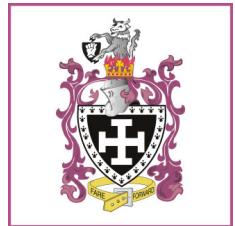


Pupil Premium strategy statement



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 impact that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	827
Proportion (%) of pupil premium eligible pupils	36.5%
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Academic years that our Pupil Premium strategy covers	2024-2027
Statement authorised by	Mr M Lawrence
Pupil premium lead	Mr T Yeates
Governor / Trustee lead	Fiona Bunkin

Funding overview

Detail	Amount
Total budget for this academic year	£253,700

Part A: Pupil premium strategy plan

Statement of intent

"Education is a powerful engine for personal development. It is through education that the daughter of a peasant can become a doctor, the son of a mine-worker can become manager of the mine and that the child of farm workers can become president of a proud nation" Nelson Mandela

Buckler's Mead academy seeks to offer an inspiring and inclusive provision to ensure that all students regardless of their gender, background and postcode receive a broad, knowledge and culturally rich education that removes barriers and prepares them for the challenges of the 21st Century.

Our Context

Buckler's Mead Academy serves an area of deprivation. Most pupils live in neighbourhoods classified as "high deprivation" i.e. within the 20% most deprived in England according to the IDACI (Income Deprivation Affecting Children Index), namely Yeovil, Birchfield, Yeovil, Penn Mill North and Yeovil, Sherborne Road. The majority of Pupil Premium students within the cohort fall into the deprivation characteristic.

This Pupil Premium strategy was written in the Autumn 2021 and has been revised to address key areas of focus following a review in September 2024. It has subsequently been evaluated and updated in 2025 in response to areas requiring further development.

The strategy aims to-

- 1. Raise attainment and achievement so that all students, regardless of their starting points, achieve well and are well prepared for their next steps.**
- 2. Develop a culture of inclusivity to ensure that all students are fully supported to overcome any barriers to learning and access a full, broad and balanced curriculum based on powerful knowledge and cultural richness.**
- 3. Improve attendance so that pupil premium students attend at least 95%**

In order to achieve this, the plan implements the recommended three tier approach stipulated by the Education Endowment Fund- *High quality first teaching, Targeted academic intervention and Wider whole school strategies*. Our approach seeks to identify and understand the impact of socioeconomic disadvantage on learning and remove the barriers of inequality through short term and long term solutions. This plan is a whole school strategy designed to improve outcomes for all students. It seeks to avoid short term interventionist approaches that leads to limited long term impact. The plan also acknowledges and

addresses the complex challenges, our context and broad influences that impact disadvantaged young people seeking long term solutions that are based in research.

All actions outlined are underpinned by the following principles based on evidence informed research-

- 'Sky High' Expectations- all staff should have the highest expectations of all students irrespective of background and barriers to learning.
- Quality First Teaching that ensures daily practice is inclusive and high quality for all.
- Individualised Approach- disadvantaged students should not be treated as a homogenous group. All staff should work towards implementing strategy and activity that is informed by assessment (academic and pastoral), focused on student need and free from the unconscious biases that set limitations on what a young person can achieve.
- Evidence based- a robust process of impact evaluation is in place to ensure that leaders accurately assess effectiveness and make adaptations where appropriate to address the needs of our context.
- Effective Implementation- implementation is seen as a process focused on shared ownership and doing a small number of things well in line with wider school improvement aims.
- Independent Learning- teaching strategies to support independent, self-regulated learning through explicitly teaching students to plan, monitor and emphasise their work.
- Diagnostic use of Assessment- summative and formative assessment is used to adjust teaching responsively to address misconceptions and gaps in learning in order to foster a self-belief as successful learners within and beyond the classroom

Pupil Premium Cohort Breakdown 2025-2026

Group	Y7	Y8	Y9	Y10	Y11
Total Students	180	165	173	160	149
PP Students #	70	68	59	65	40
PP Students %	(38.9%)	(41.2%)	(34.1%)	(40.6%)	(26.8%)
PP Boys #	38	29	32	33	22
PP Boys %	21.1%	17.6%	18.5%	20.6%	14.8%
PP Girls #	32	39	27	32	18
PP Girls %	17.7%	23.6%	15.6%	20%	12.1%
PP SEND #	22	21	12	15	10
PP SEND %	12.2%	12.7%	6.9%	9.4%	6.7%

Tiered Approach

Tier 4- High needs offer to support families and students who may be most vulnerable	<p>Targeted 1-1 Academic Intervention</p> <p>Pastoral Support Hub- Including Thrive, Counselling, ELSA, Forest school and other provisions</p> <p>SEND- K</p> <p>Alternative Provision</p> <p>EWO</p> <p>Significant external agency involvement</p>
Tier 3 - Enhanced offer for students and families to address barriers to learning and future success- Specific Targeted Intervention (Pastoral & Academic)	<p>Funding and additional support to remove barriers</p> <p>Targeted Pastoral/ Academic Intervention</p> <p>End of Key Stage 4 Targeted Intervention</p> <p>Transition KS2-3</p> <p>Attendance Clinics</p> <p>Additional careers advice and guidance</p> <p>External agency involvement</p> <p>Breakfast club</p> <p>Mentoring programmes</p>

Tier 2 - Additional offer for students eligible for the pupil premium funding-wider funding	<p>Pupil Premium First & In class support</p> <p>Focus Five and ADPR</p> <p>Support with the cost of trips</p> <p>Opportunities for Cultural capital</p> <p>Rewards and Incentives</p> <p>Peripatetic Music Lessons</p>
Tier 1 Universal offer for all students-wider funding	<p>High Quality First Teaching</p> <p>Year Group initiatives</p> <p>Period 6 and in school KS4 interventions</p> <p>Reading and Literacy strategies</p> <p>Drop down days & visiting speakers</p> <p>Behaviour for Learning</p> <p>Building Relationships</p> <p>High expectations</p>

Challenges

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

Challenge number	Detail of challenge
Curriculum and Teaching & Learning	1 Cultural knowledge deficit- disadvantaged students often do not have the same amount of knowledge about the world as their peers, impacting on schema and ability to acquire new knowledge.
	2 Performing Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Many disadvantaged students do not participate in the Performing Arts outside of school and the costs of these can be prohibitive.
	3 Vocabulary deficit- student vocabulary is a significant predictor of academic attainment. Disadvantaged students often are 'word poor' lacking knowledge of the complex and abstract vocabulary needed to facilitate rigorous academic study.
	4 Effective transition between key stages. Research indicates that almost 40% of students fail to make expected progress during the year immediately following a change in school setting. This is particularly acute in the transition between KS2 to KS3. Transition has also been impacted by CV19, students arrive to BMA socially, emotionally and academically behind compared to previous cohorts.
	5 Low Literacy, Oracy, Numeracy and prior attainment for some students on entry making it difficult to acquire new knowledge.
	6 Sutton Trust report has suggested that Pupil Premium students may be further disadvantaged from their peers whose parents pay for private tuition to address underperformance in examination years.
	7 Students often lack resources, materials or an appropriate place to study outside Academy.
	8 Attitude to Learning & Developing Independent Learners- Students sometimes are not aware that hard work and perseverance will make a difference to their achievement in school and often don't stay after school for revision sessions, struggle to revise at home and do home learning.
	9 Double disadvantage- 26% (80/302) Pupil Premium students are SEND.
Wider Barriers to Learning	10 Cost of Living- inflation and the rising costs of energy bills has impacted on the affordability of essential items for school. Limited household budgets have impacted on mealtimes, family outings and leisure activities. Work and shift patterns has also changed as families seek to tackle the impact of inflation on the family budgets.

11	Behaviour for learning- social, emotional and mental health impacting on a students' progress, mindset for learning and participation in the curriculum. Students are often socially, emotionally and academically behind their peers
12	Trauma. A number of students have experienced trauma in their earlier lives or are currently experiencing trauma. This impacts on their capacity to learn and form relationships.
13	Deficit of praise- research indicates that some students from disadvantaged families may receive disproportionately high amounts of discouragement and a deficit of praise impacting on the self-esteem, confidence and personal wellbeing of the individuals.
14	Parental factors- a) engagement with the academy b) capacity and ability to support home learning c) often (but not exclusively) a single parent struggling with money, illness (medical or mental), juggling the needs of siblings and poor accommodation d) Parent has medical/mental health issues – struggle to cope with the demands of teenagers and so some teenagers can exploit this. e) Poor family relationships between parents and siblings; poor role modelling and student struggles to sustain their own friendships so avoids school f) wider safeguarding issues g) attitudes and worldviews that do not always reflect fundamental British values.
15	Equipped for learning- many students are disorganised or lack the funds to equip themselves properly for learning.
16	Social issues in the wider community- County Lines, risk taking behaviour and substance misuse, unstructured time and instances of anti-social behaviour. Increased incidents of domestic violence in the community.
17	Attendance- Pupil Premium students (especially in KS4) attendance is lower than their peers perpetuating the 'Matthew effect' and the attainment gap. Absence also significantly impacts social and emotional development on the individuals.
18	Historic factors around low attendance for disadvantaged pupils linked to the following: Mental health- family and student issues linked to anxiety, depression and eating disorders. Physical health- frequent coughs, colds and sometimes chronic conditions that require treatment. Attitudinal and systematic factors- value system of the peer group and family that does not support 100% attendance. This has been exacerbated by CV19, where being at home rather than school has been 'normalised' School behaviour related- students absence is linked to the avoidance of sanctions such as IEC or detention.
19	Metacognition and self-regulation about their learning. Students can often be compliant and passive, lacking motivation and skills to work independently.
20	Lower aspiration than previous years, especially in the upper school and the uncertainty about the examinations. Students often opt for Level 1 or 2 courses with less rigorous entry requirements.
21	Information sharing- Ensuring that information sharing and awareness is effective to provide high quality provision and intervention for disadvantaged students.
22	CPD and Inset- Staff knowledge and expertise around individual students, SEND, trauma related practice and disadvantage
23	Work of outside agencies to support vulnerable families does not always meet the needs of individuals.

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. Progress towards these measures will take place termly (September, February and June) following key data points.

Intended outcome	Success criteria
Improved Progress 8	Outcomes across the curriculum to at least national average or higher.
Improved Attainment 8 outcomes across the curriculum	A8 outcomes for each subject are at least matching Target Grades or higher.
Improved % Grade 4+ and 5+ in English and mathematics	% Grade +4, 5+ and 7+ English and Mathematics combined in line with National Average or higher. % Grade +4, 5+ and 7+ Mathematics in line with National Average or higher. % Grade +4, 5+ and 7+ English in line with National Average or higher.
All students follow a progressive, aspirational, broad and balanced curriculum that is fully inclusive	All students receive high quality first teaching across the curriculum from specialist teachers and are able to know more, understand and do more in relation to their peers as a consequence. All MPA and HPA students follow the Ebacc KS4 Pathway. Outcomes for Ebacc and Open Buckets in line with Target Grades or Higher Stakeholder feedback provides strong evidence that the curriculum on offer is broad, builds aspirations and is inclusive.
Improved attitude to Learning	Student work consistently completed to a high standard across the curriculum and year groups. Reported attitudes to learning (effort indicator) are at least the same or better than their NPP counterparts. ARBOR positive points in line or exceeding NPP counterparts. Significant reduction in internal exclusions and FTEs. High attendance figures for PP across all year groups and significant reduction of persistent absentees.
Raise literacy levels (spoken and written) of students and engagement in reading	Increase reading ages across both key stages where the majority are meeting age related expectations. Evidence of student engagement in Read to Succeed demonstrated through student voice, learning walks and observations. Increase in students reading for pleasure demonstrated the withdrawal of books from the library, independent reading during Friday tutor and completion of KS3 Gold/Silver/Bronze reading challenge.

	Students are able to confidently articulate themselves verbally in lessons and wider.
Improve attendance and reduction in persistent absence for PP students	PP attendance is at least 95% or higher and above national average for PP. Reduction in PAs for PP students to below the national average.
Reduction in Behaviour, fixed term exclusions and other sanctions	Reduction in FTE is to be in line or below the National average. Reduction in the number of IECs days issued to PP. Increased % of positive points and decrease % of negative points recorded on class charts measured on a termly basis. Student Voice responses linked to perception and experiences of the frequency of low level disruption in lessons and behaviour around the site.
Successful Transition from KS2-3	All students receive an attitude to learning at least good and better. PP grades match NPP counterparts. High attendance for all PP students and minimal PA. Stakeholder feedback indicating students feel well supported, understand expectations, feel safe and are well supported. Evidence generated from learning walks, observations and work scrutinies that students work is completed to a high standard, learning is secured and students actively participate in lessons and their own learning.
Pupil Premium students are fully integrated into school life; flourishing personally and socially.	Opportunities in both key stages for students to engage in the wider curriculum. High % of participation in extracurricular activities. High PP participation in cultural enrichment opportunities. High proportion (60%+) of students representing the school in sports and school productions. High quality personal development provision including RSE, SMSC & FBV. Stakeholder feedback that- students feel safe and know how to report an issue, they are well supported, have opportunities to build cultural capital and enrichment, teachers have good knowledge of the students, high expectations are in place, and all students have full access to the curriculum.
All staff have high expectations for students and use a range of assessment information well to support students' learning	All students receive ambitious target grades which are comparable to NPP counterparts. Summative and formative assessment enables students to demonstrate what they know, understand and can do as a consequence of the curriculum. Students are provided with accurate and timely feedback to address gaps and misconceptions. Teachers adapt their teaching and planning to meet the needs of the learners and enable progress.

<p>Parents engaging with the school, understanding their role and acting in partnership with academy</p>	<p>High proportion of parents attend parents' evenings or parent-tutor consultation. High number of positive phone calls and contact made to PP families. All Parents have accessed class charts to track and monitor child's behaviour.</p>
<p>All students have made clear and informed decisions about their KS4 and Post 16 Pathways</p>	<p>100% of PP students secure an appropriate and aspirational Post 16 Pathway. All students in KS3 receive high quality CEIAG in advance to making option choices. All KS3 students opt to study an appropriate pathway and subject choices linked to their academic abilities and opportunities for further progression. Student voice indicating that they have been well supported to make informed choices.</p>

Activity in this academic year 2025-2026

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: £98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1.1 Improve the universal provision of quality first teaching for disadvantaged pupils through- (T1)</p> <p>Pupil Premium Targeted strategies . Teachers identify and ensure that pupil premium students are targeted for questioning to have work checked by the teacher. Students' books are marked and given praise (where appropriate) more frequently to check for understanding and uphold standards.</p> <p>Effective Feedback, that its warm, specific and feeds forward</p> <p>A consistent approach to all lessons across the curriculum through embedding the use of the 'Learning Cycle'.</p> <p>Effective use of questioning- cold calling, turn & talk and mini white boards.</p> <p>High expectations of exercise books and student work.</p>	<p>Education endowment fund: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>Feedback + 8 months</p> <p>Reduced class size + 3 months</p> <p>Within class attainment grouping + 3 months</p> <p>Metacognition and self- regulation + 7 months</p> <p>On average, pupils experiencing setting or streaming make slightly less progress than pupils taught in mixed attainment classes.</p>	1,3,5,8,12

<p>1.2 Building a culture of inclusivity that places inclusion at the heart of the curriculum. (T1)</p> <p>Teachers use assessment and shared information to ensure that they have a detailed knowledge and understanding of the needs of each student and take sensible actions within lessons to address these.</p> <p>CPD in place to support teachers to make effective adaptations to the curriculum.</p> <p>SEND information shared widely and strategies implemented to adapt the curriculum.</p> <p>Restructure and revision of the deployment of Teaching Assistants to work with students particularly double disadvantaged (SEND PP) and overseen by the SENDco.</p> <p>Provide students with the equipment and resources they need to access the curriculum in every classroom.</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. + 4 months</p> <p>Essex Project Rowlands et al - inclusion was key to ensure progression and wider development of students with a range of barriers</p>	<p>4,5,6,8,9</p>
<p>1.3 Creation of an equitable and ambitious knowledge based and culturally enriching curriculum for all. (T1)</p> <p>Review and update curriculum plans to ensure it is appropriate and challenging for each year group focusing on students' knowledge retention, retrieval and interleaving of learning.</p> <p>Update KS4 curriculum offer to ensure that the offer is ambitious for learners and offers a broad range of choices.</p> <p>All staff supported and trained to use/ a range of assessment information and class charts to inform their planning.</p> <p>Curriculum Planning to take more account of context and develop further cultural capital.</p> <p>Develop opportunities to raise awareness of KS2 teaching, content and assessment criteria to ensure lessons are appropriately pitched, challenging and well sequenced.</p>	<p>International evidence indicates that a focus on only a few measurable outcomes has had some negative consequences for curriculum design. As a result, pupils from disadvantaged backgrounds may be discouraged from taking academic subjects. A report for the Sutton Trust, for example, finds that pupil premium (PP) pupils are less likely to take English Baccalaureate (EBacc) subjects compared with non-PP pupils with similar prior attainment.⁵</p> <p>Ofsted Curriculum Research review 2018-leaders should ensure that the curriculum is appropriate to the context of the school and have a clear understanding of how it meets the particular aims and values of their school.</p>	<p>1,3,4,5,6,12</p>

<p>1.4 Ensure that every moment in school is a language development and comprehension moment. (T1)</p> <p>Turn & talk used frequently to verbalise responses before written tasks.</p> <p>Explicitly teach Tier 3 and 4 Vocabulary using everyday language and exploring etymology of words across curriculum subjects.</p> <p>“Say it again, say it better - answer like an expert”"-teachers encourage students to rephrase verbal responses to use more sophisticated and academic language.</p> <p>Continue the Read to Succeed programme investing in new texts and ensuring the provision is effective.</p> <p>CPD and the creation of a common strategy to promote effective listening, phonics and supporting reading aloud.</p>	<p>Education endowment fund:</p> <p>Reading comprehension strategies + 6 months</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Waldfofel and Washbook identified clear links to socioeconomic disadvantage and language gaps-</p> <p>The 27% gap between the lowest quintile and highest quintile in vocabulary develops at the age of five. Lowest quintile are 16% more likely to have conduct problems 15% more likely to have hyperactivity problems.</p>	<p>4,5,6,8,12,13,21</p>
<p>1.5 CPD to continually develop all teachers' subject knowledge and expertise to support the effective delivery of a high quality, knowledge rich curriculum. (T1)</p> <p>Whole school Inset on Pupil Premium, Trauma related practice and barriers to learning.</p> <p>Heads of Department to audit teams to ensure they have the knowledge and understanding that is relevant and in depth to deliver the current curriculum demands. Steps are taken within teams to support where there is a deficit.</p> <p>Sharing of key articles and educational thinking through weekly Think pieces that are discussed in -Leadership, line management department meetings and staff briefing.</p> <p>School calendar- meetings and Inset to develop effective practice informed by work scrutiny and learning walks.</p>	<p>Education endowment fund: Research and literature says that in order to effectively support PP and disadvantaged students; All staff should receive effective training in order to enable them to identify and support the needs. This should be regularly updated and reinforced by coaching.</p> <p>Metacognition and self-regulation + 7 months</p> <p>Mastery learning + 7 months</p> <p>Rowlands et al- Staff training and retention has a significant impact on student outcomes.</p>	<p>1,3,5,22</p>

Train and develop the role of Governors to secure accountability for PP Provision.		
<p>1.6 Activating students learning through the promotion of metacognition and self-regulated learning. (T1)</p> <p>Consistent use of modelling, scaffolding, shared examples and exemplars in lessons.</p> <p>Developing 'I do, we do, you do' methodology to develop fluency and autonomy.</p> <p>Staff Inset and training on how to promote and develop metacognitive talk in classrooms.</p> <p>Develop resources and activities to promote independence including homework, Online resources, self-quizzing and use of the knowledge organiser.</p> <p>Launchpad events in September to outline the 'Buckler's way' teaching study and revision skills.</p>	<p>EEF- Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>Metacognition and self-regulation + 7 months</p>	1,3,4,5,6,19

Targeted academic support

Budgeted cost: £33,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Interventions		
<p>2.1 Individual / Small Group Tuition to address underachievement in English and Mathematics for key year groups (T3)</p> <p>Recruit additional staff to the core departments.</p> <p>Students targeted for additional 1-1 sessions or small class teacher to plug gaps in knowledge and skills for all year groups.</p> <p>Active 1-1 and small group teaching programme planned, delivered, monitored and reviewed 1/2 termly.</p>	<p>EEF- Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. +5 Months progress Sutton Trust research indicates that high numbers of parents with greater means are paying for 1-2-1 tuition of their child, compounding the disadvantage factors.</p> <p>Individualised instruction + 3 months One to one tuition + 5 months Small group tuition + 4 months Oral language interventions + 5 months Peer tutoring + 5 months</p>	6, 7
<p>2.2 To support students who fall below age related expectation in Reading Testing and Spelling (T3)</p> <p>NGRT testing is in place for all students in years 7-10 twice a year.</p> <p>Fluency testing for all KS3 students.</p>	<p>GL Assessments In the 2019–2020 academic year, primary school children experienced a small decline in attainment in reading</p> <p>Reading comprehension strategies are high impact on average (+6 months).</p>	3,4,5,6,9

<p>Extraction for students below expectation to work with English TA or SEND Support staff for intensive intervention work.</p> <p>Read, Write, Ink training and intervention to be implemented.</p> <p>Sharing of reading ages and fluency with all teachers to support reading in the classroom and plan appropriate strategies.</p> <p>'Reading Plus' intervention strategy</p>	<p>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text</p> <p>Shorter interventions of up to 10 weeks tend to be more successful</p>	
<p>2.3 ADPR Focus Five (Academic) to support KS4 students who fall below target grades (T2)</p> <p>Teachers identify the lowest performing PP students in class. PP boys to be prioritised.</p> <p>Standing meetings are held twice a term using the ADPR model.</p> <p>Teachers implement evidence based strategies focused on learning or removing barriers to learning.</p> <p>Quality assurance of books, lessons and meetings to identify best practice and provide support.</p>	<p>Individualised instruction can be an effective approach to increasing pupil attainment</p> <p>Studies of Individualised instruction with older pupils of secondary age tend to show higher effects</p> <p>Within class attainment grouping has a positive impact, on average, of 2 months additional</p>	<p>6,9</p>
<p>2.4 End of KS4 Interventions to support students reach expected outcomes at the end of Year 11 (T2&3)</p> <p>Targeted Parental meeting by Heads of Department and Achievement Leaders for PP students making significantly negative progress.</p> <p>Introduction of compulsory Period Six and Exit timetable as part of Year 11 Plan.</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. +4 Months</p>	<p>6,9</p>

<p>In school intervention using teachers of core to work with students below expectation.</p> <p>Targeted weekend and Holiday sessions for Open Bucket subjects to work with targeted students to ensure they meet target grades.</p> <p>Additional opportunities created for students to receive support during the day in subjects that they are below target in.</p> <p>Year 11 Plan and 'Keys To Success' Target groups.</p>		
<p>2.5 Opportunities to support out of hour independent learning 'NightClub and Homework Activities' (T2)</p> <p>Homework Support</p> <p>Staff identify students who may require additional support to complete homework.</p> <p>Sessions run after school to support completion of homework.</p> <p>Phone calls made to secure parental support.</p> <p>Refreshments purchased.</p> <p>Period 6</p> <p>October 2025 onwards. All students involved are targeted for compulsory after school revision activities or independent study 3 times per week.</p> <p>Platform Homework</p> <p>Seneca Premium and other specialist software used to support frequent low stakes quizzing and retrieval practice.</p> <p>Out of hours KS4 intervention</p> <p>Funding to support targeted interventions in school holidays and weekends for Year 11 students in preparation for final examinations</p>	<p>Programmes that extend school time have a positive impact on average +3 months</p> <p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p>	<p>6,7,9</p>

Pastoral Interventions		
<p>2.6 Improve the attendance and significantly reduce persistence absence among disadvantaged students (T3-4)</p> <p>Use MNSP sourced Education Welfare Officer to target key individuals and secure higher attendance.</p> <p>Fortnightly Personal Development lessons explicitly teach the significance of attendance. Weekly tutor sessions track and monitor student attendance.</p> <p>Rewards and recognition to promote good attendance such as half-term awards and the '100 club' attendance challenge.</p> <p>Expectations over communicated with all stakeholders through termly letters, tutor conversations, reporting, information to students in assemblies and weekly updates shared with form groups.</p> <p>Displays used to promote the importance of good attendance and celebrate improvement.</p> <p>Home visits made by Pastoral and Achievement leaders to tackle frequent absentees.</p>	<p>DFE The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p> <p>Engaging parents + 3 months</p>	14, 17,18
<p>2.7 Behaviour- reduce the number of 'frequent fliers' for Fixed term exclusions, Internal exclusions and Detentions (Tier 3-4)</p> <p>Use of data to identify frequent fliers.</p> <p>Pastoral lead interventions to target frequent fliers.</p> <p>Funding used to provide targeted and bespoke interventions to address year group/ key stage specific issues leading to poor behaviour.</p> <p>Creation of Pastoral Hub and change to Pastoral system to support the wider needs of the students who present with challenging behaviour.</p>	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p>	8, 11,13,14

<p>Appointment of Associate Assistant Head to oversee and coordinate the IEC provision.</p> <p>Review and revise IEC provision.</p>		
<p>2.8 Social and Emotional needs (Tier 4)</p> <p>Targeted Pastoral, Counselling and Thrive work with targeted PP students to address barriers.</p> <p>A full range of SEMH interventions under the umbrella through a triage system including – ELSA, Forest school, counselling and thrive.</p> <p>ADPR model is used to ensure that there is an escalated process in place to support the needs of the child from class teacher to SEND level/ DSL level.</p> <p>Whole school CPD on Trauma (TISUK) based practice.</p>	<p>Research suggests that the most effective PP strategies are those that are personalised to the individuals and directly address the needs</p> <p>Social emotional learning + 4 months Outdoor adventure learning + 4 months Teaching Assistants + 1 month</p>	<p>11,12, 14,16,18</p>
<p>2.9 Breakfast club (T2-3)</p> <p>Identify families experiencing significant hardship to provide free breakfast from the canteen.</p> <p>Free breakfast for all Pupil Premium students.</p> <p>Provision of healthy and nutritious snacks in student support.</p>	<p>Evidence and research clearly establishes a link between hunger, malnutrition and dehydration and concentration levels.</p> <p>Students who are unable to pay attention are more likely to develop greater gaps in their learning</p>	<p>10, 11,14, 17,18</p>
<p>2.10 Careers, Information, Advice and Guidance (T1-4)</p> <p>Four year road map to be written to ensure that there are timely related careers opportunities to raise aspirations and awareness of Level 3 qualifications and further education.</p>		<p>20</p>

Targeted careers meetings for all Pupil Premium students in Year 10 and Year 11 to support them to apply for ambitious courses and qualifications matched to their abilities.

Develop opportunities for students to visit and listen to learn about opportunities linked to further study and university courses.

Build closer links with Post 16 training providers and institutions to maximise exposure to the opportunities available.

Provide parents with information, guidance and advice opportunities to support their child.

Wider strategies

Budgeted cost: £118,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3.1 Three Year Roadmap and universal provision for Pupil Premium students (Tier One)</p> <p>All year groups are provided with 4 core opportunities each year that are age specific. These will be designed to support progression, personal development, the wider curriculum and raise aspirations. This will include-</p> <p><u>Careers</u>- Trips and visits such as University visits, Industry and Post 16 providers. Guest speakers and presentations.</p> <p><u>Cultural Enrichment</u>- including theatre visits, national museums and places of historical significance (national and local).</p> <p><u>Personal Development</u>- swimming, team building, visiting speakers, residential, staying safe and life skills.</p> <p><u>Celebration</u>-whole year group events to build cohesion within year groups and develop a sense of belonging.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. +1 month</p> <p>Wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.</p>	1,2,4,20
<p>3.2 Improve engagement of Parents and families of disadvantaged students (T1-3)</p> <p>3 positive phone calls and contact with home a week.</p> <p>Home visits used to support and engage 'hard to reach' families.</p> <p>Year teams to track, monitor and secure attendance of parents to consultation evenings.</p>	<p>EEF Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings</p> <p>Engaging parents + 3 months</p> <p>Mentoring +2 months</p>	18,20,21, 22

<p>Community Centres used for Outreach evening events sharing key messages.</p> <p>Information evenings planned for all Year groups.</p>		
<p>3.3 Develop celebration activities to reward and recognise students in all year groups as well as acknowledge achievement and improvement</p> <p>A common approach used by Achievement Leaders to celebrate and reward students for achievements-</p> <ul style="list-style-type: none"> a) High attendance b) Exemplary behaviour c) Kindness d) Effort e) Extra curricular accomplishments f) Academic Achievement <p>Improvement</p> <ul style="list-style-type: none"> a) Attendance b) Effort c) Academic Achievement 	<p>Universal approaches to improving behaviour have positive overall effects (+ 4 months)</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	11,13,18,19,19
<p>3.4 Ensure all students are consistently ready to learn (T1-2)</p> <p>Warm strict ethos and positive language used as part of STARS routines and SHOW ME YOUR BEST expectations</p> <p>More rigorous daily equipment and uniform checks in place at the start of the day through the introduction of standing starts .</p> <p>Purchase of additional uniform and equipment to supply students in student support to assist families in genuine need.</p> <p>Launchpad events at the beginning of the academic year.</p> <p>Pastoral team takes action to remove barriers to learning and ensure students are in lessons.</p>	<p>Both targeted behaviour interventions and universal approaches have positive overall effects (+ 4 months).</p>	11,13,15,19,20

<p>3.5 Increase the number of disadvantaged pupils taking part in enrichment activities (T2)</p> <p>Funded peripatetic music lessons.</p> <p>Funding to support enrichment or cultural development opportunities for students.</p> <p>Displays and exhibitions of creative work.</p> <p>Funding for the school production and showcase evenings.</p> <p>Purchase of additional equipment for creative/arts subjects and technology subjects.</p> <p>Track Pupil Premium participation and identify students who require further support and encouragement.</p> <p>Swimming Lessons for weak swimmers.</p>	<p>EEF Research:</p> <p>Arts Participation +2 months</p> <p>Sports participation + 2 months</p>	<p>1,2,3,4</p>
<p>3.6 Ensure that all students receive support, advice and guidance to choose ambitious and suitable career choices and pathways. (T1-2)</p> <p>CEIAG provision in both key stages to provide timely and age appropriate guidance and information to build aspiration.</p> <p>Targeted early school work University and Further education for students to raise aspiration.</p> <p>Careers lead to hold individual careers meetings and support with researching and applications to post 16 pathways for Year 11. PP boys to be prioritised.</p> <p>Motivational and Guest Speakers to be booked for all year groups for assemblies and form time.</p>	<p>Studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them.</p> <p>Rewrite careers advice and guidance will provide them with know skills etc to achieve aspirations</p>	<p>24</p>

Year Specific CEIAG based activities.		
<p>3.7 To support a smooth and successful transition between KS2 and KS3 Transition (T1-3)</p> <p>SEND support for targeted students known to the academy prior to September.</p> <p>Maths and English additional targeted tutoring based on baseline data.</p> <p>Induction support provided by the pastoral team in term one for vulnerable students at risk of not accessing the curriculum.</p> <p>SEND/LSB to target extremely vulnerable students to support transition.</p> <p>Primary School visits in spring and summer to identify disadvantaged students, barriers to learning and vulnerable learners to help support and plan for transition.</p>	<p>Research indicates that almost 40% of students fail to make expected progress during the year immediately following a change in school setting. This is particularly acute in the transition between KS2 to KS3.</p>	7
<p>3.8 Summer School (T1-3)</p> <p>Identification of key students to participate in Summer School</p> <p>Planning and delivery of a bespoke package based around the needs of the learner</p> <p>In year transition- support smooth 'second transition' of vulnerable students through year 8 to year 9.</p>	<p>Summer School +3 months "Greater impact can be achieved when summer schools are intensive, well-resourced, and involve small group or one to one teaching by trained and experienced teachers. It does appear to be an advantage to have teachers who are known to the pupils (typically +4 months overall).</p>	14,18,20,22,24,27

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£253,700
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£253,700

*Budget set aside for recruitment of key posts linked to the plan, unable to successfully appoint to the position

Funding overview 2025-26

Teaching		
Actions	Cost	Link
Curriculum resources and materials	£20,000	1.1,1.2, 1.6
Platform and Online resources (e.g. ILI, Reading Plus, Massolit and SENECA)	£2000	9,11,12
CPD- SEND, Trauma & Disadvantage	£6000	1.2, 1.5
Staffing & recruitment	£60,000	1.1,1.2,1.4,1.6
Access to the curriculum	£10,000	1.2,3.4
Curriculum Praise and rewards	£2000	3.3
Total	£100,000	
Targeted Support		
Reading testing and interventions	£9000	2.3
Out of hours learning- including Weekend Revision and HW Club.	£10,000	2.4,2.5
Forest School	£500	2.8
EWO	£14,000	2.8
Total	£33,500	
Wider Strategies		
Trips/Enrichment/Whole-School Production	£27,200	3.1,3.5
Swimming	£3000	3.5
Peripatetic Music Lessons	£9,000	3.5
Pastoral Budget Removing Barriers to learning	£6000	2.7,2.8,2.8
Heads of Year Rewards	£5000	3.3
Pastoral Support Hub	£53,000	2.6,2.7,2.8,3.4,3.7
CEIAG	£5000	3.6
Breakfast Club	£4000	2.9
Summer School	£8,000	3.8
Total	£120,200	
Total Spend	£253,700	

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

OVERVIEW 2022-25	2022	2023	2024	2025
	Result	Result	RESULTS	RESULTS
% Eng (Lit/Lang) & Maths 4+	44%	56%	46%	45%
% Eng (Lit/Lang) & Maths 5+	28%	31%	24%	32%
% Eng (Lit/Lang) & Maths 7+	5%	8%	0%	0%
% Maths 4+	53%	60%	48%	57%
% Maths 5+	35%	35%	28%	37%
% English 4+	58%	75%	52%	50%
% English 5+	42%	52%	36%	42%
2 x Science 4+	52%	66%	52%	60%
2 x Science 5+	26%	43%	27%	43%
Ebac 4+	0%	17%	10%	18%
Ebac 5+	0%	13%	2%	13%
Languages 5+	17%	39%	7%	46%
PP A8	36.99	41.55	30.77	34.83
PP P8	-0.50	-0.27	-1.04	-0.28

2025 outcomes	Review
Outcomes for all PP students.	<ul style="list-style-type: none"> Outcomes for PP students for 5+ combined English and Mathematics was (31.5%) which is above national average (26%) Overall attainment 8 score and EBACC attainment 8 score is marginally above national average. Outcomes for PP students in 2025 were higher than in 2024 and in line with the 2023 results. English and Maths Basics at 4, 5, and 7+ were higher in 2025 than 2024 with students performing better in Maths at 4+ and better in English at 5+. PP students had positive residuals in both English Literature and Language and in Mathematics. 92% of PP students entered for the Ebacc achieved a standard pass or higher. Buckler's Mead continued the compulsory Period 6 as part of the 'between the bells' strategy to ensure that all students received appropriate time and support from subject specialists. This initiative was again well received by parents and students. This was reflected in the year 11 exit survey. Outcomes for PP students were higher in 2025 than 2024. PP Girls out-performed PP boys. Buckler's Mead introduced compulsory Period 6 as part of the 'between the bells' strategy to ensure that all students received appropriate time and support from subject specialists. This initiative was well received by parents and students. This was reflected in the year 11 exit survey. <p>Feedback from Pupil Premium Deep Dive Review 6.2.25 (Mark Lees)</p> <ul style="list-style-type: none"> School leaders have a clear strategy for Pupil premium funding and a relentless ambition for their future lives. There is a real moral purpose that underpins their work. PP students have careers guidance at key times (Y9 options and post-16) so that they can make better informed guided choices. The guided options process ensures that there is a high uptake of EBacc for those who are capable of pursuing a language. Transition to the school is well managed and parents are supported to ensure they can claim the PP funding if eligible. Period 6 is being used well to support disadvantaged students on Y11 prepare for their exams. Keeping them at school gives them the freedom to focus on themselves for an extra 3 hours a week. Students recognise the value of organised competitions and sports/performance events (eg public reading, inter-school games, maths leagues, etc)

- Students can articulate their learning.
- Y11 are positive about Period 6 and the impact this has on their final examinations and coursework completion.
- Strong provision seen in first wave teaching for the sample seen, as expected (Eng and Geog are strong teams):
 - Mini whiteboards
 - visualisers
 - cold calling
- Lots of work to close gaps in learning (purple pen work)
- Good behaviour for learning - focused and engaged
- First wave teaching, where done well, is having a profound impact on outcomes.
- Good systems in place across the school, firmly embedded (topic sheets, assessments, purple pen work)
- Most books show good challenge over time - students are working hard.
- Booklets and assessments are used well in NCFE Sport
- There is no discernible difference between PP and non PP.

Next steps

- To ensure Pupil Premium students achieve outcomes in line with, or exceeding, Targets.
- To ensure that Pupil Premium students achieve combined basic scores that are in line with, or exceed, National Average.
- To close the gap between disadvantaged and non disadvantaged students
- To improve the attainment of Low and High Prior attainers to match the performance of Middle Attainers
- To improve the attainment of students in Mathematics and English
- Improve the attainment of students across the curriculum to ensure positive outcomes.
- Continue to improve attainment and across all subjects so that it is above National Average.
- Reduce the yearly variation of outcomes between cohorts.
- Improve the number of students achieving 7+, 5+ and 4+ in English & Mathematics separately and combined
- Continue to develop the use of intervention to improve outcomes for PP students in English and Mathematics
- Termly review of PP EAP Benchmark Targets to ensure that all PP students have Aspirational Targets

All students follow a progressive, aspirational, broad and balanced curriculum that is fully inclusive

- **Buckler's Mead has improved its curriculum provision for students to ensure Pupil Premium students have an opportunity to receive a broad and balanced curriculum that is academically rigorous.**
- **Updates and changes to the KS4 curriculum has helped to increase the number of PP students opting for the Ebacc to 35% of PP students in Year 11 25-26.**
 - 34% of disadvantaged students followed EBACC route in 2024-25 series
 - 97% of disadvantaged students studied at least one humanities subject in 2024-25 series
 - 35% of disadvantaged students are following the EBACC route in 2025-26 series
 - 98% of disadvantaged students are studying at least one humanities subject in 2025-26 series
- **BMA is still above the national for % of students entered for the Ebacc in 2025.** (BMA 34% vs National Average for Disadvantaged students 29%) This is significantly above LA % for all schools.
- **BMA is in line with the national average for disadvantage attainment in the Ebacc**
- **Buckler's Mead has also improved the Open Bucket offer to ensure that all students receive a broad and balanced curriculum.** Our curriculum has been expanded to include subjects such as Sociology, Child Development, Business NCFE Health & Fitness, and Hospitality & Catering .
- **Outcomes in 2025 for Pupil Premium beyond core subjects were stronger than in 2024.**
 - Open Bucket 2024 -1.11 vs 2025 -0.43
 - Ebacc Bucket 2024 -1.01 vs 2025 -0.04
- **Outcomes in the EBacc and Open Buckets are below historical national averages**
 - Open Bucket 2025 -0.43 vs -0.59 National average
 - Ebacc Bucket 2025 -0.04 vs -0.37 National average
- **Resourcing the curriculum. Funds have been allocated to improve resourcing and support with the delivery of the curriculum-**
 - Teaching & Learning initiatives- purchase of Mini whiteboards and visualisers to improve formative assessment. Book scrutinies consistently show that Disadvantaged students are attempting and completing higher mark questions which require extensive written responses. Mini white boards are recognised as a key pedagogical tool and PP strategy to systematically check for learning, address misconceptions and probe/challenge.
 - Funding fieldwork trips- Students were able to attend the compulsory element of the course, which was their fieldwork to Swanage Beach. This enabled them to access Section C of Paper 3 in their GCSE Geography exam.
 - Funding was provided for revision materials and study aids to support the delivery of NCFE Health & Fitness and WJEC Hospitality & Catering which witnessed the relatively higher residual P8 scores.

	<p>Next steps</p> <ul style="list-style-type: none"> • Continue to grow the number of students opting to follow the Ebacc route in KS4 • Continue to develop the curriculum offer in both key stages to ensure a broad, balanced and culturally enriching curriculum • Continue to ensure that the curriculum is appropriately resourced to meet the needs of PP students • Resourcing Creative Arts to develop Music, Art, Photography and Drama curriculum and extracurricular offer.
Improved attitude to Learning	<ul style="list-style-type: none"> • Improvements have been made to the quality and standard of students' work across the academy. Assessment audits and work scrutinies targeted at PP students identified the standard and quality of books had improved, books are well presented and in line with high expectations. • Positive Points on Arbor/Class charts for Pupil Premium students in 24/25 is 81368 This is just short of double the number of positive points PP students received in 23/24 and reflects a whole school push on recognising PP students in line with non PP peers • PP positive to negative ratio 15.4 for 24/25. • 418 Purple cards issued to PP students for 24/25. • PP negatives 24/25 4255 - PP negatives 23/24 5018 • PP suspensions 23/24 - 230 days. PP suspensions 24/25 - 228 days • 100% of PP students represented in rewards assemblies through the academic year • KS3 average effort indicators report Pupil Premium attitude and effort in lessons is good or better. Students work in books was graded as good or better 2024/2025(1=excellent 2= good 3= satisfactory 4=insufficient) Y7 Average 1.63 • Lessons are calm and compliant. Students are on task and participate in the lessons. <p>Next steps</p> <ul style="list-style-type: none"> • Ensure that PP students continue to receive appropriate praise and recognition to raise self esteem, belonging and a sense of worth. • More focus to ensure that Pupil Premium males and SEND books are consistently the same standard as their peers.
Raise literacy levels (spoken and	<ul style="list-style-type: none"> • Buckler's Mead has led several Literacy initiatives in 2024-25 that have been strongly represented by Pupil Premium students. These have included- Visiting authors, Reading competitions, Spoken Word festival and Public speaking events

written) of students and engagement in reading

- Buckler's Mead continues to implement the Read to Succeed programme to ensure all students read frequently and often. Texts are challenging and intended to develop powerful knowledge and cultural capital. All students read aloud, read independently and listen to others reading on a daily basis.
- Read to Succeed along with other interventions have led to significant improvements in reading ages. The majority of Pupil Premium students in Years 7-9 reading age is now in line or higher than their chronological age.

Progress from Summer 2024-2025

- 68% of year 7 PP students are at or exceed their minimum ARE
- 72% of year 8 PP students are at or exceed minimum ARE
- Average improvement for year 8 PP students is 16 months progress
- Average PP progress for year 9 is 15 months
- Average PP progress for year 10 is 12 months

Students Reading for Pleasure:

We have recently started to track books borrowed from the new Library. Breakdown of PP students borrowing books from library so far this year. The data shows that the number of students borrowing books is steadily increasing and the library is being used as a more valued resource.

Library Borrowing Figures 2024/2025

	Borrowers as at Dec 2024	No of books lent	Borrowers as at Feb 2025	No of books lent	Borrowers as at Apr 2025	No of books lent	Borrowers as at Jun 2025	No of books lent
Year 7	41 (114)	121 (398)	49 (131)	286 (806)	53 (136)	445 (1139)	56 (142)	513 (1200)
Year 8	26 (93)	123 (414)	33 (105)	187 (669)	43 (121)	287 (911)	44 (128)	355 (1091)
Year 9	17 (59)	100 (330)	29 (87)	205 (611)	50 (113)	346 (862)	48 (115)	408 (1018)
Year 10	18 (75)	77 (288)	20 (83)	87 (336)	26 (106)	120 (442)	26 (104)	145 (487)
Year 11	22 (87)	145 (500)	24 (91)	149 (506)	25 (90)	164 (518)	25 (90)	164 (519)
Total	124 (428)	566 (1930)	155 (497)	914 (2948)	197 (566)	1362 (3872)	189 (579)	1585 (4315)

- Reading Plus interventions - students are making, on average, 0.7 of a year progress in 6 weeks. All PP students who are significantly under target in reading are enrolled in Reading Plus.
- All students now carry personal reading books; this is part of daily equipment and support is given to PP students with choosing books in form library visits on a rota.
- Student voice indicates that students read frequently and often. Students can give examples of several books they have read over the past 12 months.
- NGRT Testing is shared widely with staff via class charts and used to inform in class reading and Read to Succeed activities.
- Turn and talk as well as explaining key vocabulary is a developing element of the Learning Cycle.
- The Academy has invested in Read, Write Ink and Integrated Literacy Initiative (ILI) to support students below age related expectation for reading.
- The Academy has built a new Library to support reading for pleasure and interventions

Next steps

- To ensure that the majority of students make significant improvements to their chronological reading ages.
- Ensure that interventions are timely and targeted to support the development of reading for students below chronological age in all other year groups.
- Use newly recruited Literacy Teaching Assistant to support with reading interventions
- Training for key staff on Read, write, ink to support reading interventions
- To continue to develop in class strategies and consistencies within curriculum areas.
- Re establish the library as a hub and centre for reading for pleasure.
- Ensure that all PP students have a personal reading book

Improve attendance and reduction in persistent absence for PP students

2024/25 Attendance figures

- **BMA's Disadvantaged persistent absence figure of 30% was below the national average of 33%**
This is also an improvement from the previous year's figure of 42%.
- **Attendance of disadvantaged students was 88.6%, this is above both the national average of 87.2% and the previous year's attendance of 84%.**
As a whole school focus we saw attendance rise across the board, with a specific rise in PP attendance.
- **Buckler's Mead uses an Education welfare officer to work with families where attendance is a significant concern.**
EWO worked with 34 PP families 2024-25 of these 8 were passed back signifying significant improvement of their attendance. EWO is currently working with 12 families so far in 2025 with an additional case being passed back to BMA.

	<ul style="list-style-type: none"> • The latest DFE / Arbor national attendance information shows that attendance of Disadvantaged students continues to be above the current National Average. <p>Next steps</p> <ul style="list-style-type: none"> • To ensure plans to deal with the different issues at each attendance band reflect additional challenges that PP students may have Graduated response to be revisited to create a secondary path for PP students • Investigate how attendance communications are read and responded to by PP families As part of parent voice for attendance communications, ensure that PP families are interrogated as a specific group to understand any consistent concerns from these parents. • Continue to decrease the percentage of PA absences across all year groups. • To continue to improve disadvantaged attendance to exceed the national average and to close the gap with the non-disadvantaged peers. • To continue to identify interventions, both individual and whole school to support good attendance. Identify best practice across the Trust to build within BMA • To improve attendance so that it achieves our aspirational target of 96% across the school.
<p>Reduction in Behaviour, fixed term exclusions and other sanctions</p> <p>All staff have high expectations for students and use a range of assessment information well to support</p>	<ul style="list-style-type: none"> • Buckler's Mead has recently updated its behaviour policy to ensure that all students are praised frequently and often. Student voice has acknowledged the positive impact this is having, knowing that their efforts are being recognised. • High expectations, clear routines and changes to the Behaviour policy has ensured calm and quiet classrooms. This enables effective teaching and learning to take place. OFSTED report graded behaviour as good. <p><i>"Leaders have sky high expectations and staff apply systems consistently on the whole. Students know consequences and rewards on their choices and there is little low level disruption in lessons. Rewards play an important part in behaviour management and are used to encourage and motivate. Students have good punctuality and arrive at school and lessons on time. Staff clearly care about pupils which is having an impact on pupils attendance and behaviour in school. Senior leaders are always out and about. Staff feel supported. Systems are established."</i></p> <ul style="list-style-type: none"> • The Academy has invested in CPD and training to support teachers. This has included Tom Bennett 'Running the Room' training alongside other prominent behaviour experts focused on routines, consistency, use of language, and nonverbal cues. Behaviour Inset is delivered five times across the year, planned in response to teacher need and behaviour trends. • Investment in uniform and equipment has helped to improve standards and expectations further. Changes to the uniform policy and introduction of blazers has helped to diminish the visual differences between students and their socio-economic status.

students' learning	<ul style="list-style-type: none"> Student voice recognises that positive changes in behaviour and culture (2025 Whole-school PP Survey) <p>Next steps</p> <ul style="list-style-type: none"> Review of Pastoral support structures to support the reduction of the number of IEC referrals for students in receipt of Pupil Premium. Review of Pastoral support structures to support the reduction of the number of fixed term suspensions for students in receipt of Pupil Premium. To review the effectiveness of communication between home and school and ensure effective processes are in place to ensure parents/guardians are able to support as a key stakeholder in their child's behaviour whilst in school
Successful Transition from KS2-3	<ul style="list-style-type: none"> Students are well supported with KS3 transition into the academy in Year 7 and show a good attitude to their learning. Year 7 has demonstrated a high commitment to school attendance in 25/26. The whole cohort (181) attendance currently is 95.6%. This is significantly higher than the national average. Furthermore, the Year 7 cohort have attained 15211 positive points since September. This is a positive to negative ratio of 24:1 The school ran its own bespoke summer school in August 2025. 84 students attended the Summer School across the three day provision in August 2025. A quarter of which were Pupil Premium. All Pupil Premium students were contacted when in year 6 and invited to Buckler's Mead Summer school. This was to ensure a "bridge" in the gap between the end of year 6 and the beginning of year 7 to ensure both students and families were supported over the summer holiday During Summer School, students worked with qualified subject specialists in the following subjects; Music, English, Mathematics, Science, Art and Physical Education. The week helped students to familiarise themselves with school routines, expectations and secondary lessons. Students were also able to get to know staff (three of which were Year 7 tutors). All students attending said that this supported their transition into the academy and more confidence to start secondary school (student voice). The academy ran several taster days for Year 5 and Year 6 students. Both year groups received 2 consecutive days where they were able to familiarise themselves with the school, expectations, curriculum and staff.

	<ul style="list-style-type: none"> Learning walks consistently demonstrate calm and quiet classrooms. Students were engaged in the lessons and participation was good. Staff frequently visit feeder schools and groups of students (PP & SEND) are invited into the academy to facilitate a phased transition. The Pastoral Coordinate is a very familiar face to all students when they arrive in the academy and there is a good knowledge of students to support with this process Student voice indicates that students are aware of our key consistencies and expectations and they say this supports their learning. <p>Next steps</p> <ul style="list-style-type: none"> To develop information sharing with feeder schools to ensure a detailed knowledge of PP starters is obtained and used to plan transition and inform Pupil Premium planning and investment Use Year 5 taster sessions as a medium for PP students to begin and support transition into BMA Incorporate and invite Year 6 students from feeders to "big" events hosted on site I.e Treasure Island Performance/Remembrance Services.
Enrichment Opportunities and Development of Cultural Capital for Pupil Premium	<p>Buckler's Mead has invested significantly to provide enrichment, opportunities to develop cultural capital and acquire powerful knowledge addressing the deficits built up by the CV19 pandemic. This includes the following-</p> <ul style="list-style-type: none"> School Leadership Team <ul style="list-style-type: none"> 36% of the school leadership team are PP (8 out of 22, an increase from the previous year) Whole school events <ul style="list-style-type: none"> 57% of the students who helped at 'Open Evening' or did the 'Open Morning tours' were PP 35% of the students who took part in the 'Colour Run' were PP (119 out of 338) 99% of Year 11 PP students went to 'Westlands Careers fair' (The only ones that didn't were off school that day) 99% of all PP students took part in the 'Act of Remembrance' Service (The only ones that didn't were off school that day) School production <ul style="list-style-type: none"> 44% of students of the whole-school production of 'Treasure Island' were PP (12 out of 27) 32% of students of the whole-school production of 'Legally Blonde' were PP - The two lead parts were played by PP students. 23% of students of the whole-school production of 'We Will Rock You' were PP - 40% of the main parts were played by PP students.

- **School trips (day)**
 - All PP students are offered free places on all school day trips
 - 38% of the students on the 'Inside Creative Careers Event trip' were PP (5 out of 13)
 - 34% of the students on the Year 10 'Globe Theatre trip' were PP (14 out of 41)
 - 6% of the students on the Year 10 'Business trip' were PP (1 out of 16)
 - 11% of the students on the Year 10 'Child Development trip' were PP (4 out of 38)
 - 33% of the students on the Year 7 'Corfe Castle trip' were PP (34 out of 102)
 - 34% of the students on the Year 9 'We the Curious trip' were PP (21 out of 62)
 - 43% of the students on the Year 7 'Theatre trip' are PP (60 out of 141)
 - 32 % of the students invited on the 'Emma Rice theatre trip' are PP (18 out of 43)
 - 31% of the students on the 'KS4 reward trips' are PP (16 out of 51)
 - 42% of the students on the whole school 'Parliament trip' are PP (14 out of 33)
 - 43% of the students on the Year 7 'Theatre trip' are PP (60 out of 141)
- **School trips (residential)**
 - 28% of the students on the Year 10 'Battlefields trip' were PP (15 out of 53)
 - 19% of the students on the whole school 'Ski trip' are PP (8 out of 42)
 - 2% of the students on the Year 8 'Paris trip' are PP (1 out of 44)
- **School clubs**
 - 32% of students who do Cookery Club are PP (7 out of 22)
 - 50% of students who are in the 'Deployment club' are PP
- **Duke of Edinburgh**
 - 45% of the students undertaking DofE are PP (10 out of 22 an increase on last year)
- **Peripatetic music lessons**
 - 57% of KS3 students who undertake peri lessons are PP (21 out of 37)
 - 67% of Year 10 students who undertake peri lessons are PP (6 out of 9)
 - 68% of Year 11 students who undertake peri lessons are PP (9 out of 14)
- **Pastoral Interventions**
 - 17% of all students in receipt of Tier 3 or 4 support (Including: Thrive, Counsellor, Forest School, ELSA and alternative provision) are PP (65 out of 264)

	<ul style="list-style-type: none"> ○ 66% of all students in receipt of Tier 2 support (Including: supply of uniform and equipment, Pastoral team intervention, Y11 additional subject support and support with costs linked to the curriculum and extended curriculum) are PP (175 out of 264) ○ 99% of PP students are in receipt of Tier 1 universal support <p>Next steps</p> <ul style="list-style-type: none"> ● Maximise leadership opportunities for PP students to engage with leadership opportunities. ● Finalise the Five Year Roadmap to ensure that students receive key experiences and opportunities as they progress through the academy ● Ensure that Pupil Premium participation is tracked and monitored (through Arbor) so that all students are accessing the opportunities on offer. ● Target PP students for trips and extra curricular opportunities ● Use student voice to evaluate and establish further opportunities. ● Explore options for offering financial assistance to PP students for residential trips ● Develop an ethos that the Pastoral system is the 'the foundation' to academic success and 'an inspiring education for all'. ● Continuing to develop the range of SEMH interventions under one umbrella and securing impact of action. ● Staff training and CPD on Trauma, SEMH and SEND to inform day to day practice and interactions with students.
<p>All staff have high expectations for students and use a range of assessment information well to support students' learning</p>	<ul style="list-style-type: none"> ● All students in both key stages receive ambitious grades which are comparable to NPP counterparts. These are reviewed and updated twice a year. If a student is found to meet a target grade, this is adjusted further. ● Assessment audits demonstrate a significant improvement in the quality and rigour of Summative assessment enabling students to demonstrate what they know, understand and can do as a consequence of the curriculum. ● Top sheets with success criteria and whole class feedback ensure that students are provided with accurate and timely feedback to address gaps and misconceptions. This is further supported by the use of Reteach Lessons following an assessment. <p>Next steps</p> <ul style="list-style-type: none"> ● To develop the effective use of formative assessment through our three strands- Turn and talk, cold calling and mini white boards. ● To continue to develop the use of Demonstrate tasks and MCQs to formatively assess students. ● Continue to use CPD to support teachers adapt their teaching and planning to meet the needs of the learners and enable progress.

Parents engaging with the school, understanding their role and acting in partnership with academy	<ul style="list-style-type: none"> • All groups and year teams make proactive efforts to secure high attendance for disadvantaged families. (100% contact with PP parents in advance of parents evening and 60% average attendance). • Parents report back that their children are happy (94%), well looked after (94%) and receive a range of subjects and opportunities(89%). • Whole school events such as the Production, Sports Day and Christmas extravaganza have been well supported by parents who have welcomed the return of these opportunities since CV19. • Pastoral teams meet with parents often and maintain contact to support vulnerable students, removing barriers to learning and developing trust. • Parents are kept well informed about initiatives linked to the PP strategy and the rationale for these. • The SENDco meets with PP/SEND students from all groups to review provision and facilitate access to the curriculum. This has been extended through the creation of a termly newsletter alongside improve social media updates. (SEND reviews Y10 23 meetings; Y9 16 meeting; Y8. 6 reviews appropriate to send; EHCP 100% parental engagement) • Review and changes to the Pastoral structure has created greater capacity for home visits, parental meetings and building relationships with families. <p>Next steps</p> <ul style="list-style-type: none"> • To ensure Positive phone calls happen frequently and are tracked • To improve attendance at parents' evenings to identify 'hard to reach' families. • Explore community based parent consultation and information sessions. • To continue the development of the Annual Review process for SEND/PP students to secure ongoing dialogue and effective support for students and parents. • Develop the use of ARBOR and ensure parents are accessing this frequently. • Establish the boundaries and barriers that create disengaged families and put in place steps to address this.
All students have made clear and informed decisions about their KS4 and Post 16 Pathways	<ul style="list-style-type: none"> • Students are well supported to move onto Post 16 progression routes and significant work is put into ensuring that students do not become NEETs. 2/40 PP students were NEET. 2 students have enrolled on Apprenticeships. All other students now attend college. • The academy worked hard to support all Pupil Premium to secure appropriate Post 16 progression routes. All Pupil Premium received 1-1 Careers guidance and supported by the Pastoral team through the applications process. • Students who were identified as potential NEET were guided and provided with additional support through the 14-19 Partnership to secure appropriate post 16 places. • Pupil Premium students received independent advice and guidance in preparation for the Key Stage Four Pathway choices. • The Personal development programme, guest speakers and 'curriculum enrichment days' have provided age appropriate CEIAG to help raise aspiration and inform future career choices.

Next steps

- Provide greater opportunities for students to experience further and higher education outside the vicinity of Yeovil.
- Provide early targeted support for students in Year 9 and 10 who are at risk of becoming NEET in the future.
- Ensure more PP students progress on to Level 3 courses.
- Develop student voice to evaluate the impact of the provision.

Externally provided programmes

Programme	Provider
Revision & Study Skills	Made Training
Motivational Speaker and Mentor	Youth Minded
Forest School and Mentoring	Forest School Leader
Sports Coaching	Exeter Chiefs

	Yeovil Town Community Trust
Attendance and PA	Education Welfare Services SW LTD