September 2026

Pupil premium strategy statement – Futures Institute

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	122
Proportion (%) of pupil premium eligible pupils	22.1%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2024-2027
Date this statement was published	1/09/25
Date on which it will be reviewed	July 2027
Statement authorised by	Julia Ingham Principal
Pupil premium lead	Simon Sterland Assistant Principal
Governor / Trustee lead	Mandy Lancy

Funding overview (provisional)

Detail	Amount
Pupil premium funding allocation this academic year	£24,200
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	NA
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 0
Total budget for this academic year	£ 24,200

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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Part A: Pupil premium strategy plan

Statement of intent

We believe that disadvantage should not be a barrier to any student leaving school with the best possible qualifications and experiences. Our ultimate goal for the Pupil Premium strategy is to raise the attainment of disadvantaged students and reduce the gap between them and their non-disadvantaged peers. While this gap is closing, we continue to intervene to ensure that all students make good progress irrespective of their background.

A key to achieving this is ensuring that staff have a collective understanding of who our disadvantaged students are and the barriers they face. Only then can we effectively support them in raising achievement and improving their progress. The needs of these students will remain at the forefront of every strategy the school implements.

We have adopted an evidence-based approach informed by research from the EEF. Our central focus is on quality first teaching, as this has the greatest impact on closing the attainment gap. We will continue to observe, monitor, and evaluate the classroom experience of our pupil premium students to implement effective strategies that support their learning.

To strengthen this, we deliver targeted CPD that equips staff with the knowledge and strategies to minimise barriers and support disadvantaged students. The impact of this training is rigorously evaluated so that we can adapt and respond swiftly. Outcomes of observations and evaluations are shared routinely with staff, reinforcing that supporting disadvantaged students is everyone's responsibility.

Alongside this, we have introduced Raising Attainment sessions within the school day, recognising that some students are unable to attend after-school provision due to family responsibilities or other commitments. This ensures that all students, regardless of circumstance, have access to additional academic support.

As of September 2026, we launch our new Inclusion hub 'The Aspire Centre', where our SENCO and Director of Inclusion, will lead a team offering student support driving the academic progress and pastoral support of vulnerable students and the wider school body.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: Attendance data indicates that disadvantaged students now attend as regularly as their peers. Attendance for disadvantaged pupils was 6.1% lower than that of non-disadvantaged students in 2024-5. In 2025-6 attendance for disadvantaged students improved from 82% to 95 , exceeding that of non disadvantaged peers. The Persistent Absence rate for disadvantaged students in 2025-6 was low and significantly improved from the previous year.
2	Behavioural Behaviour monitoring shows that disadvantaged students are more likely to receive internal exclusions. Lesson observations and work scrutiny also highlight that these students are less engaged and more likely to demonstrate passive learning behaviours.
3	Attainment Attainment data indicates that disadvantaged students achieve less well than their peers across a range of subjects, particularly at higher grades.
4	Lack of aspiration Student voice and staff observations suggest that some disadvantaged students have lower aspirations, which can affect both motivation and engagement with school life.
5	Literacy Disadvantaged students often have weaker literacy skills than their peers. Diagnostic testing shows that some students are reading below their chronological age. Book reviews also highlight gaps in both substantive and disciplinary knowledge, which limits access to the wider curriculum.

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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
To improve the attendance of disadvantaged students, thereby reducing the gap between disadvantaged and non-disadvantaged students	No gap between the attendance of disadvantaged and non-disadvantaged students (SLT Lead: SST)
Improvement in the behaviour of disadvantaged students	Suspension rates show no gap between disadvantaged students and their peers (SLT Lead: SST)
Improved attainment amongst disadvantaged students across the curriculum	To significantly reduce the attainment gap between disadvantaged and non-disadvantaged students (SLT Lead SST)
Improvement in the aspirations of disadvantaged students so they value the impact education can have and are motivated to do well	Increased involvement of disadvantaged students in extra activities and educational trips. (SLT Lead: SST) Increasing the percentage of students achieving aspiration points. (SLT Lead: SST) Student and parent voice indicates that there is increased participation in school activities. (SLT Lead: SST) Work scrutiny indicates that output by disadvantaged students is equal to that of their non-disadvantaged peers. (SLT Lead: SST)
Improvement in reading ages, vocabulary and oracy	Data indicates that there is an improvement in the comprehension of students and there is an improvement in all written work (SLT Lead: FFO)

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: £4875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Feedback – continued focus on the importance of high-quality feedback through departmental meetings and staff training. Training delivered on marking and feedback policy. QA policy updated to include frequent work scrutiny.	Research consistently shows that effective feedback has one of the highest impacts on learning. (EEF, Feedback)	3
Improve literacy in all subject areas Training led by the literacy coordinator on embedding strategies in lessons. Introduction of new KS3 English curriculum (ARK). DEAR embedded for KS3. Live marking with focus on SPaG.	Literacy is a key predictor of future outcomes. Young people who leave school without secure literacy are disadvantaged in education, health, and employment. (EEF, Improving Literacy)	5
Development of Quality First Teaching ongoing training through WalkThrus, and instructional coaching.	High-quality teaching is the most powerful driver of attainment, particularly for disadvantaged pupils. (EEF, Teaching and Learning Toolkit)	1,2,3,4,5

Appraisal process updated to focus on teacher standards.		
Implementation of Pupil Premium Profiles creation of PP and SEND profiles for all disadvantaged pupils to help staff understand barriers and strategies. PP students identified on SSPs.	Knowing students well, and understanding barriers to learning, is an essential foundation for an effective PP strategy. (EEF)	1,2,3,4

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

Budgeted cost:£4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Homework Club Support for students who may find it difficult to complete homework. Homework policy redeveloped to provide paper-based booklets, removing barriers for students without access to technology at home.	Pupils eligible for FSM often face challenges completing homework due to limited resources, lack of quiet space, or reduced parental support. Homework clubs provide the resources and guidance needed, reducing barriers and supporting attainment. (EEF, Homework)	3,4

Peer Tutoring One-to-one and small group support during mentor time by Sixth Formers; student helpers also support homework club.	Peer tutoring has a strong evidence base, showing an average effect of approximately five additional months' progress in a year. Low-attaining pupils and those with SEND often make the biggest gains. (EEF, Peer Tutoring)	2,3,4
Raising Attainment Sessions (within the school day) Targeted sessions for disadvantaged students who cannot attend after-school interventions due to responsibilities at home.	Providing targeted academic support during the school day ensures all students can access interventions, reducing gaps in attainment. *(EEF, Small Group Tuition / Targeted Support)*	3, 4, 5
PP EAL Support – Small group and one-to-one interventions led by a specialised EAL teacher, including 1:8 catch-up sessions and welfare checks	Targeted language support accelerates English acquisition, enabling full access to the curriculum and improving attainment outcomes. (EEF, Oral Language Interventions)	3,5
Mentoring and Aspiration Support – Targeted mentoring, career guidance, and goal-setting sessions for disadvantaged students.	Mentoring can increase motivation, engagement, and aspiration, particularly for students from disadvantaged backgrounds. (EEF, Social and Emotional Learning / Mentoring)	4

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

Budgeted cost: £ 15,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Provision and Aspire Centre – targeted support to develop social, emotional, and behavioural skills.	Research shows that children from disadvantaged backgrounds often have weaker social-emotional skills, which are linked to poorer mental health and lower academic attainment. SEL interventions improve emotional regulation, peer relationships, and engagement, which can positively impact academic outcomes. *(EEF, Social and Emotional Learning)*	1,2,3
Increase Arts Participation – workshops, extra-curricular clubs, and cultural experiences for disadvantaged students.	Arts participation has a positive but moderate impact on learning, while also improving attitudes to school, engagement, and wellbeing. (EEF, Arts Participation)	1,3.4,
Parental Engagement assign a direct point of contact for parents (DHoC/HoC), hold support-first meetings, invite parents to key events (e.g., parents' evenings), and use accessible venues for meetings.	Parental engagement improves learning outcomes by an average of four months' progress, and strengthens attendance, motivation, and engagement. (EEF, Parental Engagement)	1,3,4
Attendance Monitoring and Support – early identification of poor attendance, bespoke support plans, mentoring, and home-school communication.	Targeted attendance interventions improve engagement and attainment for disadvantaged students. (EEF, Attendance Interventions)	1

Behaviour Support and Restorative Approaches – monitoring internal exclusions, implementing behaviour support plans, and providing restorative interventions.	Behaviour interventions improve learning time and engagement, particularly for disadvantaged pupils. (EEF, Behaviour Interventions)	2
Financial and Resource Support – provision of uniforms, equipment, and support for exam costs to remove financial barriers to participation and engagement.	Reducing financial barriers ensures disadvantaged students can fully access school life, interventions, and enrichment activities. (EEF, Reducing Disadvantage)	1, 4

Total budgeted cost: £ 24,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment: The focus on curriculum quality, high-leverage teaching, and targeted academic interventions continues to yield positive progress for disadvantaged pupils at Futures Institute

- **Attainment 8 (A8):** Disadvantaged pupils' Attainment 8 score rose from 26 in 2024/25 to 36.7 in 2025/26 (provisional). While an attainment gap remains compared to non-disadvantaged peers (47.3), this represents an upward trajectory in overall outcomes across eight key subjects. The gap between 2026 attainment and the national average is closing .
- **English & Maths at Grade 4+ (EM4+):** Disadvantaged pupils securing a grade 4 or higher in both English and Maths improved to 46% in 2025/26 (up from 35% in 2024/25 and 25% in 2023/24). The attainment gap at this threshold narrowed, with non-disadvantaged peers remaining at 69%. Based on 2025 national averages, (44%) the attainment of disadvantaged pupils now exceeds the national average.
- **English & Maths at Grade 5+ (EM5+):** Disadvantaged pupils achieving a strong pass (Grade 5+) in both English and Maths saw a significant jump, rising from 24% in 2024/25 to 31% in 2025/26. The EM5+ gap with non-disadvantaged peers (54%) remained constant with a 23% gap. Based on 2025 national averages,(26%) the attainment of disadvantaged pupils now exceeds the national average

Attendance: Over the past three years, attendance figures for disadvantaged pupils have shown consistent improvement, rising from 78.9% in 2023/24 to 82.0% in 2024/25, and reaching 90.8% in 2025/26. This markedly surpasses the DfE median benchmark of 84.9% for comparable institutions. Furthermore, persistent absence rates among Pupil Premium students dropped substantially from 48% in 2024/25 down to 20% in 2025/26.

Behaviour: In 2025-6 Pupil Premium students received less suspensions and internal suspensions than their non Pupil Premium peers. 0% of Pupil Premium students received a suspension in 2025-6 and only 4 days were lost to internal suspensions over the course of the year.

Enrichment: Pupil Premium participation in clubs, enrichment activities and residentials was higher in 2025-6 than for their non pupil premium peers. 96% participated in enrichment/clubs, 82% in day trips/visits and 50% attended a residential.

Overall, the pupil premium strategy demonstrates continued impact with incremental upward movement in overall attainment at 4+EM and 5+EM levels, improving levels of

attendance and high levels of engagement equal to or exceeding that of non pp peers . Sustaining and embedding these ongoing improvements beyond national benchmarks in English and Maths and narrowing the gaps further, remain key priorities for the upcoming cycle.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils