

## Pupil premium strategy statement 2025-26

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

<b>Detail</b>	<b>Data</b>
School name	King's Lynn Academy
Number of pupils in school	974
Proportion (%) of pupil premium eligible pupils	33% pupils at Sept 1st 2025
Academic year that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	August 2026
Statement authorised by	
Pupil premium lead	Graeme Robinson, Senior Teacher & Lead for Disadvantaged Students
Governor lead	LJ Phoenix

### Funding overview

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£291325
Recovery premium funding allocation this academic year	£NA
<b>Total budget for this academic year</b>	<b>£291325</b>

## **Part A: Pupil Premium Strategy Plan**

### **Statement of Intent**

King's Lynn Academy uses its Pupil Premium funding to “narrow the gap” between disadvantaged and non-disadvantaged pupils. Our high aspiration and strong ambition for outcomes extend across all pupils, regardless of their ethnicity, class, gender, physical ability, religious beliefs, or academic aptitude.

We use our Pupil Premium funding in the following ways;

1. We focus on high-quality teaching and learning in every classroom
2. We have a wide range of interventions available throughout the school to support pupils' access to our ambitious curriculum
3. We have dedicated staff to drive forward a wider school focus on targeted support.

With an above national average cohort of disadvantaged students in our school (over a quarter of our student body receives Free School Meals), we are intent on improving academic achievement for these individuals by using a clear and robust plan with evident accountability throughout. As always, we take a holistic approach to all our interventions, creating bespoke plans to target pupils' individual needs so that each one can fulfil their potential.

Lastly, we are still acutely aware of the impact the pandemic has had on our disadvantaged cohort over the past few years, and we aim to narrow the gaps in knowledge and learning that have subsequently occurred. This has not just been because of school closures, but also due to the ensuing years which have been fraught with uncertainty and changes in attitude to education, of which our disadvantaged pupils have been most affected. Attendance is a huge concern – particularly persistent absence and severe absence amongst disadvantaged pupils. This is something we are dedicated to improving through a multi-pronged approach, some of which is outlined in this document.

## Challenges

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

Challenge number	Detail of challenge
1	Outcomes for our disadvantaged cohort - remain too low and need to be improved. Too many disadvantaged students are at risk of underachieving their examinations without support and intervention, helping them to keep up with their peers, both locally and nationally.
2	Attendance is a crucial area of focus. It is essential that we reduce absence – especially persistent absenteeism – and narrow the attendance gap between disadvantaged pupils and their peers.
3	Some pupils in Key Stage 3 demonstrate “skills gaps” or incomplete foundation knowledge. This means that at Key Stage 4 they are at risk of not being able to access our ambitious Key Stage 4 curriculum.
4	We are working to establish a better culture of learning beyond the classroom with a stronger focus on homework and after- school provision. For some of our most disadvantaged pupils, we need to ensure that they have access to similar resources and support for those who are non-disadvantaged.
5	A larger proportion of disadvantaged pupils receive specialist support in our Forward Step (behaviour unit) MAC and CUB (nurture/DSEN) areas. Proportionally, 47% of CUB pupils, 58% of Forward Step pupils and 80% of MAC pupils receive Pupil Premium funding and are some of our most vulnerable pupils here at KLA.
6	Reading ages for disadvantaged pupils continue to remain lower than those who are non-disadvantaged, and it is imperative that these pupils receive additional support to narrow this gap. An additional, wider school aim for our Academy is to develop our culture of reading and articulacy. Our literacy interventions aim to not only develop literacy skills, but to also cultivate a love of reading amongst our most disadvantaged pupils.
7	Raise the aspirations of our pupils to ensure that they are better informed about the Post 16 Pathways open to them. This in turn will raise their attainment and help them to identify clearer career goals to work towards.

## 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 improve disadvantaged outcomes at GCSE; to narrow the gap with their non-disadvantaged peers.	<ul style="list-style-type: none"> <li>• 45% 4+ EM (2023 20%, 2024 33%, 2025 19% )</li> <li>• 25% 5+ EM (2023 6%, 2024 17%, 2025 13%)</li> <li>• Ebacc entry target: 40% (2024 38%, 2025 43%)</li> <li>• Attainment 8 target: 35 (2023 20, 2024 31, 2025 28)</li> </ul>
To improve disadvantaged attendance; to narrow the gap with their non- disadvantaged peers.	<ul style="list-style-type: none"> <li>• Disadvantaged attendance 88% or above. (2023 80%, 2024 83, 2025 85%)</li> <li>• Disadvantaged Persistent Absenteeism 35%. (2023 66%, 2024 57%, 2025 46%)</li> </ul>
To narrow knowledge gaps for pupils who have low attendance or have missed lessons due to poor behaviour.	<ul style="list-style-type: none"> <li>• As above: we are aiming to improving attendance outcomes, including persistent absenteeism.</li> <li>• Previously PA pupils attend mainstream lessons and are able to achieve in line with other disadvantaged peers (see above).</li> </ul>
To enable all Pupil Premium pupils the opportunity to 'learn beyond the classroom': this includes support and provision for homework completion and access to Lesson 6 extra-curricular activities.	<ul style="list-style-type: none"> <li>• All Pupil Premium pupils to have the opportunity to stay after school for homework, clubs and revision.</li> <li>• Homework completion to be in line with non-Pupil Premium peers – to ensure that they keep up.</li> </ul>
To support our most vulnerable pupils to academic success.	<ul style="list-style-type: none"> <li>• All Pupil Premium pupils in Forward Step to achieve core subject GCSEs (English, Maths, Science) as a minimum.</li> <li>• Ensure all CUB pupils have access to a broad and balanced curriculum, which includes both core subjects and alternative qualifications (Achieve).</li> </ul>

<p>To improve literacy skills amongst our weakest readers.</p>	<ul style="list-style-type: none"> <li>• The reading age gap between disadvantaged and non- disadvantaged peers needs to narrow.</li> <li>• All pupils can access Key Stage 4 reading materials as part of an ambitious curriculum.</li> </ul>
<p>To establish an academic mentoring programme for all pupils in receipt of pupil premium funding.</p>	<ul style="list-style-type: none"> <li>• To ensure that all pupil premium pupils have a dedicated academic mentor who will check/support/challenge their attendance, attitudes to school, specific academic skills, engagement in extracurricular activities, independent learning and career aspirations</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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>High-quality teaching:</u></b></p> <ul style="list-style-type: none"> <li>We will ensure effective “first wave” intervention through high-quality teaching and learning of all pupils, especially disadvantaged pupils, through close monitoring and review by the senior teaching and learning team.</li> <li>Extended school day for Year 11 pupils in core subjects, adding 4 hours per week to many pupils’ contact lesson time. It also contributes to our intensive Key Stage 4 SLT interventions, which are small group interventions to support pupils in fulfilling their potential.</li> </ul>	<p>There is extensive evidence that supports the need for high-quality education for all pupils, regardless of their background. Marc Rowland affirms this in his ‘Practical Guide to the Pupil Premium’: “The primary tool for narrowing gaps is high quality teaching and learning.” (Rowland, 2015), and this is further emphasised in the ‘Opportunity for all’ white paper (2022): “Improving the quality of teaching is the single most important in-school factor in improving outcomes for children, especially children from disadvantaged backgrounds”. It is estimated that “being taught by a high-quality teacher can add almost half a GCSE grade per subject to a given pupil’s results” (DfE 2022).</p> <p>The Education Endowment Foundation (hereby referred to as EEF) highly prioritise this as part of suggested Pupil Premium support, indicating that this should be placed at the heart of any strategy with the government endorsing about half of all funding being allocated to high-quality teaching (DfE 2022).</p> <p>With the attainment gap between disadvantaged pupils and their peers widening between 2019-2022, it is imperative that the quality of the teaching supports rapid acceleration of learning for our disadvantaged cohort. The EEF asserts that: “Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school...” (EEF 2019). At KLA, we prioritise bespoke CPD opportunities, taking</p>	<p>1, 2</p>

<ul style="list-style-type: none"> <li>Monitoring takes place both departmentally and within the MAC/Pupil Premium team to ensure timely, secondary interventions are put into place.</li> <li>Additionally, five core teaching staff are used on a rota system in MAC to support those pupils who are temporarily displaced from main school provision.</li> </ul>	<p>into consideration which areas of development are important for each teacher to create a stronger, more dynamic staff body. This is in recognition of the fact that “good practice for Pupil Premium is good practice for all” (Rowland 2015), therefore by empowering our teachers with further training and development impacts all students, regardless of whether they are receiving additional funding or not.</p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Extremely vulnerable groups: Forward Step and CUB support</u></b></p> <ul style="list-style-type: none"> <li>Small group interventions for DSEN/behaviour unit pupils.</li> <li>Designed to help improve students’ outcomes as outlined at the beginning of this document.</li> </ul>	<p>It is frequently documented that there is a “strong link between poverty and SEND. Children from low-income families are more likely than their peers to be born with inherited SEND, more likely to develop some forms of SEND, and are less likely than their peers to be born into poverty” (Menziez et al 2016). Therefore, as an additional level of support for vulnerable pupils, we offer two specific units to support them to academic success, helping them to overcome what are often significant barriers to learning. At King’s Lynn Academy, 30% of our Pupil Premium cohort have also been identified as DSEN which means we prioritise the support of these learners.</p>	<p>1, 2, 5, 6</p>

	<p>As recognised in the earlier part of the document, we value high-quality teaching as a first wave approach for all pupils. However, for our most vulnerable this is often not enough. Despite having specific bases in our school to nurture our DSEN pupils at Key Stage 3 (CUB) and our pupils who are at risk of exclusion across all year groups (Forward Step), secondary interventions and supportive measures have had to be taken to ensure these pupils' academic success. This is recognised as part of the EEF's Special Needs guidance: "High quality teaching should reduce the need for extra support for all pupils. Nevertheless, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress" (EEF 2020).</p> <p>These groups have proven successful in previous years, in particular GCSE success in Forward Step, and the Pupil Premium team continue to work alongside Forward Step and DSEN teams in order to build on the successes of previous years.</p>	
<p><b><u>GCSE Interventions: English, Maths and Science</u></b></p> <ul style="list-style-type: none"> <li>• Targeted pupils, using CAG data, examination results and teacher input.</li> <li>• Small group withdrawal, with numbers not usually exceeding 6 students at any one time.</li> <li>• Bespoke programme, tailored to the individual needs and their targets.</li> <li>• Active collaboration with class teachers is ongoing to ensure</li> </ul>	<p>Academic success is the heart of our Pupil Premium strategy, and "evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum on achievement" (EEF 2019). Specifically, the NTP states that: "strong evidence suggests that the model of targeted academic support, through trained tutors working with small groups and individuals, can make several months' difference to academic progress" (DfE 2023).</p> <p>A number of Year 11 Pupil Premium pupils have gained time from other subjects in order to develop core skills. Once again, we know that "small group intervention is effective" (EEF 2021) and we limit those withdrawn for these bespoke sessions as "once group size increases above six or seven, there is a noticeable reduction in effectiveness." (EEF 2021).</p>	<p>1</p>

<p>efficacy and address misconceptions.</p> <ul style="list-style-type: none"> <li>All sessions run for 1 hour, with at least 6 sessions per half term.</li> </ul>	<p>These sessions are “targeted at pupils’ specific needs” as this improves the efficacy of small group tuition.</p>	
<p><b><u>Key Stage 3 Literacy Intervention:</u></b></p> <ul style="list-style-type: none"> <li>Our literacy programme targets Pupil Premium pupils with reading ages that are lower than their chronological age.</li> <li>In 2025/6 we will introduce a new programme for reading recovery - ‘Corrective Reader’</li> <li>CAG data and teacher input is also considered in the planning of the provision.</li> <li>These literacy sessions – aimed at Key Stage 3 – borrows extracts from novels within the KLA Canon, as well as linking to library provision.</li> <li>Small group intervention only: aim for a maximum of 6 pupils per group.</li> <li>NGRT tests take place within the main school regularly to track progress and determine where resource is needed.</li> </ul>	<p>Literacy is a key determiner in academic success: Stanovich (cited in Mortimore, 2020) argued that “an attainment gap in literacy is likely to equate to an attainment gap across the board, with the ‘word rich’ getting richer and the ‘word poor’ becoming poorer.” Consequently, if we do not address low reading scores within Key Stage 3 in a clear and systematic manner, we risk impacting outcomes across the board at GCSE.</p> <p>Alex Quigley has researched extensively into reading and vocabulary, and within his text “Closing the Vocabulary Gap” (2018), reiterates the link between GCSE success and vocabulary acquisition: “Evidence shows that, alongside socio-economic status, vocabulary is one of the significant factors that proved relevant to children achieving an A*-C grade in mathematics, English language and English Literature” (cited from Spencer, Clegg, Stackhouse and Rush, 2017). With the percentage of words known in a text to ensure comprehension standing at a staggering 95%, it is no wonder that Quigley further asserts that “experiencing a knowledge deficit in school can prove an insurmountable hurdle” (2018). With the Hart/Risley study identifying that low-income children are exposed to 30 million fewer words than their higher-income peers before the age of three, it is no wonder that the language gap is one of the biggest causes of underachievement in later life (Rowland 2015).</p> <p>While explicit vocabulary teaching is a part of King’s Lynn Academy wider Literacy strategy, substantial work needs to take place in order to close this gap amongst our disadvantaged learners. Quigley</p>	<p>1, 2, 6</p>

	<p>states that robust evidence suggests “children with reading difficulties who were exposed to explicit vocabulary teaching benefitted three times as much as those who were not” (2018). Therefore, our literacy interventions need to focus on explicit pre-teaching of vocabulary and activities that support vocabulary acquisition, with tasks focused on these new words both in these sessions and within their main school English counterparts. Indeed, the two need to be working in tandem to successfully embed the material that is learned within the intervention sessions.</p> <p>For delivery of this intervention, The Education Endowment Foundation states that evidence shows small group tuition to be effective, and while initially explain that the smaller the group the better, it goes on to explain that small group teaching can be more effective when focusing on reading.</p> <p>Reading comprehension approaches have been shown (on average) to deliver an additional six months’ progress.</p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Homework Club and revision sessions</u></b></p> <ul style="list-style-type: none"> <li>‘Open door’ policy for homework club across all year groups to encourage a culture of ‘learning beyond the classroom’.</li> </ul>	<p>At KLA, this year we have introduced a more robust approach to homework, and therefore are using Pupil Premium funding to target supporting those pupils who may not be able to complete homework at their home.</p> <p>The EEF believe that extending school time is advantageous to Pupil Premium students: “there is evidence that disadvantaged</p>	<p>1, 2, 4</p>

<ul style="list-style-type: none"> <li>• A late bus has been arranged for all pupils, thus enabling pupils to attend revision sessions, enrichment activities and homework club.</li> <li>• Sessions run 2 days after school each week, staffed by Pupil Premium team.</li> <li>• Homework monitoring and follow up conversations will take place to offer the support of individuals falling behind.</li> </ul>	<p>pupils benefit more [than their peers], making closer to three months progress.” (EEF 2018). Furthermore, it adds that: “there are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers” (EEF 2018) – indicating these sessions may impact our students holistically as well.</p> <p>Lastly, the EEF evidence research into homework suggests that “the evidence shows that the impact of homework, on average, is five months’ additional progress.” (EEF 2018): so by targeting pupils who aren’t completing homework regularly and offering an opportunity of a supportive learning environment may subsequently benefit their academic success.</p>	
<p><b><u>Enrichment Provision</u></b></p> <ul style="list-style-type: none"> <li>• A number of clubs, revision sessions and other enrichment activities have been developed for all pupils.</li> <li>• A bus has been organised so that all pupils can attend.</li> <li>• Many disadvantaged pupils will be invited to join specific enrichment sessions to enhance their KLA experience.</li> </ul>	<p>At KLA we have introduced an extensive programme of extra-curricular opportunities. This provision is for all pupils, but with disadvantaged pupils prioritised for attendance, and opportunities are carefully monitored. We fund trips and materials were appropriate, ensuring that disadvantage is not a barrier to attendance.</p> <p>The EEF state that: “enriching education has intrinsic benefits [...] enrichment approaches can directly improve pupils’ attainment.” (EEF 2022). The EEF estimates that extending the school day has the average impact of about an additional three month’s progress over the course of a year. There is also some further evidence to suggest that disadvantaged pupils might benefit from additional school time. (EEF 2022).</p>	1, 2, 4, 6
<p><b><u>Attendance strategies</u></b></p> <ul style="list-style-type: none"> <li>• Attendance monitoring and tracking ongoing, with academic and pastoral meetings focused on improving attendance of all pupils.</li> <li>• Our most ‘at risk’ pupils are targeted by key members of the KLA Attendance Team</li> </ul>	<p>The Department for Education have very clear strategies for effectively improving attendance. As a team, we employ various strategies from the guidance ‘Improving school attendance: support for schools and local authorities’ (2021) as well as ‘Working together to improve school attendance (2022):</p> <ul style="list-style-type: none"> <li>• We monitor and analyse attendance data regularly to ensure intervention is delivered quickly to address absence.</li> </ul>	3

<p>including two new Family Support Officers.</p> <ul style="list-style-type: none"> <li>• MAC team support includes mental health first aid, key workers, teaching assistants and other ways to support the attendance strategy (see below).</li> <li>• Collaboration between the pastoral team and MAC ensure pupils are adequately supported in their return to school, and barriers identified and addressed (where appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>• We use Family Support Officers to liaise with families to discuss impact on attainment, wellbeing and wider outcomes with 'at risk' pupils (DfE 2022).</li> <li>• We welcome pupils back following an absence and (if deemed necessary) provide good catch up support to build confidence and bridge gaps, through the MAC team.</li> <li>• Key workers and pastoral staff meet with pupils to discuss absence, patterns, barriers and problems.</li> </ul> <p>The EEF have concluded that while mentoring may not always have positive or direct impact on academic results, they do acknowledge: "Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school" (EEF 2018).</p>	
<p><b><u>Introduction of new MAC unit</u></b></p> <ul style="list-style-type: none"> <li>• A new initiative in the school has been created, combining pastoral and academic support for our most vulnerable, mainstream pupils.</li> <li>• Academic support comes from 5 core teachers who also have roles in the wider school body, providing relevant lessons to those pupils that are unable to remain within the main school classroom.</li> <li>• Two Family Support Officers have been employed to tackle persistent absenteeism and</li> </ul>	<p>This year sees the introduction of a new initiative to support 20% of our most vulnerable pupils in the main school. The DfE acknowledge that "even before the pandemic [...] Children who were disadvantaged or vulnerable, including those with special educational needs, were more likely to be amongst those missing out on key learning milestones" (DfE 2022). However, the pandemic had intensified these problems, and we must "understand the issues underlying behaviour, including wider factors like mental health, and pay particular attention to supporting disadvantaged and vulnerable groups who have often suffered most in recent years" (DfE 2022).</p> <p>Within the unit, we combine the Pupil Premium team's previous academic interventions with wider pastoral team, growing our</p>	<p>1, 2, 3, 6</p>

<p>create stronger links with the community.</p> <ul style="list-style-type: none"> <li>• Three new Teaching Assistant roles have been created to ensure a seamless transition from the unit and back into the classroom.</li> <li>• The unit is targeting vulnerable pupils across the school, including school refusers, Pupil Premium cohort, children who are Looked After, pupils with mental health concerns, pupils who demonstrate disruptive behaviour in the classroom and any other pupils requiring extra support outside of the high-quality teaching and targeted interventions.</li> </ul>	<p>resources and team size which is designed drive up the attainment and attendance of our vulnerable cohort.</p> <p>Academic sessions centre around core subjects, as “Literacy and numeracy are the bedrock of a great education, unlocking the whole curriculum and turbocharging social mobility” (DfE 2022) and by “securing the basics of literacy and numeracy are non-negotiable as the gateway to further learning, attainment and fulfilling experiences.” (DfE 2022).</p> <p>On the pastoral side, we are providing individualised mentoring, mental health support and family support outreach work, designed to catch those pupils who are at most risk of not attaining academic success.</p>	
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**Total budgeted cost: £ 265,000**

## 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 2022 to 2023 academic year.

In 2022-2023, we continued to deliver academic support, designed to develop Key Stage 3 skills in literacy, numeracy and science as well as Year 11 GCSE support to improve outcomes for our disadvantaged cohort. This included support, such as CUB, Forward Step, homework club, LAC mentoring, MHFA and other individualised support offered by the team. Alongside the PP team's interventions, a comprehensive Period 4 and small group intervention programme for our Year 11 pupils was facilitated by individual departments, supporting both disadvantaged and non-disadvantaged pupils. Programmes for enrichment – including clubs and after-school interventions – were supported with free transport in the form of the after-school bus.

Furthermore, we also funded uniform, a variety of trips and specialist college protective clothing (totalling £4110.89) to ensure that none of our disadvantaged cohort missed out on either necessities or vital enrichment activities. This has been further bolstered by the introduction of a uniform swap shop, which has helped to support our disadvantaged families even more.

Academically, our results for the Year 11 Pupil Premium pupils were as follows in 2023 and 2024

- Progress 8 -1.6 (2023), -1.2 (2024), NA (2025)
- Attainment 8: 20 (2023), 31 (2024), 28 (2025)
- Percentage of Grade 5+ in English and maths: 7% (2023), 20% (2024), 13% (2025)
- Percentage of Grade 4+ in English and maths: 20% (2023), 33% (2024), 19% (2025)

As part of our literacy programme, 44 Key Stage 3 pupils were involved in our bespoke literacy programme, as detailed previously in this document. On exit, the average percentage scored was 85% (assessment was based on thirty of the new Tier 2 words they had learned over the programme), and felt they were 'more confident' using 22 of the words in every day work (average score). At this time, the NGRT are still due to be completed in order to evaluate the impact in quantitative terms of reading ages. We will continue to use this programme in a modified manner in MAC, to improve reading ages and vocabulary confidence amongst our most vulnerable pupils, particularly as it has been identified that reading skills amongst disadvantaged pupils has been identified as a key concern post-pandemic (NFER 2022).

At Key Stage 4, 44% of our Pupil Premium pupils attended our Lesson 6 programme, and while this is a good start, we are aiming to increase this number significantly this year. Our strategy for this will include mentors for all Year 11 pupils, close monitoring amongst the leadership team and regular parental contact to ensure more pupils access this valuable resource. This was supplemented with in class tuition/withdrawals, led by key teachers from each department.

## Further information

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