



GLOUCESTER
ACADEMY

Gloucester Academy

Pupil Premium Strategy

Statement

Gloucester Academy is part of the Greenshaw Learning Trust.

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Pupil premium strategy statement – Gloucester Academy

This statement details our school's use of pupil premium (and recovery 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 | 55% |
| 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) | 2025/36 2026/27 2028/29 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | P Lewis W Meldrum |
| Pupil premium lead | W Meldrum |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|--|------------|
| Pupil premium funding allocation this academic year | £471,204 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £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> | No pooling |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that disadvantaged students at Gloucester Academy climb their own personal mountain to the best universities and professions. Disadvantaged students at Gloucester Academy are given opportunities for social and personal development so they increase their cultural capital as well as developing academic behaviours that lead to excellent outcomes.

Teaching and Learning is at the forefront of our school and a large quantity of time is spent on the development of teaching in all subject areas driven by our 6 Teaching Principles, informed by Barack Rosenshine's Principles of Instruction. This ensures that our students are experiencing evidence based practice and therefore can improve the impact that we have as teachers within our classroom. Alongside this, leaders and teachers are in constant evaluation of their curriculum to ensure that our students have access to a world class curriculum that will allow our students access to the best universities and professions. As a school we have heavily invested staff and systems that provide extracurricular activities to our students exposing them to opportunities that may not present themselves in their personal lives.

Our pupil premium strategy outlines a wide variety of actions and priorities that will be implemented to address our intent and has been informed by 'The EFF guide to the Pupil Premium'. The objectives are linked to the 5 areas of focus from our whole school improvement plan which encompass attendance and behaviour, Teaching and Learning, outcomes, curriculum, leadership and wider engagement. This includes;

- Being our best and seeking to improve even when no one else is looking.
- Supporting others so we climb together
- Taking ownership of our developments and celebrating our achievements.
- Doing the right thing even when it is difficult
- Actively seeking mastery of knowledge

Every decision at our school is taken to drive improvement in these 5 areas and this is no different for our Pupil Premium strategy. By keeping our focus on these 5 areas, we know that we will be developing successful learners and we will prepare our students for their journey up the mountain.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Attendance data shows a disproportionate amount of PP students fall into the persistent absence category. Attendance for PP students was 81.3% in 2024/25 (84.8% whole school) |

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| 2 | Attainment and P8 scores are below that of non-pupil premium students. PP A8 was 32.16 on 2024/25 (38.62 all) |
| 3 | Developing learning behaviours that reduce the number of repeated referrals to the RFL (Ready for Learning Centre). 71% of the RFL referrals were from PP students. 73% of the suspensions were received by PP students. |
| 4 | Engagement with our Enrichment program and PSHE curriculum to develop character. |
| 5 | Geographical location in an area of significant educational and socio-economic deprivation with students from disadvantaged backgrounds less likely to go on to study A-Levels than non disadvantaged students. This has built a culture of low aspiration continuing the cycle of disadvantage. The area we serve is categorised as being one of the most deprived neighbourhoods in relation to education & skills with only 6% of neighbourhoods in England being more deprived |

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 attendance and a reduction in the number of persistent absences | Attendance target - 96% Reduction in the number of PA students and the proportion of these students is in line with the whole school PP percentage. |
| Improved attainment among disadvantaged students across the curriculum at the end of KS4 | No gap in data between PP and non PP students 60% Grade 5+ in Eng & Maths 100% Ebacc entry |
| The destinations for our Pupil Premium students are ambitious. | An increase in the number of PP students enrolling in A-Levels or Level 3 qualification. |

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| PP students are under-represented in behaviour incidents. | The percentage of PP students in RFL is below the percentage of PP students in the school. |
| Students' literacy levels increase across the curriculum | Through the Tutor Time Reading Program, disadvantaged students are exposed to a wide range of vocabulary and through the use of synonyms, tutors support this understanding and acquisition of new language. Early identification of gaps with literacy are identified and interventions are implemented. NGRT testing will show an increase in the Reading Ages of PP students. |
| Wider engagement to develop students' character education by making enrichment accessible and encouraging participation for all. | Opportunities for students to develop their creativity and build cultural capital through offering a range of lunchtime and afterschool enrichment e.g. chess with 100% of our PP students engaging in our enrichment program. Increase in extracurricular sporting activities and fixtures. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £190,263

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>NGRT – NGRT platform is used to test students reading ages regularly and identify students who need additional literacy support.</p> <p>2025 - Appointment of a Literacy Lead to oversee</p> | <p>Developing literacy and reading ability is fundamental to a student's ability to access the curriculum. The New Group Reading Test (NGRT) is a standardised, termly assessment that reliably measures reading skills to help you get to the root of any problems precisely and quickly. NGRT provides information about sentence completion and comprehension skills, allowing you to identify</p> | 2,3 |

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| the Literacy intervention provision. | where difficulties lie; this data will then be used to identify students who need literacy intervention. | |
| Tutor Time Reading Programme; disadvantaged students are exposed to a wide range of vocabulary and through the use of synonyms, tutors support this understanding and acquisition of new language. | Exposure to a wide range of books through the reading programme helps develop a passion for reading and embeds reading into a student's daily routine. The school library means that disadvantaged students can easily access challenging reading books and the Greenshaw Canon programme offers rewards to students. | 2,3 |
| Staff PD focuses on improving teaching practice and intellectual preparation through deliberate practice to increase student fluency in key knowledge and skills to build knowledge and long-term memory and ensure better outcomes in exams. | <p>From Peps Mccrea's 'Expert Teaching: What is it and how might be develop it?' Teaching quality is important. It is arguably the greatest lever at our disposal for improving the life chances of the young people in our care (Hattie, 2015), particularly for those from disadvantaged backgrounds (William, 2016).</p> <p>We have therefore ensured that we have put a lot of CPD time and focus into having a well sequenced curriculum, with carefully selected knowledge. We have also ensured that departmental CPD time is focussed on the improvement of subject knowledge.</p> <p>Teachers understanding key findings from cognitive science; for example, cognitive load theory, deliberate practice and the expertise reversal effect and how these should be taken into consideration when planning and delivering lessons are also vital for effective progress in all students.</p> | 2, 4 |
| Increased staffing, to ensure broadening curriculum. offering a broader range of subjects at KS3 & KS4. | Ofsted's research on curriculum is clear that having a narrow curriculum disproportionately affects disadvantaged students. Research for education inspection framework (publishing.service.gov.uk) For example, disadvantaged students are less likely to study the Ebacc suite of qualifications. | 2, 4, 5 |
| DDI and PD programme | The EEF's Pupil Premium guidance states that students experiencing high quality | 2, 3, 5 |

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| | <p>teaching is vital for ensuring that all students achieve well and can participate in society when they leave school. Targeted and personal CPD allowing opportunities to share and learn from best practice to support the progress of disadvantaged students. Supporting the continuous refinement and improvement of teaching practice.</p> | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £169,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Direct Instruction CPD for staff to offer targeted support in English and Maths to small groups.</p> <p>2023 - Introduction of the Read with Me program where students receive 1:1 reading sessions</p> | <p>Evidence from the EEF shows that the Direct Instruction approach can increase mathematics attainment for all pupils. This program aims to enable pupils to master key concepts through increasing opportunities to practise and review their understanding.</p> | 2 |
| <p>Extended school time including Year 11 period 6 and year 10 period 6.</p> | <p>Our disadvantaged students will benefit the most from this structured learning time academically as well as the personal and social skills as demonstrated by the research by the EEF toolkit. This extended time spent in front of a subject specialist will ensure that all students are as prepared and confident as possible in their studies.</p> | 2,4 |
| <p>GA Prep</p> | <p>Completion of homework is one way to increase students' access to the curriculum and ensure they are moving their learning to their long term memory. GA Prep before school means disadvantaged students have support from teaching staff and access to ICT to complete tasks.</p> | 2,4 |

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| Phonics Program (2023) | The EEF report on Phonics has outlined that it has a positive impact overall with very extensive evidence. They also outline that students in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. | 2 |
| Maths small group tutoring. | The EEF report on small group tuition found it has an average impact of four months' additional progress over the course of the year. | |

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

Budgeted cost: £111,941

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Investment in our OSP provision 'Red point'. | Intervention work that takes place during time spent in Red Point or RFL builds successful behavioural habits that allow students to progress well in and outside of the classroom. | 3 |
| GROWS & Employment of a Careers Advisor | Students have access to resources, including Unifrog, and events that help them make informed decisions about higher education and their futures. Compass+ is used to assess our provision against the Gatsby benchmarks for Good Career Provision . | 4, 5 |
| Character Education - Enrichment offer | EEF describes character as a 'set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond.' | 4 |
| Development of the 'Tutor handbook' which codifies the support that every member of staff can provide | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. This will help to improve attendance | 2 |

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| when approving attendance. | <p>through tracking and monitoring attendance and allows the team to identify patterns and attendance issues early allowing action to be taken to address the issues in a timely manner.</p> <p>Employment of Education Welfare officer Employment of Community Liaison officer to engage parents.</p> | |
| Safeguarding Team | <p>Early help to support students and their families to remove barriers. To liaise and work with external agencies so that students receive help and the school takes action to support a young person or their family as soon as a concern emerges. This will ensure the most vulnerable students are able to access the curriculum and make progress. Whole school staff involved in safeguarding training to ensure and concerns can quickly be identified and referred to the safeguarding team.</p> | 2 |
| Hardship Fund | <p>At Gloucester Academy we aim for all students to take an active role in a world class curriculum. Provision of PE kit, equipment and school uniform where needed to prevent it becoming a barrier to learning. We strive to ensure students are smart and proud of their Gloucester Academy identity. Through line up we ensure students are fully equipped and remove any barriers to learning at the very start of the day.</p> | 1,2,3, |
| Trips and visit support | <p>Subsidising the cost for our disadvantaged students to enable them to participate in visits to theatre productions and concerts. This will create opportunities for these students to see excellence and enhances student experiences building their cultural capital</p> | 1,4 |
| Technology, Art and PE resources | <p>Provision of these resources where needed to prevent it becoming a barrier to learning.</p> | 2 |

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| <p>Music subsidy</p> | <p>To ensure all students have opportunity to access small groups or 1:1 lessons with peripatetic teachers. EEF found that 'arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum'.</p> | <p>2,4</p> |
| <p>Investment into Mountain rescue; our early help support to include;</p> <p>Imagine mentoring, student pantry (food bank), Cloud 7, Play and Music Therapist and Psychotherapist.</p> | <p>The NSPCC publication entitled 'Thriving communities: a framework for preventing and intervening early in child neglect' outlines that providing timely support is vital and that it can; protect children from harm, reduce the need for referral to child protection services, improve children's long-term outcomes, improve children's home and family life and support children to develop strengths and skills to prepare them for adult life.</p> | <p>1, 2, 3</p> |
| <p>Contingency fund for acute issues.</p> | <p>The cost of living crisis has given rise to the need for us to set aside a portion of our funding to respond quickly to the needs of students who may not yet have been identified.</p> | <p>All</p> |
| <p>Development of compulsory enrichment program</p> <p>Employment of a Character Lead and an Enrichment Lead to improve the provision in these areas.</p> | <p>DfE report on 'The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes' says that 'children with higher levels of emotional, behavioural and social well being on average achieve higher levels of academic achievement and are more engaged in school both concurrently and in later years.'</p> | <p>All</p> |

Total budgeted cost: £ 471,204

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Aim | Outcome | On target |
|--|--|---|
| Improved attendance and a reduction in the number of persistent absences | 2021/22 - 74% (79.6% whole school) 2022/23 - 75.1% (79.3% whole school) 2023/24 - 78.7% (83.1% whole school) 2024/25 - 81.3% (84.8% whole school) | Increasing the capacity of the attendance team allowed support to be put into place for disadvantaged students to support them in their attendance. The appointment of an AHT for 2023/24 will continue to support students in attending Gloucester Academy 100% of the time. |
| Improved attainment among disadvantaged students across the curriculum at the end of KS4 | <p>Progress 8</p> 2022 - PP students; -0.9 (-0.35 all) 2023 - PP students; -0.42 (-0.06 all) 2024 - PP students; -0.46 (+0.15 all) | The gap between PP students and non PP students is closing with PP students making more progress from 22/23 to 23/24 compared to the progress made by the whole cohort. If this progress continues then we shall eventually eradicate the gap in progress between PP and non-PP students. The A8 of our students has improved On target |
| PP students are under-represented in behaviour incidents. | Number of RFL incidents - 2022 - 67% 2023 - 69% 2024 - 71% Number of suspensions 2022 - 69% 2023 - 74% | There is a strategy in place to reduce the number of suspensions which includes utilising a menu of interventions to ensure that all students are supported and barriers are quickly identified and removed. 85% of the students enrolled on the mindfulness course are PP. On target |

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| | 2024 - 73% | |
| Students' literacy levels increase across the curriculum | <p>The implementation of 1:1 reading through a local charity.</p> <p>Number of FSM students who have an SAS score below average.</p> <p>The number of students receiving literacy intervention has dramatically reduced and year group SAS scores improve as they progress through the school.</p> | On target |
| Curriculum builds on students' knowledge and skills from KS2 and provides the knowledge and skills required to access KS5 and HE | <p>Subject Leaders have developed narratives around their curriculum and are able to articulate the intent of their curriculum and why the knowledge has been selected and sequenced. Links have been made with 5 local primary schools where a network of curriculum leads has been created to ensure our curriculum builds on from what has been learnt at KS2.</p> | Target met. |
| Wider engagement to develop students' character education by making enrichment accessible and encouraging participation for all. | <p>22/23 - 100% of our PP students attended a compulsory enrichment at the end of one of their days a week. The numbers of PP students who attended non-compulsory enrichment are 37%. 41% of the badges earned are PP students.</p> <p>23/24 - 100% of our PP students attended a compulsory enrichment at the end of one of their days a week.</p> <p>24/25 - An additional 459 sessions are undertaken per week of non-compulsory enrichment at lunch and after-school. This is broken down into 316 after-school sessions and 143 sessions at lunch per week.</p> <p>Between 20-25% of these students are SEND and between 47-54% of them are PP.</p> | On target. |

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| | <p>44% of the character badges earned are PP students.</p> <p>DofE 2024 is thus far has 47% of pupils PP, and at present we are still signing up students. In 2023, 53% of students were PP by the date of completion.</p> | |
| | | |

Externally provided programmes

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

| Programme | Provider |
|-----------------------------------|-----------------|
| Bridge Youth | N/A |
| Brilliant Club Scholars Programme | |