanced support to raise aspirations.

We intend to ensure that student well-being, mental and physical health is addressed alongside a commitment to providing a strong academic curriculum which challenges and inspires all students. As we prioritise student wellbeing and mental health we are fostering a sense of belonging that motivates consistent attendance and active engagement in the school community.

Key stage 3 – All students have a broad and balanced curriculum offer when commencing their studies at The Thomas Alleyne Academy in years 7-9. The curriculum is a blend of knowledge and skills to ensure academic progress and enable opportunities to experience optional subjects that will be available from year 10 onwards. PP students are supported by the pastoral support team and Senior Leadership Team (SLT) and guided in the selection process regardless of prior attainment or current performance with raising their aspirations in mind.

Key Stage 4 – Our KS4 curriculum starts in September of year 10, with all students completing core GCSE's in English language, English literature, Mathematics, Combined or Separate Science. During the options process, students will choose four further qualifications from a range of 18 options. EEF research establishes that developing positive relationships with disadvantaged students allows barriers to learning to be identified and mitigating solutions put in place. This is offered through pastoral support teams in each year from who monitor attendance, achievement and behaviour. This is in addition to the excellent Enrichment opportunities, Core Values and the Character Education Curriculum which is delivered by tutors during form time activities.

Character education at Thomas Alleyne is all-encompassing and is threaded through all areas of the curriculum and personal development opportunities that the students receive. We take character education seriously as we believe it is fundamental to the development of our students, and this was demonstrated by our receiving the Character Quality Mark.

Character education is taught through our form time programme and assembly programme. The character curriculum is linked carefully to our PSHE programme. Subject areas take responsibility for further developing opportunities to discuss virtues and virtue-based dilemmas. Opportunities for students to put their “character” into practice are wide-ranging and include:

- an extensive clubs list of extra-curricular clubs
- STEM activities such as the Faraday challenge
- music and drama productions
- trips and events such as the trip to the Stevenage parliament and Young Enterprise activities
- student leadership including the school council, prefect positions  
volunteering and charity work  
Duke of Edinburgh at both bronze and silver

Despite all the opportunities that are planned to teach character, both explicitly and implicitly, we believe that the modelling of character is a crucial aspect and to this end, we work with staff and parents/carers on character and character virtues. It is important that staff model good character behaviours and engage in positive character language with students, and therefore this is an aspect of our CPD programme.

## Challenges

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

Challenge number	Detail of challenge
1	Low Outcomes: Performance of disadvantaged students is significantly below that of non- disadvantage with an average attainment 8 score of 3.25 compared to 5.22 of non-disadvantaged. The outcomes in English show a gap of 1.61 and in Maths the gap is 2.12.
2	Low Aspirations and academic motivation: Recognised nationally as a key barrier for disadvantaged pupils. Disadvantaged pupils thrive when they have high quality teachers inspiring them with their learning. The school serves the area of the town that sends the lowest percentage of pupils on to higher education.

3	Chronic Absenteeism and Educational Engagement: National data identifies persistent absenteeism as a primary correlate of underachievement among socio-economically disadvantaged cohorts. Current attendance trends show a gap of 4.3% between PP and non PP pupils. Longitudinal attendance data indicates that yr 7 PP pupils have an average attendance larger of the yr 7 intake arrives with established patterns of low attendance, often stemming from inconsistent intervention frameworks during Key Stages 1 and 2. By positioning attendance as a 'golden thread' of student success, we integrate attendance into our wider ethos of community belonging and long-term career capital.
4	The academy's intake is drawn from a broad network of over 20 feeder primary schools, resulting in significant pedagogical variance in prior literacy instruction. This lack of curricular uniformity manifests in a wide disparity of reading ages upon entry. We prioritize targeted early intervention strategies to mitigate these literacy deficits, viewing proficiency as a fundamental prerequisite for equitable access to the secondary curriculum.
5	Underdeveloped character. Students arriving at Thomas Alleyne Academy from over 20 Primary Schools have experienced a varied approach to Personal Development and have not developed the character skills that they require to access their life long learning. By 'Character', we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are know to underpin success in school and beyond. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.

## 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
Raise achievement and engagement in lessons of all disadvantaged pupils	Narrow the achievement gap between disadvantaged and non disadvantaged pupils in all subjects, specifically Maths and English. KS4 disadvantaged pupils achieve higher 9-5 and 9-4 grades that are higher than local and national comparative data.
For disadvantaged pupils to attain English and Maths grades that close the gap to their non-disadvantaged counterparts.	The disadvantaged gap is closer than 1.6 in English Literature The disadvantaged gap is closer than 1.4 in English Language The disadvantaged gap is closer than 2.03 in Maths
For disadvantaged pupils to attain good grades in the broad range of their qualifications.	Disadvantaged pupils gain an average A8 score of over 3.25.
All disadvantaged pupils to access a quality CEIAG and Character program.	All disadvantaged pupils have a further education experience by the end of year 8.

	All disadvantaged pupils have experienced enrichment trips for Science and future career options by the end of yr 9. All yr 11 disadvantaged pupils receive careers support from external agencies.
Raise aspirations of disadvantaged pupils in regard to further education, training and employment.	Increased numbers of disadvantaged pupils staying in education or training after year 11.
Raise attendance of disadvantaged pupils.	Raise % attendance of disadvantaged pupils to significantly above national comparative data. Reduce the disadvantaged PA to below.

## 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: £ 136,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continuing to have high quality teaching and learning across TAA. With specific focus on feedback, routines and effective use of TAs.</i>	<a href="#">What makes great teaching report</a> <a href="#">The EEF guide to the Pupil Premium</a> <a href="#">EEF Teaching and Learning toolkit</a>	1,3,4,5
<i>Continue to recruit and retain excellent classroom practitioners into middle leadership and specialised leadership areas across the Academy</i>		1,3,4,5
<i>Continued drive to develop the reading and literacy culture across the Academy. Staff training and resources for Reading Fluency, Oracy and thinking</i>	<a href="#">The EEF guide to pupil premium</a> <a href="#">EEF Teaching and Learning toolkit</a> <a href="#">EEF improving literacy</a>	1,3,4,5

<i>reading. Departmental reading strategies.</i>	<a href="#">Thinking reading</a> <a href="#">Reading fluency</a>	
<i>Recruit and develop a teaching and Learning team with TLRs responsibilities for raising the quality of reading, teaching and learning. All combined to ensure quality first teaching, core values and structure.</i>	<a href="#">EEF Collaborative learning approaches</a>	1,3,4,5

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

Budgeted cost: £ 68,475

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Peer tutoring and mentoring of target pupils.</i>	<a href="#">EEF small groups</a> <a href="#">EEF mentoring</a> <a href="#">EEF peer tutoring</a>	1,2,5
<i>Recruitment in Maths, English and Science for small group tuition</i>	<a href="#">EEF small groups</a>	1,2,4,5
<i>Independent careers adviser and careers strategy for disadvantaged pupils</i>	<a href="#">Aspiration interventions</a>	2,3,5
<i>Developing a bank of technology and devices to meet the need of pupils and allow them to complete online tasks at home or in lesson</i>	<a href="#">DfE Remote education research</a>	1,2,4

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

Budgeted cost: £ 68,475

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Developing MCR and pastoral support</i>	<a href="#">MCR pathways</a>	1,2,3,5
<i>Training staff to become mental health champions</i>	<a href="#">Mental Health champions</a> <a href="#">EEF social and emotional learning</a>	2,5
<i>Study bugs online attendance support package. Yr6/7 transition support to ID, challenge and support PA pupils.</i>	<a href="#">Studybugs</a>	2,3
<i>Recruitment of attendance team and engagement with families, complete home visits</i>	<a href="#">EEF parental engagement</a> <a href="#">DfE Improving attendance</a>	1,2,3
<i>Enrichment clubs, promotion of library, rewards system and support activities that add cultural capital.</i>		2,3,5

**Total budgeted cost: £ 273,900**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*We have observed an increase in mental health issues and child poverty. In addition, there appears to have been a shift in culture following lengthy periods of low attendance lockdown and industrial action, an increased level of anxiety and difficulties in relationship forming for students as they join TAA in year 7. Our transition model has been reviewed and now includes a transition package that includes visits to primary schools for all pupils, one to one tours and welcome meetings for all families in the last 2 weeks of summer term, just before they join us.*

*These changes are particularly impactful on our disadvantaged students and their families. The impact of these external factors has been mitigated by our resolution to maintain a high quality curriculum, and focus on excellent teaching and learning right from day 1 of life at TAA. Attendance of our disadvantaged pupils has increased from remains above the national average, but we understand that there needs to be a focus on improving attendance of disadvantaged children so they can be at school and benefit from extra support. The decision to fund pupil premium and attendance support has proved invaluable, not only in terms of monitoring and supporting attendance but also allowed for increased home visits and supporting an increase in parental engagement and encouraging more regular communication. Closing the attainment gap remains central to our current plan. The school development plan has been radically re-written to focus on achievable goals for disadvantaged students in each year group. In year 11 the success measure will be for the gap between PP and non-PP students to be reduced and for all disadvantaged students to secure a positive post-16 destination.*

*Increasing the available pastoral and attendance support through the allocated funding has meant that we have been able to respond more effectively to the increased needs of students in terms of barriers to attendance, wellbeing and mental health as well as physical needs. Targeted interventions using both school staff and external agencies have also been put in place where required. A priority for this academic year will be planning and implementing targeted intervention for students identified through careful scrutiny of attainment in the mock exams, cross-referenced with information on attitude to learning and barriers to achieving well. Through developing relationships with disadvantaged students and their families, pastoral and attendance staff can provide bespoke assistance for individuals, helping to overcome barriers to success, The school focus on supporting positive destinations for all, enable our disadvantaged students to have a clear progression pathway and move on to positive destinations when leaving the Academy.*

*The exam outcome data in performance tables 2024/25 shows that the gap in the outcomes for disadvantaged students grew. Outcomes of disadvantaged students in*

*KS4 exams 2025 are just under 2 grades lower than for all students, with a A8 score of 5.22 compared to 3.25. Despite being behind our targets for the past year, the outcomes we aimed to achieve in our strategy by the end of 2025/26 can still be realised.*

