

Pupil premium strategy statement 2025/26

This statement details our school's use of pupil premium for the 2025 to 2026 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Skipton Academy
Number of pupils in school	742
Proportion (%) of pupil premium eligible pupils	26.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Oct 24 – Oct 27
Date this statement was published	November 25
Date on which it will be reviewed	November 26
Statement authorised by	Richard McManus Executive Principal
Pupil premium lead	Mark Cook Principal
Governor / Trustee lead	Andrew Bruce Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216520
Pupil premium funding carried forward from previous years	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.	£216520

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to improve the outcomes of our disadvantaged learners by a persistent and relentless focus on meeting their academic needs, improving their social and cultural capital and supporting them academically, financially and emotionally so that they may reach their full potential and allow them to access their aspirational “next steps”.

All staff at the academy must have the shared belief that every child, regardless of background, has the right to a high-quality education that enables them to reach their full potential.

All staff have the responsibility for ensuring that disadvantaged learners have access to the highest quality of teaching and learning and a rich curriculum that enables every learner, regardless of social or economic background, to achieve success.

This strategy is based around three important and interrelated areas that aim to provide our disadvantaged students with high quality teaching and the support and self-belief that they can succeed.

These areas are: High Quality Teaching and Learning; Targeted academic support; Financial support and improving social capital.

Within each area there are several strategies that will focus on specific approaches to ensure that our disadvantaged students are able to make good progress. The aim of this strategy is to provide a clarity of the high expectations that we have of all staff and learners within the Academy and offer a detailed account of all Pupil Premium interventions for all stakeholders.

Challenges

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

Challenge number	Detail of challenge
1	The Department for Education has highlighted in its RISE report (October 2025) that students from white low-income families have significantly lower engagement with secondary school in terms of agency, the value of education and their interest in lessons.
2	Assessments of KS3 data reveal that disadvantaged pupils commonly have lower levels of engagement in the classroom and often struggle to focus. This impacts their progress and can lead to behaviour issues.

3	We want all our students to feel like they Belong at The Skipton Academy. As part of our relentless focus on our core values of Belong, Challenge, Inspire, we must ensure that no student feels disadvantaged due to lack of financial support from home. It is therefore vital that all students, regardless of background, have access to the same support and resources that enable them to access learning. This includes access to extra-curricular activities.
4	Attendance data indicates that our disadvantaged student's attendance was lower, in 2024/25 (88.2%), than non-disadvantaged (92.3%). This is also reflected in the persistent absence figures where 37.7% of disadvantaged students were PA, compared to 28.7% whole school. Poor attendance causes issues with academic progress as well as social development. This also has implications on safeguarding in some instances. There is also a higher proportion of disadvantaged students who are late to school compared to non-disadvantaged students.
5	Over the year 2024/25 total suspensions of PP students accounted for over 49% of all suspensions (down from 80% the previous year). However, this is still significantly higher than the percentage representation of PP students in the school.

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 amongst disadvantaged students across KS3 and KS4 with a focus on core subjects.	Data from the summer terms shows the closing of attainment gaps compared with the Autumn term.
Improved engagement from disadvantaged students via in class support.	Instances of disruptive behaviour are falling for disadvantaged students over time compared to non-disadvantaged.
It is crucially important that our disadvantaged students have the same academic, social and emotional opportunities that our non-disadvantaged students have. They should feel like they belong to the Academy and have access to the same opportunities as their peers. They may need some financial support along the way and therefore the Academy has made provision for certain needs.	Data from student voice is positive and PP students feel that they are being supported in school.

Attendance for disadvantaged students is improving, and gaps are closing in all year groups.	Attendance data shows that the attendance gap between disadvantaged and non-disadvantaged students is closing. PP PA students are falling as a proportion of the school cohort and the percentage is closer to the whole school PP percentage.
Improved behaviour for PP students leading to proportionately less suspensions.	The proportion of suspensions for PP students is falling and more broadly represents the percentage of disadvantaged students in school.

Activity in this academic year

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

Teaching

Budgeted cost: £70000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff. More support staff have been appointed to aid support for students, especially in key stage 3, where we have seen the biggest issues with academic progress and mental health.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Ensuring that students who have been struggling during the two lockdowns have support in lessons and therefore allowing for a productive learning environment. SEND students, many of whom who are PP, have found it difficult to reengage with lessons and therefore this support has been vital to ensuring that they are accessing the curriculum.	1 2
Additional teaching staff have been appointed to allow for smaller class sizes, especially in KS3.	Reducing class size EEF (educationendowmentfoundation.org.uk) National data supports the findings in school in that PP students have been affected to a greater extent by the lockdowns. Many have struggled to reengage with school. Smaller class sizes, combined with in-class support, means that any issues can be dealt with	1 2

	more effectively and any impact on learning is minimised.	
Designated teacher for Looked After Children.	AFC - Previously looked-after children - The Designated Teacher The designated teacher should take responsibility for helping all school staff to understand the types of circumstances that can adversely affect how previously looked after children learn and achieve, such as neglect, abuse or inadequate support by their birth families. This will enable the school as a whole to create a supportive environment for all previously looked after children.	1,2,3,4,5

Targeted academic support

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 intervention sessions including Easter revision and May grade booster sessions.	2. Targeted academic support EEF Targeted interventions in school holidays (Easter and May) that prepare students for their exams and ensure that they feel confident.	1

Wider strategies

Budgeted cost: £141500

Activity	Evidence that supports this approach	Challenge number
Attendance and behaviour outreach worker	“Where behaviour is an issue for a child, involving other stakeholders—in particular their parents— can strengthen the impact of any intervention put in place. Our outreach worker works with parents, many of whom are struggling at home, to attempt to ensure that their children attend school and meet our behaviour expectations.” Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)	1,4,5
Non-teaching pastoral	Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)	1,4,5

heads of key stage. To ensure that all of our students' pastoral needs are met, our pastoral heads of key stage are now non-teaching to allow for a continual focus on pastoral needs.	<p>In addition to supporting teachers and senior leaders, the non-teaching pastoral heads of key stage also run various behavioural initiatives.</p> <p>"Daily report cards are usually completed once or twice daily by the class teacher in a primary school, or carried to each class and completed by all class teachers in secondary. The teacher reports against key behaviour targets set in relation to the individual child's improvement needs (an example target could be, 'Paid attention in class'). These report cards aim to improve communication between the child and adults surrounding them about the child's behaviour" (EEF).</p>	
Breakfast credits - added to all PP students accounts each morning to allow breakfast to be purchased.	<p>https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023</p> <p>The EEF 'Magic Breakfast' research showed that pupil behaviour and attainment improved for schools that ran a breakfast club.</p> <p>Although not strictly a breakfast club, we provide a credit for all PP students to ensure that they have access to a healthy breakfast before the school starts.</p>	3,4
Uniform Up to £100 vouchers for PP students to ensure that they are not disadvantaged by uniform costs.	<p>https://www.childrenssociety.org.uk/information/professionals/resources/the-wrong-blazer</p> <p>"School uniforms can play a vital part in contributing to the ethos of a school, particularly in 'poverty-proofing' classrooms from the demands of latest trends. However, needlessly high costs, particularly when school governing bodies require parents to buy exclusive or branded items, undermine the equalising quality of school uniform. Instead, expensive uniform requirements place an unnecessary burden on parents and children".</p>	3
Education trips and visits Subsidy of one third of the price of educational trips.	<p>Pupil Premium: Closing the vocabulary gap (sec-ed.co.uk)</p> <p>"The best use of Pupil Premium funding, therefore, is to help disadvantaged pupils to build their cultural capital. Once you're clear about this solitary aim, all the hard work of action planning, implementing, monitoring and evaluating intervention strategies, and reporting the impact of your Pupil Premium activities becomes easier".</p>	1,3

Rewards End of term rewards for attendance, progress and achievement	School Inspection + Improvement Magazine - Free article: Using the pupil premium to boost attendance (siimagonline.co.uk) “Using commercial 'reward points' schemes to provide incentives and rewards for good attendance. Many schools point to the success of such schemes in improving pupils' motivation and their attitudes to school.”	1,3
Revision guides No student should be disadvantaged because they cannot afford learning materials that are seen as essential or beneficial to the subject area.	Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk) “You should also develop an understanding of any non-academic challenges that pupils are facing that are negatively affecting their education and impact their access to teaching, for example: <ul style="list-style-type: none"> • attendance and levels of persistent absence • behaviour incidences and exclusions data • wellbeing, mental health and safeguarding concerns • access to technology and educational materials” 	1,3
Promoting and improving attendance to extra-curricular activities.	The Social Mobility Report – An unequal playing field has found the following: <ul style="list-style-type: none"> • Extra-curricular activities are important to young people and result in a range of positive outcomes. • Extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). • Analysis found that extracurricular activities - specifically playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling. 	1,3,4
Mental Health coordinator.	Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK Good mental health and wellbeing improves standards in schools and helps pupils achieve and thrive in education, setting them up well for life and work.	3,4,5

Total budgeted cost: £ 216520

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.

The proportion of PP students in year 11 2024/25 cohort was 30.3%. These students had a P8 average of +0.44 (non-PP students +0.58). Therefore, the gap was -0.12 in 2025. NB KS2 starting point was generated from CAT standardised scores.

The prior attainment of these PP students was 93.1 compared to a non-PP prior attainment of 99.9.

Pupil premium students achieved a A8 score of 34.41 This compares to a non-pupil premium score of 44.80. A gap of -10.39. The national A8 score for PP students in 2024/25 was 34.9 and the national gap was -15.4.

Five standard passes including English and maths was 37.04% for PP students and 59.68% for non PP. A gap of -22.64%.

Standard passes in English 79.03% for non PP, 62.96% for PP.

Strong passes for English were at 64.52% for non PP, 37.04% for PP.

Standard passes in Maths 66.13% for non PP, 37.04% for PP.

Strong passes for Maths were at 40.32% for non PP, 18.52% for PP.

In 2024/25 the whole school non PP attendance was 92.3%. PP attendance was 88.2%. (based on 5 half terms data)

Further information

Non funded aims and strategies for Pupil Premium (see separate policy for full details)

High quality learning and teaching.

All lessons have high expectations of all students but more especially PP students.

The pace and challenge of all lessons is appropriate to all students in the class and places high expectations on all students.

Teachers are aware of the PP students in their classes and are catering for their needs.

PP students are monitored in their progress and appropriate interventions take place where PP students are falling behind.

All assessment data to be analysed in terms of PP student progress and fed back to staff.

There is a focus on the use of vocabulary and oracy in all classes and live modelling is regularly used in lessons.

Marking and feedback is used to support the progress of all learners but especially those from a disadvantaged background.

Teachers plan their lessons with progress in mind. They use planning sequences that give a purposeful and informative start to the lesson allows for significant progress to be made by all students.

Targeted academic support

Students are not disadvantaged due to lack of suitable homeworking space and/or lack of ICT facilities.

Careers advice and activities to support students to consider their future education / career and raise their expectations.

Academic support to be provided for underperforming PP students to enable to increase their attainment.

Extra-Curricular activities

The development of a board range of extra-curricular activities to allow all students to access experiences outside of the classroom. These will be provided free of charge to all students.