

## Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Dyson Perrins Academy
Number of pupils in school	624
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/26 - 2027/28
Date this statement was published	18/12/2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mike Gunston
Pupil premium lead	Peter Wallace
Governor / Trustee lead	Kim Hibbert-Mayne

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259,322
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£259,322

# Part A: Pupil premium strategy plan

## Statement of intent

We aim to be a Christian school which enables all students, regardless of beliefs, abilities or background, to reach their potential and flourish, our vision is taken from John 10:10 Life in all its fullness.

We aim to do this through delivering academic excellence every day to enable character development and growth. We believe this will help equip students with the skills, knowledge and understanding that will allow them to thrive in the next stages of their training, education or employment.

Our strategic approach to the use of additional funding at Dyson Perrins dovetails closely with the EEF Guide: Using your pupil premium fund effectively, published in November 2021 and the [The EEF Guide to the Pupil Premium](#) that was updated in September 2024. A three-tiered approach focused on Teaching, Targeted Academic Support and Wider Strategies, underpinned by appropriate precise interventions is outlined in this plan. We will focus on a small number of priorities each year in areas that are likely to make the biggest difference. These approaches will be selected on the basis of strong external evidence, alongside the excellent contextual knowledge of our students' needs

## Challenges

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

Challenge number	Detail of challenge
1	<p>On entry the attainment of disadvantaged pupils is generally lower across the curriculum, especially in core subjects than that of their peers. Where there were no KS2 tests, CAT tests taken in term one of Year 7 indicate that disadvantaged students join the school with a big achievement gap compared to their peers. This gap has continued post Covid.</p> <p>In 2020 – Disadvantaged students achieved an Overall Mean SAS of 91.4 compared to 93.9 for their peers</p> <p>In 2021 this gap widened with a disadvantaged score of 88.1 compared to a non-disadvantaged score of 95.4.</p> <p>In 2022 the KS2 scaled score for disadvantaged students was 89.05 compared to 95.4 for non-disadvantaged students.</p> <p>In 2023 the KS2 scaled score for disadvantaged students was 92.5 compared to 102 for their non-disadvantaged peers.</p> <p>In 2024 the KS2 scaled score for disadvantaged students was 97.4 compared to 98.5 for their non-disadvantaged peers.</p> <p>In 2025 the KS2 scaled score for disadvantaged students was 100.02 compared to 103.13 for their non-disadvantaged peers</p>

2	<p>Lower literacy levels on entry.</p> <p>Assessments on entry show that the reading ages of disadvantaged students in 2021 was 10.2 compared to their peers 12.1. A similar gap remained in 2022 with disadvantaged students recording a reading age of 10.8 compared to 12.9 for their peers.</p> <p>In 2023 disadvantaged students' average reading age is 10.6 compared to 12 for non-disadvantaged students.</p> <p>In 2024 disadvantaged reading age is 10.6 compared to 12.1 for their peers.</p> <p>In 2025 disadvantaged reading age is 11.03 compared to 12.10 for their peers.</p>
3	<p>Lower attendance and higher levels of persistent absence than non-disadvantaged students</p> <p>In 2022/23 disadvantaged students attendance was 82.7% compared to 91.7% for non-disadvantaged students</p> <p>In 2023/24 disadvantaged students attendance was 78.8% compared to 91.3% for non-disadvantaged students</p> <p>In 2024/25 disadvantaged students attendance was 81.7% compared to 92.9% for non-disadvantaged students</p>
4	<p>A higher percentage of disadvantaged students miss learning time due to low level disruption</p>
5	<p>Improve the emotional wellbeing and mental health of some of our disadvantaged students to enable them to engage better and play a more active role in the wider life of the school.</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4 and improve the proportion of students achieving 4+ / 5+ in English and Maths.	<p>Narrow the gap between students meeting or exceeding age related expectations at KS3.</p> <p>At KS4 narrow the gap for Attainment 8 score and Progress 8 measure.</p> <p>% of disadvantaged students achieving a 4+/5+ in English and Maths is in line with their peers</p> <p>No disadvantaged student becomes NEET (not in education, employment or training) after leaving Dyson Perrins</p>
Accelerated progress in reading	<p>By the end of KS3 disadvantaged students reading age is at least in line with their chronological age. There are</p>

	fewer disadvantaged students in the lowest two stanine threshold.
Improve attendance and reduce the amount of persistence absence of disadvantaged pupils.	Attendance of disadvantaged students is at least 90%
Improve pupil behaviour for learning and engagement in lessons in order to impact positively on progress.	Reduction in the amount of students being sent to behaviour recovery. Fixed term exclusions of disadvantaged students are in proportion to that of non-disadvantaged students and an overall exclusion rate that is below national average.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> <li>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## 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: £92,617**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,2,
Developing metacognitive and self-regulation skills in all pupils. Through the implementation of modelling, use of visualisers and walking talking mocks/questions,	Teaching metacognitive strategies to pupils is proven to be one of the most effective strategies in closing the attainment gap. There is particularly strong evidence that it can have a positive impact on maths attainment:	1,2,

checking whole class understanding through the use of mini whiteboards.	<a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Additional groups in KS4 core groups. In Year 10 an additional group has been added to allow additional support to be targeted to areas of need	This allows for smaller group sizes, particularly for the low ability students <a href="#">EEF Teaching and Learning Toolkit - Reducing Class Size</a>	1,2
Sparx and Tassomai	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. <a href="#">EEF Impact of Homework</a>	1,2
Incremental coaching	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. <a href="#">EEF Effective Professional Development</a>	1,2,3,4
Reading programme	We believe that students should read a range of books and genres. Being a more fluent reader enables students at all levels to be a more effective learner. <a href="#">EEF Improving Literacy in Secondary Schools</a>	1,2,4
Department reviews to support subject leaders with curriculum intent and developing a coherent, well sequenced curriculum that is progressive and interleaved	Reviews led by SIP and Deputy head with a clear focus upon curriculum development and Quality First Teaching	1,2,4
Membership of the PiXL network of schools	The PiXL network share strategies that focus on improving outcomes and life chances for young people so, whether it is a focus upon raising academic standards or on the development of a culture of reading, or developing students' char-	1,2,3,4,5

	acter, all of it is about giving leaders the evidence based strategies to use to make the most impact.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £ 38,307**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,4
Tassomai used in KS3 classes effectively. Develop questioning techniques to follow up text reviews and increase pupils' vocabulary range	The Millennium Cohort Study concluded that by the age of 5 years old children from low-income families are a year behind their peers in terms of vocabulary knowledge. Furthermore, an overwhelming amount of research suggests the gap only widens with time. Within The Knowledge Deficit: Closing the Shocking Education Gap for American Children, E.D. Hirsch (2006: 12) supports Stanovich's (1986) argument.	1,2,4
Literacy interventions	All pupils at Key Stage 3 are assessed twice annually using the New Group Reading Test (NGRT) which is standardised assessment to quickly gauge reading skills (decoding & comprehension) by comparing sen-	1,2,4

	<p>tence completion and passage reading, helping teachers identify needs and track progress with <a href="#">Standard Age Scores</a> (SAS) against national averages.</p> <p>FFT Success for All Phonics is a complete systematic synthetic phonics (SSP) programme that has been validated by the Department for Education. Students identified as needing phonics support through the NGRT reading tests will receive 3 twenty minute sessions per week with trained phonics staff using this programme.</p> <p>FFT Reciprocal Reading Programme is a targeted, structured, discussion-based approach to teaching reading comprehension and is highlighted by the EEF as being a 'promising project'. Students identified as needing Reciprocal Reading support through the NGRT reading tests will receive 3 twenty minute sessions per week with trained phonics staff using this programme.</p>	
<p>Over staffing in Core subjects allows for small group intervention during curriculum time. Over staffing in MFL has reduced the class sizes in both KS3 and KS4</p>	<p>This is proven to have a high impact for a moderate cost</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>

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

**Budgeted cost: £ 236,386**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Funding of equipment and resources to ensure that disadvantaged students are equipped and able to access whole-school life.</p>	<p>We believe that equipment should not be a barrier to learning or playing a full and active role in the life of the school</p>	<p>1,2,3,4</p>
<p>Pastoral Managers (60%) &amp; Chaplain (30%)</p>	<p>Pastoral support for all disadvantaged students throughout the school, incl. mentoring, mental health support &amp; family liaison.          Deliver timetabled social-emotional interventions as part of our early help offer.          Manage a case load of students not in school full-time eg. Long-term refusal, section 19 provision, agreed part-time timetables, alternatives provision.          Support the attendance team e.g. same day I code phone calls, parent meetings, mentoring key students  <a href="#">EEF Guide to Improving behaviour in schools</a></p>	<p>3,4,5</p>
<p>Attendance Officer, attendance apprentice</p>	<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.          The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>3,5</p>
<p>Student Support Unit</p>	<p>The Student Support Unit Manager &amp; TA team provide personalised support and a range of interventions for disadvantaged students.          Disadvantaged students requiring adapted timetables due to behaviour or well-being are fully supported and continue to make progress.          Behaviour support specialist employed to staff behaviour recovery unit  <a href="#">EEF Guide to Improving behaviour in schools</a></p>	<p>3,4,5</p>
<p>Mental health programme</p>	<p>A 1to1 and small group programme to develop social and emotional skills</p>	<p>3,4,5</p>

	<p>of targeted disadvantaged students. As a School, we employ a qualified School wellbeing coach for the equivalent of 1 day per week, to work with those pupils whose Mental Health is now posing a significant risk to themselves, and in some cases others. The Wellbeing Coach will work with between 6 - 8 pupils at a time, with the majority following a 6–8-week intervention programme in which they are supported in developing the necessary strategies to better manage their escalating needs. We are also supported by the Wellbeing and Emotional Support Team (WEST) who deploy a Mental Health Practitioner to come into School and support pupils. Again, the WEST practitioner is onsite for approximately 1 day per week and support those pupils are those who do not meet the criteria for either our School Counsellor or CAMHS, but are exhibiting mental health concerns (primarily anxiety) which could / is impacting their education.</p> <p>Finally, as a School we have an appropriately trained Pastoral worker who delivers 1:1 and small group interventions for the following difficulties;</p> <p>Managing Anger and Dysregulation Low Self Esteem Emotional Dysregulation</p>	
Homework club	<p>A supervised work space for students during break, lunch &amp; after school</p> <p><a href="#">EEF Teaching and Learning Toolkit - homework</a></p>	1,2
Breakfast club	<p>Free breakfast for any disadvantaged student who requires a supported start to the day. EEF states that this can improve progress by up to 2 months</p> <p><a href="#">EEF Impact of Breakfast Clubs</a></p>	1,2,3,5

Trips & visits	A graduated approach to discounting all school trips for disadvantaged students. We believe that a high uptake of disadvantaged students on trips beyond the compulsory curriculum, improves engagement and cultural capital.	1,2,3,4,5
Careers Education and Guidance support programme - students are given a range of opportunities to visit or listen to higher education providers. Every disadvantaged student in year 11 will have a careers appointment where a range of career and educational choices will be discussed.	Evidence from the EEF shows that effective CEG can have a positive impact on students' educational outcomes alongside their social outcomes. <a href="#">EEF What is the impact of Careers Education and Guidance?</a>	

**Total budgeted cost: £367,040**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.

Provisional data shows that progress for disadvantaged students is in line with National Average. Although the 2024 cohort had a lower prior attainment than 2023 the numbers achieving the key measure of 9-4 in English and Maths remained the same with the 9-5 number broadly the same

Year	Attainment 8 score	9-5 incl Eng and Maths	9-4 inc Eng and Maths	4+ English	4+ Maths	Progress 8
2025	3.5	24%	47%	53%	56%	-0.24 (in line)
2024	3.42	12%	38%	57%	43%	-0.37 (sig-)
2023	3.71	14%	38%	63%	57%	-0.39 (sig -)
2022	3.67	24%	43%	53%	49%	-0.49 (sig-)
2019	3.56	10%	26%	59%	33%	-0.34 (in line)

2025 Provisional data shows the performance of disadvantaged students has improved and is now in line with National Average for all areas of P8 except for English. Progress data was taken from CAT scores and compared with other schools though FFT analysis

	Total	English	Maths	Ebacc	Open
Progress 8 2022	-0.49	-0.90 (sig-)	-0.32(in line)	-0.28(in line)	-0.54(sig-)
Progress 8 2023	-0.39 (sig -)	-0.39 (sig -)	-0.24 (in line)	-0.21 (in line)	-0.17 (in line)
Progress 8 2024	-0.37 (in line)	-0.56 (sig -)	-0.35 (in line)	-0.45 (in line)	-0.22 (in line)
Progress 8 2025	-0.24	-0.48	-0.16	-0.1	-0.29

2025 data from the IDSR shows that A8 is in line with national disadvantaged students and that the gap is narrowing

### Disadvantaged pupils - Overall A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	41	35.2	34.9	Close to average (non-sig)	50.3	-15.1	Narrowing	-
2024	38	34.7	34.6	Close to average (non-sig)	50.0	-15.3	Widening	High - SEN, High - low prior attainers
2023	42	35.3	35.0	Close to average (non-sig)	50.3	-15.0	Not available	High - SEN

### Accelerated progress in reading

Across KS3 disadvantaged students reading is now in line with national average. In Year 7 the reading SAS in term 1 is 98.0 .In Year 8 the SAS score for disadvantaged students is 102.6 and in Year 9 the mean SAS has improved from 96.4 when they were in Year 7 to 97.9 at the start of Year 9.

#### Year 7 2025

Free school meals	No. of students	Mean SAS
<b>National</b>	-	<b>100.0</b>
All students	116	103.7
No	75	106.7
Yes	41	98.0

#### Year 8 2025

Free school meals	No. of students	Mean SAS
<b>National</b>	-	<b>100.0</b>
All students	106	102.3
No	71	102.1
Yes	35	102.6

#### Year 9 2025

Free school meals	No. of students	Mean SAS
<b>National</b>	-	<b>100.0</b>
All students	103	103.1
No	65	106.1
Yes	38	97.9

### Improve attendance and reduce the amount of persistence absence of disadvantaged pupils.

Data from the FFT Aspire Attendance Tracker shows that the attendance of disadvantaged students was lower than the national average for disadvantaged students.

	Disadvantaged students	Non Disadvantaged	All
Dyson Perrins 2022	84.7%	91.4%	89.1%
Dyson Perrins 2023	82.7%	91.7%	88.5%
Dyson Perrins 2024	78.8%	91.3%	86.8%
National 2024	85.4%	92.8%	90.8%
Dyson Perrins 2025	81.7%	92.9%	88.9%
National 2025	86.2%	93.3%	91.3%

### Improve pupil behaviour for learning and engagement in lessons in order to impact positively on progress

Data from the 2025 IDSR shows that suspensions are significantly below the national average when compared to other disadvantaged students for 1 or more and 2 or more suspensions.

#### FSM6 - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2023/24	240	10.42%	16.57%	Below (sig-)	No sig change	High - SEN
2022/23	234	8.12%	15.16%	Below (sig-)	No sig change	High - SEN
2021/22	235	6.38%	13.01%	Below (sig-)	Not available	High - SEN

**FSM6 - 2 or more suspensions**

Year	Cohort	School	National	National distribution banding	Trend	School context
2023/24	240	5.83%	9.40%	Below (non-sig)	No sig change	High - SEN
2022/23	234	2.56%	8.31%	Below (sig-)	No sig change	High - SEN
2021/22	235	2.55%	6.56%	Below (sig-)	Not available	High - SEN

Permanent exclusions have been in line with or below the national average for the last 3 years.