

Pupil premium strategy statement – The Rural Enterprise Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	31.72
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	3 years
Date this statement was published	2025
Date on which it will be reviewed	2028
Statement authorised by	
Pupil premium lead	Annabel Stoddart
Governor / Trustee lead	Jenny Steel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,535
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>	£77,535

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent: Pupil Premium Strategy

At the heart of our Pupil Premium strategy is a commitment to educating, nurturing, and inspiring our future rural entrepreneurs. We aim to create a culture that is kind, where every child can be successful and become the best version of themselves, every day. Our ultimate objective is to ensure that disadvantaged pupils excel academically, socially, and personally, regardless of their starting points or barriers to learning.

We recognise that disadvantage can manifest in many ways—lower literacy levels, inconsistent attendance, behavioural challenges, and a high prevalence of SEND needs. Our strategy is designed to address these challenges holistically, ensuring that every pupil receives the support, opportunities, and encouragement they need to thrive.

How Our Strategy Works Towards These Objectives

Our current Pupil Premium strategy is built on a foundation of early identification, targeted intervention, and sustained support. We use data-driven approaches to pinpoint gaps in learning, attendance, and engagement, and respond with tailored actions that meet individual needs. This includes:

- Literacy interventions to close reading age gaps and improve comprehension.
- Attendance monitoring and pastoral support to reduce persistent absence.
- Behaviour mentoring and restorative practices to reduce repeat incidents.
- Enhanced provision for SEND learners, ensuring inclusive access to the curriculum.

Key Principles of Our Strategy

- Equity, not equality – We provide what each pupil needs to succeed, recognising that this may differ from their peers.
- High expectations for all – Disadvantaged pupils are held to the same aspirational standards as their peers, with scaffolding to help them reach those goals.
- Early and sustained intervention – We act quickly and consistently to prevent small gaps from becoming entrenched disadvantages.
- Holistic development – Academic success is supported by emotional wellbeing, social skills, and personal growth.
- Community and culture – We foster a school environment where kindness, ambition, and resilience are modelled and celebrated.

Through this strategy, we aim to remove barriers, unlock potential, and empower every disadvantaged pupil to excel—not just in school, but in life.

Challenges

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

Challenge number	Detail of challenge
1	The gap between disadvantaged and non-disadvantaged students in progress and attainment measures
2	Reading Proficiency: A significant proportion of PP students present with below average SAS impacting access to curriculum content. Whole school (SAS) September 2024 v September 2025 100.84 v 103.26 PP (SAS) September 2024 v September 2025 96.56 v 99.14
3	Literacy Assessment Disparity: NGRT data highlights a marked gap between reading fluency and comprehension, indicating challenges with sustained reading and inference.
4	Attendance Concerns: PP students demonstrate lower overall attendance rates, with a high incidence of persistent absence, affecting continuity of learning. 2024-25 Attendance PP v non-PP 85.3% v 91.3%
5	Behavioural Incidents: PP students are disproportionately represented in behaviour logs, particularly in repeat incidents, suggesting unmet needs or lack of effective intervention. A key subgroup is PP students with additional SEND needs.
6	Special Educational Needs: 31% of the PP cohort are on the SEND register, indicating a high level of additional learning needs within this group.

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
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<p>Improved attainment among disadvantaged students, including those with SEND</p>	<p>KS4 outcomes demonstrate that disadvantaged students achieve a A8 score in line with their non-disadvantaged peers:</p> <ul style="list-style-type: none"> • Attainment 8 • English & Maths 5+ • English and Maths 4+
<p>Improve PP students' reading levels as indicated by SAS</p>	<p>PP students have a reading age in line with SAS Increased engagement in reading interventions (tracked via attendance at reading sessions).</p>
<p>Close the gap between reading comprehension & fluency, improving inference and sustained reading ability.</p>	<p>NGRT subtest data shows a minimum 10% improvement in passage comprehension scores. Students demonstrate improved inference skills in English assessments (e.g., progress in KS3/KS4 reading papers). Teacher feedback indicates improved ability to sustain reading during lessons.</p>
<p>Increase PP student attendance & reduce persistent absence.</p>	<p>Overall PP attendance improves by 1% compared to 2024/25 (89.5%) Persistent absence rate for PP students decreases by 5% from 2024/25 (35.9%)</p>
<p>Reduce repeat behavioural incidents among PP students through targeted interventions.</p>	<p>Behaviour log entries for PP students decrease Reduction in repeat incidents (tracked via SIMS/behaviour system). Increased participation in restorative practices or mentoring programs.</p>
<p>Ensure PP students with SEND receive tailored support that accelerates progress in literacy and numeracy.</p>	<p>Individual Education Plans (IEPs) show measurable progress in targeted areas. SEND PP students make expected or better progress in English and Maths compared to previous term.</p>

	Increased engagement in interventions (tracked via provision map).
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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: £24,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue tutor time reading programme by purchasing more texts	The reading framework EEF Reading comprehension	2, 3
Targeted CPD for teaching staff using Steplab	Special Educational Needs in Mainstream Schools EEF Individualised instruction EEF	1, 2, 3, 6
Ensure that high quality inclusive and adaptive teaching remains the core focus of the school.	Effective Professional Development EEF	1, 2, 3, 6

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

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Lexoniks for targeted literacy intervention	Reading comprehension strategies EEF	2, 3
Train Lexoniks trainers to increase reach of intervention	Improving Literacy in Secondary Schools EEF	2, 3
HLTA/TA – Improve the effectiveness of the SEND	Making most effective use of TAs	1, 6

and Inclusion teams' provision so that disadvantaged learners with SEND reduce barriers and improve engagement.		
ELSA and Mental Health First Aid intervention	Improving Social and Emotional Learning in Primary Schools EEF	5, 6
Progress Room (Hub) to support SEND/PP students engage in the curriculum		1, 5, 6
To purchase revision guides for EBacc subjects		1

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a budget to reward positive student behaviour focussed on PP students	Behaviour interventions EEF	5, 6
Provide Emotional coaching	Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation	5
Mental Health First Aiders	Improving Social and Emotional Learning in Primary Schools EEF	5, 6
Employ additional EWO hours to improve attendance and reduce PA	School uniform EEF	4
Provide financial support for disadvantaged students participating in educational trips, visits, clubs.	Cost-of-living crisis: Impact on schools - Pupils and Families - NFER and Ask Research	5, 6
Attendance improvement groups	School uniform EEF	4
A uniform bank is provided to support students who lack the full uniform and/or PE kit.	Cost-of-living crisis: Impact on schools - Pupils and Families - NFER and Ask Research	5, 6

Total budgeted cost: £77,535

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment outcomes 2025

Attainment 8 for disadvantaged students remains broadly in line with the national average (NA). However, performance in English and Maths at both 4+ and 5+ thresholds is below the NA. Improving these outcomes will be a priority within our 2025–28 strategy.

		A8 FSM		
Year	Cohort	School	National	National distribution band
2025	14	34.7	34.9	Close to NA (non-sig)
2024	13	38.5	34.6	Close to NA (non-sig)
2023	17	34.2	35	Close to NA (non-sig)

		English & Maths 4+			English & Maths 5+		
Year	Cohort	School	National	National distribution band	School	National	National distribution band
2025	14	28.60%	43.50%	Below (non-sig)	14.30%	25.60%	Below (non-sig)
2024	13	53.80%	43.40%	Above (non-sig)	38.50%	25.80%	Above (non-sig)
2023	17	41.20%	43.40%	Close to NA (non-sig)	23.50%	25.20%	Close to NA (non-sig)

Reading Data

Our focus on improving students' reading skills has resulted in an increase in SAS across all groups. However, our impact analysis indicates that students with lower attendance tend to make less progress in reading. This trend is also evident among students who participated in the Lexonik Leap intervention.

Group	Sept 2024 Avg	July 2025 Avg	Change
Whole School	100.54	103.26	+2.72
Pupil Premium	96.56	99.14	+2.58
NON SEN	91.70	95	+3.3
SEN K	90.1	96.6	+6.5
SEN E	83.4	88.8	+5.4
Pupils <85 SAS	45	37	-10 pupils

Attendance

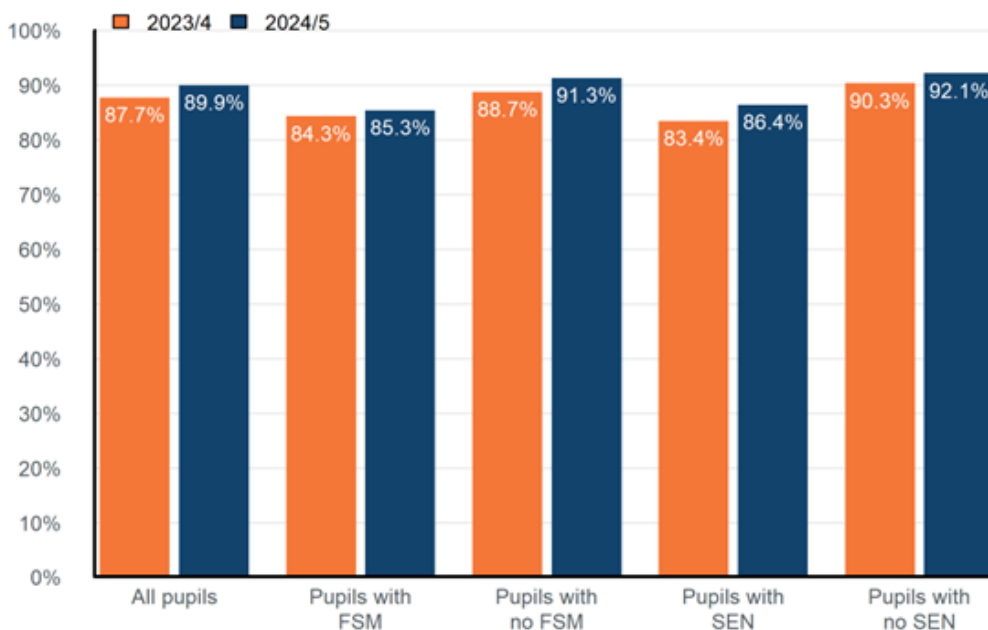
Our strategy has had a significant impact on attendance among disadvantaged students. Attendance for this group has continued to improve, is higher than last year, and is increasing at a faster rate than the national figure. Our school’s attendance is now 2% higher than similar schools and has improved by 1% compared to the previous year.

Persistent absence has fallen markedly over the past three years, moving our position in the national distribution from ‘Above’ to ‘close to the national average’ (NA).

These improvements are partly due to our strong engagement with the strategies suggested by the Inclusive Attendance team.

Attendance	Cohort	FSM6 - Attendance			FSM - Persistent absence		
		School	National	National distribution band	School	National	National distribution band
2024/25	64	89.50%	88.20%	close to average	35.90%	34.50%	Close to NA (non-sig)
2023/24	71	87.50%	86.00%	close to average	47.90%	42.50%	Close to NA (non-sig)
2022/23	71	86.50%	86.00%	close to average	51.90%	43.80%	Above (non-sig)

Pupil group	Your Attendance	Similar schools’ median attendance
All pupils	89.9%	89.6%
Pupils with free school meals (FSM)	85.3%	83.3%
Pupils with no FSM	91.3%	91.6%



Behaviour

There has been a notable reduction in the number of hotseats, with a 36% decrease compared to the previous period. While fewer students are involved overall, the figure still represents approximately half of the student population. The average number of hotseats per student has only seen a marginal reduction, indicating that while participation has declined, frequency for those involved remains relatively consistent.

In terms of demographics, the proportion of Pupil Premium students reflects the school's overall profile (31% on roll), suggesting equitable representation. However, SEND students are significantly overrepresented at 38%, highlighting an area for further investigation and targeted support.

Summary:	24/25	23/24
No. of hotseats	1440	2258
No. of students receiving hotseats	123	165
Average no. hotseats per student	11.7	13.7

No. of PP students receiving hotseats	42	57
No. of hotseats (PP)	418	687
% of total hotseats	29	30

No. of SEND students receiving hotseats	55	81
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No. of hotseats (SEND)	843	1334
% of total hotseats	59%	59%