Pupil premium strategy statement – Lord Grey 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	1243 (1449 inc. Post-16)
Proportion (%) of pupil premium eligible pupils	38.6%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 to 2026 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Samantha Satyanadhan
Pupil premium lead	Lewis Kaye
Governor / Trustee lead	Sally LaBrooy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£440 750
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*	£440 750

Part A: Pupil premium strategy plan

Statement of intent

Our school motto “Lord Grey Can” represents our belief that all students, irrespective of background, can be successful - reflected in their attainment, the progress they make and their personal development.

Our strategy seeks to ensure that those students who face challenge and adversity are supported such that these barriers are removed or mitigated for as much as possible.

Our overall approach recognises that high-quality teaching and learning in the classroom should be our main focus as this is proven to have the greatest positive impact on reducing the attainment gap. We also understand that a number of other factors can affect disadvantaged students' ability to access teaching, so we intend to use a range of complementary activities which will support disadvantaged students further.

Our strategy is responsive to the emerging needs and challenges of the students that we work with. We make use of data and diagnostic tools to ensure the activities and interventions we implement are effective at tackling the issues identified.

Alongside the specific activities below, we will also ensure that:

- Emerging needs of students are identified quickly and appropriate intervention takes place
- Staff have high expectations of all students, including those who are disadvantaged, without making assumptions about what they can achieve
- Staff recognise the importance of their role in ensuring disadvantaged students feel a sense of belonging and achieve good outcomes

Challenges

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

Challenge number	Detail of challenge
1	There is an attainment and progress gap between disadvantaged and non-disadvantaged students at GCSE. *In 2024-2025 students eligible for Free School Meals (FSM) had an attainment 8 score of 3.4 compared to the whole cohort which was 4.0.* *Historically, disadvantaged students have made less progress too. In 2023-2024 P8 for students in receipt of FSM was -0.4 compared to the whole cohort of -0.1.*
2	Assessment and observation indicate that students generally have poorer levels of literacy, particularly reading than their peers. This impacts their progress across all subjects, and disproportionately affects disadvantaged students. *On entry to Year 7 a large proportion of students with reading below an age expected standard are disadvantaged. In the Year 7 cohort for 2025-2026, over 25% of disadvantaged students have reading below the expected standard. A DfE publication from 2022 states that 'each year, only 10% of disadvantaged children who leave primary school with their reading below the expected standard get passes in English and mathematics at GCSE'*
3	Students who are disadvantaged have lower attendance and are more likely to be persistently or severely absent. *Historically disadvantaged students have had higher levels of absence relative to the cohort. In 2022-2023 the gap was 3.5%. For persistent absence the gap increases, in 2023-2024 it was 12%.*
4	Disadvantaged students are disproportionately represented in behaviour incidents, including suspensions. *The suspension rate for students in receipt of FSM in 2023-2024 was 48.6% compared to the whole cohort which was 27.46%. Disadvantaged students on average had 10 more negative behaviour incidents compared to non-disadvantaged students in 2024-2025.*
5	Disadvantaged students are impacted significantly by the cost of living crisis and may struggle to access curriculum resources, extracurricular opportunities and enrichment activities. *Observation and internal data suggests that the cost of living has impacted the ability of some families to support disadvantaged students to make a financial contribution towards a trip or visit.*
6	Parental engagement for disadvantaged students is typically lower than non-disadvantaged students. *Internal tracking data showed that attendance to events such as Parent's Evening was almost 10% lower where a student was from a disadvantaged background.*

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
The attainment of disadvantaged students will improve	● The gap between attainment 8 for disadvantaged and non-disadvantaged students decreases at GCSE ● Disadvantaged students at Lord Grey have higher attainment than disadvantaged students nationally at GCSE ● Internal data for other year groups reflects the attainment gap is narrowing over time
Students', especially those who are disadvantaged, gap between reading ability and chronological reading expectation is reduced	● Assessment data reflects that students standardised age score for reading increases and aligns to the chronological age expectation ● Students are more readily able to access and engage with teaching and learning materials in lesson
Attendance for disadvantaged students improves	● Attendance for disadvantaged students at Lord Grey is higher than national average for similar students ● Attendance for disadvantaged students is in line with their peers ● The number of disadvantaged students who are PA or SA decreases
Disadvantaged students feel a sense of belonging at Lord Grey and behaviour and attitudes improve	● There is a decrease in the proportion of negative incidents from disadvantaged students ● There is a decrease in the number of suspensions for disadvantaged students ● A greater proportion of disadvantaged students take part in rewards events ● Disadvantaged students report a sense of belonging in student voice activities
Parental engagement, especially where a student is disadvantaged, improves	● Attendance to parent events, particularly Parent's Evening improves ● Parent voice is proportional and representative of disadvantaged students' families ● There is no difference between attendance/response rates when considering disadvantage

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: £ *385 750*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of qualified, specialist teaching staff to deliver the curriculum	'Disadvantaged pupils are disproportionately likely to get lower quality teachers' and 'for maths and science … more deprived schools are much more likely to have teachers with inappropriate qualifications.' (Allen & Sims, 2018: p445).	1, 2
Staff CPD and introduction of Universal Pillars of Inclusion - whole school training and bespoke CPD courses where appropriate	Our CPD programme this academic year focuses on different elements of our Universal Pillars of Inclusion. These elements have been identified as key areas of Teaching and Learning which will have significant impact including actionable feedback (+6 months), creating high expectations and building relationships. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.' (Education Endowment Foundation, 2021) EEF Toolkit - Feedback	1, 2, 3, 4
Recruitment and retention of Learning Support Assistants	Where Teaching Assistants are deployed effectively and deliver carefully planned and structured interventions this can lead to up to 4 months of progress. EEF Toolkit - Teaching Assistants	1, 2
Purchase of PIXL to support high quality first teaching,personal development and metacognition strategies	Developing students' metacognition by explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can add +7 months EEF Toolkit - Metacognition	1, 2

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

Budgeted cost: £ *15 000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of diagnostic assessments for reading and literacy- NGRT	The EEF guide for improving literacy in secondary schools recommends that accurate assessment take place in order to determine approach intervention. We will be using the NGRT assessments to determine which students will benefit from reading interventions and the tier of support required. EEF - Improving literacy guidance	1, 2
Lexia Reading Intervention - targeted intervention for students identified as having the lowest reading and literacy levels	Research from ESSA in the USA shows that 'Lexia® PowerUp Literacy® is more than TWICE as effective than the average (traditional) adolescent reading intervention for 11-13-year-olds'. The document 'What works for Literacy Difficulties' states that in studies there were 'useful to substantial gains in comprehension', 'useful gains in spelling' and 'a useful gain in reading'. The EEF Improving literacy guide recommends specific and targeted interventions for students with significant gaps in reading and literacy. EEF - Improving literacy guidance	1, 2
Development of support for Disadvantaged students with High Prior Attainment by the reintroduction of the Brilliant Club's Scholars Programme.	A report commissioned for the Social Mobility and Child Poverty Commission, Progress made by high-attaining children from disadvantaged backgrounds (2014) found "high-achieving children from the most deprived families perform worse than lower-achieving students from the least deprived families by Key Stage 4." The findings of an independent evaluation of the Brilliant Club showed that students who participated in The Scholars Programme in Year 10 were 25 percentage points more likely to achieve a 9-5 in maths and English at GCSE than	1

	students within their schools who scored similarly at Key Stage 2. Scholars Programme Impact	
Rewards for Year 11 Pupil Premium students who attend 2 targeted revision sessions per week after school with the intended outcome being improved grades in the GCSE subjects of which they are underperforming. Mock data from Term 1 will direct students to specific revision sessions.	Findings from a Pupil Premium student voice survey in 2024 stated that 30% of students wanted 'more help and support with their studies'. This is supported by the EEF's Pupil Premium guidance which states 'We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those Pupil Premium pupils who are not making good progress.' The Education Endowment Fund, September 2023.	1, 3, 5

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

Budgeted cost: £ *40 000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved attendance strategy and oversight - a dedicated member of the leadership team to oversee attendance alongside two attendance officers and Assistant Heads of Year with an attendance focus	Students can only benefit from the high-quality teaching and learning if they are in school. Increased parental contact regarding student absence was found to have a positive impact in the research review by the EEF. It recognised that all approaches that had an impact shared a key component of "building effective partnerships between schools and parents, through discussions, meetings and conferences. The purpose of these partnerships was to identify issues leading to absences and collaboratively source effective solutions to the problems."	1, 3, 6

Pastoral provision to ensure that students eligible for pupil premium are supported during the school day. This includes support from Heads of Year and Learning & Behaviour Mentors.	The EEF research states that 'some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support'.	1, 3, 4
Provision of Breakfast Club where students can eat, complete self study, and check in with Learning Mentors to start the day positively.	Research by The School Food Plan in 2013, found that 'the number of children coming to school without having eaten breakfast was increasing. It reported that not eating breakfast is associated with a range of negative consequences for children. These included poorer health, adverse educational and social effects, and lower levels of energy and attentiveness.	1, 3, 4, 6
Staffing and resourcing daily Self Study drop in Purchase of GCSEPod software	We know that many of our disadvantaged students struggle to complete self study independently. The EEF guidance about Parental Engagement recommends that it is often more effective for Parents to be able to direct students to the right support, than support themselves. We provide a space, the resources and two members of staff who can support students whilst they complete their self study. The EEF guidance suggests that homework can have a positive impact of up to 5 months. The toolkit also suggests that there is a larger impact where digital technology is used. We have purchase GCSEPod which provides high quality on demand resources for students to access. EEF Toolkit - Homework	1, 5, 6
Therapeutic support for students at risk of exclusion including access to art and drama therapy	The therapeutic approaches benefit students by providing them with opportunities to learn how to manage their emotions and improve their overall wellbeing.	1, 4, 5

	The EEF Toolkit also states that Arts participation can lead to up to 3 months progress. EEF Toolkit - Arts participation	
Pupil Premium Faculty Bids - this allows faculties to bid for funding for specific interventions, resources or enrichment	These initiatives are aimed at ensuring equality of access for all children. The Child Poverty Action Group states that 'poverty at home is the strongest statistical predictor of how well a child will do at school' and that 'financial burdens associated with attending school ...can cause stress and difficulties for families on low incomes, and may inadvertently exclude or stigmatise some children.' Child Poverty Action Group 2020 Funding through this process includes subsidising 1:1 music tuition, providing revision guides, equipment, ingredients for Food Technology	1, 5

Total budgeted cost: £ *440 750*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment and Progress
The attainment 8 score for disadvantaged students at Lord Grey was 3.4 compared to the whole cohort which was 4.0. The national Attainment 8 score for disadvantaged students was 3.5 compared to the national A8 score of 4.6.

Whilst the gap between our disadvantaged students and the whole school cohort is smaller than national, disadvantaged students at Lord Grey had lower overall attainment compared to their peers. This was significantly impacted by a small number of subjects.

50% of disadvantaged students at Lord Grey achieved English and Maths at a Grade 4 or above and 31% achieved this measure at a Grade 5 or above. Nationally, only 34% and 26% of disadvantaged students achieved these measures. This compares to the Lord Grey whole cohort of 63% and 41%. Whilst there continues to be a gap between the non-disadvantaged and disadvantaged students at Lord Grey, it was noted that disadvantaged students at Lord Grey outperform disadvantaged students nationally in this measure.

Internal assessments at the end of Key Stage 3 suggest an improvement across Maths, English and Science with an increased percentage of students achieving a ‘secure’ working at grade in the Summer term.

Attendance

Cohort	Overall	FSM
National	91.4%	86.3%
LG	91.8%	88.9%

The attendance of disadvantaged students continues to be lower than their peers within Lord Grey and lower than the target of 96%, however it is higher than the national average for similar cohorts of students. There is additional work planned for 2025 with a restructure of the pastoral team to have a focus on attendance and a member of the Leadership team having attendance as a single focus.

Behaviour
Disadvantaged students continue to represent a larger number of suspensions than non-disadvantaged students, (suspension rates 57.8% vs 37.8%) however this gap narrows significantly for students receiving more than one suspension(10.6% vs 14.8%), which reflects the positive impact of the reintegration process and the support put into place.

This continues to be an area where we would like to see a sustained improvement. We are updating the behaviour policy and procedures for September 2025 to become more trauma aware and reflective.

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
New Group Reading Test	GL Assessment
GCSEPod	The Access Group
PiXL	The PiXL club Ltd
The Scholars Programme	Brilliant Club

Further information

We regularly review the implementation and impact of the individual strategies outlined. Where strategies are not making the impact we expect in order to achieve our outcomes we will consider if it should continue to be funded as part of our overall approach.

We conduct a range of evaluation activities including: student voice, case studies and analysis of internal and external outcomes.

We work with colleagues across the trust and completed an external review of our Pupil Premium Strategy and implementation in the 2024-2025 academic year.

We have updated the way in which we evaluate the impact of the activities which use Pupil Premium funding and this information will be included in future reviews.

We will also provide the following activities which are not funded by the Pupil Premium strategy but are recognised as being beneficial for disadvantaged students:

- Universal provision of free breakfast
- Work with the Ethos team who provide workshops and interventions with students and parents