

Pupil Premium Strategy Statement 2025-2026:

Madeley Academy

This statement details the Academy's use of Pupil Premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

Academy Overview

Detail	Data
Number of students in the Academy	963
Proportion (%) of Pupil Premium eligible students	38.9%
Academic year/years that our current Pupil Premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Maria Satchwell
Pupil Premium lead	Kate Barnes
Governor/Trustee lead	Stewart Roberts Chair of Governing Board

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£403,125
Recovery premium funding allocation this academic year	£0
Pupil Premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£403, 125

Part A: Pupil Premium Strategy Plan Statement of Intent

Our intention is that all students irrespective of background and the challenges that they face, make good progress and achieve well across the curriculum. We aim to use the funding to narrow the gap between our Pupil Premium students and non-Pupil Premium students' **achievement** by ensuring any barriers to success are removed. We want to ensure that these students have every opportunity to reach their full potential by securing good progress and achieving success in external examinations. We promote positive **engagement** from students and their families to help support students reach their **aspirations**, including embarking on a positive career path.

This Strategy outlines how the pupil premium funding will be spent and as recommended by the Education Endowment Fund (EEF Guide to Pupil Premium, 2019), we have adopted a tiered approach which incorporates High Quality Teaching, Targeted Academic Support and Wider Strategies. Therefore the funding contributes to a wide range of evidence-based strategies designed to maximise student potential in every possible way. This includes extra teachers in core subjects and a strong inclusion team (attendance, pastoral, behaviour and emotional support). We utilise SEND specialists and strategies to aid positive behaviour and provide opportunities for extended Academy activities. Madeley Academy principles are that all members of staff and Governors accept responsibility for 'socially disadvantaged' students and are committed to meeting their pastoral, social and academic needs within a caring environment.

To aid **achievement**, the Academy is committed to an ethos of inclusion where expectations are high for students and where barriers to participation are reduced so a full curriculum offer is accessible for all. We are committed to ensuring equality of access to the complete curriculum for all students through differentiation, allocation of resources and the sharing of information/strategies with staff. Schemes of work and lesson plans include evidence of differentiated pathways for students with different abilities and needs, including evidence-based strategies to help break down barriers. Any pupil premium student falling behind their expected progress in three or more subject areas receives a bespoke intervention package including mentoring and staff resources to aid how to break down barriers. The Academy has invested in Academic Coaches who perform as specialist Teaching Assistants with the aim of making the curriculum accessible to different groups of students such as weaker readers, or those lacking resilience. To further aid closing the achievement gap, the Academy carefully monitors engagement with the provisions in place and the impact they are making.

To promote **aspirations**, the Academy takes every opportunity to develop Cultural Capital with the students and nurture a sense of belonging in the Academy. This is through the extended curriculum, the development of vocabulary, raising aspirations and ensuring that all activities are accessible to all students. There is equality of provision which may require practical steps for example, by subsidising field work trips or providing equipment for the Duke of Edinburgh Scheme with Pupil Premium funding. A strong Careers team and provision supports all students into a suitable destination. Our Attendance team provides a range of strategies to support the students' attendance. One factor affecting attendance can be mental health. Various pastoral support within the Academy seeks to support this.

In summary, our aim is to focus on Achievement, Aspirations and Engagement.

Challenges

Below details our challenges to achievement that we have identified among our disadvantaged students.

Challenge number	Detail of challenge
1	<p>Achievement in Literacy and Numeracy</p> <p>Students entering the Academy in Year 7 are showing at around 36% below their chronological age in Literacy and 29% in Numeracy. Sixty to seventy per cent of both these groups are PP students who need additional help improving both their Literacy and Numeracy ages. Nationally in 2024, the Government are reporting that there is a gap of 22% between achievement of disadvantaged and non-disadvantaged at KS2 Maths, Reading and Writing. We need to target closing this gap inherited from KS2.</p>
2	<p>Achievement in GCSE outcomes in core subjects</p> <p>We want to ensure our students gain the qualifications they need to succeed for their future aspirations. As part of this we will focus on our Pupil Premium students' knowledge and progress in English, Maths and Science. With the DfE reporting that the attainment gap for those achieving a grade 5 and above in both English and Maths is at it widest at 27% and the Progress 8 gap at -0.41, the Academy is aiming to decrease the gap between disadvantaged and non-disadvantaged above National Averages.</p>
3	<p>Engaging disadvantaged students through effective High Quality Teaching</p> <p>Our observations are that some lower attaining disadvantaged students lack metacognitive and self-regulation strategies in lessons. We also know that research into the vocabulary gap shows that by the age of 7, disadvantaged students are already behind by around 3000 words to their non-disadvantaged peers. We want to ensure that we are engaging all students in lessons, particularly considering their cognitive load and closing the vocabulary gap between advantaged and disadvantaged students in our Academy.</p>
4	<p>Aspirations, through Careers and Cultural Capital</p> <p>The Ofsted Toolkit 2025 seeks to ensure that 'the school promotes students' wider development, character and wellbeing, ensuring that they receive the care and support to achieve and thrive, in the school and beyond'. At Madeley Academy, we value our Cultural Capital offer and know the benefits this can have to our disadvantaged students. We want to ensure our disadvantaged students benefit from these opportunities in their Academy life.</p>
5	<p>Achievement of SEND students</p> <p>A proportion of Pupil Premium students have additional SEND needs. At the Academy 31% of our PP students have an SEND need. Our observations suggest many lower attaining disadvantaged students lack metacognitive/self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.</p>
6.	<p>Wider Strategies to support students such as attendance</p> <p>Attendance of PP students is lower than for non-PP students. Nationally this gap is 4% and as an Academy this is 1.5%. This gap historically widens as students progress through the Academy and our strategy ensures that we target attendance across year groups to close this gap further.</p>

Intended Outcomes

Below 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
<i>Improve Achievement in Literacy/Numeracy and GCSE Outcomes</i>	<p>Close the gap on disadvantaged students reaching and exceeding their chronological age in Numeracy and Literacy.</p> <p>Diagnostic testing showing that areas such as vocabulary are improved.</p> <p>GCSE Outcomes show an improvement in the gap between attainment and progress of our disadvantaged students compared to our non-disadvantaged students.</p>
<i>Improve attendance for students eligible for PP</i>	<p>The overall absence rate for all students being no more than 6%. Maintaining or improving the attendance gap of 3% between disadvantaged and non-disadvantaged students.</p>
<i>Improve aspirations of students, and their parents, eligible for PP.</i>	<p>Disadvantaged students engaged in wider Academy strategies, including those that allow them to thrive beyond the classroom. As a result, outcomes and destinations are strong.</p> <p>Parent and Student View show impact and engagement with Parent Support Interventions and Parents' Evenings attendance high.</p>
<i>Improve engagement of PP eligible students in their learning by being focused on success.</i>	<p>Disadvantaged students thoroughly engaged and involved in lessons through quality first teaching. As a result, outcomes and destinations are strong.</p> <p>Quality Assurance processes and Student View shows high quality learning consistently in place.</p>

Activity in this Academic Year

The following details how we intend to spend our Pupil Premium (and recovery premium) funding **this academic year** to address the challenges listed previously.

High Quality Teaching

Budgeted cost: 225,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Review_of_Attainment_Measures_final.pdf	1, 2, 5, 6
<i>Purchase of teaching and learning software such as Accelerated Reader or Sparx Reader</i>	Accelerated Reader has proven to help improve reading ages, particularly with strong improvements with disadvantaged students. Accelerated Reader is a software/ quizzing tool which helps create a culture of reading through choice. Students who read more should perform better in all their academic course work. https://www.renaissance.com/products/accelerated-reader/ Sparx Reader's impact is seen in boosting student reading habits, improving reading ages (with strong correlations between reading time and age gain), and fostering a positive reading culture in schools through engagement, motivation, and teacher tracking tools. https://sparxreader.com/	1, 2
7 Star Group – Primary School style timetable and use of Primary Trained Teachers. Focus on transition and on literacy and numeracy within the curriculum for students below or very below National expected standards. <i>Key Staff Trained in Ruth Miskin Fresh Start phonic programme.</i> <i>Reading comprehension strategies targeted at the group.</i> <i>Staff CPD on reading strategies.</i>	Phonics The use of phonics has a positive impact overall (+5 months). It is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Reading Reading comprehension strategies focus on the learners' understanding of written text. Students learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers. It further involves developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2

<p><i>Subject based TAs in the Core Subjects such as Maths</i></p>	<p>Teaching Assistant Interventions:</p> <p>Teaching Assistants (also known as TAs) are adults who support teachers in the classroom. Teaching Assistants' duties can vary widely, however they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support.</p> <ol style="list-style-type: none"> 1. Teaching assistants can provide a large positive impact on learner outcomes, with the way they are deployed being key 2. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. The deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes 3. Access to high quality teaching is the most important lever schools have to improve outcomes for their students. It is particularly important to ensure that when students are receiving support from a teaching assistant, it supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2 , 3, 5</p>
<p><i>Smaller Class sizes – core subjects</i></p> <p><i>Less able students who are predominantly disadvantaged students will benefit from smaller class sizes.</i></p> <p><i>Smaller classes in En/MA/Sci/Hums.</i></p> <p><i>Staff from TMAAT such as MFL and Maths</i></p>	<p>Reducing Class Sizes</p> <p>Reducing class size is an approach to managing the ratio between students and teachers. It is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of students per teacher becomes smaller.</p> <ol style="list-style-type: none"> 1. Reducing class sizes has a small positive impact of +2 month, on average. The majority of studies examine reductions of 10 students. Small reductions in class size however (for example, from 30 to 25 students) are unlikely to be cost-effective relative to other strategies 2. The gains from smaller class sizes are likely to arise from the increased flexibility for organising learners and the quality and quantity of feedback the students receive <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>1, 2, 3, 5</p>
<p><i>Teaching and Learning Support and CPD for staff</i></p>	<p>As part of the TMAAT, our collaborative PD focuses on teaching and learning including those focusing on closing the gap between attainment of disadvantaged and non-disadvantaged students. We also subscribe to National College provider which is a high-quality professional development provider in education. We will particularly focus on CPD around knowledge retrieval and on meta-cognition processes; this includes teaching students how to self-regulate as set out by Seven-step model' from the EEF Metacognition (2020)</p>	<p>3</p>

Targeted Academic Support

Budgeted cost: £ 160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention Session 3</p> <p><i>Small targeted classes for intervention lessons for students where gaps have been identified or would benefit from further support. These take place for year groups after the normal Academy day.</i></p>	<p>Individual Instruction:</p> <p>Individualised instruction involves providing different tasks for each learner and support at an individual level. It is based on the idea that all learners have different needs. Therefore an approach that is personally tailored—particularly in terms of the activities that students undertake and the pace at which they progress through the curriculum—will be more effective.</p> <p>Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where students can have individual sets of activities which they complete, often largely independently.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Extending Academy Day:</p> <p>Extending Academy time involves increasing learning time in schools during the Academy day or by changing the Academy calendar. This can include extending core teaching and learning time as well as the use of targeted before and after Academy programmes (including additional small group or one to one tuition). It also includes revisions to the Academy calendar to extend the total number of days in the Academy year.</p> <p>Other approaches to increasing learning time are included in other sections of the Toolkit, such as homework, and Holiday schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	2, 5
<p>Academic Coaches and Pastoral Support</p> <p><i>Academic coaches have been employed for targeted intervention within lessons</i></p>	<p>Government guidance on Academic Mentors states:</p> <p>‘Academic mentors are salaried, in-house members of staff who work alongside teachers to provide one-to-one and small group subject-specific tuition. This means they can reach a large number of students and embed tutoring within the Academy. Academic mentors are therefore well suited to schools with high levels of disadvantage or high numbers of students in receipt of PP’</p> <p>Academic coaches target those students needing additional catch-up help in lessons.</p>	1, 2, 5

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

Budgeted cost: £84,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Subject Resource Funding Allocations</i>	Additional resource funding for departments to allocate to resources for implementation of curriculum adaptations for students where needed, along with revision materials for examination cohorts and any additional resources other year groups require.	1, 2, 3, 5
<i>Build on Cultural Capital offer with the subsidy for Activities and Rewards Days to provide an extensive range of interesting and challenging experiences.</i>	<p>Cultural Capital</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/997897/Against_the_odds_report.pdf</p> <p>‘Schools facing such challenges (high level of deprivation) are more likely to have adopted compensatory initiatives aimed at increasing students’ Cultural Capital’.</p> <p>Rewards:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602506/Behaviour_Management_Case_Studies_Report.pdf</p> <p>“Many schools tended to have a set of school rules (eg Golden Rules) and a class code of conduct that was established in each class in collaboration with students. The class code of conduct helped to encourage students to take individual and collective responsibility for behaviour and learning but these usually tied in with or were reflective of the Academy rules and ethos.</p> <p>Reward systems in primary schools were highly visible and tangible. They increased in value, and length of time for which they were awarded, as students got older. Secondary schools more commonly had a whole school system of rewards (eg house points). Examples of rewards included individual rewards (eg certificates, stickers)”</p>	4
<i>To employ a home liaison worker to reduce absence for those more vulnerable</i>	<p>Attendance:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/997897/Against_the_odds_report.pdf</p> <p>‘A school’s absence rate is the strongest predictive factor of the progress made by its Pupil Premium students, but in most schools, it is only a minor focus of Pupil Premium policy’</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>“Model respectful relationships and appropriate communication for staff and students. This will help relationships between students and staff to reflect a positive and respectful culture. All staff members should:</p> <ul style="list-style-type: none"> • treat students with dignity, build relationships rooted in mutual respect and observe proper boundaries • take into consideration the vulnerability of some students and the ways in which this might contribute to absence, handling confidential information sensitively • understand the importance of the Academy as a place of safety where students can enjoy trusted relationships with staff and students particularly for children with a social worker and those who have experienced adversity • communicate effectively with families regarding students’ attendance and wellbeing” 	3, 6

<i>Employ student support officers to help reduce confrontation within classroom and improve emotional wellbeing of students around the Academy</i>	<p>Behaviour Interventions:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>“Approaches to developing a positive Academy ethos or improving discipline across the whole Academy which also aims to support greater engagement in learning; Universal programmes which seek to improve behaviour and generally take place in the classroom; and more specialised programmes which are targeted at students with specific behavioural issues”</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602506/Behaviour_Management_Case_Studies_Report.pdf</p> <p>“Rather than repeatedly sanctioning poor behaviour, many of the schools interviewed were identifying potential issues early and intervening to help prevent them from escalating. Intervention strategies included: home support for poor attenders; anger management sessions for students who show aggression; and groups addressing uniform (and make up) issues. Schools were also using a range of teaching and learning interventions for those whose behavioural issues may be due to other barriers to learning.”</p>	
<i>To ensure full support of Social, Emotional and Mental Health</i>	<p>The EEF have found that interventions in regards to SEMH can have an average impact of 4 months.</p> <p>Social and emotional learning EEF</p> <p>Provide staffing and resources to ensure both our SEND teams and Mental Health Team can target students who need support.</p>	
<i>Improve engagement and aspirations through comprehensive careers programme.</i>	<p>Evidence shows that students who have a clear focus and have identified their next steps are more likely to be self motivated to achieve their aspirations.</p> <p>Employ a Careers team and relevant software to help students with their aspirations.</p>	
<i>To promote parental engagement to aid aspirations, attendance and achievement.</i>	<p>According to the EEF, the average impact of the Parental Engagement approaches are an additional four months.</p> <p>Parental engagement EEF</p> <p>Focus on embedding the implementation of the MCAS (My Child At School) app.</p> <p>Look at engagement of our parental provision of our disadvantaged children such as the Briefing Evenings, Workshops and Parent Consultation Evenings.</p>	
<i>To employ a part-time SEND Consultant to support vulnerable SEND PP students.</i>	<p>Additional time allocation and expert knowledge used to support and advise the current provision with all areas of need in addition to SEMG (CI, C&L, Sensory and Physical Needs).</p> <p>Special Educational Needs in Mainstream Schools EEF</p>	5
<i>Peripatetic Music Lessons</i>	<p>Supplying/subsidising peripatetic music lessons for disadvantaged students. According to the EEF, this can have an impact of 3 months on academic achievements.</p> <p>Arts participation EEF</p>	4

School Uniform	<p>Uniform:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform. Supplying / subsidising school uniform for disadvantaged students. No obvious differences between these students and non disadvantaged students.</p>	4
----------------	--	---

Total budgeted cost: £470,000

Part B: Review of the Previous Academic Year

Outcomes for disadvantaged students

In terms of our intended outcomes, the following impact can be seen:

Improve Literacy and Numeracy Outcomes

Our **Literacy** intervention shows a positive impact over time with the gap closing between disadvantaged students' reading ages and their chronological age.

In year 8, PP students have improved their reading ages from a gap of -0.4 against their chronological ages to an increase of +0.2. In year 9, we have seen similar improvements with disadvantaged students showing progress of +0.1; their chronological age is on average +1.2 to their age.

Numeracy data is strong with students at or above their chronological age and also a decrease in the gap.

In year 8, students below their chronological age has reduced by 4% and maintained a positive difference to their chronological age of +0.7. We have seen an excellent increase at year 9 with 41% of PP students improving from below to above expected; this is a difference in students' average reading ages of -1.5 to +0.6.

GCSE Outcomes, with a focus on EBacc subjects.

Our gap between the disadvantaged and the non-disadvantaged continues to sit about the National Average and the Attainment 8 gap is narrowing. Our Attainment Score for disadvantaged pupils was 41.0 which sits 6.1 above the National Average. Our gap also continues to be smaller than National Average; our Attainment 8 gap this year was -9.60 compared to a National Average of -15.5 in 2024. Students attainment in English and Maths was close to the National Average at 52.2%. 5+ achievement for disadvantaged students in English and Maths was also close to average at 25.6%

Improve attendance for students eligible for PP

All Year Groups in 2024/2025 had above National average attendance. Analysis has shown that students who have above 95% attendance have consistently achieved positive progress.

Attendance for disadvantaged students was 92% which was a 2% difference to non-disadvantaged and is also an improvement of 1% from last year.

There has been a significant decrease in the persistent absence of out FSM students from 35% to 25%. This is 10% above the National Average.

Improve Aspirations and Engagement

Participation rates in the extended curriculum was high with 79% of PP student engaged in a regular session 3 after school clubs; this sits in line with non-PP.

Our engagement with parents showed that 97% of parents feel that their child does well at the Academy and 99% felt that the Academy has high expectations for their child. Ninety-eight per cent of students feel they learn in lessons and are given work to challenge them. Attendance at Parents' Evening is high with about with only around a 10% gap between families of non-disadvantaged and disadvantaged attending. Ninety-eight per cent of families have engaged with our online platforms for communication.

Our 2024 & 25 Year 11 Cohort and Year 13 Cohort hit 100% destinations. In 2025, all Year 13 disadvantaged students had a destination with 70% going to University (48% to Russell Group) and 30% onto degree apprenticeships. In 2025 and 2024, all Year 11 students secured a destination against the backdrop of 45% being at high risk of NEET.