



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 explains how Kirton Academy will use Pupil Premium funding during the 2025–2026 academic year to improve the educational outcomes of disadvantaged pupils. It outlines the barriers to learning experienced by our pupils, the evidence that underpins our approach, how funding will be allocated and how we will evaluate the impact of our spending.

The strategy has been developed using guidance from the Department for Education (DfE) and evidence from the Education Endowment Foundation (EEF). It reflects our commitment to ensuring that every pupil, regardless of background or circumstance, has the opportunity to achieve their full potential.

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 an inclusive school which is part of the Lincolnshire Gateway trust. We believe that every child, regardless of background, deserves access to high-quality education and the opportunity to thrive. Our strategy aims to diminish the difference in achievement and opportunity between disadvantaged and non-disadvantaged students. The Academy has strong core values built around: Educational Excellence, Community and Proud. We aim to implement a curriculum that removes disadvantage and helps all students to achieve. We work to ensure that teaching and learning opportunities meet the needs of all students. We aspire of students who are disadvantaged to reach levels of attainment and progress that are in line with (or above) all students nationally and close gaps with their peers in school; to ultimately make at least good progress and achieve high attainment across the curriculum. We want all students to successfully progress into the next stage of education or training.

The Academy has an extremely high proportion of disadvantaged students (50.2%) which is well above the national average. The focus of our Pupil Premium strategy is to support disadvantaged students to achieve the goal, including progress for those who are already high attainers. We want our Academy to be a safe-space for our disadvantaged and vulnerable learners and to be a beacon of excellence for the wider community, which is largely a deprived area. We will carefully consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The improved overall results at Kirton Academy in 2025 demonstrate that school-wide reforms—improved facilities, new leadership, investment in resources—are already having impact.

However, national and local data, as well as internal monitoring, indicate that disadvantaged pupils continue to face barriers — academic, social, emotional, and economic — that require additional, targeted support. Without a focused Pupil Premium strategy, there's a significant risk that disadvantaged pupils will not benefit fully from whole-school improvements.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that the attainment of non-disadvantaged pupils will be sustained and improved alongside progress for their disadvantaged peers.

By directing Pupil Premium funding and resources into high-impact teaching, targeted intervention, pastoral and SEMH support, and destination planning, we aim to ensure equity of opportunity. The 2025 improvements offer momentum — now we must ensure every student, especially those facing disadvantage, is included in that upward trajectory.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- be committed to supporting our disadvantaged students to achieve in line with their potential and their non-pupil premium peers at a school, local, regional and national level.
- identify and address the challenges that may limit achievement and pupil progress.
- ensure all pupils, including disadvantaged pupils, receive high quality teaching and are challenged in their learning.
- supplement the curriculum with intervention to support pupils to raise achievement in a timely and targeted manner
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils'
- outcomes and raise expectations of what they can achieve

Challenges

Following careful analysis of assessment information, attendance data, behaviour records and wider contextual information, the academy has identified the following key barriers affecting the achievement of disadvantaged pupils.

Challenge number	Detail of challenge
1 Attainment	The GCSE attainment of disadvantaged pupils at GCSE is lower than non-disadvantaged pupils , particularly in subjects that rely on high levels of literacy and/or background knowledge, such as English and history. Similarly, the attainment of disadvantaged pupils in GCSE subjects that require problem-solving skills or contain multi-step tasks, like combined science, is lower than non-disadvantaged pupils. There are also a disproportionate number of disadvantaged pupils who do not achieve an expected grade of 4+ in maths, English and science.

2 Reading and oracy	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers . For example, in our 2022 intake; 59% of disadvantaged pupils scored less than 100 in their KS2 Reading Test or do not have a result. This is compared to 50% for non-disadvantaged pupils
3 Dysregulation	Our data on behaviour, including records of concerns, and internal and external suspension rates, show a disproportionate representation of disadvantaged pupils . Suspension rates for disadvantaged pupils have significantly decreased over the last two years. The proportion of disadvantaged students being suspended remains at around 81% of all suspensions. Observations and data suggest a lot of these pupils are low-prior attaining pupils and that many lack self-regulation strategies to cope with challenging tasks and situations, which has a negative impact upon their learning.
4 Belonging and sense of connection	Our assessments of pupils' sense of belonging through student surveys have identified that in Year 7-9 disadvantaged students have a lower sense of belonging to the academy.
5 Attendance / SEMH need	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is on average about 4% lower than the figure for all pupils across years 7-11 . PP attendance is currently at 84.9% overall, compared to the current Academy attendance of 89.0%, a gap of 4.1%. Observations and data indicates that SEMH need is a significant factor in pupil absence.

Intended Outcomes

The academy has identified the following intended outcomes for disadvantaged pupils during the 2025–2026 academic year. Progress towards these outcomes will be reviewed throughout the year using a range of quantitative and qualitative evidence, ensuring that funding is directed towards the strategies that have the greatest impact.

Intended outcome	Success criteria
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<p>Improved outcomes particularly in combined science and low prior attaining maths groups.</p>	<p>2028/29 KS4 outcomes demonstrate:</p> <ul style="list-style-type: none"> • Increased attainment outcomes for disadvantaged students, in particular Maths and English. • Progress above the national average for the attainment of all pupils i.e. +0.1 or above • Reduce the attainment gap between disadvantaged and non disadvantaged students across all key measures.
<p>Improved reading comprehension and less disparity between GCSE language and literature outcomes.</p>	<p>2028/29 evidence on improved literacy to include:</p> <ul style="list-style-type: none"> • A small disparity between the attainment of disadvantaged pupils and non-disadvantaged pupils on KS3 standardised reading assessments. • Progress for disadvantaged pupils in GCSE English Language above the national average for non-disadvantaged pupils. Outcomes in line with national average in Literature.
<p>Active participation of pupils in their learning across all lessons.</p>	<p>2026/27 evidence on active participation to include:</p> <ul style="list-style-type: none"> • Quantitative data from lesson observations • Survey results from student surveys.
<p>High levels of wellbeing and a clear sense of belonging and inclusion.</p>	<p>2028/29 evidence on wellbeing and belonging to include:</p> <ul style="list-style-type: none"> • Qualitative data from student survey. • Reduced number of suspensions and lesson removals for disadvantaged students. • A significant increase in the participation of enrichment activities and in line with non-disadvantaged pupils.
<p>High attendance levels to school and to lessons.</p>	<p>2028/29 evidence on high attendance to include:</p> <ul style="list-style-type: none"> • Attendance gap between disadvantage pupils and non disadvantaged has narrowed (target gap is < 2.5%)and attendance in line with schools nationally with the same context as Kirton Academy • Persistent absence among disadvantaged pupils no more than 20%.

Progress towards these outcomes will be monitored throughout the academic year through regular assessment cycles, attendance monitoring, behaviour analysis, reading age assessments, pupil voice, parental feedback and governor scrutiny. This evidence will inform any adjustments required to ensure the strategy continues to meet the needs of disadvantaged pupils.

Activity in This Academic Year

The following section outlines how Kirton Academy will invest Pupil Premium funding during the 2025–2026 academic year. Our approach follows the three-tiered model recommended by the Education Endowment Foundation (EEF), prioritising high-quality teaching, targeted academic support and wider strategies that remove barriers to learning.

Teaching

Budgeted Cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop teachers' ability to deliver lessons that are accessible to all by default.</p> <p>A structured CPD programme to support staff develop</p>	<p>Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF Guidance Report on Effective PD.</p> <p>There is evidence that instructional coaching is a form of PD that can make a positive impact provided key mechanisms are included.</p>	
<p>Ensure teachers continue to support pupils' reading and vocabulary development.</p> <p>Ensure that all students in Year 7-10 are engaged in a Tutor reading programme.</p> <p>Replace the Accelerated Reader programme with a programme that improves students attitudes towards reading for pleasure.</p>	<p>There is significant evidence that improving pupils' reading comprehension and vocabulary skills impacts attainment at GCSE. Developing disciplinary literacy is a key recommendation in the EEF Guidance Report on Improving Secondary Literacy.</p> <p>Improving reading comprehension, vocabulary development and fluent reading are strongly correlated to attainment outcomes at GCSE. word-gap (Oxford University Press)</p>	

Review current SOW for KS3 in Maths, English and Science. Purchase and adapt a new curriculum to raise student outcomes at GCSE by ensuring the lessons have opportunities for numerous low stakes AfL, high success rate to improve the student sense of achievement.	<p>Evidence for the role of high-quality teaching for improved outcomes, particularly for the most vulnerable pupils, is well established.</p> <p>Evidence adaptive teaching comes from a range of different sources, including the SEND Guidance Report and the Five a Day strategies, such as explicit instruction and scaffolding.</p>	
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High-quality teaching remains the single most effective way of improving outcomes for disadvantaged pupils. Our priority is to ensure that every classroom consistently delivers ambitious, inclusive and evidence-informed teaching that enables all pupils to succeed.

Teaching quality will be monitored through lesson visits, curriculum reviews, work scrutiny, assessment outcomes and professional coaching. Leaders will evaluate the impact of professional development through improvements in classroom practice and pupil outcomes.

Targeted Academic Support

Budgeted Cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify and support struggling readers through the Read Write Inc Phonics programme and Reading Plus.	Developing reading strategies has a strong evidence base for improving outcomes EEF Reading Strategies	1, 4
Run daily after school support for pupils who have consistently not completed their homework and require the time, space and/or additional support of an adult or subject expert to complete their work.	Evidence from the EEF Toolkit suggests that, under the right conditions, regular completion of homework can have a positive impact on pupil learning.	

<p>Year 11 form time interventions to support students in English, science and mathematics</p>	<p>Internal evidence that DI groups develop core knowledge and skills. Regular feedback each lesson is a key feature of this intervention.</p>	
<p>Develop a Graduated approach to create an Inclusive Environment for all our students as default.</p> <p>Through improved data collection procedures, ensure a more holistic approach to supporting pupils in and out of lessons.</p> <p>Structured support for students with SEMH by training two staff to be able to deliver the ELSA programme and two staff to be Mental Health First Aiders.</p>	<p>Evidence to support this activity comes from different sources, including improving social and emotional learning (though mostly at primary).</p> <p>It also comes from recommendations in the EEF Improving Behaviour in Schools Guidance Report.</p>	<p>1, 3, 4</p>

Targeted academic support provides additional teaching and intervention for pupils who require extra help to achieve age-related expectations. These interventions are carefully planned using assessment information and are delivered alongside high-quality classroom teaching rather than as a replacement for it.

The effectiveness of these interventions will be monitored through reading age assessments, curriculum assessments, mock examinations, pupil progress meetings and ongoing evaluation of intervention programmes. Provision will be adapted where evidence indicates that greater impact can be achieved through alternative approaches.

Wider Strategies

Budgeted Cost: £140,957

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Run a daily Breakfast Club for targeted pupils so that they can eat, play and socialise in a welcoming and supportive environment and have the opportunity to build purposeful relationships with their teachers and peers.</p>	<p>There is some existing evidence that breakfast clubs help improve attainment and attendance though it is more in a primary setting. EEF Magic Breakfast</p> <p>We are therefore evaluating this intervention with the support of a team from the Royal Holloway University.</p>	<p>4, 5</p>
<p>Allocate specific pastoral time to support students identified through student surveys to support students with their SEMH, cognition or behaviour.</p>	<p>Behaviour interventions designed to reduce challenging behaviour in schools have a moderate evidence base for improving outcomes, particularly those that focus on pupil self-management.</p> <p>EEF Behaviour Interventions</p> <p>Adolescent mental health: A systematic review of school-based interventions</p>	<p>3, 4, 5</p>
<p>Improve a sense of belonging to the academy by :</p> <p>Implementing a new reward procedure (vending machine)</p> <p>Running various attendance initiatives throughout the year.</p> <p>Subsidies for school visits and educational experiences.</p> <p>Subsidies for school uniform</p>	<p>As well as being valuable in itself, wider participation can have a positive impact on wellbeing - EEF Arts Participation</p> <p>A literature review by Goldsmiths University for The National Children’s Bureau highlights how extra-curricular activity increases sense of belonging.</p>	<p>4, 5</p>
<p>Employ an Attendance Officer to raise student attainment.</p> <p>The AO will work with students and families of those with low attendance.</p>	<p>The evidence for this intervention is drawn from a range of different sources.</p> <p>Evidence for Parental engagement comes from DFE Guidance on working together to improve school attendance and the EEF Toolkit findings.</p> <p>Evidence for wider participation and behaviour interventions is detailed above through other activities.</p>	<p>1, 4, 5</p>

Research demonstrates that academic success is closely linked to pupils' attendance, wellbeing, behaviour and access to wider opportunities. Our wider strategies aim to remove the barriers that prevent disadvantaged pupils from engaging fully with education and participating in school life.

Activity Rationale and Evidence Challenges Addressed

The impact of these wider strategies will be evaluated through attendance data, behaviour information, participation rates, pupil and parent voice, safeguarding information and destination data.

Summary of Planned Expenditure

Area of Expenditure	Budget	Examples of Provision
Teaching	£30,000	Continuing Professional Development (CPD), instructional coaching, curriculum development, quality assurance and assessment.
Targeted Academic Support	£40,000	Literacy interventions, small-group tuition, Year 11 intervention, diagnostic assessment and academic mentoring.
Social, Emotional and Mental Health (SEMH) Support	£36,000	Counselling, pastoral support, specialist intervention and external agency provision.
Resources and Technology	£10,000	Revision guides, digital devices, learning resources and curriculum materials.
Attendance and Pastoral Staffing	£54,000	Attendance leadership, pastoral leaders, behaviour support and personalised intervention.
Enrichment and Access	£40,000	Educational visits, extracurricular activities, Breakfast Club, music tuition, uniform and financial assistance.
Total Planned Expenditure	£210,957	

Externally provided programmes

Programme	Area of Support
NFER Reading Age Testing	Comm & Interaction
LASS Diagnostic Reading development and testing.	Comm & Interaction
Reading Plus	Comm & Interaction
ELSA	SEMH
Read Write Inc	Comm & Interaction
SPARX	Cog & Learning
Educational Psychologists	SEMH, Cog & Learning, SEND
Think for The Future	SEMH & Wellbeing
With me in mind (mental health)	SEMH & Wellbeing
School councillor (emotional wellbeing)	SEMH & Wellbeing
School nursing team	SEMH & Wellbeing
Blue Door (domestic violence)	SEMH & Wellbeing
EMTAS (ethnic minorities and traveller community support)	SEMH & Wellbeing
FASST (family support)	SEMH & Wellbeing
Big Talk (RSE support)	SEMH & Wellbeing
CAHMS	SEMH & Wellbeing
ACADEMY 21	Cog & Learning
Access Arrangements	Cog & Learning
Alternative Provision Outreach (in school)	Cog & Learning
Alternative Provison - External	Cog & Learning
ASET	Cog & Learning
Attendance Officer Meetings	SEMH
Big Talk - RSE class session	Cog & Learning

Big Talk - RSE 1:1	Cog & Learning
BLUE DOOR/EDAN LINCS	SEMH
BOSS	SEMH
Counsellor	SEMH
Counsellor - LSE Groups	SEMH
Educational Psychologist	SEMH
ELSA 1:1	Comm & Interaction
ELSA Group	Comm & Interaction
Exact testing	Cog & Learning
FORM TUTOR REPORT	Cog & Learning
IAG Careers advice	Comm & Interaction
Laptop	Cog & Learning
Literacy support	Cog & Learning
lunch/break club	SEMH
Maths intervention (KS3)	Cog & Learning
Maths Intervention (KS4)	Cog & Learning
OASIS	
Physio	Sens/Phys
PSP REPORT	Cog & Learning
Reading intervention	Cog & Learning
Reading Pen	Cog & Learning
RETHINK	SEMH
SCHOOL NURSE	Sens/Phys
Single Page Profile	Cog & Learning
SNAP Behaviour	Comm & Interaction
SNAP Learning	Comm & Interaction
Specialist Software	Cog & Learning
Speech Therapist	Comm & Interaction
Staff - HOY/Pastoral	SEMH
Staff - SLT	SEMH
TA - HOVER	Cog & Learning
TA - Social Skills	Comm & Interaction
TA 1:1	Cog & Learning
THRIVE 1:1	Comm & Interaction
WMIM/Healthy Minds 1:1 session	SEMH
WMIM/Healthy Minds GROUP session	SEMH

YOUTH JUSTICE PARTNERSHIP

SEMH

Part B: Review of Outcomes in the Previous Academic Year

Review of 2024–2025 Strategy

During the 2024–2025 academic year, Kirton Academy continued its programme of whole-school improvement, resulting in stronger teaching, improved leadership and better outcomes across the academy. These improvements have created a stronger foundation for disadvantaged pupils; however, the academy recognises that significant gaps remain and that continued investment is required to secure long-term improvements.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal assessments. Accurate information on pupil progress is not possible for this cohort who did not complete their KS2 SATS during covid and so do not have any prior attainment data for the school to use.

Whilst the in-school attainment gap between disadvantaged and non-disadvantaged pupils remains stubborn, the attainment of disadvantaged pupils rose last year.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the attendance of disadvantage stabilised over the past year which comes as a result of a concerted effort from the pastoral for targeted groups of pupils. Attendance in 2024/25 was 88.7% which is below national (91.4%) and Lincolnshire average of 91.6%.

Our attendance for disadvantaged pupils was 87.3 vs the national figure of 91.8%.

Whilst disadvantaged pupils are still overly represented in our suspensions and exclusion numbers, our suspension rates are down considerably for all pupil groups, suggesting our new behaviour policy implemented in Term2 2023 and continued in 2024/2025 has made the academy more inclusive.

Behaviour and attendance for disadvantaged pupils is heavily linked with rising social emotional and mental health needs. Additional resource to our SEMH provision and greater co-ordination between teaching and specialist staff has helped ensure we are able to meet the increasing needs internally and/or in collaboration with local support networks. There yet to be widespread understanding of the challenges faced by pupils with SEMH by teachers, lesson observation data suggests that teachers are not consistent in adopting classroom strategies to remove barriers for vulnerable pupils in the classroom.

Disadvantaged pupils made progress during the year, although overall attainment and progress remained below those of their non-disadvantaged peers. Reading age assessments indicated modest improvement following the introduction of enhanced literacy provision, but the rate of improvement was not yet sufficient to close the literacy gap.

Attendance for disadvantaged pupils improved through strengthened attendance systems and closer partnership working with families. Despite this progress, attendance remained below national expectations and persistent absence continued to affect a significant proportion of disadvantaged pupils.

Behaviour systems introduced during the year resulted in improved consistency across the academy. Nevertheless, disadvantaged pupils continued to account for a disproportionate number of behaviour incidents and suspensions, highlighting the continued need for targeted pastoral and wellbeing support.

The academy also increased opportunities for pupils to participate in enrichment activities through financial support for educational visits, equipment and wider curriculum experiences. Participation increased during the year, although further work is required to ensure that all disadvantaged pupils benefit from the full range of opportunities available.

Overall, the evidence suggests that the strategies implemented during 2024–2025 established strong foundations for improvement. The focus for 2025–2026 is to build upon these improvements, accelerate academic progress, improve attendance further and ensure that disadvantaged pupils benefit consistently from high-quality teaching and targeted support.

Monitoring, Evaluation and Review

The impact of this strategy will be reviewed throughout the academic year by senior leaders, governors and Lincolnshire Gateway Academies Trust. Evaluation will include:

- attainment and progress data from internal and external assessments;
- reading age assessments and literacy progress;
- attendance and persistent absence data;
- behaviour incidents, suspensions and exclusions;
- participation in enrichment activities;
- pupil, parent and staff voice;
- destination information for Year 11 pupils.

The strategy will be formally reviewed at least annually. Funding will continue to be directed towards approaches that demonstrate the greatest impact, while interventions that do not provide sufficient evidence of success will be adapted or replaced. This process ensures that Pupil Premium funding delivers the greatest possible benefit for disadvantaged pupils and provides clear accountability to parents, governors, trustees and the wider community.