

Pupil premium strategy statement – The Lowry 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	924
Proportion (%) of pupil premium eligible pupils	56% (524 Students)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025, 2025/2026, 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Claire Coy
Pupil premium lead	Samantha Wells
Governor / Trustee lead	
Date this statement was updated	2 nd October 2025

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£557,155
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£557,155

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), within the last six years. The grant is also made available to support children of service personnel and those who are looked after by the local authority (LAC).

The focus of our Pupil Premium strategy is to support disadvantaged pupils, including those identified as PP and SEND or PP students with English as Additional Language with acquiring skills and knowledge which will enable them to be successful within the Modern British Society and transition into the next stage of their education, employment and training.

The focus of our pupil premium strategy is to support disadvantaged pupils, including those identified as PP and SEND or PP students with English as an Additional Language with acquiring skills and knowledge which will enable them to be successful within the Modern British Society and transition into the next stage of their education, employment and training. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

High-quality teaching is at the heart of our approach, with a focus on the prioritisation of the Pupil Premium cohort through personalised planning, high levels of challenge, support, skilful questioning and impactful marking and feedback. Quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time it will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school-led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have:

- ensure disadvantaged pupils are challenged in their learning both inside the classroom and through home learning activities.
- ensure a range of opportunities are available for the disadvantaged cohort to support them with broadening their experiences outside of the classroom through high quality enrichment opportunities. ensure through high quality teaching and assessment, gaps in learning are identified quickly and addressed strategically within the classroom.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, this is reinforced through the academy's appraisal system and outlined within the academy's development plan.

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading, Writing and Comprehension</p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p>
2	<p>Behaviour and Conduct</p> <p>A small proportion of disadvantaged Key Stage 3 students demonstrate that they are unable to self-regulate their behaviour and consequently could potentially have a detrimental effect on their academic progress.</p>
3	<p>Attendance and Punctuality</p> <p>Many of our most disadvantaged students have either lower levels of attendance or have been persistent absentees at primary school.</p>
4	<p>Achievement</p> <p>Our internal and external assessment data, observations and discussions with students during curriculum reviews suggest that our disadvantaged students continue to perform lower on average to non-disadvantaged students. Our internal knowledge expert data indicates disadvantaged students underperform across all subjects when compared to non-disadvantaged students.</p>
5	<p>Limited enriching experiences outside of the academic curriculum.</p> <p>Social assets such as education, intellect, style of speech and dress are enhanced through raising students' cultural capital. This is essential for students to flourish, and it is a process that can span years.</p>
6	<p>Low aspiration for progression to post-16, training, university and employment.</p> <p>Our most disadvantaged students often come from families with no history of university attendance or experience of higher education, consequently, the support from parents/carers can be limited. For this reason, they often need tailored support through Key Stage 3 and 4 to ensure that they are fully equipped and confident to be successful in their next stage of education, employment or training.</p>

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 increase quality first teaching within the classroom. Highly inspirational teaching and learning will be embedded across the academy resulting in disadvantaged students making strong academic progress.	<ul style="list-style-type: none"> The Lowry Way is consistent and embedded across the academy. CPD, briefings, instructional coaching, learning walks and consistent modelling will result in first quality teaching within the classroom. Improved levels of progress from disadvantaged students and to continue to make clear and sustained progress over time gaining the knowledge and skills required to succeed in the next stage of their education, employment or training.
Improved reading comprehension among disadvantaged pupils across KS3.	<ul style="list-style-type: none"> Teachers are supported through CPD opportunities to successfully implement strategies on improving literacy within the classroom. Vocab is explicitly taught within lessons and embedded through 'The Lowry Way'. Target literacy intervention provides key literacy intervention based on individual needs. This includes form time reading and co – curricular enrichment. NGRT testing identifies key developments within reading to ensure carefully planned intervention is in place for students.
Develop curriculum intent and implementation across all subjects.	<ul style="list-style-type: none"> Continue to develop curriculum development to ensure our curriculum offer is aspirational, broad and balanced. Academy quality assurance to focus on how curriculum intent is implemented within the progress and the impact this has on the disadvantaged students.
Disadvantaged students make strong academic progress and achieve in line with non – disadvantage students.	<ul style="list-style-type: none"> Disadvantaged students to make clear and sustained progress over time gaining the knowledge and skill they need to succeed in the next stage of their education, employment or training. Disadvantaged students achieve at least in line with their disadvantaged peers nationally and in some cases significantly above this.
Disadvantaged students have excellent levels of attendance and punctuality.	<ul style="list-style-type: none"> Sustained high attendance year on year for our disadvantaged cohort of above national average, this will be complemented by a reduction in Persistent Absentees (PA) (PA % to be better than national average). Reduce the gap between disadvantaged students and their peers.
Disadvantaged students are emotionally mature and exhibit positive behaviours.	<ul style="list-style-type: none"> Reduction in all year groups for disadvantage students accessing Reflection from the previous year. Reduction in C2's for disadvantage students Reduction in suspensions of disadvantage students in all year groups from previous year.

<p>A strong proportion of disadvantaged students secure their place at college or an equivalent studying A – Level Qualifications.</p> <p>A significant reduction in disadvantage students becoming NEET.</p>	<ul style="list-style-type: none"> • The percentage of disadvantaged students who go onto to further education increases. • Decrease in NEET students, especially those deemed as disadvantaged.
<p>All disadvantaged students to be involved in an exceptional student experience in all years. Cost should never be a barrier.</p>	<ul style="list-style-type: none"> • All Pupil Premium students to be proportionally or more involved in the wider life of the academy. This includes: <ul style="list-style-type: none"> ○ Student Leadership ○ Trips or visitors ○ Co-Curricular ○ Rewards events

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: £252,539

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous Professional Development and Training <ul style="list-style-type: none"> Regular departmental meeting focus on the quality of teaching and learning across all curriculum areas. High quality CPD around teaching and learning and the implementation of The Lowry Way. Deliver high quality research driven training to develop high quality teaching and learning to ensure high quality teaching across all curriculum areas. Continue to develop middle leaderships within curriculum areas, to rigorously monitor and improvement the quality of both curriculum and teaching. Continue to provide bespoke training and mentoring for teachers and different points in their careers, particularly for those colleagues within the ITT and ECT programmes. 	<p>Through high quality CPD and training and investment in our staff we coach them to become effective classroom practitioners. We use the latest evidence-based research to inform our methods of teaching to ensure learning in the classroom is maximised and students are making high levels of progress.</p> <p>EEF-Effective-Professional-DevelopmentGuidance-Report.pdf</p> <p>Teaching and Learning Toolkit EEF</p> <p>The EEF pupil premium guide recommends that teaching should be the top priority, including professional development, training and support for early career teachers through the ECF. Every two weeks CPD will focus on improving the quality of our pedagogical knowledge and skills.</p> <p>Smaller class sizes, in core subjects allows teachers to provide high quality interactions with students. This ensures that students are receiving targeted literacy and numeracy support. The EEF has found that a reduction in class sizes have an average impact on progress of +2 months.</p> <p>Reducing class size EEF</p>	1, 4
Recruitment and Retention of staff.	High quality, personalised wave 1 teaching is the most impactful for of support for disadvantaged students.	1, 4

<ul style="list-style-type: none"> • Additional staffing in place for identified faculties to enable rapid improvement in outcomes for core subject areas. • Additional staffing within English and Maths to facilitate bespoke provision. • Recruitment of HLTA to support high quality teaching for the most vulnerable PP SEND students. 	<p>Having highly effective teacher in front of each student, who has greater time to spend with each student accelerates progress.</p> <p>Reducing class size EEF</p> <p>Managing workload and offering effective professional development is key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning.</p> <p>How to manage change and reduce workload in your school</p>	
<p>Reading and Vocabulary</p> <ul style="list-style-type: none"> • All pupils in years 7 to 10 experiencing daily, high quality reading. • Improving reading opportunities across the curriculum • Investment in CPD for explicit teaching of vocabulary • Improving writing across the curriculum CPD and roll-out • NGRT tests to carry out reading assessments across KS3. • Whole academy reading and literacy strategy is based upon the EEF guidance. • Bespoke intervention in place for students with low reading ages. This includes intervention during form time, small group reading and after school reading through cocurricular. 	<p>Reading is a key tool to access the entire curriculum, having a coastal shelf of knowledge and wider appreciation of the world and key concepts beings a greater understanding of the wider world.</p> <p>Reading comprehension strategies EEF</p> <p>Literacy EEF</p> <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>	<p>1, 4</p>

Departmental Funding <ul style="list-style-type: none"> Departmental funding allocated to target Pupil Premium students with co-curricular and enrichment opportunities. 	Curriculum Teams use funding to ensure that all disadvantaged students benefit from a wide range of activities that support the delivery of the curriculum. This may be through visits or resources.	4, 5, 6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£131,701**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Saturday Exam Preparation Workshops <ul style="list-style-type: none"> Saturday intervention workshops for Year 11 students 	Small group tuition EEF Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1, 4
Interventions <ul style="list-style-type: none"> Delivery of in school intervention sessions with skilled teachers. This incorporates bespoke provision for our most disadvantaged students. 	EEF research shows that intervention before and after school time have an overall positive impact. Interventions with clear structure and a strong link to the curriculum, provided by well highly skilled staff have a significant impact on students, most importantly those who are disadvantaged. Extending school time EEF	1, 4
Sparx Homework <ul style="list-style-type: none"> Home catch – up club to ensure students are not falling behind in their learning. This is supported by class teachers and additional support. 	A large number of students do not have a quiet space for home learning. A large number of students also do not have access to an electronic device to complete homework. Supporting students after school with homework makes homework purposeful and high-quality feedback on homework provides a higher impact on learning over time. Homework EEF	1, 4

Literacy Interventions <ul style="list-style-type: none"> • Bespoke reading and phonics support through reading interventions for our most disadvantaged. • Online program using Lexia to address students specific reading needed. • Use of TA's to support bespoke intervention around reading. • Bespoke interventions via HTLS to coordinate and deliver small group intervention. 	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies EEF</p>	1, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £147,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support and Intervention <ul style="list-style-type: none"> • Through the increased capacity provided within Pastoral Teams, we will reduce the behaviours that lead to students who are in receipt of Pupil Premium funding receiving suspensions. 	<p>Promoting positive attitudes to learning allows our pupils to develop the skills and knowledge and required for success in later life.</p> <p>EEF research finds that misbehaviour in lessons is something that has been documented by teachers for centuries. And while most pupils in most lessons are well behaved, it's a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.</p>	2, 4
Attendance <ul style="list-style-type: none"> • Ensure attendance is above national average for disadvantaged young people. Disadvantaged 	<p>Government research indicates that Good attendance at school is not just beneficial, it's essential. Attending school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects.</p>	3

students are at the heart of our whole school attendance strategy.	<p>As well as this, going to school helps to develop: friendships; social skills; team values; life skills; cultural awareness; and career pathways.</p> <p>The impact of absence on Progress 8 - FFT Education Datalab</p>	
<p>Raising the aspirations and ambitions of disadvantaged students</p> <ul style="list-style-type: none"> • CEIAG support developed across KS3 and KS4. This also includes use of UniFrog. • Careers advice given particular to PP students are given regular personalised support. 	<p>We know from research and experience that disadvantaged pupils are more likely to be NEET and do not always have the support networks at home to ensure that students are thinking about their future as well as raising their ambitions about their future.</p> <p>Therefore, we make it a priority that our disadvantaged pupils are able to take part in a wide range of enrichment activities and are prioritised by our Careers team.</p> <p>SYM873648 Careers-Education-Infographic</p>	5, 6

Total budgeted cost: £557,155

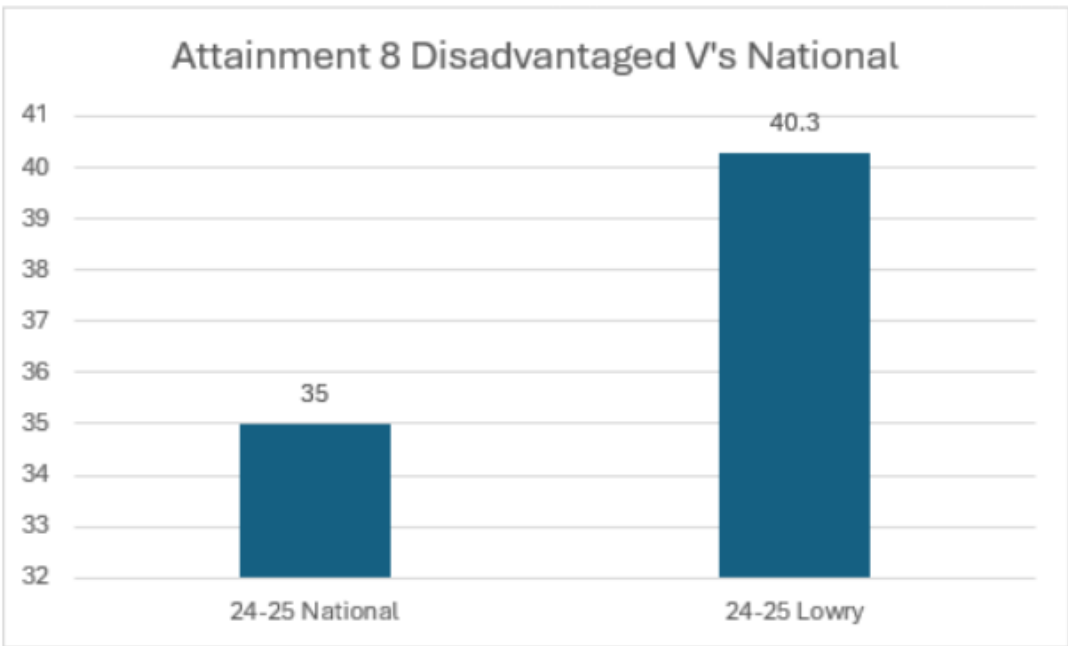
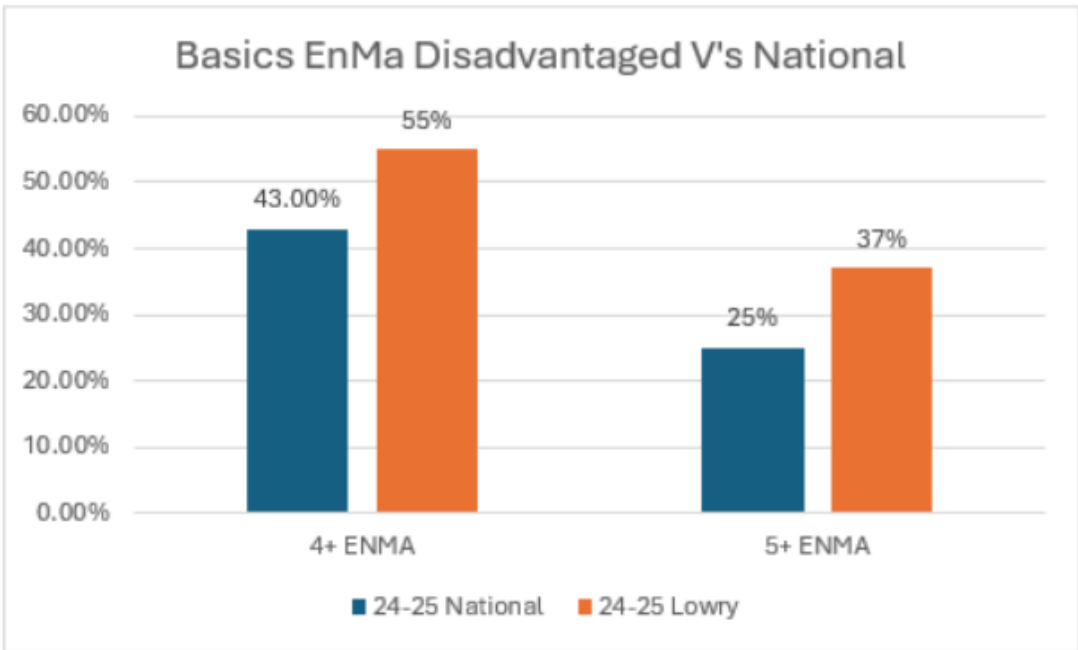
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Outcomes 2024-2025

This Year 11 cohort were 75/94 (80%) white-British PP – the group that are performing the worst nationally, and the vast majority of our PP. Despite this:

- We are third from the top in the North for A8 of PP students, and second in the top in the North for PP students at 4+, 5+, and 7+ EnMA.
- Our disadvantaged students achieved significantly better than national 24/25 for both A8 and basics.



Externally provided programmes

Programme	Provider
NGRT Reading Assessments	GL Assessment
Sparx Maths	Sparx Maths
Sparx Reader	Sparx Reader
Seneca Revision	Seneca Learning
Lexia – Literacy	Lexia
4 Matrix	4 Matrix
Lexonic Literacy Intervention	Lexonic
Provision Maps	Class Charts
Tapestry	Tapestry