

 An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



We demonstrate our love through our values

How we will succeed



Our Ted Wragg Standard



This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School Overview Funding Overview

Detail	Data	National comparison
School name	Lipson Co-operative Academy	
Number of pupils in school	1096(KS3 & KS4)	Average
Proportion (%) FSM6 eligible pupils	45.4%	Well above average
Students % who are both FSM6 and SEND	9%	
Academic years this current pupil premium strategy plan covers	2024-2027	
Date this statement was published	12/2025	
Date on which it will be reviewed	September 2026	
Statement authorised by	Martin Brook	
Pupil premium lead	Aimee Toze	
Governor / Trustee lead	Mark Harvey	

Detail	Amount
Pupil premium funding allocation this academic year	457,950
Recovery premium funding allocation this academic year	£0
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	£457,950

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Lipson, we systematically and strategically pursue the means of 'levelling the playing field' for our Pupil Premium students; they are threaded through everything we do. Our integrated approach includes multi-impact strategies - starting at classroom level from Y7 to Y13 across the school with teaching and learning - that remedy the specific deficits presented by our Pupil Premium students. Our consistent approach to structuring lessons enables all students to confidently learn and progress in a lesson structure which is simple and familiar. An embedded booklet curriculum has further developed on the consistent enactment of sequences of learning experienced by all Lipson students.



Low Stakes Quiz

- Teacher gives students a knowledge-based short answer quiz that uses questions to assess subject content from previous topics and current teaching material (last year, last topic, last lesson, one vocab question)
- Answers are displayed and students correct in green pen
- Starter is completed (questions and answers within 10 min)



Teacher Instruction

- New knowledge is delivered using effective explanations.
- New vocabulary is taught using the Frayer model.
- New knowledge is delivered in small chunks ensuring that there is not too much new information on a slide/resource.
- Reading routines are followed for all texts with students tracking with a ruler or pen.
- Teacher models the outcome using *'I do, We do' under the visualiser, with clarity.*



Learning Check

- Teacher checks that all students have remembered the new knowledge before moving on to complete the 'you do' stage using whole class checks (mini whiteboards, cold call questioning, true/false statements or other whole class understanding checks).



Deliberate Practice

- Teacher designs purposeful tasks which are closely aligned to achieving specific outcomes.
- Students complete independent tasks **'You do'** with sustained concentration, in silence.
- Clear timings are given to outline task completion.
- Students are given a clear checklist for success in the task.
- Teachers circulate the room purposefully during this stage.



Learning Check

- Teacher checks that all students have remembered the new knowledge from today's lesson using whole class checks (mini whiteboards, cold call questioning, true/false statements or other whole class understanding checks).
- Teacher gives timely feedback which is specific, accurate and clear.

Our approach is never a generic, sweeping approach. Rather, our practice has a diagnostic basis and is underpinned by a detailed knowledge of recent research into trends in how disadvantage manifests itself. Our coaching system has an intense focus on high-impact consistent action steps that ensure the active engagement and progress of all students on an equal basis despite barriers to learning. Our revised coaching list includes three coaches for the entire teaching staff body - CJS (Teaching and Learning), CWS (Assistant Headteacher), VCN (Lead Coach). Providing more time for all staff to be coached to a consistently high and structured standard will develop the practice of all teachers and therefore benefit all students including disadvantaged through high-quality teaching and learning.

Action Step	DS
So? Questions	Inclusive approach means that all students are engaged and attentive.. The strategy is simply a listening and understanding check but inclusively promotes sustained engagement because of the frequency and pace of the checks.
Cold Calling	Ensures DS know that their voice matters. Gives a structured and invitational style to support less confident students. Clear routines surrounding interaction model positive relationships for those students who lack this at home. Provides teachers with opportunities to link praise securely to performance to build strong working relationships and encourage engagement.
No Opt Out	Inclusive approach that ensures no students are left behind and their progress is continually assessed in a low stakes manner. Students lacking in confidence have the answer provided and so become gradually desensitised to speaking in front of peers and more able to think actively when 'put on the spot'.
Say it again, better	Supports oral rehearsal of responses and knowledge. Builds confidence amongst peers with use of full sentence responses. Scaffolds engagement with formality as a concept, where tailoring speech to context may be unfamiliar to some students. Supports the self-perception of students and see they see their speech matching that of a professional specialist.
Whole Class Understanding	Scaffolds assessment with regular checks on understanding in a low stakes environment. Normalises assessment, errors and subsequent improvement as a part of the learning process to build resilience.
Signal, Pause, Insist	Support self regulation and building relationships with staff using clear boundaries and structures.
Give Them the Words	Address the 30,000,000 word gap that is widest at secondary school with explicit instruction of keystone vocab. Enhance self-perception of students through closer alignment between their expression and that of their teachers.
Chunk, Stop, Annotate	Supports comprehension deficit. Reduces pressure in working memory by focusing attention and learning.
Tracking the Text	Ensures inclusivity of approach to remove sense of 'otherness' . Enables teachers to check and re-track engagement.

In addition to providing sufficient time for coaching and high-quality feedback our targeted, impactful strategies such as learning mentor meetings and tutor interventions form the focus of our PP spending, but so too does an abiding awareness of the importance of aspiration and self-perception. Through our ambitious Enrichment programme we offer a diverse plethora of extra-curricular clubs ranging from outdoor activities such as Combined Cadet Force to a Culture and Diversity club. In engaging with experiences beyond those at home, and in structured positive non-work based interaction with peers and staff, our students see themselves differently, as adventurous, able to move out of their comfort zone. This, in turn, transforms the student mind-set, enabling them to see themselves as becoming rounded adults who can aim higher than they previously expected. Our Pupil Premium funding provides targeted support to ensure that all students can participate in this programme, regardless of any personal financial limitations.

Plymouth is within the top 30% of the most deprived districts in England. Lipson's catchment falls into the top 10% of the most deprived areas in the country. We have an acute awareness of the moral and practical responsibilities that are entailed in educating children and young people in this context, and so to ensure that our practice and methods are always as impactful as they can be, we now place Teaching and Learning, aspiration and research and evidence-based strategies at the forefront of what we do. Consistent classroom non-negotiables are embedded through coaching and quality assurance by heads of department and senior leaders.

As a school our improvement plan shows our priorities lie in transforming the lives of all students including but not limited to our disadvantaged. To further develop our approach to accurate and meaningful assessment, coaching to improve teaching; to improve the attendance of all learners and finally to ensure high expectations of behaviour and attendance.



According to recent research, common barriers to learning for disadvantaged children can be: less support at home; deficits in reading age (although through our recent strategies we have bucked this trend slightly), speech and language skills; lack of aspiration owing to limited experiences and narrative at home; more frequent behaviour difficulties, hunger, growth and concomitant concentration difficulties; social, emotional and mental health difficulties; stress and trauma; and attendance and punctuality issues. As a school we take great pride in our relationships and interactions with parents and aim to support all families when complex issues arise which prevent children from flourishing. The challenges are varied and working collaboratively as a staff body we are able to support disadvantaged students through academic and pastoral interventions. We have a funded Breakfast Club, our pastoral and inclusion team are working on a trauma-informed practice initiative which is embedded in Individual Learning Plans where needed. Through ClassCharts seating plans, all staff are informed of PP status and other needs immediately and can quickly access links to more detailed information and strategies to support academic achievement. As such, all staff have a comprehensive knowledge of their disadvantaged students, drawing on the same information data-base used by pastoral staff. Learning Mentors are used to provide smaller group and personalised intervention including 1 to 1 conversations and targeted academic intervention where required. This enables our disadvantaged learners with SEND to be supported throughout the learning by a key person who is able to build their trust and support them through school. The key to our Pupil Premium approach is that our strategies and policies interact; they support

and strengthen each other. For instance, our spending on our whole-school Guided Reading programme is in turn supported by our Action Step - "Give them the words", a method specifically chosen to tackle the word deficit experienced by a large number of disadvantaged students. Our 'Reading Routine' is a structure that is embedded across all subject areas and optimises engagement of a text by tracking the teacher's reading of a text. This ensures that students develop fluency in reading through the constant modelling of the teacher.

The recent implementation and investment in the Progress Teams at Lipson directly supports Disadvantaged Learners to stay in the classroom. They are designed to intervene with student behaviour before the removal from a lesson has to occur. This can simply be a quick chat, a seating move or even a reset walk; this is sometimes all that is required to ensure that the students' behaviour does not escalate resulting in leaving the lesson. This is already having a significant impact on Disadvantaged learners in the school. The investment in Progress teams have improved behaviour of DA students: the percentage of DA students being sent to the BRC has dropped by 10% and significantly, this has led to escalated behaviour also dropping: the percentage of DA students being suspended has dropped by 18% compared to last year.

Our Pavilion provision is a space that ensures that Year 11 DS with a history of persistent non attendance can access the curriculum through live lessons in a space that is personalised and tailored for them. A small trial of this provision in the 2023-24 cohort directly enabled DS to gain passes in GCSEs and access higher education. The pavilion is removing barriers to learning for students that have previously struggled to attend school at all.

The implementation of booklets across the curriculum provides disadvantaged learners with the structure, support and routines that they require to be successful. The booklet curriculum assures excellence in the substance of what is taught to every child, disadvantaged or not. It enables teachers to plan questioning in advance, allowing an additional focus to be shifted to Disadvantaged learners.

Our school will:

- Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and sharing of best practice (Aimee Toze).
- Have a costed Pupil Premium strategy that uses a consistent framework based on the three areas of need identified in the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors, which is scrutinised by SLT.
- Provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life, alongside evaluations of engagement and take up.
- Ensure every aspect of the schools KPIs have a reporting mechanism for Disadvantage such as, attendance, behaviour, progress and attainment. Each KPI is forensically analysed throughout the year to ensure no DS pupil is being left behind without the appropriate intervention being implemented through our inclusion team.

In addition, we will use the following guiding principles as a part of our work in support of Disadvantaged students.

- We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We will continue to improve teaching through our implementation of incremental coaching, which has actionable steps that are focused on questioning and explanation. Having three expert coaches ensures that all teachers receive high quality coaching and feedback to improve the classroom pedagogy of all teachers.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with a more rigorous incremental coaching system in addition to evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and always seek to develop subject knowledge and expertise.
- Follow booklet curriculums to deliver knowledge based curriculums to close the gap on communal knowledge between disadvantaged and non-disadvantaged.
- All staff are aware of the disadvantaged students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.

- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extracurricular opportunities that challenge and inspire them.
- We develop disadvantaged students as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful. We understand our communities, their struggles. We support all of their needs to ensure they are able to achieve success when it matters most.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in tutoring and independent study as well as lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

Challenges

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

Challenge Number	Detail of Challenge
1	<p>Below Age related expectation at KS2 reading - on entry in Y7 many disadvantaged pupils do not have positive attitudes and do not recognise the importance of reading regularly. This is having a detrimental effect on academic progress</p> <p>September 25: Year 7 2024/25 DS students NGRT SAS = 97.5 vs Non-DS = 102.3 Year 8 2024/25 DS students NGRT SAS = 96 vs Non-DS = 103.4 Year 9 2024/25 DS students NGRT SAS = 99.9 vs Non-DS = 106.1</p> <p>Whole-school approach to literacy including guided reading programme, literacy intervention based on NGRT results, booklet curriculum and reading routines as actionable steps in coaching.</p>
2	<p>Academic achievement - Disadvantaged students achieve on average a lower P8 and A8 score including grades in both English and Maths (Basics). DS students have historically made less progress at Lipson than non-DS students in their KS4 outcomes. Although the gap has narrowed slightly over 3 years, in 2025, there is still 6.95 gap between DS learners and their peers in the school. HA DS students in Maths achieve less well than in English with 15% achieving 7+ in Maths compared with 26% in English in 2025.</p>
3	<p>Challenge of improving whole staff teaching pedagogy of DS learners through a more focused lens. A whole-school culture shift in which staff engage with the moral responsibility of tailoring practice to the needs presented as a result of disadvantage. Ensuring students engaging in exams have an Individual Learning Plan will ensure staff have all relevant information required for academic success in their lessons. Students will be supported in their learning by a DS champion who will meet with them at points throughout the year and provide another layer of support in school.</p>
4	<p>Challenge of ensuring adapted and evolved strategies are enacted and implemented consistently across the school. 'Flight paths' of engagement are mapped out by teachers on seating plans and this becomes the route for teacher circulation and will ensure that all disadvantaged learners have their engagement and work checked as a priority in every lesson. This approach is new this year so will need QA to ensure enactment and consistency.</p>

5	Behaviour - Pupils who are eligible for the Pupil Premium funding are more likely to be sent to the behaviour rooms (BRC/IE) at Lipson, be suspended or permanently excluded from school, (Behaviour data). Early help Progress Teams have so far reduced DS BRC referrals by 18% but need to review across this academic year to measure overall impact.
6	Attendance - Pupils who are eligible for the Pupil Premium funding are more likely to have a lower % attendance 88.5% and be % PA's 20.97%/10.84% than non-Disadvantaged students.
7	Behaviour for Learning - Disadvantaged pupils have lower levels of engagement in lessons than non-Disadvantaged pupils - Evidenced through behaviour referrals to the BRC for lack of Engagement. Staff need to use flight paths, actionable steps Questioning/Explanation to engage DS learners through targeted teaching strategies annotated on seating plans bespoke for individual students. We have made significant progress in the education of students whilst engaging in a lesson removal, students who are in the BRC/IE receive live lessons through google meet, ensuring that even after a lesson removal has taken place students are still able to access their learning.
8	Complex family situations - Pupils eligible for Pupil Premium at Lipson Cooperative Academy have on average experienced more social and emotional health concerns and Adverse Childhood Experiences (ACEs). Pastoral activities implementation plan. Another strategy implemented to support some of our DS students is providing more time for LAC coordinator to support LAC and PLAC students.
9	Participation in additional opportunities - Overall 66.7% of all students attended a club or a trip in 2023/2024 DS percentage was 64.1%. These figures exclude Enrichment week in which all students barring AP, educated offsite and absent were involved in. DS involvement in all trips and rewards. We aim to ensure that no DS student has a financial barrier to engage in trips, aiming to support students to experience more opportunities to develop their cultural capital.
10	Parental engagement and support from home - We have a lower attendance of our Disadvantaged families at parents evening and have fewer positive interactions with families of Disadvantaged students.
11	Disadvantaged pupils are more likely to be NEET and statistically go into lower paid jobs than non-Disadvantaged students. Ensure that students leaving Year 11 and 6th form are not going to become No NEET 2023/24 at Year 11 or Year 13.

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
1. Improved literacy of PP students – specific focus on reading and vocabulary.	Outcomes at KS4 improved with particular but not solely focus on English. Increased engagement in lessons through DS students being able to access the learning through booklet curriculum and as a result of consistent approach to reading through the reading routine implemented by the actionable steps. Data from improvement of DS students from Y7 to Y9 using NGRT will suggest improvements in reading ability.
2. Improve the pedagogical practice when teaching DS students.	Individual learning plans to support staff in tailoring their teaching to the needs of the DS individual and implement non-negotiable consistent strategies in the classroom. A DS champion will be provided for all DS students accessing exams to ensure further support in and out of the classroom and with their exams. Becoming a discussion focus in weekly meetings both at all staff level and at bi-weekly SLT meetings to review and adapt approaches where needed.

3. Increase the outcomes for DS students at KS4	Continue to narrow the gap between DS and their peers and be more successful than the national average student. In the first two years this will be measured on basics 4-9 and 5-9 as well as Attainment 8. Leading to 2026/27 where the success indicator will return to positive P8.
4. Improved behaviour for DS students.	Continue to reduce the representation of lesson removals to 42.98% or below. 2023/24 representation was 67%.
5. Fewer BRC referrals for DS students due to lack of engagement.	Continue to reduce BRC referrals through the work of the Progress Teams leading to Increased engagement in lesson time.
6. Reduce the number of DS persistent absentees.	Reduce the number of DS persistent absentees to below representation level – no more than 42.98% of all PA's should be DS.
7. Provide support for all reported ACEs	100% of reports ACEs given support through our inclusion provision and external agencies.
8. Maintain DS attendance in line with representation in the culture and opportunities.	Representation of DS students with trips, rewards, clubs, ambassador and leadership groups in line with 42.98% figure.
9. Improved parental engagement	Increase the representation of DS parents that engage with parents evenings and reintegration meetings after a FTE. Aim is in line with representation. 42.98% of those who have engaged. Aim – 100% of DS parents engage with reintegration meetings.
10. Ensure that students leaving Year 11 and 6 th Form are not going to become NEET due to IAG.	0 NEET Lipson DS students. All students benefit from comprehensive careers advice and guidance throughout 5/7 years at Lipson. DS students are prioritised in impartial careers advice detailed through the Gatsby Benchmarks.

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

Budgeted cost: 228, 975

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching	The EEF publication 'Closing the Attainment Gap' recognises quality first teaching as the most effective way to improve progress and attainment. Teachers will evaluate effectively through faculty and SLT quality assurance to ensure misconceptions are addressed and personalised. Teachers will benefit from expert incremental coaching; Kraft, Blazar and Hogan (2017) found 'large positive effects of coaching on teachers' instructional practice.' High quality teaching to prioritise a school wide approach to disciplinary literacy across the curriculum	1, 2, 3, 4, 5 and 6
Incremental coaching	Incremental coaching will be completed by 3 expert coaches. Continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations advocated in Leverage Leadership by Paul Bambrick-Santoyo.	1, 2, 3, 4, 5 and 6
Booklet curriculum	Providing students with a consistent curriculum which is designed to lower the cognitive load and support students in making progress with the direct instruction of the expert teacher.	1, 2, 3, 4, 5 and 6

Targeted academic support

Budgeted cost: 114,487.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Yr 11 tutor intervention. Support with revision skills and selecting appropriate methods.	8 sessions of 20 minutes to concentrate on targeted areas of needs for individuals as well as developing the knowledge and ability to select the appropriate revision practice for the content and subject being revised. Facilitated by RSL/Head of English and Maths Metacognition support + 7 months	3, 4
Early Help Progress Teams	All research suggests that the best place for learning is in the classroom. All DS students at risk of lesson removal have support from staff in the progress teams, actively working to keep DS students in lessons. Removals for DS have already reduced by 10% in first 5 weeks of term with suspensions cut by 18%.	3, 4, 6, 7, 10, 11
Targeted literacy support	10 Hrs per week qualified primary teacher teaching nurture groups in Yr 7, 8 and 9 period 1 and 5. Small Group Tuition report +4months SPARX reader and LEXIA used as a common tool for all literacy-groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4
Revision Days and coursework catch up	Targeted revision day support for vocational subjects which have exams throughout the year - Cambridge National PE, BTEC Engineering, Music, etc Extending school time +3 months.	3, 4

Pavilion provision	Ensures that Year 11 DS with a history of persistent non attendance can access the curriculum through live lessons in a space that is personalised and tailored for them. A small trial of this provision in the 2023-24 cohort directly enabled DS to gain passes in GCSEs and access higher education. The pavilion is removing barriers to learning for a targeted group of PA students that have previously struggled to attend school.	2,5,6,10,11

Wider strategies

Budgeted cost: 114,487.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular activities and curriculum enrichment	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.</p> <p>Personal Development is a high priority at Lipson. There are opportunities for a wide range of activities throughout the week. There is a comprehensive programme including enrichment week, which runs day activities and residentials, whole school days and events such as sports days, sponsored walk, reward trips, D of E, CCF, skiing trip, trip to Paris and more. Yr 7 – Enhanced transition and Summer Transition Activities Week.</p> <p>EEF Teaching and Learning Toolkit Summer Schools, Arts +3 months, Sports +2 months OEd activities + 4 months Extending School time + 3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	7, 9, 11
Attendance projects through inclusion team and attendance engagement service	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	5, 7
Social and emotional support inclusion team and multi agency support	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. When behaviour needs cannot be met an universal or targeted level and the school has followed the Graduated Approach, specialist advice and services can be sought from the MAST team including support at TAMs and EHATS, therapy services and family support for boundaries and appropriate chastisement. Young carers project	3, 5, 6, 7, 9, 10
Inclusion – Lodge, ARC and Pavilion	The ACE's study is one of the biggest Public Health studies of all time (17,000 people). The study found that ACEs are a leading determinant of the most common forms of physical illness, mental illness and early death in the Western World. Research studies on social buffering, show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to	7, 9, 10

	challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health. EEF Teaching and Learning Toolkit + 6 months	
Behaviour Interventions	All staff implement the Respect for Lipson Behaviour Policy supported by our Menu of Support and inclusion provision. Behaviour interventions EEF Teaching and Learning Toolkit + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4, 5
Tutor guided reading programme	Whole school tutor reading programme, all years. Reading comprehension strategies- EEF Teaching and Learning Toolkit + 6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 3
Parental engagement	Engagement of parents and carers to work in collaboration with all staff and our young people to develop learning habits. EEF Teaching and Learning Toolkit + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	11
Careers advice and guidance	Engagement for students with Lipson Careers advisor - RML. Support through meetings next steps for Year 11s and Sixth form but also early involvement throughout KS3/4. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	11
Rewards	Golden ticket reward scheme. Fortnightly reward scheme to encourage positive engagement in lessons. In addition to rewards trips and events ran by Heads of Year to encourage attendance and engagement +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4, 5, 6, 7
Live lessons in inclusion rooms	Students who receive a lesson removal or require smaller working environments (ARC/Lodge) engage in live lessons with their timetabled teacher using google classroom. This ensures that no time is lost when not in the classroom. Due to the current higher % of DS using BRC/IE/ARC/Lodge this support enables those students to continue with their learning when not in the room leading to more successful outcomes. Remote learning -EEF	1, 2, 3, 4, 5, 6, 11
Improved Year 11 study areas	Ensuring that Year 11 students have a space to use as independent study after school hours. Support DS students through modelling of the area and how to use it to support their additional learning. EEF blog (independence) suggests - <i>'Independence is a process that is purposefully supported though explicit modelling and teaching. Eventually, novice pupils go on to develop strategies for themselves by recognising similarities and differences between things they have seen and done before.'</i>	1, 2, 3, 4, 6, 7, 8, 10, 11
Breakfast Club	All students can receive a free breakfast to set themselves up for the day. This includes a bagel, tea/coffee and on Friday's for students who have accessed this provision weekly, a free fried breakfast. Breakfast club EEF + 2 months	1, 4, 5, 6, 7, 8, 9, 10, 11

Community Larder	A community space for families to receive food from Lipson to support the family in the cost of living crisis. This is hugely popular and is a vital part of our community. Through supporting the families we subsequently support our students wellbeing at home and therefore enabling academic success. EEF supporting families (FAST)	5, 6, 7, 8, 10
------------------	--	----------------

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2025 to 2026 academic year.

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 summative and formative assessments.

The data demonstrated that DS at Lipson achieved better than the national average. At 39.23 the attainment 8 score is higher than the latest national average score for DS of 34.50. There is a 6.95 gap between DS learners and their peers in the school. In three years, our attainment gap has halved from 14% to 7% achieving 5+ basics which is significantly lower than the latest national average figure of 27%. The DS cohort increased significantly in last years' cohort up from 45 learners to 75 but the attainment gap narrowed slightly from 7.2 to 6.9. A particular focus over the next year will be on Basics - 4-9 and 5-9 as well as attainment 8. Our focus will be on our DS students achieving above the national level for all students. This will ensure we are measuring the performance of our DS against all other students in the UK. The gap between Maths and English A8 attainment has narrowed this year from a 1.7 point gap to a 1.2 point gap with English being the higher attaining subject. A particular focus over the next three years will be around High Attaining DS in Maths. We know that measuring attainment and basics nationally will be a huge challenge but this ensures we continue to have high aspirations for our DS students and are committed to being the change we want to see.

Based on all the information above, the performance of our disadvantaged pupils met our expectations, however, in an improving school we must not provide a target which does not allow for improving of all our students.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Both attendance and behaviour continues to be a continual issue for DS students in comparison with non-DS. We have now launched the Progress Teams this year with the remit to keep students from escalating behaviour to the point of lesson removal to ensure that we maximise the amount of students benefitting from the learning in lesson. Initial reports indicate that this is going to have a reductive impact on both lesson removals of DS students and suspensions as a result. DS lesson removals have dropped by 10% already with suspensions dropping by 18%. We have identified the number of persistent absentees as a particular figure we want to target as this will have a significant impact on those students' education if we can intervene and support them by getting them into school more. Not only will this be done through attendance interventions and support, but also our community and family engagement including the community larder and our aim to ensure DS are integral in the culture and opportunities at Lipson.

Based on all the information above, the performance of our disadvantaged pupils did not meet our expectations, and we did not achieve the outcomes set in the last strategy. Therefore we have revised the strategies that were used last academic year in an attempt to support the behaviour of our DS at Lipson.

Our evaluation of the approaches delivered last academic year indicates that Lipson would highlight aspects of their strategy that their analysis found to be particularly effective during the previous academic year. Our academic success of our DS students is above national average and with more focussed changes and support planned in the strategies within this plan we aim to continue to support our DS in achieving their full potential.

Intended Outcome	Success Criteria		Comments
------------------	------------------	--	----------

1 Improved teaching, learning and literacy throughout the Academy with a - A Great, trusted teacher in every classroom	Improve both teaching and therefore student learning and literacy at all years and Key Stages.		
	Reduce the progress and achievement gap of students in Year 11 through monitoring and tracking of P8 score - Current gap 0.41		We have halved the attainment gap basics 5+ in the last 3 years but still need to work on A8 and 4+
2 Improved literacy of PP students - specific focus on reading and vocabulary	Outcomes at KS4 being above national averages		
	Increased engagement in lessons because they can access the learning		
	Improved attitudes and strategies towards reading		
3 Improve the pedagogical practice when teaching DS students	Flight paths to ensure DS are recognised and integrated into teacher circulation in every lesson so they have regular prompts, learning checks and questions to ensure greater progress.	Focus is now shifting towards ILP production with non-negotiable classroom strategies for DS students. This will ensure that DS is at the heart of everything we do in the classroom.	
	Work by VCN and CJS: Staff specific targeted CPD to ensure that specific strategies that support DS students are consistently applied across all lessons.		
	VCN to discern via communication with staff and coaching team.		
4 Increase the outcomes for DS students at KS4	Increase A8 for DS students in KS4 results in Summer 2023		A8 dipped slightly by less than 1. This is less than the dip of the cohort overall which dipped 4 points.
	Reduction of the gap between DS and Non-DS to less than 5.0 A8		Gap has closed slightly from 24-25.
5 Fewer behaviour referrals for DS students	Reduce % proportion of DS referrals to the BRC to below 40%.		Early help has reduced lesson removals by 18%
6 Fewer behaviour referrals for DS students due to lack of engagement	PP Students have a greater engagement in lessons. Less than 50% of PP students are sent to the BRC for lack of engagement.		

7 Improve the attendance of DS students	94.5% attendance target for DS students.		Unrealistic target - now representation of DS students who are Persistently Absent. Currently at a termly total of 89%
8 Provide support for all reported ACEs	100% of reported ACEs are given support through our inclusion provision and external agencies.		
9 Increase the amount of DS students who attend extracurricular clubs	50% of DS students attend extra-curricular activities (Tracked via Absolute Education).		
10 Improved parental engagement	Increase the amount of PP parents that engage with parents evenings and reintegration meetings after an external exclusion.		
11 Ensure that students leaving Year 11 and 6th form are not going to become NEET due to IAG.	0 NEET Lipson DS students		
	All students benefit from comprehensive careers advice and guidance throughout 5/7 years at Lipson.		
	Careers advice and guidance detailed through the Gatsby Benchmarks.		

Success criteria met

Did not meet

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia UK	NGRT
SPARX	Tassomai
SPARX Reader	Educake
UpLearn	

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Teaching and Learning - Quality first teaching supported through incremental coaching and actionable steps.
	Wider Activities - Participation in whole school activities, clubs, uniform and trips
What was the impact of that spending on service pupil premium eligible pupils?	Students felt more involved in the whole school community.
Involvement with external agencies to support our service students.	Involvement with Aggies for service students.

Further Information (optional)

--