

Pupil premium strategy statement – Erdington Academy

This statement details our school's use of pupil premium (for the **2025 to 2028** 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

Detail	Data
School name	Erdington Academy
Number of pupils in school	905 (data accurate as of census – 2/10/25)
Proportion (%) of pupil premium eligible pupils	68% (data accurate as of census – 2/10/25)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Simon Mallett, Academy Principal
Pupil premium lead	Elizabeth Cross, Head of Academy and Simone Mabbett Assistant Principal
Governor / Trustee lead	Manni Hussan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£595,785
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	£595,785

Part A: Pupil premium strategy plan

Statement of intent

At Erdington Academy, we remain fully committed to ensuring that every student, regardless of background or challenge, is supported to thrive academically and personally. Our Pupil Premium Strategy reflects our core values of Ambition, Dedication, Integrity, Excellence, and Tradition, and is driven by the belief that all pupils can achieve highly and contribute positively and meaningfully to society.

We have a culture of high expectations for all learners and aim for exceptional progress across a broad and balanced curriculum. Pupils develop strong foundational knowledge in literacy and numeracy, alongside the powerful knowledge and cultural capital needed to engage meaningfully with the world. Knowledge is carefully sequenced to ensure secure progression, and any gaps are swiftly identified and addressed through evidence-informed interventions. Central to our strategy is the principle that high-quality teaching has the greatest impact on pupil outcomes and is key to quickly closing the attainment gap. We therefore invest in professional development to ensure staff have the expertise to meet diverse needs and deliver an ambitious curriculum for all pupils.

We focus on building academic resilience, helping students to persevere through challenges, learn from setbacks, and maintain a positive mindset. Reading is prioritised as the gateway to accessing the full curriculum, and attendance is a priority, as consistent access to learning is essential for success. Beyond academic achievement, we provide enriching experiences and extended learning opportunities that develop confidence, character, and resilience. Our rewards system celebrates behaviours and achievements that reflect our values and strengthen our community ethos.

In line with the Erdington Way, we set clear expectations for conduct and learning, promoting respect, responsibility, and resilience. We use regular, purposeful assessment that informs teaching to identify gaps and respond swiftly, ensuring every student can access the curriculum and achieve their potential. Our strategy is evidence-informed and tailored to the needs of our pupils, with interventions monitored for impact and refined as necessary.

Through this approach, we aim to transform outcomes and opportunities for disadvantaged pupils, equipping them with the secure knowledge and skills to succeed in life and be prepared for the next stage of education, employment, or training. In doing so, we remain committed to our trust vision of enriching lives and transforming futures.

Challenges

Challenge number	Detail of challenge: ACE A = Academic Barriers C = Cultural Awareness & Personal Development E = Environmental & Socioeconomic barriers
1	<p><u>Academic Barriers</u></p> <p>Foundational knowledge and skills</p> <p>Many pupils enter Erdington Academy with low KS2 starting points, below national expectations in core areas. This includes weaknesses in reading, writing, numeracy, and oracy, with some pupils having reading ages significantly below their chronological age or being functionally illiterate. These gaps in foundational knowledge limit access to a broad and balanced curriculum and affect overall academic success.</p>
2	<p><u>Cultural Awareness & Personal Development</u></p> <p>Cultural capital</p> <p>Limited exposure to cultural experiences and personal development opportunities Some disadvantaged pupils may not have had the same exposure to knowledge, experiences, and opportunities beyond school that are needed to fully access and benefit from the curriculum. This limits their cultural capital and confidence, reducing their ability to make connections between learning and the wider world.</p> <p>Social and emotional development</p> <p>Some pupils face challenges in developing resilience, confidence, and independence as well as building positive relationships. Without targeted support, these barriers can affect readiness to learn and engagement with the curriculum.</p>

3	<p><u>Environmental & Socioeconomic barriers</u></p> <p>Attendance Persistent absence is slightly above national average, disproportionately affecting dual disadvantaged students (particularly boys).</p> <p>Resources Many students face digital poverty and lack access to essential learning tools due to economic hardship.</p> <p>Community and Parental Engagement Levels of local deprivation and crime can present challenges to student engagement and attainment. In addition, some parents and carers may feel less confident engaging with school because educational terminology can be unfamiliar, and there can sometimes be a lack of trust in institutions due to limited prior experience.</p> <p>Contextual Safeguarding and Wellbeing Issues like SEMH (Social, Emotional, and Mental Health), financial hardship, and the risk of criminal exploitation are prevalent.</p> <p>Behaviour Some disadvantaged pupils face barriers in developing the resilience and self-regulation needed to consistently meet high expectations for behaviour and learning. This can result in proportionally higher behaviour incidents compared to non-disadvantaged peers, reflecting both the larger disadvantaged cohort and community-related challenges. While suspensions are not significantly above the expected ratio, lower resilience levels can affect readiness to learn and sustained engagement with the curriculum.</p>
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Intended outcomes.

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment for students in receipt of Pupil premium at KS3 and KS4.	<ul style="list-style-type: none">• BASE assessments show sustained improvements in students achieving secure and exceeding.• A8 score for disadvantaged students is improving and the gap compared to their more advantaged peers is reducing.• Attainment in English and Maths 5+ match improve for disadvantaged students each year, so they by 2027 they are making similar progress to their more advantaged peers.• Maths attainment especially 7-9 increase by 5% year on year.• Average attainment grades in both Maths and Science to increase to a grade 4.• Improved attainment for disadvantaged students across a broad range of subjects, with measurable increases in the proportion achieving expected standards and a narrowing of the attainment gap compared to their peers.• By 2027 pupils in receipt of Pupil Premium funding see an increase of 0.5 in their average point score. This would mean their APS increase from the current 3.05 to 3.55.
Improved Foundational knowledge and skills outcomes for PP students.	<ul style="list-style-type: none">• Reading ages of all students will increase in line with or close to, chronological age. The number of functionally illiterate students will decrease in line with the KPIs set. Measured using NGRT and other approved reading ages.• Subject quality assurance will evidence that the writing strategy has been implemented and is consistently embedded across all disciplines and year groups, resulting in improved quality of writing for disadvantaged students.• Increased reading ages of Pupil Premium students in all year groups so that by the end of year 10 they are reading close to the 15 years 7 months required to access the GCSE exam papers.

	<ul style="list-style-type: none"> • Mathematical attainment of all students will increase in line with, or close to, chronological age expectations. • The number of students significantly below age-related standards for mathematical attainment will decrease in line with the KPIs set. • Progress in recall, reasoning, and problem-solving will be evidenced through NGMT scores and other approved measures of mathematical attainment.
Improved attendance for SEND/ disadvantaged students.	<ul style="list-style-type: none"> • Reduction in persistent absence for disadvantaged students. • Attendance rates for disadvantaged including those who are dual disadvantaged and those with SEND in line with school average, although attendance rates for disadvantaged students, including those who are dual disadvantaged and those with SEND, are broadly in line with national figures and currently track above the national average.
Increased engagement in learning	<ul style="list-style-type: none"> • Behaviour incidents for disadvantaged students are not disproportionately higher than peers, with a continued reduction in overall behaviour incidents. • Increased homework completion by disadvantaged students across all platforms. • The percentage of disadvantaged students achieving subject colours is in line with their more advantage peers. • Increased AtL (attitude to learning) scores for disadvantaged students. • Student and stakeholder voice evidences improved engagement, with feedback showing greater participation and positive attitudes towards learning. • Quality assurance data from the EEP (Everybody Expected to Participate) demonstrates a sustained increase in active lesson participation.
Improved equity in access and enrichment	<ul style="list-style-type: none"> • Disadvantaged pupils have access to necessary learning resources, including digital devices, and equipment required to support enrichment and OOHL. • Following additional work linked to enrichment across the whole school (with students and parents), attendance for Enrichment Day increases by 5% from 85% (Autumn 2025) to 90% for PP students.

	<ul style="list-style-type: none"> • At least 75% of disadvantaged students participate in at least one extracurricular activity by September 2027. • 90% student and parental satisfaction with the range of extracurricular opportunities offered at the Academy. • The number of disadvantaged students participating in out of hours learning and achieving an AQA Unit award in line with more advantaged peers, with the gap closing.
Greater Progression to Ambitious Post-16 Destinations through a Responsive Curriculum and Targeted Support	<ul style="list-style-type: none"> • Destination data is above the national average (94%). • A larger percentage of PP students access Level 3 qualifications at post-16 and sixth form college to match national (to at least 75%). • The percentage of disadvantaged students studying Level 3 or equivalent increases by 10% by 2027 (to at least 59%). • Students at risk of NEET receive at least two structured one-to-one careers guidance interviews, in line with Gatsby Benchmark expectations. • Students at Alternative Providers are prioritised for careers advice. • Increased attendance at parental activities, including parents' evenings. • Post-16 destinations data shows an increase in the proportion of disadvantaged students opting for facilitating subjects such as Maths, Sciences, and Humanities.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £297,892.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continually develop staff to improve quality first teaching.	1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1
Continually develop the curriculum to ensure that the offer is broad, balanced, and appropriate for our students, while providing a personalised curriculum (Bridge) where appropriate to meet individual needs.	EEF blog: Anchoring Curriculum Knowledge Using Metacognitive... EEF (educationendowmentfoundation.org.uk) The Disadvantage Calculator: Identifying... Research Schools Network	1
High Quality Curriculum and professional development resources to support staff development and student outcomes. <ul style="list-style-type: none"> • IRIS Connect • Tom Sherrington Walkthrus • Educational visits to outstanding schools 	EEF- Digital Technology- + 4 months US Department of Education, June 22 – Video based teacher coaching improves achievement by an equivalent of 2.5 + months. https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-developmentx	1
Continue to develop TLCs following on from the successful completion of the Embedding Formative Assessment programme.	Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk) 2 months progress	1
Professional Development package at all stages which includes: <ul style="list-style-type: none"> • Instructional coaching. 	The EEF guidance on 'Effective Professional Development' https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-developmentx	1

<ul style="list-style-type: none"> Access to supervision to all leaders and or those implanting new strategies/ NPQs 	reports/effective-professional-development	
Invest in home learning platforms (GCSE Pod, Sparx, Educake) to ensure that students complete work independently.	Homework EEF (educationendowmentfoundation.org.uk)	1, 3
Provide digital resources for identified PP students to access at home learning resources	Homework EEF (educationendowmentfoundation.org.uk)	5,8
Provide a study space/homework club for PP and SEND students to complete homework.	Homework EEF (educationendowmentfoundation.org.uk) 5 months impact	5,9

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

Budgeted cost: £148,946.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the whole school literacy strategy including: control the game; literacy marking policy; talk tactics; disciplinary writing; the form time reading programme; and strategies shared from the Trust Playbook	Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) The writing framework - GOV.UK EEF toolkit - Reading comprehension- +6 months EEF toolkit- Oral language interventions- +6 months EEF toolkit- Phonics - +4	2, 4, 7
Extend the Reading Wise programme to rapidly improve the reading ages of those students identified as functionally illiterate.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 EEF Teacher Tool kit – Small group interventions Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2, 4, 6

	<p>Improving literacy in secondary schools Word-gap.pdf.</p> <p>EEF toolkit - Reading comprehension- +6 months</p> <p>EEF toolkit- Oral language interventions- +6 months</p> <p>EEF toolkit- Phonics - +4</p> <p>Improving literacy in secondary schools Word-gap.pdf.</p>	
Additional support in Library lessons to support the reading strategy through SIT.	<p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>EEF toolkit - Reading comprehension- +6 months</p> <p>EEF toolkit- Oral language interventions- +6 months</p> <p>EEF toolkit- Phonics - +4</p>	1
Provide small group intervention through masterclasses and form time interventions.	<p>EEF research demonstrates smaller groups = 2+ Months progress</p> <p>Small group Tuition up to +4 months progress.</p> <p>Targeted Teaching Assistant intervention + 4 months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1
Employ EAL Coordinator	<p>EEF research demonstrates smaller groups = 2+ Months progress</p> <p>Small group Tuition up to +4 months progress.</p>	1
Purchase of standardised tests and English and Maths	<p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1
Access to a career's advisor to provide additional support to PP students and PP of which are SEND.	<p>Gatsby & the careers and enterprise company research shows the impact of careers leaders as improving outcomes.</p>	1
Provision of and access to extra and supra curricular activities to develop students' hinterland knowledge and wider cultural capital.	<p>EEF- Arts participation - + 3 months</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	2
Deployment of TAs within in Faculty to support the development of high areas of need and provide expert advice	<p>The EEF guidance report on Making the Best Use of Teaching Assistants.</p> <p>The EEF Toolkit teaching assistant interventions.</p>	1

and collaborative work. TAs also provide one to one and small group interventions.	EEF blog: The Impact of Teaching Assistants – A Holistic Picture EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
Engaging with PetXi, Brilliant Club and CoachBrite to offer academic support for PP students.	EEF research indicates that small group tuition can make up to 4 months additional progress. DFE- School led tutoring guidance- 4+months Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2

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

Budgeted cost: £148,946.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support the attendance team to improve the attendance of Pupil Premium/ SEND students into school	Why is school attendance so important and what are the risks of missing a day? – The Education Hub (blog.gov.uk)	3
Specific Academic Mentoring for the most vulnerable disadvantaged students by achievement leaders and pastoral mentors.	EEF research indicates that SEL interventions not only seek to improve pupils' decision-making skills but also raise the attainment of students leading to on average four months additional progress. Lost Boys: State of the Nation	2, 3
Increased activities to invite parents in school apart from parents evening	Hosting workshops, HPA event, information evenings, and community events to involve parents in their child's learning.	3
Targeted communication and support of community and parents by developing parental skills and encouraging support with reading and homework.	The EEF Toolkit has a strand on parental engagement. The EEF guidance report on 'Working with Parents to Support Children's Learning'	3
Resources for students to access the full curriculum offer including revision resources,	ED620303.pdf School Uniforms, Short-Run Participation, and Long-Run Outcomes: Evidence from Kenya	3

support with cooking ingredients, uniform and getting into school.	 The World Bank Economic Review Oxford Academic The Case for Cooking in the Classroom - Concorde Education Minneapolis-Student-Pass-Study.pdf	
Contingency funding for acute issues that arise throughout the year.		1, 2, 3

Total budgeted cost: £595,785

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 2024 to 2025 academic year.

In accordance with our commitment to transparency and accountability, we present the Pupil Premium Impact statement for Erdington Academy for the academic year 2024-2025. The statement outlines the allocation and utilisation of Pupil Premium funds as well as the impact on eligible students.

Total Pupil Premium Allocation for 2024/2025: £569,100

Number of Eligible students: 543

Introduction: barriers and intended outcomes for 2024 – 2025

Our strategy to improve outcomes for disadvantaged students began with a clear understanding of the barriers they face. These challenges fall into three key categories:

1. Academic barriers

Students often experience gaps in literacy, numeracy, and writing resilience, which can limit access to the full curriculum and hinder progress.

2. Socio economic and environmental Barriers

Factors such as poor attendance, behaviour concerns, safeguarding issues, and limited parental engagement create obstacles to consistent learning and achievement.

3. Personal development and cultural awareness barriers

Restricted opportunities for cultural capital, social development, and emotional well-being can affect confidence, aspiration, and readiness to learn.

Intended outcomes

Our strategy 2024 - 2025 aimed to:

- Raise attainment by improving literacy, with a specific focus on reading, through high-quality teaching and targeted academic support.
- Improve attendance and engagement, reducing persistent absence and addressing behaviour and safeguarding concerns through pastoral and family-focused strategies, working closely with external agencies to further enhance our provision.
- Broaden cultural capital and personal development, ensuring students have access to enrichment opportunities and mental health support to thrive socially and emotionally.

Graduated Approach to Supporting Disadvantaged Students

With 67% of our cohort eligible for Pupil Premium, our strategy was deliberately far-reaching and structured around a graduated approach to ensure equity and impact. We directed our Pupil Premium funding towards several key initiatives and interventions aimed at improving educational outcomes and well-being for disadvantaged students. These initiatives were embedded across three tiers:

- Tier 1 – High-Quality Teaching (Universal Offer – strategies for all students) – this initiative included improving the quality of teaching through Continuous Professional Development and the recruitment of staff.
- Tier 2 – Targeted academic support (small group tutoring) - these initiatives included wider strategies related to academic and pastoral support.
- Tier 3 – Wider Strategies to address non-academic barriers – these initiatives included providing attendance support, parental engagement & mental health services.

, Actions and impact

1. Attendance

Actions: Expanded the attendance team (2 FTE), strengthened pastoral structure (Assistant Heads of Year, AAPs for KS3/KS4), introduced dedicated KS3/KS4 SEND leaders, and delivered bespoke interventions for persistently absent students.

Impact: PP attendance rose from 88.3% to 89.9% (+1.6pp), outpacing whole-school improvement (+1.3pp). SEND attendance also improved (+1.8pp).

2. Behaviour and conduct

Actions: Implemented restorative practices, enhanced pastoral capacity, targeted CPD, and grew student leadership (anti-bullying ambassadors, peer mentors).

Impact: Suspensions reduced markedly: PP 110 → 52, whole school 139 → 77, SEND 44 → 33. Permanent exclusions for PP fell 5 → 3 (overall remained 5, slightly above national average).

3. Attainment and curriculum

Actions: Refined options process to strengthen EBacc participation, focused CPD on EBacc pedagogy, embedded formative assessment, and used IRIS to support coaching.

Impact: EBacc entry increased from 8.4% to 15.6%. English & Maths combined 4+ pass rate improved year-on-year.

4. Literacy and reading

Actions: Implemented whole school reading strategy (Lexia, Reading Wise), targeted phonics/comprehension, library support, and NGRT/BURT diagnostics to track progress.

Impact: The proportion of pupils reading at or above their chronological age increased by 7 percentage points overall, with strong gains in Year 7 (11 percentage points), Year

8 (15 percentage points), Year 9 (10 percentage points), and Year 10 (3 percentage points). Functional illiteracy reduced by 4 percentage points overall.

5. Personal development and enrichment

Actions: Funded trips, music lessons, sports projects; launched Character Awards Scheme aligned to Tradition, Integrity, Ambition, Excellence; expanded student leadership.

Impact: Character scores rose from 1.16 to 1.70, with broader enrichment participation across PP cohorts.

6. Post-16 destinations

Actions: Appointed a full-time careers adviser, delivered enrichment days (university visits), and mentoring for informed, aspirational choices.

Impact: Level 3 progression: overall 52% → 79%; PP 30% → 73%; non-PP 84% (2024–25). NEET fell to 3% (PP 3%, non-PP 2%).

7. Parental engagement

Actions: Established PTFA and Parents' Forum, held revision evenings and pastoral coffee mornings to build trust and equip families.

Impact: Year 11 PP attendance at revision evenings rose from 39% to 69% (overall 72%). Year 7 PP settling events increased from 45% (2023) to 60% (2025).

The strategy has successfully met its key success criteria and delivered meaningful impact. Continued focus on raising attainment in literacy, improving attendance and engagement, and broadening cultural capital and personal development will ensure sustained and improved progress in the future.

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
PET Xi Customer Service programme is a short, intensive course that equips students with the skills to deliver excellent customer experiences. Over just a few days, participants gain confidence in professional communication, problem solving, and relationship management, while also learning how customer service impacts business success. Students gain a qualification at the end of the programme	PetXi
The programme involves PhD researchers teaching years 7-9 students university style courses beyond the school curriculum. This gives young people the chance to develop critical thinking, confidence, and academic skills while experiencing higher education first hand.	Brilliant Club

Coach Brite runs coaching programmes to help young people from disadvantaged backgrounds build confidence, independence, and resilience. By pairing pupils with trained coaches, the programme supports academic progress and personal growth.	Coach Brite
Mentors that address issues which affect emotional, mental, physical and behavioural wellbeing. Provide support to students with poor attendance and engage with families to reduce barriers.	MW Impact
Step into teaching graduate working as with students supporting KS3 students as part of 1. The guided reading strategy during weekly reading lessons and 2. The reading wise reading interventions	Step into Teaching
<p>This is a five-year programme managed by MEI, which started in September 2024. Addressing the attainment gap between disadvantaged students and their peers.</p> <p>The MPP aims to remove barriers to maths achievement at the highest grades at GCSE and A level for high potential disadvantaged students and support students to progress to study maths or maths-related disciplines at a higher level.</p>	Maths Progression Programme (MPP)