

Avonbourne Girls Academy and United Sixth Form

Pupil premium strategy statement

This statement details our school's use of pupil premium 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
Number of pupils in school	1160
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2024-2028
Date this statement was published	December 2025
Date this statement was reviewed and published	December 2026
Statement authorised by	Michelle Dyer
Pupil premium lead	Kira Jupe
Governor / Trustee lead	Mike Macleod

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,412
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£274,412

Part A: Pupil premium strategy plan

Statement of intent

The current pupil premium strategy at Avonbourne Girls Academy has been developed to put in place the strategies that will help our students to succeed. Our pupil premium plan uses research-informed solutions to address any challenges our disadvantaged students may face to develop resilient, effective, and confident learners. Our strategy is a tiered approach that focuses on effective teaching, targeted academic support, and wider strategies.

As a result of our Pupil Premium Students at Avonbourne will:

- experience **quality first teaching**, lesson-by-lesson, day-by-day.
- learn in an academy which is a calm and safe place, with **disruption-free** classrooms.
- experience a full and **ambitious curriculum**, in line with their peers, that is never narrowed.
- **attend school every day** and are not disproportionately subject to exclusion or inclusion, because they and their families receive effective support to remove any root causes of repeat or persistent absence and poor behaviour.
- are appropriately represented in **top sets, high tiers** of exam entry, **EBacc pathways** and have the fluidity to move between groups when they climb the rank order.
- participate fully in a wider co-curriculum, that builds **education with character**, supports the development of the whole person, and exposes them to experiences and opportunities they could otherwise not access.
- receive high-quality, impartial, and **ambitious careers advice** and guidance, that builds aspiration and opens higher education pathways, including at Russell Group universities.
- **achieve highly**, and in line with their peers, in every key stage and beyond school.

Challenges

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

Challenge number	Detail of challenge
1	Lower Cultural Capital amongst disadvantaged students. Our discussions and observations have identified that some disadvantaged students lack background knowledge of the world around them and, as a result, have less clarity around career goals and how to achieve them, compared to Non

	disadvantaged. It's not that they are less ambitious but what they believe is possible is limited due to their life experience to date.
2	Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Research, and our own school data, clearly shows that attendance has a direct correlation with student progress. This continues to be an area for improvement and is showing some progress in year against the challenging national picture.
3	Supporting the continuous increase for SEMH provision within the Academy due to overstretched external providers and increasing demand. Our assessments, discussions and observations continue to identify wellbeing, emotional and self-confidence issues for more of our disadvantaged students than non-disadvantaged.
4	To address the disproportionate attainment gap between PP and non-PP student by ensuring that disadvantaged girls achieve a minimum of a strong pass to go onto their chosen post-16 provision.

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
Students who are disadvantaged are not disproportionately represented in behaviour statistics.	Collaborative working between Pastoral, SEND and Safeguarding teams and use of the Academy's graduated and tiered response. Inclusion and FTE data continues to show improvements over time.
Students are supported and given useful strategies to support their Mental Health.	Collaborative working between Pastoral, Wellbeing Hub, SEND and Safeguarding teams to use the graduated response to support the needs of the students regarding their Mental Health.
Students feel better prepared for career progression through opportunities through mentoring, work-experience, and external trips to further their understanding in accessing post-16 provision.	Collaborative work between the Careers Lead, Careers Advisor, and Character of Education lead. Career opportunities and work experiences continues to show improvements over time.
Students targeted by attendance improvement strategies increase their percentage attendance and PA amongst disadvantaged students drops.	Attendance data shows that disadvantaged whole school attendance is improving year on year.
Students who are disadvantaged are proportionally engaged and represented in our Education with Character programme.	Disadvantaged students represented in the School Council, taking part in lunch and after school clubs, as well as trips and visits. Disadvantaged students are prioritised for careers support.
Improve outcomes for disadvantaged students in all subjects.	A8 in line with national data for disadvantaged students in all GCSE results.

Improve outcomes for a strong pass in English and Mathematics.	A8 in line with national data for disadvantaged students in English and Maths GCSE results.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:£104,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff in core subjects and Ebacc-lead practitioners and Teach First /United Learning Trainees – to assist in putting the strongest teachers with most disadvantaged students.	<p>Feedback studies show very high effects on learning. Mastery learning is a promising strategy for narrowing the attainment gap. Reducing class sizes has been shown to allow a teacher to employ a wider range of approaches and increase the amount of attention each student will receive, improving outcomes for students. All these aspects of classroom practice are improved with the additional lead practitioner staff.</p> <p>The EEF Guide to the Pupil Premium Education Endowment Foundation</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Pupil Premium Guidance iPDF.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	4
Fully embed a culture of quality first teaching by ensuring all staff apply the Academies Principles, supported by Deliberate Practice and the weekly CPD programme.	CPD programme on Teach Like a Champion strategies and Rosenshine Principles. The principles behind Rosenshine and TLAC are in line with many of the strategies demonstrated to support progress of students in the EEF teaching and learning toolkit.	4

	<p>The EEF Guide to the Pupil Premium Education Endowment Foundation</p> <p>Pupil Premium: General and targeted interventions (sec-ed.co.uk)</p> <p>Pupil Premium Guidance iPDF.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Teaching and Learning Toolkit Education Endowment Foundation EEF</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	
Fully embed a culture of ongoing mentoring and coaching for all teaching staff at the school.	<p>The implementation of instructional coaching for our most experienced teachers and early career teachers ensures the ongoing cycle of professional development to support our students. All ITTs and ECTs are assigned a mentor to guide and instruct them on how to become an excellent practitioner inside and outside the classroom. The importance of mentoring and coaching are inline with evidence from the EEF.</p> <p>NIOT mentoring and coaching - Key Takeaways.pdf</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	4
Supporting the recruitment and retention of staff members through NPQ programmes that are vital in maintain high standards in the classroom. Therefore, improving the outcomes for disadvantaged students.	<p>Evidence suggests that a focus on NPQ programmes is vital in maintaining high standards in the classroom. Therefore, improving the outcomes for disadvantaged students.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	4

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

Budgeted cost: £95,727

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offering targeted interventions in English and Maths to improve outcomes.	<p>Evidence suggests that more feedback from the tutor, more sustained engagement in smaller groups or work which is more closely matched to learners needs creates impact.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>2. Targeted academic support EEF (educationendowmentfoundation.org.uk)</p> <p>Making a difference with effective tutoring EEF (educationendowmentfoundation.org.uk)</p> <p>One-to-One Tuition EEF (educationendowmentfoundation.org.uk)</p>	1,4
1-2-1 Learning coaches with specific remits to support SEND, EAL students, anxious students, and vulnerable learners.	<p>Several UK studies have identified a link between SEL (social and emotional learning) interventions and academic outcomes.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Making a difference with effective tutoring EEF (educationendowmentfoundation.org.uk)</p>	3,4
Literacy and Reading Interventions:	Students identified through diagnostic assessment to assess the best way to target support.	1,4

Thinking Reading Programme DEAR Lexoniks Handwriting Intervention Direct Instructions	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Thinking Reading Literacy Intervention Programmes That Empower Learning - Lexonik	
Numeracy Interventions: Pupil Premium Numeracy Lead Direction Instructions	Early numeracy approaches EEF (educationendowmentfoundation.org.uk)	1,4
Careers Interviews, opportunities, and Mentoring Programmes – students are supported with clear pathways of progression setting, aspirations and gaining an understanding of options available.	Careers Education, Information, Advice and... Association of Colleges (aoc.co.uk) EEF and improving careers education for disadvantaged pupils.	1,4

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

Budgeted cost: £74,261

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour support staff – plus additional pastoral support and an ESW to support with improving attendance. Year team tracking and prioritising attendance (daily phone calls, letters, Fast track letters, parental meetings).	Evidence shows larger impact on academic performance along with a decrease in problematic behaviours for targeted interventions matched to specific students with needs or behaviour issues. Most studies show higher impact with older students. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1,2,3

Wellbeing hub	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	
Safer empowerment	Parental engagement EEF (educationendowmentfoundation.org.uk)	
MAPS		
Early Help (RIO) in relation to attendance	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
ELSA support	Working together to improve attendance: GOV.UK	
BOOST outreach	Prioritising social and emotional learning EEF (educationendowmentfoundation.org.uk)	
Shine Project		
Counsellor	Supporting attendance EEF	
Young Carer Champion	Social and emotional learning EEF	
Diversity Champion	Behaviour interventions EEF	
Eco-Champion		
Pupil Premium Attendance Lead		
Homework clubs		
Mental Health Team		
Boxing		
Re-engage		
Parental Courses		
All interventions tracked and impact monitored.		
Miscellaneous fund for uniform, support with enrichment activities (e.g., DofE), equipment (e.g., calculators) etc.	Removal of barriers to improve attendance and wellbeing. Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3

	Missing Talent - Sutton Trust Planning social and emotional learning when children return to school (insidegovernment.co.uk)	
Enrichment – subsidised trips and visits to develop cultural capital and Education with Character	The advantages of extracurricular activities Good Schools Guide The benefits of extra-curricular activities for high school students Crimson Education UK	1,3,4

Total budgeted cost: £274,412

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Avonbourne Girls' Academy and United Sixth continues to make progress on improving the outcomes for our disadvantaged students. The Academy continues to ensure that all students achieve exceptional outcomes, especially improving the educational outcomes for PP students.

The wider strategies for both wellbeing and behaviour have shown a holistic improvement in the support students have had. As a school we continue to put additional support in place for those students who require it, to minimise FTEs and periods of inclusion. External and internal exclusions for disadvantaged students are continuing to decline compared to 24-25 due to various interventions from the pastoral and wellbeing team. These interventions include the work of the Wellbeing hub who provide our disadvantaged students with either 1-2-1 or group work, ELSA sessions, Counselling, the ESW, the use of external agencies and a range of reasonable adjustments tailored specifically to the student.

Attendance last year, was a key priority for our disadvantaged students. We are continuing to improve attendance through rigorous, robust procedures around challenging absence through daily contact and parental engagement from the pastoral team. We continue to improve attendance through the following procedures: Fast Track Attendance meetings, attendance officer and many more procedures and, interventions in place. Most importantly, to improve the overall attendance rate of our disadvantaged students, we have employed a pupil premium attendance lead.

As our interventions develop, we are improving how our data is used diagnostically to ensure students are given the right interventions and monitoring the effectiveness of these interventions. Data at KS3 is used more rigorously to track performance and identify needs at an earlier stage. In response to the needs of PP students we have provided TLRS for Pupil Premium Literacy and Numeracy Lead.

Last year, we also appointed a Whole KS3 Lead, alongside a staff member holding a TLR, to ensure that no child is left behind from KS3 onwards. This strategic move reflects our commitment to making KS3 a foundation for success, particularly for disadvantaged students. These lead practitioners play a pivotal role in guaranteeing that disadvantaged learners receive targeted interventions and equitable access to opportunities early in their educational journey.

In addition, we have a careers hub, a career leads and SLT member whose remit lies in career prospect for our students. We are striving to improve our career prospects, information, and opportunities to all students, including those who are disadvantaged. For example, in the last academic year students in year 8-13 experienced the following careers trips: Bournemouth Arts University, Apprenticeship assembly, Mock Interviews, attending Brockenhurst College, Virtual interviews and Work experience week. We continue to target all year groups in improving their accessibility to career opportunities with a long-term career strategy plan, where Avonbourne Girls' offer a whole school careers program that widens the awareness to students of all available opportunities and prepares them for their next steps.

We continue to build our Education with Character provision ensuring that a variety of trips, leadership development, and clubs are offered to all students including our disadvantaged students. For example, we promote the music hub access grant to support disadvantaged students to access music lessons. Support is offered to our disadvantaged students to ensure they take part in any event without barriers.

We continue to ensure all pupils follow a wide curriculum which is open to all. Teaching and learning continues to be a focus at the academy where a pupil premium first approach is adopted. This can be seen through learning walks, book scrutinies and line management meetings.

Externally provided programmes.

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

Programme	Provider
NGRT – reading assessment	New Group Reading Test - GL Assessment (gl-assessment.co.uk)
MidYis	MidYIS for ages 11-14 (Secondary school assessment) (cem.org)
Thinking Reading	Thinking Reading
Direct Instruction	Direct Instruction DI Training and DI Teaching Hub (direct-instruction.co.uk)
Sparx Maths	Sparx Maths
Seneca Learning	Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)
Sparx Reader	Sparx Reader
Shine Project	Shine Project
BOOST outreach	Linwood Teaching Alliance

Service pupil premium funding (optional)

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

n/a

The impact of that spending on service pupil premium eligible pupils

n/a

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- A robust focus on our curriculum which is clearly messaged through our website to help address concerns around learning loss – one of the main drivers of pupil anxiety – setting out how the curriculum will be delivered and what is expected of students.
- Embedding our Education with Character programme which includes a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh Award) will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Homework clubs run at break, lunch and after school with disadvantaged pupils encouraged and supported to use.
- Ensure SEND needs are identified early.
- Utilising support from our local services plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged