

Pupil Premium Strategy Statement 2023-26 for Q3 Academy Great Barr

This statement details our use of Pupil Premium and Recovery Premium funding to help improve the attainment of our disadvantaged students.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year, and the outcomes for disadvantaged students last academic year.

Overview

Detail	Data
Number of students on roll	1160
Proportion (%) of Pupil Premium eligible students	25.17%
Academic year/years that our current plan covers	2023 – 2026
Date this statement was published Date this statement will be reviewed	November 2023 November 2024 Review 1 November 2025 Review 2
Date of final review	November 2026
Statement authorised by	Mr C Bury Headteacher
Pupil Premium Lead	Mrs V Noakes
Governor Lead	Julie Gardener

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 309,399.00
Pupil Premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 309,399.00

Part A: Pupil Premium strategy plan

Statement of intent

At Q3 Academy Great Barr, within the Mercian Trust, we are committed to achieving social mobility and social justice. We strive for all students to reach their full potential across a broad and balanced curriculum, preparing them for healthy, happy, and successful futures. Every child is entitled to the highest standards of teaching, academic support, and pastoral care.

Our ambition is for:

- ✓ outstanding outcomes for all students (we aim for our Pupil Premium students to achieve a Progress 8 score above zero);
- ✓ high aspirations, especially among our disadvantaged students;
- ✓ all students to read confidently, and for weaker readers to catch up with their chronological age year-on-year;
- ✓ high attendance rates among disadvantaged students;
- ✓ strong engagement with students' families;
- ✓ a continued focus on high-quality teaching, including implementation of our Deliberate Practice Framework;
- ✓ high expectations in the quality of work produced by disadvantaged students, as exemplified by each subject's Expected Standards;
- ✓ complete, 100% buy-in from all staff, with colleagues conveying positive and aspirational messages to all students;
- ✓ expanded opportunities for personal development, informed by local and national priorities;
- ✓ excellent use of data collection and analysis to identify targeted intervention strategies;
- ✓ impeccable student behaviour and attitudes towards learning;
- ✓ comprehensive career education, information, and guidance for all Year Groups.

Challenges

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

Challenge	Detail of challenge
1	There is a gap between the attainment of students classed as disadvantaged versus their non-disadvantaged peers. In 2025, our disadvantage gap was 0.28 (vs. national 0.61). Leaders regularly monitor particular groups within the disadvantaged cohort.
2	Reading age data shows there is a gap between the reading age and chronological age of disadvantaged students that is more significant than that of non-disadvantaged students. Evidence is emerging that shows we are having an impact on narrowing this gap by Key Stage 4, but more work needs to be done to close the gap. Our disadvantaged students struggle with inference of text and vocabulary, which in turn affects their ability to access the curriculum as fully as their peers.
3	Disadvantaged students have lower attendance rates than their non-disadvantaged peers (90.68% PP vs. 93.65% non-PP National figure 88.2% PP). This has been ongoing since the COVID-19 pandemic.
4	The suspension rate for Pupil Premium students is higher than for other students. This means that the impact of missed learning is greater on those individuals. FSM6 – one or more suspensions 14.29% against National 16.57%. * FSM6 is a measure of eligibility for Free School Meals at any point in the last 6 years.
5	Information collected from students through wellbeing surveys and student voice interviews have identified social and emotional issues for many students, such as academic-related anxiety and low self-esteem. This is partly driven by concern about catching up lost learning, and how they can effectively prepare for internal and external assessment.
6	Information collected from students through wellbeing surveys and student voice interviews show a considerable number of disadvantaged students have a limited view of their further education and career aspirations. This is reflected by some students in terms of their engagement and attitude towards public examinations. Many disadvantaged students choose not to stay on to our Sixth Form instead attending local colleges.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2026**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged students across the curriculum at the end of KS4.	The progress gap between PP and non-PP reducing.
Improve reading ages among disadvantaged students with a clear focus across KS3 to support the transition for KS4.	<p>Gap between reading ages and chronological ages reduces for PP students in be equal to non-PP.</p> <p>Reading interventions are appropriately targeted to ensure appropriate representation of the Pupil Premium cohort.</p> <p>Recorded library borrowing and library use of students identified as Pupil Premium is in line to those who are not Pupil Premium (KS3).</p>
Improve attendance (and reduce persistent absence) for disadvantaged students so that it is at least in line with non-disadvantaged peers.	<p>PP attendance is in line with non-PP, which is at least equivalent to National Attendance and back in line with pre-pandemic levels for the Academy.</p> <p>Persistent absence is reduced to be at least in line with non-PP.</p>
Improve the behaviour of PP students so that the rate of suspensions is no higher than that of non-disadvantaged students.	<p>Percentage of students receiving one or more instance of suspension reduced to at least match non-PP.</p> <p>Percentage of students receiving one or more instance of Isolation reduced to at least match non-PP.</p> <p>Development of the Behaviour and Pastoral Mentor role to provide early intervention in addressing behavioural issues before they escalate.</p>
To improve wellbeing of disadvantaged students through a variety of support measures that will increase their confidence when preparing for examinations.	Feedback from surveys and student voice shows an improvement in positive feelings towards exam preparation and revision. Disadvantaged students can clearly articulate how to support themselves when preparing for examinations.
Improve the aspirations of disadvantaged students through a variety of support measures to decrease the difference between PP and Non-PP students choosing to study beyond GCSE at the Academy.	<p>Pupil Premium students attend at least one off-site educational visit or trip, and funding is provided to support the most disadvantaged in participating.</p> <p>Percentage of Sixth Form PP cohort is representative of the rest of the Academy.</p> <p>Opportunities to meet with, and interact with, further education providers and timely careers advice are integrated across a student's time with us.</p>

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)

Estimated expenditure: £57,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Funding
To continue the Tutor Time Reading programme by purchasing additional reading books.	The Reading Framework (2021) EEF Reading Comprehension Strategies	1, 2	£4500
To monitor the use of reading in subject areas and review its impact. To monitor the implementation of new literacy strategies exploring explicit teaching of vocabulary/ reciprocal reading strategies. Review and development of a new reading curriculum including high participation strategies exposing students to a wider range of texts to develop cultural capital.	EEF Improving Literacy in Secondary Schools Improving Literacy in KS2 EEF: Oral Language Interventions Addressing Educational Disadvantage in Schools and Colleges (2021), Marc Rowland, John Catt Publication	1, 2	£10000
To continue a successful CPD programme with a focus on improving the quality of deliberate practice and live marking/feedback in lessons	EEF Special Educational Needs in Mainstream Schools EEF - Individualised Learning	1, 2	£5000
To conduct regular learning walks and work scrutiny across all Key Stages ensuring the work of PP students is in line with non PP peers.	EEF Effective Professional Development	1, 2	£15000
To continue the Raising Achievement Panel (RAP) meetings for Year 11 and introduce to the Year 10 team to raise the profile of PP students and have strategies in place to support them academically.	An Updated Practical Guide to the Pupil Premium (2015), Marc Rowland, John Catt Publication Learning Without Labels – Improving Outcomes for Vulnerable Pupils (2017), Marc Rowland, John Catt Publication EEF Making the best use of TAs	1, 2, 3, 5.	£12000
To fund and monitor Sparx Maths, Reading, and Science, and other digital learning platforms to support home learning.	EEF - Homework Using Digital Technology to Improve Learning EEF	1, 2, 3	£11000

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

Estimated expenditure: £43,299

Activity	Evidence that supports this approach	Challenge number(s) addressed	Funding
To expand one-to-one tutoring delivered through external partners.	EEF - Small group tuition	1, 2	£4500
To continue to fund peripatetic music lessons for GCSE music students	Addressing Educational Disadvantage in Schools and Colleges (2021), Marc Rowland, John Catt Publication EEF - Individualised Learning	2, 6	£2500
To provide a universal intervention programme for all Year 11 students to attend revision interventions		1, 5	£4000
To train and develop Year 12 students to deliver tutoring support to Year 11 students in Maths, English, and Science		1, 5, 6	£1500
To use SLT into a targeted PP mentoring programme for those who are at risk of underachievement.	EEF: Metacognition and Self-Regulation	2, 6	£25000
To purchase revision guides in all EBacc subjects for Year 10 and 11 students	EEF Reading Comprehension Strategies EEF Improving Literacy in Secondary Schools	1, 2	£3000
To develop communication with home regarding progress and achievement and improve overall relationships with parents/carers of disadvantaged students.	Addressing Educational Disadvantage in Schools and Colleges (2021), Marc Rowland, John Catt Publication Pg 43-47 (Relationships) EEF - Working with Parents to Support Children's Learning	2, 3, 6	£2700

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

Estimated expenditure: £208,600

Operational costs include a proportion of staff salaries amalgamated to £60000. This figure is included across the activities marked * not in addition to the figures listed.

Activity	Evidence that supports this approach	Challenge number(s) addressed	Funding
To provide priority access to behaviour and pastoral mentoring and support in order to intervene as early as possible when potential issues arise.	EEF Behaviour Interventions	2, 4	£30000
To continue to embed the Personal Development programme, including RSHE delivered through Wellio to support wellbeing of students in Years 7-10.	Improving Social and Emotional Learning in Primary Schools EEF	2, 4	£4000
Recruit Safeguarding and Welfare Officers with responsibility for attendance/AP and a cohort of PP students. Continue to support students with Alternative Provision where required.	EEF - Working with Parents to Support Children's Learning	2, 4	£9200 £42099
To continue to work with the Ethos Team, including a Family Support Worker, supporting PP students with a range of welfare and wellbeing strategies and interventions. Provide uniform where required		2, 4	£60000*
Introduce additional incentives and rewards in line with the CARE Values to promote and encourage attendance	EEF - Working with Parents to Support Children's Learning EEF Behaviour Interventions	1, 3, 6	£1200
To monitor the use of personalised text messages to parents/carers regarding attendance and punctuality and evaluate the effect on attendance.	Using Digital Technology to Improve Learning EEF	3, 5	£8500
Use of external agencies/organisation to target intervention groups for attendance (i.e. DWP, Action	Improving Social and Emotional Learning in Primary Schools EEF	3, 5	*

for Child Referrals, Sandwell Welfare Support Referral)	Using Digital Technology to Improve Learning EEF Addressing Educational Disadvantage in Schools and Colleges (2021), Marc Rowland, John Catt Publication Pg 43-47 (Relationships)		
To improve the use of soft data collection to monitor wellbeing and changing opinions/perceptions in PP cohort to allow for ongoing feedback.		4, 5	£500
To continue to provide access to on-site Counsellor (4 days per week) and prioritise access for PP students. Plus one day of animal assisted therapy.		5	£10000
To provide funding towards bus passes to support attendance of PP cohort where distance or circumstances suggest this is necessary.		5	£2000
Appointments for PP students given priority for parent consultation events		2, 3	£200
To implement a programme of support from in-house Careers and Aspirations leader by dedicating time to work with PP students.	Addressing Educational Disadvantage in Schools and Colleges (2021), Marc Rowland, John Catt Publication Pg 43-47 (Relationships)	5,6	£6000
To continue to support funding for trips and visits as well as resources and equipment within practical lessons.	EEF - Working with Parents to Support Children's Learning	2, 6	£28000
To continue to provide breakfast for all students.	Narrowing the Attainment Gap (2018) Daniel Sobel Bloomsbury p27 (Why is there an attainment gap?) Equity in Education, levelling the playing field of learning. A practical guide for teachers. (2023) Lee Elliot Major and Emily Briant ,John Catt from Hodder p91 (Subtle signs of disadvantage)	1,3,5	£7000

Total estimated allocated expenditure: £ 309,399

Part B: Review of outcomes in the previous academic year

Progress towards challenge 1:

In 2024, our overall Progress 8 was -0.30. The Pupil Premium gap was 0.28 (vs. national 0.61), showing a significant improvement from the previous year, and better than national average. Our overall Progress 8 score in 2023 was -0.14. Pupil Premium students achieved a score of -0.67, compared to non-PP students who achieved 0.00. National and local figures for Pupil Premium students were -0.57 and -0.41 respectively.

In 2024, our overall Attainment 8 score was 44.5. For our PP students this figure was 38.6, compared with 46.3 for non-PP. This is measured against a national average of 46.8. The advantage gap in our Attainment 8 data is 0.76.

Funding has been secured to ensure that online tutoring will continue for the academic year 2025 - 2026. In addition, the Sixth Form tutoring programme has been expanded to include Science, Maths, and English. All PP students who are identified for support will be offered at least one of these interventions.

Note: 'It is not possible to calculate Progress 8 for academic years 2024 to 2025 and 2025 to 2026, as there is no Key Stage 2 (KS2) prior attainment data available to use to calculate Progress 8 (due to the relevant cohort's primary tests and assessments being cancelled in academic years 2019 to 2020 and 2020 to 2021 due to COVID-19 disruption. It will be possible to produce Progress 8 in 2026 to 2027, as KS2 prior attainment will be available for this cohort)'. **Information taken from: DfE Secondary accountability measures: 2025 guidance for maintained secondary schools, academies and free schools - Updated 16 October 2025**

Progress towards challenge 2:

It has been typical of the last several years for us to see a gap in reading age between PP and non-PP students when they arrive in Year 7. To address this, there has been a sustained drive by our Literacy Lead and Quality of Education Lead on our Tutor Time reading programme and reading in subject areas. Further work has been done this year and will continue into 2026 on Schemes for Learning and lesson resources to ensure in-subject reading is relevant, effective, and embeds knowledge. We have found this approach to be effective in closing the gap for most students. During the academic year 2025 - 2026, we will be reviewing and developing a new reading curriculum utilising the reciprocal reading strategies: question, predict, clarify, and summarise. This curriculum will be designed to expose students in Year 7 and 8 to a range of different text types and provide students with new vocabulary around a range of topics, intending to increase their knowledge of things that they may not have experienced in life.

Further investigation has identified a sub-group of students in Years 7 and 8 who do not meet the threshold for SEN interventions, but need a greater level of support than the classroom strategies discussed above to be able to read as well as their non-PP peers. During 2024 – 2025, we explored best fit strategies for each of these students and implemented a Year 12 supported reading programme. This has proven to be of impact and will continue into 2025 - 2026.

Sparx Reader is used for Year Groups 7-10 and engagement has slowly begun to increase, although we are aware that we still have several students not accessing this programme. We have shared a Standard Operating Procedure for staff to help support them with using the features of Sparx Reader and have also created a referral process directed to the Literacy Lead to follow up any concerns that are raised from the data collected on Sparx. We also recognise that improving parental engagement would improve the use of online platforms in general, as accessing and using online platforms can be a barrier for some disadvantaged families and this is something we will be investigating during the Spring term.

Progress towards challenge 3:

During 2024 - 2025 PP attendance continued to be lower than non-PP.

Year Group	Academic Year 2023 - 2024			Academic Year 2024 - 2025		
	%All	%PP	%NPP	% All	%PP	%NPP
7	94.4	92.55	95.17	97.5	97.66	97.37
8	91.4	87.72	92.57	94.2	92.26	95.08
9	92.1	88.61	93.53	92.1	88.01	93.35
10	92.2	87.85	93.69	93.3	88.93	95.10
11	92.8	87.27	94.59	92.6	88.36	94.07
Total	92.5	89.37	93.72	94.0	91.42	94.96
Cumulative %	92.9			94.0		

National all student YTD attendance for 2023 – 2024 was 93.1%; for 2024–25 to date 91.1%

Comparing the data, our gap in attendance continues between PP and non-PP. It is encouraging to see a significant shift in our Key Stage 3 cohort. We will continue to praise good attendance through our reward schemes. We have also introduced enhanced incentives and rewards in line with our CARE Values. We continue to hold interviews with students and parents/carers following changes to legislation. We will continue to monitor the impact this has on attendance, alongside encouraging good attendance by hosting workshops with external agencies and education providers.

Progress towards challenge 4:

FTE sessions Autumn term Year group	Academic Year 2023 - 2024			Academic Year 2024 - 2025		
	%All	%PP	%NPP	% All	%PP	%NPP
7	7	4	3	0	0	0
8	17	6	11	4	3	1
9	11	4	7	2	0	2
10	17	7	10	3	3	0
11	18	7	11	6	1	5
Total	70	28	42	15	7	8

Comparing data from the same time last year shows we have achieved our target so far of reducing suspensions. There are still a disproportionate number of PP students receiving suspensions compared to non-PP students, but we recognise that we have a small minority of students who may fall into multiple vulnerable groups (PP, SEND, CiC, etc...).

We have had some success using a variety of partners to try and prevent the overuse of suspensions and permanent exclusions. These partners will continue to work with key PP students this year. We

also recognise that some of our students need greater support through an intensive package of intervention, including support with learning, literacy, behaviour, and basic skills, to be successfully re-integrated back into mainstream education.

Programme	Provider	Number of PP students 2024-25	Number of PP students 2025-26
Diana Award Mentoring Programme	Diana Awards	3	0
Diana Award Anti-Bullying Programme	Diana Awards	6	0
CCF	CCF	20	41%
More Talk, More Action	Hezron Brown	1	6
BOXCLEVER mentoring	Craig Jones	5	TBC
Albion Foundation	West Bromwich Albion	3	5
Round Midnight	Violence Reduction Partnership	Whole Year Groups 7 and 9	TBC
Post-16 Options	Department for Work and Pensions	All of current Year 11	All of current Year 11
In-house mentoring	Ethos Team	12	TBC
Group interventions	Ethos Team	11	TBC

(TBC once programme starts during the academic year)

Progress towards challenge 5:

Funding has been allocated towards enhancing wider experiences for PP students. We have funded our greatest number of adventurous, residential, and overseas trips. We want to be a safe space and have introduced a dedicated area run by the Ethos Team. In 2025 – 2026, we have introduced the CARE Awards and Flash rewards to encourage attendance and broaden experiences.

The Ethos Team consist of three members of staff: a Family Support Worker, Youth Worker, and an Ethos Leader. This was a new initiative to the Academy in 2023, and the team have been quick to start supporting the pastoral work done in-house by providing interventions, mentoring, and doing preventative work around social issues such as use of social media, toxic masculinity, and online safety for example.

Feedback from students and the pastoral team on the impact of the Ethos Team in 2024 - 2025 has been positive. The Ethos Team are ensuring they are a visible presence by participating in break and lunch duties and assisting latecomers. Feedback from future planned student voice during the spring term will also be helpful in determining other priorities we need to pursue to tackle our students' perception of their wellbeing.

Progress towards challenge 6:

To support our culture of aspiration, we have continued to make the running of trips to events such as debating, sports leaders, and university visits a priority. This has also been supported by our Ethos Team who have invited in guest speakers. For Years 9 and 10 we also host careers networking

events facilitated by our Careers and Aspirations Leader. This year, we aim to increase the number of extra-curricular events we offer students to show our commitment to developing our students in this area.

As we employ our own Careers and Aspirations Leader, she has prioritised PP students when making appointments for post-16 education options and also ensured that 100% of our PP students in Year 10 have work experience placements. They have also utilised time during Breakfast Club to meet with KS4 students and provide advice and guidance through applications for post-16 study.

Next steps:

One area we wish to develop is our students' skills around oracy and confidence in the wider world. We are trialling using workshops run by The Britford Bridge Trust and Talk the Talk who bring trained experts into schools to develop oracy skills and spoken confidence amongst disadvantaged students. Talk the Talk will be taking place in July 2026 for Year 8 students. If successful, we want to reintroduce a debating club and provide more opportunities for PP students to become confident speakers. Our Literacy Lead will be delivering training around oracy for the Mercian Trust CPD in the Summer term. Q3 Academy Great Barr Staff have been provided with CPD around oracy with access to a number of strategies to support students' speaking and listening skills in the classroom.