



KIRTON ACADEMY

PUPIL PREMIUM STRATEGY

2025/26

Principal: E Ricketts

Academy Link: R Watson

Governor Link: A Hull



Lincolnshire Gateway
Academies Trust

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium where applicable) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kirton Academy
Number of pupils in school (September 2022)	393 (as at 01.04.25)
Proportion (%) of pupil premium eligible pupils (September 2022)	50% (as at 01.04.25)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025 to 2025/2026 (1 year interim as part of transition to Lincolnshire Gateway Academies Trust).
Date this statement was published	01/07/25
Date on which it will be reviewed	July 26
Statement authorised by	Mrs E Ricketts - Principal
Pupil premium lead	Mr R Watson
Governor / Trustee lead	Mrs A Hull

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,957
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£210,957

Part A: Pupil premium strategy plan

Statement of intent

Kirton Academy is committed to ensuring that all pupils, regardless of background, achieve well and are prepared successfully for the next stage of education, employment or training. As part of Lincolnshire Gateway Academies Trust, the academy aligns its pupil premium strategy with Trust priorities for high-quality teaching, inclusion, attendance and strong outcomes for all.

Our strategy is rooted in the principles of the Education Endowment Foundation (EEF): - high-quality teaching as the priority - targeted academic support informed by diagnostic assessment - wider strategies that remove barriers to learning

Whole-school improvements in 2025 have strengthened teaching, leadership and outcomes. This strategy ensures disadvantaged pupils benefit fully from those improvements and that remaining gaps are addressed through precise, evidence-informed action.

Challenges

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

Challenge	Detail
1	Lower literacy levels on entry. Disadvantaged pupils have an average reading age approximately three years below non-disadvantaged peers, particularly in Years 7–8.
2	Lower numeracy attainment on entry, with weaker KS2 maths outcomes limiting access to the curriculum.
3	Higher proportion of SEND and low prior attainment within the disadvantaged cohort.
4	Attendance rates for disadvantaged pupils are lower than non-disadvantaged peers, with higher persistent absence.
5	Disadvantaged pupils account for a disproportionate number of behaviour incidents and suspensions.
6	Reduced access to enrichment opportunities and lower parental engagement due to socio-economic barriers.

Intended Outcomes

These are 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 academic attainment for disadvantaged pupils	Accelerated progress in English, Maths and Science; narrowing attainment gaps in internal and external assessments.
Improved literacy	Rapid improvement in reading age, particularly in KS3; reduced gap to non-disadvantaged peers.
Improved attendance	Attendance gap reduced to $\leq 2.5\%$; reduction in persistent absence.
Improved behaviour and engagement	Reduction in suspensions and repeat behaviour incidents for disadvantaged pupils.
Improved personal development and destinations	Increased participation in enrichment activities and positive post-16 destinations for all disadvantaged pupils (ambition: 0% NEET).

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD focused on Rosenshine's Principles, cognitive load theory and metacognition	EEF identifies high-quality teaching as the most effective way to improve outcomes for disadvantaged pupils	1, 2, 3
Coaching and quality assurance with focus on disadvantaged pupils	Sustained professional development improves classroom consistency and impact	1, 2, 3

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured literacy intervention using LASS, Reading Plus and Accelerated Reader	EEF: targeted interventions based on accurate diagnosis are effective when delivered by trained staff	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group reading support led by trained staff	EEF: small-group tuition shows positive impact when focused and time-limited	1
Additional English, Maths and Science teaching for Year 11	Extending learning time in core subjects supports examination outcomes	1, 2

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

Budgeted cost: £140,957

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated attendance lead and personalised attendance plans	EEF: improving attendance is essential for learning and progress	4
Trauma-informed behaviour approach and restorative practice	EEF: behaviour and wellbeing strategies support access to learning	5
Pastoral and SEMH support including counselling and external agencies	Addressing social and emotional needs improves engagement and outcomes	3, 5
Subsidised enrichment, trips, uniform and resources	Removing financial barriers increases participation and inclusion	6

Summary of cost totals:

Teaching (£30,000)

Teaching Development	£30,000	CPD, coaching, curriculum design.
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Academic support (£40,000)

Academic Intervention	£40,000	Tutoring, catch-up, targeted literacy
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Wider strategies (£14,000)

SEMH/Wellbeing	£36,000	Counsellor, ELSA, MH support
Resources/Technology	£10,000	Devices, revision guides
Staffing (Pastoral/Attendance)	£54,000	Pastoral Leads and AP behavior & Attendance
Enrichment & Access	£40,000	Trips, music, breakfast club

Total – £210,

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity In 2024–25, Kirton Academy experienced notable whole-school improvement in GCSE outcomes, reflecting strengthened teaching and leadership. However, disadvantaged pupils continued to face significant barriers.

- Progress outcomes for disadvantaged pupils remained below those of non-disadvantaged peers.
- Reading ages improved slightly but not at a sufficient rate to close gaps.
- Attendance for disadvantaged pupils improved but remained below national benchmarks.
- Disadvantaged pupils accounted for the majority of suspensions.

Interventions introduced during the year, including enhanced attendance tracking, literacy provision and revised behaviour systems, showed early positive impact but require consolidation and sharper evaluation.

Review of impact and evaluation

Impact will be monitored and reviewed termly using: - attainment and progress data - reading age assessments - attendance and persistent absence data - behaviour and suspension records - pupil and parent voice

Findings will inform ongoing refinement of the strategy. Effective approaches will be scaled up, and those with limited impact will be adapted or discontinued. Governors and Trust leaders will provide challenge and oversight to ensure value for money and sustained improvement.