

Pupil premium strategy statement - Alkerden Church of England Academy

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	123
Proportion (%) of pupil premium eligible pupils	29.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Laura Carey
Pupil premium lead	Laura Carey
Governor / Trustee lead	Brian Maynard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,050.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£39,050.00

Part A: Pupil premium strategy plan

Statement of intent

At Alkerden Academy, our Pupil Premium Strategy is rooted in our Christian vision for inclusion and hope.

“Alkerden Church of England all-through Academy is underpinned by the Christian vision for inclusion and hope. Our inclusive ethos extends to those of all faiths and none, celebrating and honouring the uniqueness of each person. We are a community where everyone is valued and empowered to thrive. From the early years to adulthood, we journey together, learning, growing and thriving in an environment of kindness and collaboration. We aim to support our young people to become active learners with the ability to analyse complex issues, empathise with others and develop their social conscience. We nurture the whole learner, embracing diversity and supporting one another every step of the way as we consider our place in the world and the difference that we can make.”

We recognise that our new community faces a range of challenges and that many of our learners experience barriers to success. Our mission is to ensure that disadvantage does not limit destiny. We will do this by providing high-quality teaching and learning, so that every learner, regardless of background, makes rapid and sustained progress. We will create a culture of ambition, where learners are encouraged to have high aspirations for themselves and are supported to achieve them.

Our approach combines universal excellence in classroom teaching with carefully targeted interventions. We will invest in professional development to strengthen pedagogy and ensure inclusive practice, while also addressing the specific academic, social, and emotional needs of disadvantaged learners. Enrichment opportunities will broaden horizons and help build cultural capital, ensuring that learners develop resilience, character, and a sense of belonging.

This strategy reflects our determination to nurture the whole learner, not only securing strong academic outcomes but also fostering compassion, social conscience, and hope. By embedding our Christian vision at the heart of everything we do, Alkerden Academy will empower all learners to flourish, to grow in confidence, and to progress into their future as successful, compassionate individuals who make a positive difference in the world.

Challenges

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

Challenge number	Detail of challenge
1	Socio-economic inequality – Limited access to enrichment, digital resources, and learning materials.
2	Community transition and belonging – Social isolation and weaker support networks in a newly established community.
3	Access to services and resources – Gaps in healthcare, youth provision, and digital access disproportionately affecting disadvantaged learners.
4	Attainment gaps – Lower starting points in literacy and numeracy leading to widening gaps if not addressed.
5	Wellbeing and mental health – Anxiety, low resilience, and poor attendance impacting engagement and progress.

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 attainment across the curriculum	By the end of KS3, disadvantaged learners achieve progress and attainment in line with peers nationally.
Accelerated literacy and numeracy progress	Gaps in reading comprehension and mathematical fluency narrow year-on-year.
Improved wellbeing and resilience	Learner voice surveys and attendance data show increased confidence, belonging, and participation.
Increased aspiration and cultural capital	Greater participation in enrichment, leadership opportunities, and careers support to ensure progression into ambitious pathways.
Sustained high attendance	Reduction in persistent absence, with disadvantaged attendance gap significantly narrowed.

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: £ 17,572

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and use of standardised diagnostic assessments to identify gaps in literacy and numeracy, with staff training to ensure data is interpreted effectively.	Diagnostic assessments are recommended by EEF as they help tailor teaching to learner need. <i>EEF: Diagnostic Assessment</i>	1, 4
<i>High-quality CPD on inclusive pedagogy and adaptive teaching to strengthen classroom practice for disadvantaged learners.</i>	EEF highlights that quality of teaching is the most important lever schools have to improve outcomes, particularly for disadvantaged pupils. <i>EEF: High Quality Teaching</i>	1, 2, 4
<i>Whole-school literacy strategy across all subjects, including explicit teaching of reading comprehension and disciplinary literacy.</i>	Reading comprehension and vocabulary gaps have high impact on attainment across all subjects. <i>EEF: Improving Literacy in Secondary Schools</i>	2, 4
<i>Professional development in metacognitive and self-regulation strategies, initially in maths and science, then across subjects.</i>	Strong evidence that teaching metacognitive strategies boosts attainment and learner independence. <i>EEF: Metacognition and Self-Regulation</i>	3, 4
Curriculum development and CPD for maths teaching in line with DfE/EEF guidance, including problem-solving and mastery approaches.	EEF and DfE guidance recommend structured approaches to maths teaching to close gaps, particularly for disadvantaged learners. <i>EEF: Improving Mathematics in Key Stages 2 and 3</i>	1, 3, 4

Recruitment and retention to secure high-quality teachers in shortage subjects, ensuring stability for disadvantaged learners.	EEF evidence shows consistency and quality of teaching staff are crucial for long-term outcomes. <i>EEF: Teaching and Learning Toolkit</i>	1-5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 13,668

Activity	Evidence that supports this approach	Challenge number(s) addressed
small-group tuition in literacy and numeracy, delivered in addition to classroom teaching.	EEF shows tuition targeted at specific knowledge gaps can accelerate progress. <i>EEF: One-to-One Tuition; Small Group Tuition</i>	1, 2, 4
Structured reading interventions (guided reading, phonics catch-up, reading comprehension support) for learners below age-related expectations.	Literacy interventions, especially those targeting reading comprehension, have strong evidence of impact across the curriculum. <i>EEF: Improving Literacy in Secondary Schools</i>	2, 4
Numeracy catch-up programmes delivered by teaching assistants trained in structured approaches.	Studies show teaching assistants are effective when delivering structured, evidence-based interventions. <i>EEF: Teaching Assistant Interventions</i>	1, 4
Mentoring and academic coaching for disadvantaged learners at risk of underachievement.	EEF evidence indicates that mentoring can support motivation, self-confidence, and academic engagement, particularly for vulnerable learners. <i>EEF: Mentoring</i>	3, 5
Extended school-day academic support (homework clubs, study skills sessions) with targeted invitations for disadvantaged learners.	Structured academic support outside of normal lessons provides additional learning time and promotes self-regulation. <i>EEF: Extending School Time</i>	3, 4, 5

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

Budgeted cost: £ 7,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school attendance strategy, including an attendance/welfare officer to work closely with families and targeted mentoring for persistently absent learners.	DfE guidance on improving attendance highlights early intervention and family engagement as key to reducing persistent absence. <i>DfE: Working Together to Improve Attendance</i>	5
Enhanced pastoral and wellbeing provision, including counselling, mentoring, and social-emotional interventions for learners experiencing anxiety or low resilience.	EEF evidence shows social and emotional learning programmes can improve wellbeing and attainment. <i>EEF: Social and Emotional Learning</i>	4, 5
Extra-curricular enrichment opportunities (e.g. arts, music, sports, cultural visits), with financial support to ensure disadvantaged learners can participate fully.	Participation in arts and cultural activities improves engagement, wellbeing, and academic outcomes. <i>EEF: Arts Participation</i>	2, 4
Family and community engagement, including workshops and partnerships with local services to strengthen parental confidence and access to support	EEF finds positive effects when schools engage parents in supporting learning at home, particularly in literacy and numeracy. <i>EEF: Parental Engagement</i>	1, 2, 3
Contingency fund to respond rapidly to emerging needs (e.g. digital access, uniform, transport).	Recommended by DfE and EEF: setting aside resources for acute need ensures flexibility and equity of provision.	All

Total budgeted cost:

Teaching, 45%, £17,572

Targeted Academic Support, 35%, £13,668

Wider Strategies, 20%, £7,810

Total, 100%, £39,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.