

eat.uk.com

@EthosAcadTrust

Company Registration Number: 10745840 (England and Wales)

Reach Academy

Pupil Premium Strategy

2025 - 2026

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	42
Proportion (%) of pupil premium eligible pupils	69%
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)	1 Year
Date this statement was published	06/10/2025
Date on which it will be reviewed	06/10/2026
Statement authorised by	Jack Ghee Head of School
Pupil premium lead	Jack Ghee
Governor / Trustee lead	Learning and Achievement Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38704
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>	£38704

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers particularly in terms of:

- Academic attainment
- SEMH Progress
- Attendance
- Social opportunities

At the heart of our approach is high-quality teaching focused on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

- Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for the next stage of their education and adulthood.

Challenges

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

Challenge number	Detail of challenge
1	The vast majority of disadvantaged children enter the academy with attainment levels that are significantly below their peers nationally and in many cases well below age related expectations, due to their complex learning needs identified in EHCPs.
2	Due to the complexity and vulnerability of many pupils and their families at Reach Academy, their access to wider opportunities within their community and beyond is limited, resulting in low aspirations and limited engagement levels within school and beyond.
3	A number of disadvantaged children have a range of existing gaps in their knowledge and skills, due to poor attendance and SEMH needs.

4	Many of our disadvantaged pupil's education and wellbeing have been negatively impacted through the partial school closures during the pandemic to a greater extent than other pupils.
5	The vast majority of pupil premium children face significant obstacles to their individual learning based on their ability to communicate, social emotional and mental health needs and their ability to interact with others as identified through Boxall Profiling.

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	<p>Improvement in attainment data for disadvantaged pupils across the curriculum. Progress data will be reviewed termly to review the impact.</p> <p>A reduction in the amount of time pupils spend out of lessons will be seen over the course of the year, which will demonstrate pupils being more engaged in learning.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Improvements in attendance figures, including for value-added, where a positive value-added score will be seen for disadvantaged pupils over the course of the year.</p> <p>Attendance figures will be pulled on a regular basis to inform actions and more formally on a termly basis to review impact.</p>
To increase SEMH progress for disadvantaged children through a range of activities to build cultural capital, improve social interactions and personal outcomes	<p>Improvement in Boxall diagnostic and development scores for all disadvantaged pupils throughout the year.</p> <p>Pupil voice surveys will indicate a large proportion of pupils feel supported and positive about school.</p> <p>Termly and annual EHCP reviews and outcomes will demonstrate impact.</p> <p>Reduction in SEMH-related behaviour incidents over the course of the year</p>

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: £3527

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for Support Staff</p> <p>Implement CPD that focuses on strategies to support SEND pupils</p> <p>CPD Areas:</p> <ul style="list-style-type: none"> - Reading - Phonics - Sensory audits - SEND Strategies dependent on cohort need 	<p>EEF research shows that targeted intervention has a positive effect of +5 months for secondary pupils.</p> <p>EEF research shows that teaching of reading comprehension strategies has a positive effect of +7 months</p> <p>EEF research shows that participation in creative subjects has a positive effect of +3 months</p> <p>EEF guidance document, "Improving behaviour in schools"</p>	1, 3, 4, 5

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

Budgeted cost: £33527

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions</p> <p>Develop and implement individual and small group-based intervention and programs and personalised offers; ensuring research-based practice is used to implement an effective intervention model.</p> <p>Develop and implement intervention programs within the classroom; ensuring research-based practice is used to</p>	<p>EEF research shows that interventions, both targeted and universal have positive overall effects of +3 months.</p> <p>Impact applies across the curriculum with slightly greater impact</p> <p>EEF research shows that learning collaboratively in small groups has positive effects of +5 months</p> <p>EEF guidance document, "Improving behaviour in schools"</p> <p>EEF research shows that Phonics has a positive impact of +5 months.</p>	1, 2, 3, 4, 5

implement an effective intervention model.	EEF research shows that Reading Comprehension has a positive impact of +7 months on pupils	
--	--	--

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

Budgeted cost: £1650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement Implement opportunities for parental engagement to support SEND progress of pupils including opportunities for sharing strategies to support pupils at home. <ul style="list-style-type: none"> - Parental Workshops - Parent Evenings Implement opportunities for parental engagement to support and celebrate the academic progress of pupils. <ul style="list-style-type: none"> - Celebration Assemblies - Parent Evenings 	EEF research shows that parental engagement strategies have a positive effect of +4 months EEF guidance document, "Improving behaviour in schools"	1, 2, 3, 4, 5

Total budgeted cost: £38704

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The impact of the pupil premium strategy for 2024 – 2025 is shown in the data detailed below and demonstrates that the intended outcomes were met.

Attendance 24.25

	Autumn	Spring	Summer	24-25 Year
Overall	71.44%	72.86%	71.73%	72.17%
Pupil Premium	70.38%	73.51%	71.73%	72.31%

SEMH 24.25

	Autumn	Spring	Summer
Overall SEMH Progress	79% (26/33)	100% (39/39)	98% (40/41)
Pupil Premium SEMH Progress	67% (16/23)	100% (26/26)	97% (28/29)

Academic 24.25

Progress towards targets Term	Maths			English			Reading		
	Aut 24	Spr 25	Sum 25	Aut 24	Spr 25	Sum 25	Aut 24	Spr 25	Sum 25
At least Expected Progress%	63% (19/30)	66% (23/36)	61% (22/36)	60% (18/30)	66% (23/36)	69% (25/36)	53% (16/30)	69% (24/36)	64% (23/36)
Pupil Premium %	65% (13/20)	70% (16/24)	70% (16/23)	65% (13/20)	74% (17/24)	74% (17/23)	60% (12/20)	78% (18/24)	65% (15/23)

Behaviour 24.25

SEND- Behaviour	Autumn	Spring	Summer	24-25 Year
Absconding	26	9	24	59
HATE crime	51	60	54	165
Persistent Bullying	27	28	8	63
Criminal Damage	15	11	19	45
Drug/Alcohol possession or use	2	1	0	3
Persistent Disruptive Behaviour	228	193	159	580
Physical assault against a Pupil	27	31	13	71
Physical assault against an adult	139	111	107	357
Physical Assault in an RPI	68	49	40	157
Sexual misconduct	0	2	0	2

Theft	0	0	0	0
Use or Threat of Use of an Offensive Weapon or Prohibited Item	14	5	10	29
Verbal Abuse/Threatening Behaviour Against a Pupil	19	53	27	99
Verbal Abuse/Threatening Behaviour Against an Adult	105	138	116	359
Climbing	21	29	49	99
Inappropriate use of social media or Online Technology	0	0	1	1
Total Incidents	438	350	310	1098
Transition group total incidents	298	26	N/A	324

Analysis & Impact

- CPD has been delivered to teaching staff, which focuses on the following areas: assessment, feedback, curriculum development and strategies for adaptive teaching. The CPD delivered has ensured that high-quality teaching has been consistently delivered, enabling pupils to become re-engaged in learning and make strong academic progress throughout the year. Academic data demonstrate the success of this part of the strategy, as pupil premium pupils have outperformed non-pupil premium pupils in English, Reading, and Maths. It is noted that further CPD on reading is required, which could not take place in 24 – 25 due to external constraints.
- CPD has been delivered to support staff, which focuses on the following areas: Nurture principles and SEND strategies. Both areas have been delivered in line with the behaviour and relational policy. Following the staff upskilling over the course of the academic year, serious incidents decreased overall, with most categories of serious incidents also experiencing a decrease.
- Individual and small group-based interventions have been developed over the course of the year following research and CPD. This has become more consistent in the summer term, with a positive impact seen in pupils' SEMHs progress, particularly when comparing progress in Autumn to Summer, where a 30% increase can be seen for Pupil Premium pupils.
- Extra-curricular activities have been implemented to raise pupil aspirations and provide them with meaningful opportunities. A focus has been placed on delivering these activities during break and lunch, recognising the geographical constraints of where pupils live and the difficulties this brings. Stakeholder feedback from pupils shows a positive association with extracurricular activities and intervention spaces.
- Parental engagement sessions have been held on a half-termly basis in addition to a parents' evening and two reports being sent out over the course of the year. Improving parental engagement has been broadly successful, as demonstrated by attendance and academic data, where pupils from the pupil premium outperform those from non-pupil premium backgrounds. In addition to this, stakeholder feedback indicates that 97% of parents/carers have a good relationship with school staff, and 88% of parents/carers find events and celebrations enjoyable.

