

Pupil premium strategy statement – Biddick 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 | 1013 |
| Proportion (%) of pupil premium eligible pupils | 30% |
| 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) | 2025-2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | K Morris |
| Pupil premium lead | C Ramshaw |
| Governor / Trustee lead | TBC |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £336,475 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £336,475 |

Part A: Pupil premium strategy plan

Statement of intent

As a school and Trust, we are committed to ensuring that *every child experiences excellence every day*. This means providing consistently high-quality teaching, nurturing environments and opportunities that enable all students, especially those from disadvantaged backgrounds, to thrive academically, socially, and emotionally.

Biddick Academy is working to support disadvantaged students in all areas of their education from the moment that they arrive in school. Our aim is that every disadvantaged student will achieve at least as well as their peers and to the best of their ability. They have every opportunity to excel and to be fully prepared for the next stage in their education and future employment. It is vital that we support our student's physical and mental health and wellbeing to enable them to learn. We will ensure that students experience a wealth of enrichment experiences to widen their horizons and unlock future opportunities.

Some disadvantaged students face many and complex barriers during their education which make effective learning very difficult. Other students have very specific, individual needs and still others, have few barriers at all. Below are some of the main difficulties faced, although it must also be said that the difficulties encountered are not unique to those who are disadvantaged.

We aim to meet and support students at their point of need, wherever possible and feasible. Common barriers to learning for disadvantaged students, in our context, include less engagement from home, weaker language and communication skills, fewer opportunities to read books, fewer resources to help with learning, lack of confidence, more frequent behaviour difficulties and attendance and punctuality concerns.

Some students struggle with their physical and mental well-being; there may be complex family situations that prevent children from flourishing. Some students have limited opportunities to experience cultural trips and visits. Some have fewer opportunities to learn about the wide range of opportunities once they leave school for higher education and employment.

The challenges are varied and there is no "one size fits all". Through our pupil premium strategy, we aim to address these challenges with a range of teaching and learning strategies as evidenced in EEF best practice as well as drawing upon best practice in improving attendance and aspirations for all students.

Pupil premium funding contributes to the work of the school in meeting the needs of disadvantaged pupils by:

- ensuring that all students benefit from high quality teaching in the classroom
- ensuring all students have access to the same ambitious curriculum
- ensuring all students have a trusted adult within the school and they have access to strong pastoral care
- developing the resilience of students, building their self-esteem and enabling them to develop the skills that will enable them to learn effectively in the classroom environment
- working with families to identify and remove barriers to strong attendance
- providing all students with opportunities to take part in extra-curricular activities and increase their cultural experiences
- ensuring that careers guidance is bespoke and comprehensive, and they are ready for their next stage
- working closely with students that need additional support to manage their behaviour.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Our attainment data shows that some disadvantaged students do not reach their full academic potential and perform less well than non-disadvantaged peers in some subject areas. |
| 2 | Our KS2 entry data and KS3 assessment data tells us that several disadvantaged students are reading below their chronological age, meaning they struggle to access subjects across the curriculum. This is further compounded by weaker oracy skills and verbal reasoning skills. |
| 3 | Our attendance data suggests that our disadvantaged students struggle to attend school as regularly as we would expect, with some being late. This in turn negatively impacts disadvantaged pupil attainment. |
| 4 | Our behaviour data tells us that some disadvantaged students struggle to manage their behaviour and need additional pastoral support. This is for a wide range of reasons. |
| 5 | Student discussions and observations have identified that some disadvantaged students have low aspirations for their future and need additional support, advice, guidance and to experience a wealth of extra- |

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| | curricular and enrichment opportunities to broaden their horizons and support decisions on their next steps. |
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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 |
|---|---|
| Students who are disadvantaged achieve well and at least in line with national averages at the end of KS4. | <p>Pupil premium students to achieve, or exceed, 4+ and 5+ basics, at least in line with national averages for other students.</p> <p>Pupil premium students to achieve, or exceed, Attainment 8 score, at least in line with national averages for other students.</p> <p>The intervention programme will have ensured that students are working in line with their peers and making expected progress.</p> |
| Reduce the difference in reading ability so that all identified disadvantaged pupils can improve their reading in line with their chronological age by the end of Year 7. | <p>Improvement in reading fluency and comprehension through use of targeted interventions programmes (20/20/20, Reading Fluency Intervention, Beacon of Light).</p> <p>An increase in the number of pupils that read for pleasure because of the KS3 Reading for Pleasure programme.</p> <p>Reading comprehension tests to demonstrate an improvement in comprehension skills.</p> <p>Improved reading ability at KS3 demonstrated in KS3 assessments.</p> <p>Reduction in the gap between disadvantaged and non-disadvantaged students in GCSE English results.</p> <p>Improved communication with home on how to support reading.</p> |
| Improve attendance for disadvantaged pupils. | <p>Attendance is high profile, and all staff take ownership of improving attendance through weekly monitoring of persistent absentees.</p> <p>Increased home engagement regarding attendance via strong communication links.</p> <p>Individual support plans effectively identify and tackle barriers to attendance for persistent absentees.</p> <p>Improved attendance is rewarded and incentivised.</p> |
| A reduction in the PP/non PP gap in attainment due to increased access to interventions and pastoral support. | PLG meetings identify appropriate interventions and monitor the impact. |

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| | <p>Improved attendance and achievement due to successful interventions.</p> <p>Year group case conferences identify individual barriers to learning and how these can be removed.</p> |
| <p>All pupil premium students to participate in extra-curricular activities that increase cultural experiences and support with making informed decisions regarding their futures.</p> | <p>Destination data to demonstrate that a greater number of students are choosing appropriate further education providers.</p> <p>Internal tracker to show that all students have taken part in at least one ongoing extra-curricular activity during the academic year.</p> <p>An increase in participation of enrichment activities, particularly among disadvantaged students.</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: £112,150

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Quality First Teaching as demonstrated through the recruitment and retention of expert staff.</p> <p>Continued focus on high quality inclusive teaching, where the teacher has the highest expectations for all pupils in their class.</p> <p>Inclusive of evidence-based strategies to support high quality teaching for pupils with SEND and pupil premium students: Scaffolding, explicit instruction, cognitive and metacognitive strategies, flexible grouping, and use of technology.</p> | <p>Quality First Teaching with a focus on differentiation adapting lessons to meet the needs of students will improve attainment for all, not just pupil premium students.</p> <p>Adapted teaching and learning is shown to be an effective strategy in other subjects and in the EEF Toolkit (homework).</p> <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD</p> <p>EEF guide to improving working memory</p> <p>EEF: Metacognition and Self-regulated Learning.</p> | 1,2 |

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| Update and implement a whole school and subject specific assessment policy that is in line with other Trust schools. | Consistently effective written feedback will improve progress for all students. KS3 Quintile analysis to show expected progress in line with Trust schools. EEF: high quality feedback is an effective way to improve attainment for all students. | 1, 2 |
| Deepen teachers' understanding of pedagogy across each curriculum area by engagement with subject specialists across the Trust and further. | EEF: Effective Professional Development EEF: Teaching and Learning Toolkit Ofsted: Subject Curriculum research reviews | 1,2,5 |
| Learning resources: expenditure on textbooks, resources and training to support bespoke subjects. Expenditure on development and maintenance of online learning platforms (Student Pod) to support learning. | EEF: Teaching and Learning Toolkit | 1,2 |
| Learning resources: Expenditure on textbooks, revision guides and training to support bespoke subjects Expenditure on development and maintenance of online learning platforms for pupils to support learning (POD/Teams/EASI/OneDrive/SharePoint) | EEF: Teaching and Learning Toolkit The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 | 1 |

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

Budgeted cost: £112,150

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Gaps in English and mathematics identified by teaching staff. Mathematics and English Faculty Leaders to plan interventions to address areas of knowledge and skills weaknesses. Deliver | EEF: Teaching and Learning Toolkit - One to one tuition & Small Group Tuition | 1,2,5 |

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| series of lessons to enable pupils to consolidate insecure learning and catch up with the schemes of learning. Use English/Mathematics/EBacc match up data meetings to identify students' individual areas in need of support. | | |
| Academic team to use data to set up interventions and monitor the aspirations, engagement and academic progress of disadvantaged pupils. | EEF: Teaching and Learning Toolkit - One to one tuition & Small Group Tuition | 1,2,5 |
| SLT Mentoring Academic and pastoral mentoring to support identified students | Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020) | 1,2,5 |
| To identify students with low levels of literacy and numeracy EEF: Preparing for Literacy 9,15,17 8 which impedes their learning and their confidence and facilitate / enable bespoke provision to meet the identified needs. | EEF: Preparing for Literacy 9,15,17 8 which impedes their learning and their confidence and facilitate / enable bespoke provision to meet the identified needs. EEF: Improving Literacy – Supporting oral language development KS1/KS2 EEF: Improving Literacy in Secondary Schools | 2 |
| Resources to support the progress of pupil premium students are identified and used to remove any potential barrier to learning. | To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation. | 1,2,5 |
| Social and Emotional Learning – interventions to support children with a range of skills including for example, emotional regulation, managing grief. | EEF: Improving Social and Emotional Learning in Primary Schools NFER: Recovery during a pandemic | 3,4,5 |
| Further implementation of strategic attendance intervention. Ensure all identified PP students with poor attendance to school have access to key staff including Attendance Manager and Attendance Officer. Barriers to | NFER briefing for school leaders identifies addressing attendance as a key step. Additional focus on the continued impact of Covid – 19. | 3,4,5 |

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| attending school are identified and a personal attendance plan is completed where appropriate. | | |
| <p>Targeted reading intervention programme, supported by NGRT results</p> <p>Small group phonics & reading comprehension intervention delivered by trained Lead Learning EEF T&L Toolkit -peer tutoring +5 months progress</p> <p>Small group tuition +4months progress reading comprehension strategies +6months progress 1,2 5 Mentors (aligned with school curriculum topics). Personalised small group (5) intervention programme delivered by an English teacher and in line with NGRT results (aligned with school curriculum topics.</p> <p>KS3 peer reading programme</p> | <p>EEF T&L Toolkit – peer tutoring +5 months progress, small group tuition +4months progress, reading comprehension strategies +6months progress</p> <p>EEF Secondary Literacy Guidance Report - ‘High quality teaching across the curriculum will reduce the need for extra literacy support.’ Nevertheless, it is likely that a small number of students will require additional support – in the form of high-quality, structured interventions – to make progress ... increasing intensity with need’ P 30</p> | 2 |

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

Budgeted cost: £112,150

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Attendance hub at Parent's Evenings. DSL/Attendance officer to meet with families that have been an attendance concern to establish early positive relationships and set out expectations. Discuss barriers with families and share pastoral | Ensure parents of Pupil Premium students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. EEF Toolkit Parental Engagement suggests +3 months progress. | 3 |

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| information with feeder schools. | | |
| Continue to develop our aspirational careers programme that is understood by all stakeholders and that creates committed students with ambitious intended destinations. | DfE: Careers guidance and access for education and training providers. | 5 |
| Provision for clear post-16 guidance | EEF: Guide to the Pupil Premium | 1,5 |
| Embed World Ready curriculum for all students. | EEF: Guide to the Pupil Premium | 5 |
| Attendance rewards strategy. (Attendance wheel, termly prizes, rewards for attending after school learning) | DfE: Improving school attendance: support for schools and local authorities. | 3 |
| Raise participation in extracurricular activities. | DfE: Promoting and supporting mental health and wellbeing in schools and colleges. | 5 |

Total budgeted cost: £ 336450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact of pupil premium spending 2024/2025:

Outcomes in 2024/25 show that PP students are close to average in the measures of English and Maths 5+, Maths 5+, Science 4+, Languages 4+, Languages 5+, Humanities 4+, Humanities 5+.

The Attainment 8 score for PP students increased from 2023/24. The APS scores in English and Maths both increased. The APS score for Ebacc subjects increased also. This signifies a reduction in the gap between PP and non-PP students.

To support the progress and attainment of Year 11 PP students, revision guides and materials including equipment were provided with bespoke guidance on how to use them effectively.

Leaders ran sessions on how to prepare for KS4 with families of PP students receiving personal invitations. PP students identified as underachieving were selected for intervention and master class sessions to support their progress. PP students received VIP invitations to after school revision sessions. As a result of this, the assessment data from the recent Mock exams is indicating that attainment will continue to rise this academic year. PP students are highlighted in all Academic case conferences following data collection. In Year 11 PP students are prioritised for strategies including Grade Changers and interventions.

The attendance strategy is making rapid improvements with PP attendance showing demonstrable improvements, compared to 2024-2025 and further improvements evident for all pupils. Leaders and the attendance team are continuing to work with students and families to improve further.

From September 2025 to December 2025, behaviour has seen a significant reduction in the number of consequences for PP students when compared to same period in the 2024-2025 academic year.

A wide range of trips and extra-curricular clubs complement all aspects of personal development at Biddick Academy. Leaders have designed these based on students' interests, the local context and in line with school priorities.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-----------------------|---------------|
| Seneca Learning | Seneca |
| Online Maths Learning | Hegarty Maths |

