

Pupil premium strategy statement

This statement details Evolve Academy'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 (26-27) and the effect that last year's spending of pupil premium had within our school last academic year.

School overview

Detail	Data
School name	Evolve Academy
Number of pupils in school	43.5
Proportion (%) of pupil premium eligible pupils	EYFS/KS1 – 0 KS2 33.3% KS3 61.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	M Long - Headteacher
Pupil premium lead	K Carr – Assistant Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29050 (KS2/3)
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	£29050 (KS2/3)

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Evolve Academy is that all pupils, irrespective of their needs, background or challenges they face, make excellent progress holistically either academically, increased attendance and socially, emotionally as well as taking into consideration our students mental wellbeing from their starting points.

The focus of our strategy is to offer a nurturing, safe and inclusive environment where the building of trusting relationships, quality of the curriculum offered, and the vision of consistent high-quality teaching is paramount to ensure that our students make excellent progress. We place an emphasis on improving reading, maths and oracy skills through personalised and creative learning opportunities as well as a focus on barriers such as attendance, wellbeing, confidence, engagement and SEND that are commonly linked with students who are eligible for Pupil Premium including those that attend Evolve Academy.

At Evolve Academy across KS2/3 we have a high intake of students whose attendance is below the national average prior to starting. Through various supportive programmes we work hard to improve attendance of all students. attendance for 23/24 was 60.58%, which is slightly higher than the national average (+3) for Pupil Referral Units of 58.3% (DfE, 2022/23). Travel continues to be a contributing factor as students come to Evolve from across the district.

Wellbeing, confidence and engagement are factors all students struggle with upon entry. Through programmes that target personal development and well-being (some of which are listed in the Pupil Premium Report below) we work daily to build our students confidence, resilience and engagement in education.

At Evolve Academy we have a high intake of students who come to us with unidentified SEN needs: where appropriate, specialist interventions to assess and address those needs are implemented through a cycle of Plan-Do-Review as per the SEND Code of Practice (2015) and EY Foundation Stage Statutory Framework (2025). All our students have a robust learning plan that supports their journey at Evolve and next steps.

Our strategy is integral to wider school plans for education recovery, notably through engagement through our Nurturing Programme for pupils that have been worst affected, including non-disadvantaged pupils.

We will also provide disadvantaged pupils with support to develop independent life and social skills and careers guidance.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. This trend is most recognisable in reading, writing and maths outcomes including reading ages, spelling and the four operations.
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Our observations suggest many lower attaining disadvantaged pupils lack self-regulation strategies when faced with challenging tasks or situations. This is indicated across the curriculum and relates to specific lessons dependent upon each student's needs and barriers including the wider curriculum.
4	Our assessments, observations and working with outside agencies demonstrate that a high number of pupils arrive at Evolve Academy with unidentified SEND needs which has a detrimental impact on our pupils' ability to make progress both academically and/or socially emotionally.
5	Our attendance data over the last year indicates that attendance among our disadvantaged pupils has been lower than for non-disadvantaged pupils attending mainstream schools. Our assessments and observations indicate that absenteeism, distance travelled has negatively impacted disadvantaged pupils' progress and continues to do so.

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 disadvantaged pupils of reading fluency and pupils anxiety in maths relating to the four operations in particular multiplication relative to their starting points as identified through base line assessments	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2026/27

	Through data capture points showing narrowing of gaps of reading ages and the four operations from starting points
To achieve and sustain improved social, emotional and mental health, personal development and wellbeing of all our disadvantaged pupils	Sustained levels of improved well-being achieved through: Data evidence of increased well-being evident over time through our SEMH outcomes and other evidence data based collated across the school Qualitative data captured from pupil voice, parent surveys and teacher observations
To have a positive impact in supporting pupils to develop and use self-regulation strategies throughout areas of the wider curriculum and school they find challenging	Tracking and monitoring of Interventions show evidence of students being supported to develop self-regulation strategies Teacher monitoring and feedback provide evidence that suggests pupils are able to better self-regulate when faced with challenging situations
Improved engagement in learning including oracy of disadvantaged pupils through early identification of pupil SEND needs with clear achievable targets set	A range of photographic evidence of pupils engaging in learning/activities across the school Evidence of small steps of progress made both academically/socially – emotionally through review of targets set in EHCP/MSP and progress trackers
Improved attendance of disadvantaged pupils over time and in comparison, to attendance from previous setting	Attendance data including value added indicates an upward trend over time and/or in line with National Average or above Parental engagement increases Attendance data is higher for the majority of pupils compared to previous setting and where this is not alternative arrangements are sought to narrow the gap

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed a robust CPD programme to empower staff and ensure student progress in learning is underpinned by quality first teaching effectively supporting the needs of disadvantaged pupils in all lessons. - Engage in professional CPD with the Yorkshire Maths Teaching Hub including a focus on oracy - Provide CPD Reading/Four Operations - Provide CPD self-regulation - Further develop the Wider Curriculum Offer - Evaluate impact through QA processes	Professional Development must be prioritised by School Leadership Department for Education (publishing.service.gov.uk) The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels Oral language interventions support pupils to make positive progress (+4 months impact) EEF research has shown that 'students eligible for the pupil premium are more likely to be low attaining than other children'. However, the EEF teaching and learning toolkit, based on extensive evidence, identifies small group tuition is a highly effective strategy in accelerating progress and closing learning gaps. (+4 months impact) Self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. (+8 months impact EEF) The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective as well as teachers	1, 3, 5

	modelling their own thought processes. Metacognition and self-regulation EEF Independent review of teachers' professional development in schools: phase 2 findings - GOV.UK (www.gov.uk)	
Continue to Improve physical activities and opportunities to engage pupils to impact positively on SEMH outcomes • Purchase or apply for grants to obtain appropriate equipment and develop resources inclusive of outdoor • Provide opportunities to engage in sporting activities out of school to support re-engagement for example: fishing, cycling	Although the evidence suggests that physical activity has a lower impact +2 month the evidence to suggest the impact of physical activities has on pupils and adults SEMH is of great value and is low cost Physical education is a form of engaging our disadvantaged pupils and as DFE guidance states this can significantly reduce persistent absence levels due to participation levels	2, 5

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopt a range of SEMH interventions to develop literacy and support pupils psychological, emotional, cognitive, physical, communicative	"Mental health and Social issues are having a significant impact on the ability of some pupils to fulfil their potential." Social and Emotional School Survey.pdf	1, 2, 3, 4

and social needs delivered in a variety of contexts across the school • Forest school/Music Therapy from outside agency • Staff access appropriate CPD time and cost to improve SEMH interventions • Interventions tracked through Provision map and progress shared	EEF social and emotional learning suggests that improving social interaction has an average impact of +6 months Support in developing literacy skills across the school including communication by providing high quality literacy interventions – recommendation 7 Improving Literacy in Secondary Schools Support SEMH needs by developing self-regulation approaches has a high value with +7 months additional progress	
Further development of reading programme (continuing Sounds – Write/Bedrock) for disadvantaged pupils who need additional help to develop phonics, comprehend texts and address vocabulary gaps. Provide scalable personalised learning to support pupils to narrow gaps and move towards age related expectations as well as support in motivating reluctant learners • All pupils have been baselined for phonics • Further high-quality phonics/reading/ICT CPD across the school • Drop Everything and read, Bedrock and Vipers strategies to support narrow gaps	There is evidence to suggest that reading comprehension strategies can have a positive impact in supporting low attaining students and decrease gaps. (+6mths Primary & Secondary) (Phonics + 5 mths) Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk) Disciplinary literacy is an approach to improving literacy across the curriculum. Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	1, 4 & 5

- Students requiring intervention have timetabled sessions - Data and pupil progress is shared with all staff to support learning in the classroom		
Improve the quality of teaching mathematics across KS2 and KS3 with a focus on the four operations to ensure that disadvantaged students make progress in relation to their peers.	Improving Mathematics in Key Stages 2 and 3 EEF educationendowmentfoundation.org.uk	Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.

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

Budgeted cost: £5,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing principles of good practice set out in DfE's Improving School Attendance advice.	Improved pupil motivation and self-confidence, attendance and engagement with education Additional health needs guidance publishing.service.gov.uk Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning and Evolve will provide opportunities for parents to see student work and celebrate this as well as our overarching target of improving attendance through improving parental engagement having a positive impact on average of 4 months' additional progress. (EEF)	1, 2, 5

Wakefield mentorship attendance scheme, travel trainers and use of minibus. This will involve an individualised approach for disadvantaged vulnerable pupils	Improved pupil motivation and self-confidence, attendance and engagement with education as stated by the DfE Alternative Provision Statutory Guidance	2, 5
Contingency fund for other	To ensure all pupil premium pupils have access to school to meet needs	

Total budgeted cost: £29.050

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.

Our baseline assessments and induction processes continue to identify gaps in pupil knowledge and understanding enabling staff to set realistic yet challenging targets and tailor support effectively. Students continue to make progress over time in line with the previous academic year.

Provision Map has further strengthened this approach by supporting staff to create detailed learning plans, risk assessments and intervention records, ensuring consistency in the implementation of quality first teaching and targeted academic and SEMH interventions. Improved data sharing has supported a more proactive and inclusive approach across the school and contributed to successful EHCP applications.

Our reading strategy continues to evolve and further embed across the school through additional training of our Bedrock learning platform, Drop Everything and Read and VIPERS. The continued development of our in-class reading areas has also supported our students to further engage in reading supporting both academic data and wider personal development.

Access to Forest School provision has continued for KS2 pupils, with opportunities now extended to KS1 and KS3 SEND pupils through an external provider. These experiences have supported pupils' social, emotional and mental health, while also developing resilience, independence and new practical skills. Increased engagement, enjoyment and positive SEMH outcomes continue to be evident through ongoing tracking and assessment.

Music provision remains a key aspect of our wider curriculum offer, providing both therapeutic wellbeing benefits and opportunities for creative expression. Pupils across KS2 and KS3 have engaged in a range of musical experiences including guitar, keyboard, drums and rap. These bespoke interventions have continued to expand their reach, particularly among female pupils, and have contributed to improvements in SEMH outcomes over time while ensuring access to a broad and enriching curriculum.

Continued investment in P.E equipment has supported in broadening the curriculum with increased engagement. Each class continues to be allocated a range of resources to support progress in P.E. Some student negative behaviours have decreased and SEMH scores have increased over time.

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	