Pupil premium strategy statement – Magna Academy

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	983
Proportion (%) of pupil premium eligible pupils	24
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-24 to 2025-26
Date this statement was published	01/09/2026
Date on which it will be reviewed	01/09/2027
Statement authorised by	Mr P Midworth (Principal)
Pupil premium lead	Mrs L Bishop (Assistant Principal)
Governor / Trustee lead	Mr D Herbert (Regional CEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£217 150
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in the academic year 2023 to 2024 can be carried forward to the academic year 2024 to 2025.*	£ 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*	£217 150

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is a grant the school receives to support students who are disadvantaged (pupils who have been registered for free school meals (FSM) at any point in the last six years, or are looked after continuously by the local authority for more than six months, or whose parents are currently serving in the armed forces). The funding is used to improve the attainment gap between Disadvantaged students and their peers.

Our intention at Magna is to use this funding to build a collective understanding of disadvantaged students in our context and support students to overcome the barriers they face. We take an evidence-based approach to achieving this drawing on the research conducted by the EEF (Pupil Premium Guide) and the books edited by Marc Rowland, one of the leading experts of using the Pupil Premium.

The main lever that we will use to improve outcomes of disadvantaged students is through High-Quality Teaching. We will invest in regular and quality CPD that is research-based, such as the work from the EEF, for all staff to ensure a high quality of learning in all lessons.

Another important strategy to improve outcomes for disadvantaged students is *targeted* academic intervention. Students will sit a range of assessments to diagnose any specific needs in Literacy and numeracy. We will then put specific interventions in place to support students with these needs through the literacy team and using NTP Tutors.

Wider approaches will also be used to improve students 'lived experience' of school by funding trips, purchasing uniform and equipment and giving opportunities for a wide range of enrichment activities. It is important that any pastoral approaches are also *targeted* to meet students' specific needs.

The school will focus on children's individual needs and barriers by maintaining a careful track of students' progress to enable every child to achieve and make the best progress they can.

Targeted interventions will be carefully monitored and evaluated to show the impact of improving outcomes or the students' lived experience of school.

If you are unsure if your child is eligible for the fund and would like to find out more/apply, please visit the How to Apply for Free School Meals on BCP's website for more information.

Challenges

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

Challenge number	Detail of challenge
1	Continue to address the **Reading Age, Vocabulary and Oracy** gap by using robust assessment of students' needs and using appropriate, targeted interventions.
2	Pupil Premium students have lower **attendance** than non-PP students, the most obvious gap is persistently absent students. The school will need to adopt strategies to improve attendance, rooted in evidence.
3	Improve **Academic Outcomes** through High Quality of Teaching and Learning. High-Quality Teaching disproportionately affects Pupil Premium students so a clear priority for the school is to continually monitor and improve teaching and learning by adopting evidence-informed approaches so that all students receive an outstanding education, particularly Pupil Premium students.
4	A higher percentage of students who are Pupil Premium receive **suspensions**. These students need to be supported to adopt strategies which promote positive behaviour.
5	Ensure that all Pupil Premium students have access to all the **resources and equipment** they need to be successful and can take advantage of **trips and activities** at a subsidised price.
6	Continue to ensure that staff have a **collective understanding** of disadvantage and its long-term effect on learning and how this presents itself in the classroom.

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
Improvement in Reading ages, Vocabulary and Oracy	Literacy Interventions will be monitored from regular GL Assessments to show impact and improvement. Reading Ages, Spelling Ages,Literacy and numeracy will all be tested.
Improving the attendance of PP Students	Overall Attendance figures improve and less persistent absentees.
Quality of Teaching & Learning	Attainment 8 scores improve and the gap closes with PP and non-PP students, whilst Non-PP A8 also improves. Staff and student feedback from T&L CPD Sessions and lesson observations.

	PP students in KS3 achieving Expected level increases and gap between non-PP decreases.
Behaviour for Learning	Fewer Suspensions, Behaviour points and Detentions recorded on MIS for PP students. Gap between PP and Non-PP continues to decrease.
Improving the lived experience	Higher percentage of students attending Enrichment clubs and attending school trips as well as being involved in Prefects and leadership team events.
Collective Understanding of disadvantage	Staff CPD feedback, improved relationships with community.

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: £ 126,398

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Staffing in Core Subjects	EEF - Small Group Tuition "Small group tuition has an average impact of four months' additional progress over the course of a year." "Additional small group support can be effectively targeted at pupils from disadvantaged background, and should be considered as part of a school's pupil premium strategy."	3
Develop a targeted homework support club	EEF - Homework "Homework has a positive impact on average (+5 months) Particularly with pupils in secondary schools."	1, 3, 5

	"Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils)."	
Continued Staff Training - Know more, Remember more.	Cognitive Education Development - The University of Exeter EEF Metacognition Strategy & Implementation Thinking Matters: Metacognition and Self-regulation The Learning Scientists: Six Strategies for Effective Learning Thinking Harder - Partners in Excellence (PiXL) "More successful schools have an ethos of high attainment for all pupils. They view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – they never assume that all disadvantaged pupils face similar barriers or have less potential to succeed." - NFER	1, 3
'Focus Five' initiative when planning lessons.	Focus Five - Greenshaw Research School "This approach has started to ensure that our limited resources of time, energy and expertise are geared towards where they are most needed and where they can make the biggest difference." "It's not about sitting all the Focus Five pupils in the front row or marking their books first. It's more nuanced than that, and involves the teacher determining for themselves the most appropriate strategies they will use to support the most vulnerable pupils in their care." "It identifies high leverage approaches that are effective for all, but particularly effective for the most vulnerable."	1, 3, 4, 6

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

Budgeted cost: £ 60500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring Programme	EEF - One-to-one Tuition "On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas." NTP - Tutoring Revolution	1, 3, 4
Attendance Intervention Programme	EEF - One-to-one Tuition "Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average." Working together to Improve Attendance - DfE	1, 2, 3
Revision Materials to support our effective revision programme	EEF - Metacognition and Self-Regulation "The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)" "There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to	3, 5

	practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future."	
External Alternate Provision	EEF - Behaviour Interventions "According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage though universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills."	2, 4
GL Baseline Assessments and NGRT/NGST	CLS | Reading improves Vocabulary "Lead author, Dr Alice Sullivan said: "Although these results show stark socio-economic differences in parents' vocabulary, the fact that they are much smaller for teenagers than for parents gives grounds for optimism that family background is not destiny. The link between reading for pleasure and better vocabularies suggests that if young people are encouraged to discover a love for books, it could alter the course of their lives, regardless of their background."" EEF - Oral Language Interventions "There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more	1, 3

	advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one." EEF - Reading Comprehension "Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies." "However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts."	
KS3 Reading Programme	EEF - Small Group Tuition "Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition." "Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of	1, 3

	interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum." EEF - One-to-one Tuition EEF - Reading Comprehension Strategies "Explicit vocabulary teaching can provide a vital boost to our pupils' vocabulary development" - Alex Quigley (Closing the Vocabulary Gap).	

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

Budgeted cost: £ 30252.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising of Trips, Visits, Lunch time activities & Enrichments	Physical Activity - EEF "Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. When considering hosting sports activities that may require contributions from parents, schools should consider whether places could be provided free of charge or subsidised for disadvantaged pupils."	3, 5
Providing equipment and uniform	School Uniform - EEF "If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform."	5

	"Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils."	
Subsidising Music lessons and Consumables for practical subjects	Arts Participation - EEF "There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds." "There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium, schools should carefully monitor whether this aim is being achieved."	3, 5
Breakfast Club	National School Breakfast Programme - EEF "Provision accessibility was rated highly by NSBP staff conducting breakfast visits and most schools had reasonable strategies to identify and target pupils in need, with the result that attendance of disadvantaged pupils equalled or exceeded attendance of non-disadvantaged pupils in most schools."	5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intend Outcome (2025-2026)	Impact
Increase attainment and progress of disadvantaged students	**22-23** ● Improving the progress and outcomes gap for our disadvantaged students remains a key focus of our work. More information on our results can be found using the DfE website. ● For our current Year 11 cohort, data shows that the gap in those students achieving grades 4+ in English and Mathematics continues to narrow compared to previous years, however this continues to be a focus as there still remains a gap in favour of those students who are not disadvantaged. ● In some subjects, such as Performing Arts and in Modern Foreign Languages, we are currently predicting that the progress made by our disadvantaged students will exceed that of our non disadvantaged students. **23-24** ● Improving the progress and outcomes gap for our disadvantaged students remains a key focus of our work. More information on our results can be found using the DfE website. ● Our current data set for Year 11 suggests that the En/Ma 5+ gap was 10%. This was a reduction of 9% from the previous year. To further reduce this, the raising achievement session will begin much earlier for next year's cohort for targeted En/Ma intervention. ● Vocational subjects continue to be our most popular and successful option amongst our disadvantaged students. So much so, that we have created additional classes in product design, hospitality and catering and sport, where progress made by PP students is in line with non-PP students. Performing arts subjects (Dance, Drama, Art, Photography) continue to project that the progress made by our disadvantaged students will exceed that of our non-dis disadvantaged students. **24-25** ● There has been an increase of 5% for PP students achieving Eng/Ma 4+ however the gap between PP and Non PP has increased for all measures in 2024/25. 50% PP students now achieve Eng/Ma 4+ and 26% achieve Eng/Ma 5+. ● Over the past three years, Attainment 8 outcomes for PP students have shown that progress is possible when interventions are targeted and sustained. This highlights the importance of embedding consistent, high-quality teaching alongside personalised interventions that address barriers to learning. The current A8 score for PP students is 36.67. ● Moving forward, our focus is on ensuring sustained and scalable impact through rigorous monitoring, so that PP students not only make accelerated progress but also achieve parity with their peers.

Improve reading and literacy levels of disadvantaged students	**22-23** ● The gap in students reading age being below their actual age has reduced the longer they have been at the academy. In Sep 2023, we will assess the whole of KS3 again and review if the gaps have increased. ● All students below their reading age are assessed by the literacy team and those with the lowest reading ages are given Lexia intervention. ● Every PP student whose reading age is below their actual age has been given NTP English sessions to improve their reading ages and literacy skills. ● The NTP Tutor gives an impact score (-2 for no progress made and 2 for outstanding progress) the average for English sessions was 0.44 and the Impact score for students who had >10 sessions was 0.55. This improvement in results should be seen in the NGRT assessments in Sep 2023. **23-24** ● The gap between students' reading ages and their actual ages continues to decrease the longer they have been at the academy. This reduction highlights the positive impact of the interventions in place as students progress through the year groups. ● Due to additional funding allocated for a 4th set in English, NTP tutoring from September-December and robust tracking in Lexia intervention, the gap has closed significantly this year. ● Across KS3 the gap has closed by 9%. We have been particularly pleased with the decreased gap of 6% for Year 9. ● This is due to the ongoing intervention (as listed above) that they have received since Year 7 and the impact cover time. ● There has also been an CPD and the quality assurance of our Drop Everything and Read programme and related literacy techniques. There is still work to do in regards to becoming more consistent and embedding these techniques across the curriculum. **24-25** ● The reading ages of KS3 students continue to show strong progress, reflecting the positive impact of targeted literacy interventions. ● Comparing 2023/24 to 2024/25, the average reading age for PP students has increased noticeably, with several students making gains of over two years within a single year. ● Overall, the gap between chronological age and reading age has closed by approximately 9% across KS3, with Year 9 students showing particularly strong improvement. This progress is attributable to sustained support, including the additional fourth set in English, robust Lexia intervention tracking, and focused cover time. Enhanced CPD and quality assurance of the Drop Everything and Read programme, alongside curriculum-wide literacy strategies, have reinforced these gains. ● While significant progress has been made, ongoing work is needed to ensure consistent implementation of these literacy techniques across all subjects to continue narrowing the reading gap for PP students.

Improve attendance of disadvantaged students	**22-23** ● As of 18/5/23 (Switch to Arbor, awaiting more recent attendance figures) ● The overall attendance gap is now 7%. The percentage of persistently absent students for PP is now 36%, and the gap stands at (8%). We continue to work to reduce the gap in overall attendance, with Year 7 being a particular focus as part of this work (54.6% of PP Year 7 are PA). The number of home visits has significantly increased as part of this work. **23-24** ● As of 01/07/2024 the attendance gap between disadvantaged students and non disadvantaged is 6.2%. The percentage of persistently absent students for PP is 49.3% and 24.3% for non PP students. As an academy we will continue to prioritise reducing the PA figure across the academy including targeting specific demographics and groups of students. **24-25** ● As of 2/07/2025, overall attendance for PP students stands at 90.4%, which is above the national average for PP students (84.1%). However, the attendance gap between PP and non-PP students within the academy remains, with non-PP attendance at 94.4% compared to a national average of 90.7%. While it is encouraging that PP attendance outperforms the national figure, closing the in-academy gap remains a key priority. As an academy, we will continue to focus on reducing this gap through targeted attendance strategies, proactive engagement with families, and the provision of tailored support for specific groups of students who are most at risk of persistent absence.
All students are able to fully participate in academy life, where finance is not a barrier	**22-23** ● 42% of PP students attended at least one enrichment activity and 48.9% of Non-PP Students attended at least one activity. ● (A possible reason for this decline is that after school RA for year 11 were previously recorded as Enrichment) ● 50% of PP Students have attended one trip, which is an increase from 2021-2022. 60% of Non-PP students have attended at least one trip. **23-24** ● 54.8% of PP students attended at least one enrichment activity and 56.4% of non-PP students attended at least one activity. ● The increase is largely down to targeting groups of PP students to attend specific clubs and increasing the provision of enrichment at lunchtimes. ● 37.3% of PP students attended at least one trip. 50.9% of non-PP students attended at least one trip. **24-25** ● All students are able to fully participate in academy life, where finance is not a barrier, and disadvantaged students are accessing enrichment opportunities at rates comparable to their peers. In 2024/25, **57.5% of PP students attended at least one enrichment activity**, slightly above the 56.3% of non-PP students.

	● **36.3% of PP students attended multiple activities** compared to 37.3% of non-PP, while **35% of PP students attended at least 10 sessions**, broadly in line with 34.7% of non-PP. ● This strong participation reflects the academy's targeted work to encourage PP engagement, including promoting specific clubs and widening lunchtime provision. In total, PP students attended **3,606 enrichment sessions**, ensuring PP students are benefitting from opportunities that develop aspiration, cultural capital, and personal growth.
Reduce the number of disadvantaged students receiving suspensions, whilst not lowering expectations and damaging the culture around the academy. Proactively providing support to meet the needs of the students	**22-23** ● In 21-22 the suspension rate was 4 times the non-pp suspension rate. Whilst this has closed to almost 3 times the non-pp suspension rate this year, the number of disadvantaged students receiving suspensions remains a key focus of our work. **23-24** ● In 22-23 the suspension rate was 3 times the non-pp suspension rate. Whilst this has now closed to just over double the non-pp suspension rate this year, the number of disadvantaged students receiving suspensions remains a key focus of our work. **24-25** ● In 24-25, PP students accounted for 52.5% of all students receiving suspensions and 55.4% of total suspension days, despite representing a smaller proportion of the overall student population. While the gap between PP and non-PP students has narrowed slightly, the proportion of suspensions and days lost remains disproportionately high ● Reducing the number of PP students receiving suspensions is therefore a key priority, while ensuring that expectations remain high and the positive culture of the academy is maintained. This will be achieved through proactive, targeted support designed to meet the specific needs of these students and address the underlying causes of behaviour incidents.

Externally provided programmes

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

Programme	Provider
Young Carers Trip	Cumulus Outdoors
MAST Studio Trip	Mayflower Theatre
Festival of Industries	SUN
Premier League Aspires	AFC Bournemouth
Chalke Valley History Festival	Chalke Farm
Mentoring, outdoor activities.	Learn 2 Live

	Alternative provision placements BCP
Scholars Programme	Brilliant Club
Educational Psychologist	BCP