

Pupil Premium – Review of Impact 2025-2026

Areas of Focus	Impact
Attendance NEET/Post 16 SEMH Enrichment Behaviour	Through more rigorous tracking, first day absence calls, the appointment of an AAP with sole responsibility for attendance and clearer roles, responsibilities and lines of accountability, we have seen attendance at the academy improve for PP students in 2025-2026. The attendance rose from 85.8% to 88% with an ambition to ensure this is above 90 in 2026-2027. There was also a reduction in persistent absence from 39% in 2025 to 35% in 2026. We are working towards reducing this to under 30% this year. The 2025-2026 destination data demonstrates the effectiveness of the academy's targeted careers and transition support for disadvantaged students. Outcomes for PP students remain strong, with 97.53% progressing into education, employment or training and 98% sustaining their destination beyond the initial transition period. This indicates that the vast majority of disadvantaged students are successfully securing and maintaining positive post-16 pathways. Only 2.74% of PP students were classified as NEET (2 students), with one case relating to significant ill health. This reflects a very small number of students and highlights the effectiveness of the academy's comprehensive careers programme, personalised guidance and transition support. Whilst the PP NEET figure is marginally higher than the 2.1% recorded for non-PP students, the difference is minimal and suggests that disadvantaged students are progressing at broadly comparable rates to their peers. A key strength is the academy's commitment to ensuring equitable access to careers guidance. 100% of PP students received at least one personal guidance interview, enabling early identification of barriers, informed decision-making and targeted support throughout the application and transition process. These outcomes indicate that the academy's strategy of prioritising disadvantaged students for careers interventions, guidance interviews and transition support is having a positive impact. The high rates of progression and sustained destinations demonstrate that PP students are well supported to access and remain in appropriate education, employment and training opportunities after leaving the academy. The school's investment in SEMH provision continues to have a significant and measurable impact on Pupil Premium students, ensuring that funding is used effectively to remove barriers to learning and improve long-term outcomes. Through a coordinated model strengthened by partnerships with CAMHS, Kooth, MASH and the Mental Health Support Team (MHST), Pupil Premium students receive timely, needs-led support within a clear graduated framework.

	In 2025/26, 116 students (12.6% of the cohort) accessed SEMH support, 65% of whom were Pupil Premium, demonstrating targeted use of PP funding to address disproportionate need. Of these PP students, 41% required Tier 3 specialist intervention, while 58% received Tier 2 targeted programmes including ELSA, Drawing and Talking, EBSA support, CBT strategies and access to the Thrive Inclusion Base and Key 4 pathways. Entering 2026/27, 80 students (9% of the cohort) continue to receive SEMH support, including 41 Pupil Premium students in Years 8–11 (6% of the cohort), with a balanced gender profile and a sustained mix of Tier 2 and Tier 3 interventions. This strategic use of Pupil Premium funding has strengthened attendance, engagement and emotional regulation, reduced EBSA-related barriers, and enabled vulnerable learners to make improved academic, social and emotional progress. The enrichment offer at BCA is broad and tailored to suit all students. Personal choice is key to ensuring students are keen and fully immersed in the wider activities offered by the school. 16% of PP students have engaged with 2 or more enrichment opportunities each week compared to 8% of non-PP students with our gaming and craft clubs being very popular alongside our sport and drama offer. Next year there will be a compulsory element to enrichment with all students expected to partake in at least one enrichment each week and experiences will be showcased and rewarded through the school rewards program. PSAs play a key role in supporting disadvantaged students by providing targeted behaviour, attendance and SEMH support. Through regular check-ins, mentoring, and 1:1 or small group interventions, they help students overcome barriers to learning, improve engagement with school and develop positive relationships. Comparing Academic Year 2024-25 with 2025-26, overall suspensions have reduced from 111 to 105, while suspensions for disadvantaged students have fallen from 94 to 87. These reductions demonstrate the effectiveness of early intervention, personalised support and strong relationships in helping vulnerable students to remain engaged in education, improve their behaviour and access the support they need to be successful in school.
Gaps in knowledge (reading, numeracy, vocabulary)	2025/26 marked the third year of implementation of White Rose Maths across Key Stage 3, with the curriculum now extending through to Year 9. The online White Rose Maths subscription was critical to successful implementation, providing staff with access to a coherent set of curriculum plans, lesson resources and independent practice tasks. This supported greater consistency in curriculum sequencing, pedagogy and expectations across KS3. Departmental time has been regularly dedicated to reviewing and refining the implementation of the KS3 curriculum, including agreeing a unified approach to teaching methods to promote consistency across the department. This collaborative approach has supported staff in developing a shared understanding of the White Rose Maths curriculum and the

expectations for its delivery. The department now have a full set of shared lesson plans for all key stage 3 lessons. The impact of White Rose Maths has been evidenced by learning walks, lesson observations and work reviews, which have shown increasing consistency in curriculum delivery, teaching approaches and expectations across KS3. These quality assurance activities indicate that the agreed approaches are being embedded successfully and that pupils are experiencing a more coherent and consistent mathematics curriculum. The consistent curriculum sequence, agreed teaching approaches and regular opportunities for independent practice have helped pupils to develop greater confidence and fluency in mathematics. As a result, pupils are better prepared to access the GCSE curriculum at the start of Year 10, with key prerequisite knowledge and skills secured during KS3. Following the implementation of the new KS3 Mathematics WRM curriculum, there is evidence of a positive impact on the performance of disadvantaged students.

- In Year 7, PP students achieved an average test score of 58%, compared with 66% for non-PP students, an 8 percentage-point gap.
- In Year 8, PP students achieved an average of 56%, compared with 63% for non-PP students, a 7 percentage-point gap.
- In Year 9, PP students again achieved an average of 56%, compared with 63% for non-PP students, maintaining a 7 percentage-point gap.

The consistency of this gap across all three-year groups provides a clear baseline from which to measure the impact of further targeted support and intervention. A key focus for the year ahead will be to improve the average performance of disadvantaged students and reduce the current 7–8 percentage-point gap with their non-PP peers, particularly for students with significant prior learning gaps.

With respect to reading, all students complete NGRT on entry which allows us to track progression of PP students across KS3. Decisions are then made on what pathway students will go on in terms of Lexonik Leap or Lexonik Advance when scores are below an SAS of 100. In 2025/26 on average PP students across all year groups made gains in their SAS. The current year 8 PP students show a relatively balanced profile - one fifth (21.2%) scored below 85, all of those have been screened 1:1 to establish if synthetic phonics are in place – 11 PP students completed Lexonik Leap in the summer term and met the 6 steps. The others completed Level 1 and made good progress. Delivery of Lexonik Advance Across KS3 has enabled PP students to make significant gains in their SAS. Approximately 50% of the students in receipt of Lexonik are PP students, on average they made gains in line with their peers of 11 in their SAS. NGRT data tracking shows the current Year 9 PP students have made significant gains across the key stage NGRT shows an increase of 8% above 100 SAS. In the current Year 10 PP students improved steadily across the key stage increasing 3% above 100 SAS indicating strong progress among middle attaining disadvantaged students. Current Year 11 PP students show sustained improvement with an increasing representation in the highest attainment band, an improvement of 7%. The number of PP students in year 11 below 85 halved across KS3.

	NGRT data and YARC assessments are also used to support PP students who are below 100 SAS in reading at KS4. PP students formed a large proportion of AA testing (approx. 2/3) – who then benefited from the use of computer reader or extra time.
Achievement/GCSE Outcomes	The 2025/26 GCSE outcomes provide evidence of a positive impact from the school's Pupil Premium (PP) investment on the attainment of disadvantaged pupils through our focus on the implementation of a consistent 5-part lesson and additional tutoring for the core subjects. Disadvantaged pupils improved significantly across the key headline measures, with the proportion achieving Basics 4+ increasing from 43% in 2025 to 49% in 2026 (+6 percentage points), while Basics 5+ rose from 29% to 34% (+5 percentage points). Importantly, these gains were greater than those seen nationally for disadvantaged pupils, with the school's 2026 Basics 4+ and Basics 5+ outcomes standing 5.9 and 4.2 percentage points respectively above the 2025 national disadvantaged figures, while Attainment 8 was approximately 4 points above the national disadvantaged average of 34.9. Our investment in an additional maths teacher has supported a rise in disadvantaged results in Maths with a 10% increase at grade 4+ maths disadvantaged (47% to 57%) and 5% at grade 5+. A focus for the year ahead will be to reduce the gap between student's performance across A8, P8 and Basics for our disadvantaged and non-disadvantaged which has widened this year for A8 (9 points to 14 points).