

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year 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	Magnus Academy
Number of pupils in school	687
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Anna Martin Principal
Pupil premium lead	Garth Freeman Vice Principal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£331,750
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	£331,750

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention at the Magnus Academy is that all students regardless of their background make good progress during their time at the academy and attain well in all areas of our high challenge curriculum. This will provide all students with not only a good set of exam results but also with the skills that they need to integrate effectively into society.

The Magnus Academy takes in a significantly higher rate of disadvantaged students based on the catchment area. The Free School Meal gap index generated by the Education Endowment Foundation identified the Magnus academy as being in the highest percentile for this measure at 17.11%. Other schools in the local area have negative percentages. Based on this it is absolutely essential that the funding is spent correctly at the Academy.

Our strategy is based around highly effective teaching and learning. The Education Endowment Foundation identified high quality teaching as having the biggest impact on the progress of disadvantaged pupils whilst maintaining the progress of all students that attend the academy. The strategy will focus on equipping the highly effective teachers at the academy with the tools they need to design high challenge, knowledge rich and accessible curriculums across all subjects and giving these teachers the tools to implement their curriculum. Highly effective assessments will be used to judge the impact of the curriculum and then to target interventions towards all students (but in particular the disadvantaged students) that are not making the desired progress. The feedback produced by the assessments will ensure that.

- The curriculum across the academy is maintained at high level of challenge.
- The data produced is analysed quickly to ensure appropriate interventions are swiftly put in place to close the gap.
- The progress data is swiftly shared with appropriate members of staff to ensure that the quality of education the disadvantaged students receive is maintained at a high level.

This cyclical process will be maintained throughout the entire academic year.

The strategy will also aim to enrich the lives of our more disadvantaged students as they might not have access to the same opportunities as their peers. The enrichment programme at the school will aim to develop the character of all students by exposing them to experiences they may not have access to within their community.

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading and literacy ages of the KS3 students coming in from primary schools are lower than the national average. Diagnostic assessments using the Sparx reader package highlighted that disadvantaged students at the academy are even further behind compared to their peers.</p> <p>The Y7 cohort has a reading SAS of 100, which is in line with the national average. This is the first year this has happened in the past 7 years. However, the reading SAS for disadvantaged students is 99. This sits slightly below national average. However, internal data generated from Sparx assessments has identified that only 12% of the Y7 cohort are currently at national average.</p> <p>However, GL assessments and KS2 SAT's data revealed that current Y8 students on average have a reading scaled score of 99.0 (national average being 100) and 15 students within the cohort scoring attaining a score between 74-81. This is significantly greater than the national average scores for this year group. This pattern of poor reading ability is reflected in year 9 (95.6) and 10 (97.8) on entry. This has been a continuous trend for the last 3 academic years.</p>
2	<p>The mathematical ability of the KS3 students coming in from primary schools are lower than the national average. Diagnostic assessments using the GL assessment package highlighted that disadvantaged students at the academy are even further behind compared to their peers.</p> <p>The Y7 cohort has a numeracy SAS of 100, which is in line with the national average. This is the first year this has happened in the past 7 years. However, the reading SAS for disadvantaged students is 99. This sits slightly below national average. Although data generated from Sparx has identified that only 55% of the cohort are currently at the national average expectation whereas nationally 68% of students achieve this standard.</p> <p>KS2 data has revealed that overall, the Y8 students at the academy have an average maths standard age score of 98.7 and 7 disadvantaged students are in the bottom percentile nationally. This is a similar pattern in Y9 & Y10.</p>
3	<p>The assessment data from all year groups across the academy has identified that disadvantaged pupils are falling behind their peers.</p> <p>The 2025 / 2026 cohort highlights this gap as disadvantaged students left the Academy with an A8 score of 3.16 compared to their peers with an A8 score of 3.91. This resulted in a gap of -0.75.</p> <p>This pattern is also evident in the 2024 / 2025 Y11 cohort's performance in their exams. Disadvantaged students recorded a P8 score of -0.54 whereas their more advantaged peers recorded a P8 score of -0.16. This gap is even more evident from the internal data from other year groups.</p>

	Internal question level analysis data has also revealed that disadvantaged pupils have significant knowledge gaps. This is certainly due to the poor attendance from some disadvantaged pupils. The current PA % at the academy is 27.8%, with disadvantaged pupils coming in at 39.7%. Significant resources and interventions are needed to catch these disadvantaged pupils up in terms of their curriculum knowledge.
4	<p>Motivation and engagement of disadvantaged pupils in relation to their learning is resulting in poor behaviour within lessons. Internal data relating to removals from lessons has shown that 57% of removals relate to disadvantaged students. A large percentage of the students in detention are disadvantaged pupils.</p> <p>Disadvantaged students also account for 75% of the suspensions at the academy. This has resulted in a large amount of lost learning.</p> <p>Disadvantaged students account for 66% of the students in isolation so far this academic year. Once again this has resulted in a large amount of lost learning.</p>
5	<p>The attendance of disadvantaged pupils stands at 87.2% for HT1. This is below the national average for disadvantaged pupils at 90%.</p> <p>Attendance needs to improve across the school but particularly for the disadvantaged students</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
Improve the attainment and progress of disadvantaged pupils year on year	<p>By the end of our current plan the attainment and progress scores of disadvantaged students in KS4 will have improved and the gap between disadvantaged students and their peers will have significantly reduced.</p> <p>In 2024/2025 the following measures will be aimed for relating to disadvantaged pupils</p> <p>Attainment 8 score = 4.1 Progress 8 score = -0.1</p>
Improve the quality of education across all year groups within the academy	A curriculum that is knowledge rich, accessible to all but challenging will be put in place by the end of the academic year.

	<p>The rigorous quality assurance process across the academy will identify strong teaching across all faculties. All staff are effectively using the teaching and learning strategies that they have been taught during highly effective CPD sessions.</p> <p>Staff and student voice constantly provides useful feedback that leader use to adapt the teaching and learning CPD in place at the academy.</p> <p>A culture of coaching is effectively implemented resulting in all teachers feeling comfortable being observed and receiving feedback. This creates a cycle of constant improvement regarding teaching and learning</p> <p>Responsive teaching is the focus of professional development this academic year to ensure that all pupils can access the curriculum.</p>
Improve reading, comprehension and numeracy skills across all year groups but in particular at KS3	<p>Reading and comprehension test will demonstrate improved comprehension, reading ages and standard score within English by the time KS3 students graduate to KS4. The gap in the above measure between disadvantaged students and their peers will have reduced to 0 by the time students reach KS4 enabling them to fully access the GCSE curriculum. The same pattern will also be evident in the data produced by numeracy assessments.</p>
Improve and maintain the attitudes to learning of all students within the academy	<p>High expectation and standards within lessons and continual behavioural and emotional support will result in the following by the 2025/2026 academic year;</p> <ul style="list-style-type: none"> • Homework completion has improved to over 80% • The removals from lessons per week dropping from 32 to 20 • The FTE% to be at 6.5% • The number of students isolated will reduce. • A pastoral support hub that supports the disadvantaged students being removed consistently from lessons. • The number of detentions per day to have significantly decreased due to effective preventative measure being put in place.
Improve the attendance of disadvantaged pupils to be in line with the national average	<p>Sustained high attendance of disadvantaged pupils resulting in attendance measures in the 2024/2025 academic year being at.</p>

	<ul style="list-style-type: none"> • Overall attendance = 95% • Disadvantaged students' attendance = 91% • The gap in attendance between disadvantaged students and their peers reducing. • PA% for all students being at 25%
Enrich the lives of the disadvantaged pupils within the academy through a highly engaging enrichment programme	<p>The enrichment programme will continue to grow providing students with a greater access to activities that will help them develop character.</p> <p>The careers programme at the academy will continue to achieve the Gatsby benchmarks. Students will have access to a greater variety of cultural experience such as the theatre, university open days, university lectures and work experience.</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)

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a CPD model that addresses all areas relating to teaching and learning	<p>The Sutton Trust have identified quality first teaching and learning as having the biggest impact upon the progress of disadvantaged pupils. The evidence for this can be seen here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Using this as the evidence base a CPD programme has been developed that focus's on developing;</p> <p>Unconditional positive regard between students and staff. To develop a culture based on relationships and high expectations that allows all pupils to flourish. Strategies such as the introduction of recognition boards rather than sanction boards, golden tickets, conduct cards & school stop positions will all be implemented.</p> <p>At the academy we have moved to a teaching model of I do, we do, you do. This evidence-based teaching model has been implemented by many successful schools across the country. All staff have been trained on each aspect of the model. https://www.evidencebasedteaching.org.au/the-i-do-we-do-you-do-model-explained/</p> <p>Highly effective and reflective classroom practitioners have been trained as coaches. All staff have been offered coaching supports and some teachers have been targeted to support them in their teaching. The academy has brought into the Steplab coaching programme and CPD programme. https://steplab.co/</p> <p>Responsive teaching - staff have been trained to use strategies and given knowledge on how to ensure all students can access the curriculum. This includes SEND & PP students. All classes will have adaptive teaching strategies specific to the students in the room.</p>	1-4

	<p>A high challenge knowledge rich curriculum that has been designed using the research provided by OFSTED in their latest set of webinars. https://www.youtube.com/user/Ofstednews</p> <p>CPD time has been dedicated to train staff in how to identify and then rectify knowledge gaps and through checking for understanding. Classroom strategies such as, mini whiteboards, low stakes quizzing & think, pair, share activities will be used at critical points in lessons. Lessons will be adapted based on the feedback received.</p>	
Implement and utilise high quality diagnostic assessments to target interventions	<p>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: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</p> <p>At the Academy we use the high quality assessments developed by subject specialist to create a question level analysis document. This document is then used to adapt the curriculum to student needs and to target interventions. The diagnostic test package we implement has been developed by GL assessments & Sparx. The data provided from the assessments allows us to target interventions towards KS3 students to ensure they are 'caught up' by KS4. https://www.gl-assessment.co.uk/assessments/products/ks3-assessment-package/</p> <p>CPD will focus on developing relationships between students and teachers. This focus will improve student enjoyment in lessons and help to improve the attendance figures for disadvantaged students at the Academy.</p> <p>Pupil voice questionnaires will be used at specific points throughout the year to generate value feedback on all aspects of school life. The feedback will then be used to target interventions and initiatives.</p>	1-4
Implementing an accountability cycle ensuring that the progress data for Y11 and Y13 is accurate allowing effective interventions to be targeted from it,	<p>4 times per year a member of the SLT meets with head of faculty to discuss and hold them to account for the Y11 and Y13 progress data. From this meeting intervention in school and after school can be targeted effectively resulting in student progress. All intervention sessions are based on a small group tuition model. The EEF toolkit identifies this as a highly effective strategy in promoting the progress of disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	3

<p>Design and implement a high challenge curriculum that can be accessed by all including the use of homework for self regulated study.</p> <p>Staff directed time during CPD cycle has been dedicated to curriculum development</p>	<p>All subjects will have in place highly effective long term plans resulting in a knowledge rich curriculum, Within the LTPs</p> <ul style="list-style-type: none"> • Core knowledge has been identified from specifications • Key skills have been identified and planned for • Misconceptions have been identified and planned for within lessons • Assessments have been planned for using specific criteria • Ambition for all questions have been created based on the LTP (If a student can answer these questions they have been successful in this unit of learning) <p>From the LTP's the following have been developed</p> <ul style="list-style-type: none"> • Highly quality assessments that assess core knowledge and skills • A knowledge organiser to support learning <p>The curriculum model has been based on the OFSTED curriculum framework and webinars: https://www.youtube.com/user/Ofstednews</p> <p>CPD will also focus on creating a responsive curriculum that can be accessed by all students including those with SEND needs.</p> <p>A new homework model has been implemented based around the Sparx package. All KS3 students will complete reading, maths & science homework. The decision to do this has been based around the whole school priority of developing maths and reading ages. The Sparx package adapts to the student's ability and knowledge gaps. At KS4 Sparx will also be used. However, other faculties can set weekly homework.</p> <p>At KS5 UpLearn will predominately be used as the homework tool. This has been shown to improve students grades so they achieve the top grades nationally.</p>	3
<p>Culture of coaching at the academy</p> <p>using directed time for coaching meetings</p> <p>Staff member being given CPD on how to effectively coach</p>	<p>Steplab has been purchased at the Academy. This package will allow teachers to receive highly detailed feedback relating to their teaching and learning. This will form the basis for the coaching model the school will implement this academic year.</p> <p>A coaching model will be implemented at the Academy. At some point during the school year every member of staff will become a coach and have the opportunity to be coached.</p> <p>Doug Lemov in his book 'Teach Like A Champion' identifies coaching as being one of the biggest contributing factors to implementing an effective teaching and learning programme. https://teachlikeachampion.com/</p>	3

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Y11 intervention during and after school.</p> <ul style="list-style-type: none"> Tutor time interventions Targeted afterschool catch up sessions Easter school 	<p>From the RAG meetings discussed in the previous section students are selected for interventions based on the knowledge gaps that they have. Disadvantaged students are given priority when students are selected for interventions. All interventions are based on the small group targeted intervention model explained in the EEF toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	3
Numeracy interventions	<p>Many maths interventions take place such as</p> <ul style="list-style-type: none"> The data produced from the GL assessments in KS3, internal assessments and assessment done by Sparx maths identified a group of students that are behind their age related maths expectations. These students will be placed into an online maths tutoring programme. Weekly tutor time numeracy activities. Weekly Sparx maths homework. Room 96 to be used to support an Y7 student not able to access the curriculum due to numeracy barriers. 	1, 2 & 3
<p>Homework catch up sessions for disadvantaged pupils</p> <ul style="list-style-type: none"> Teaching assistant to run sessions 4 days a week 	<p>A large proportion of the students that do not complete homework are from a disadvantaged background. One of the main reasons for a lack of homework from these students is a lack of space at home. The homework club provides this space.</p> <p>The EEF toolkit has also shown effective homework to improve the progress of disadvantaged students by 5 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	3 & 4

Dyslexia Gold	<p>Students that have been identified as having barriers to learning due to dyslexia will be place on the Dyslexia Gold programme.</p> <p>This intervention aims to encourage students with dyslexic tendencies to engage with reading and therefore make progress in their reading ages.</p>	1
Reading interventions	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Many reading interventions take place at the Academy such as;</p> <ul style="list-style-type: none"> • Students that are significantly below the expected reading age will be place onto the Ruth Miskin 'Read, Write, inc' programme. • Weekly reading lessons. • Y12 students acting as reading mentors to Y7 students. • Sparx reader set as weekly homework. • 'Switch on' reading package will be implemented by the librarian. • Room 96 to be used to support an Y7 student not able to access the curriculum due to reading barriers. <p>The decision to do this is supported by the following evidence:</p> <ol style="list-style-type: none"> 1. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 2. https://www.oup.com.cn/test/word-gap.pdf 3. https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3 	1

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

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance interventions based on weekly data analysis	<p>Disadvantage students current attendance and PA is higher than their peers at the academy. Attendance monitoring and interventions are required.</p> <p>All staff have will complete the national college attendance training throughout the year to ensure they are equipped to identify and intervene regarding barriers to attendance</p> <p>More focus will be placed on tutors educating, monitoring and reviewing their forms attendance.</p> <p>Employment of 2 x attendance officer to monitor and promote attendance.</p> <p>Use of attendance support plans to ensure families are supported in ensuring their child attends school.</p> <p>Attendance reports based on rewarding attendance will be implemented throughout the academic year. This will be combined with whole school awards and recognition for good attendance.</p> <p>Student attendance is discussed weekly during inclusion meetings. Barriers are identified and specific interventions are put in place.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	4
Implement an effective behaviour mentoring programme to help student manage their behaviour	<p>Many disadvantaged student particularly in KS3 at the academy find it difficult to regulate their behaviour. In response to this the Academy has increased the capacity at a pastoral level by employing a non-teaching head of year who has been trained in behaviour mentoring.</p>	3, 4 & 5

<ul style="list-style-type: none"> • Pastoral leads in charge or mentoring • Staffing at the alternative provision • The enhanced provision unit • Behaviour data analysis • Emotional logic training • Step up mentoring 	<p>Whole school CPD has focussed on developing relationships with students to ensure they feel belong and then ultimately flourish at school.</p> <p>All students that trigger a certain value in behaviour points will be placed on a pastoral support plan. This is to support them in altering their behaviours to ensure exclusions are prevented.</p> <p>Rather than permanently exclude students we provide an alternative provision at the academy at both KS3 & KS4. The highly specialised provision results in students studying 5 GCSE rather than the full compliment of subjects. At KS3 it is expected that students will be reintegrated into the main school provision at some point. Salaries for the AP come from the PP pot.</p> <p>The pastoral support base - any student that is referred will receive the support they need to ensure they are behaving appropriately at the academy.</p> <p>The Academy employ a specialised behaviour mentor to work with disadvantaged pupils.</p> <p>Recognition reports and tutor reports will be used to set target and intervene early regarding poor behaviour.</p> <p>The Academy works closely with its governing body to identify and intervene early regarding behaviour issues. Governor / discipline committee's are implemented when specific triggers are reached.</p> <p>Student behaviour is discussed weekly during inclusion meetings. Barriers are identified and specific interventions are put in place.</p> <p>The EEF toolkit has researched how behaviour mentoring can positively impact not only student wellbeing but also progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>Use of school counsellors to promote wellbeing in student that are struggling</p> <ul style="list-style-type: none"> • Employment of counsellors 	<p>The Academy employed more school counsellors who are expertly trained and ready to respond to student needs.</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p>	5

<ul style="list-style-type: none"> • Employment of staff and student mental health expert 		
<p>The development of the enrichment curriculum to develop character within disadvantaged students</p> <ul style="list-style-type: none"> • Teacher time developing enrichment • Funding for different enrichment programmes • Cost of the necessary equipment • Teacher time during the day • Afterschool activities • Trips 	<p>At the academy we strongly believe that disadvantaged student should have access to all the opportunities their peers experience. Each week as a minimum students have access to 1 lesson of enrichment during the school day. Many clubs ranging from sports to the arts also run after school. Disadvantaged student have access to all of these opportunities</p> <p>Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate</p>	4 & 5
<p>To provide financial support relating to dinners at the academy.</p>	<p>Every student eligible for the pupil premium grant will receive a contribution of £0.37 for each meal they eat at the academy.</p>	5

Total budgeted cost: £330,000

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 2024 to 2025 academic year.

The data produced from the 2024/2025 exams analysis highlighted that disadvantaged students were behind their peers in terms of attainment. PP students have an attainment 8 score of 3.16 compared to non-pp students that had a score of 3.91. This gap has also increased by 0.3 compared to the previous year. This is also the case in terms of their progress with PP students having a P8 score of -0.3 and non-pp students having a P8 score of +0.3. The attainment measures are lower compared to the 2019/2020 year and the gap between the disadvantaged students and their peers has widened.

However, attainment in English and maths has stabilised / slightly improved on last year (Maths = 3.9 & English = 4.17). This must be due to the rigorous intervention process that was put in place for disadvantaged students, combined with the high challenge and responsive curriculum. Disadvantaged students were always given first priority in terms of; small intervention groups, afterschool interventions. This will continue this year. However, the progress of disadvantaged students is still not good enough.

Engagement in learning and behaviour around the Academy has resulted in disadvantaged students missing huge amounts of learning time. Last academic year disadvantaged students spent a disproportionate amount of time either absent, in isolation or excluded compared to their peers. Huge efforts have been made to support students during lost learning time. The work completed during periods of suspension and isolation has now been designed to match the curriculum. Incentives to attend such as rewards and small group mentoring will be combined with the attendance support plans and statutory guidance relating to fines to ensure attendance improves.

The overall attendance of disadvantaged pupils has improved at the start of the 2025/26 academic year. The % attendance of disadvantaged students is currently 88% compared to their peers that was 94% This is slightly below the national average of 92% for all students. Student voice and interactions with parents identified a lack of enjoyment in lessons and poor relationships with some teachers as the main reasons for not attending lessons. Last academic year this feedback was used to create a sense of belonging amongst all students including those from disadvantaged backgrounds. Tutors became more heavily involved in the attendance aspects of the

school. This will continue throughout the current academic year. In addition to this all staff have been trained on how to be a 'warm demander' in lessons. Through the continual effect of positive relationships combined with high expectations we are expecting both attendance and attainment to improve.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.