

Pupil premium strategy statement – Colonel Frank Seely School

This statement details our school’s use of pupil premium (and recovery 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	897
Proportion (%) of pupil premium eligible pupils	24.53
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)	2025-2028
Date this statement was published	Jan 2026
Date on which it will be reviewed	Jan 2027
Statement authorised by	Jon Gale
Pupil premium lead	Jemma Clarke
Governor / Trustee lead	Claire Holland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,962
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£192,962

Part A: Pupil premium strategy plan

Statement of intent

At Colonel Frank Seely Academy, we aim for equity as we want all students, regardless of disadvantage to receive the same opportunities, support and experiences to enable them to succeed into the next stage of their education or employment. We aim to reduce barriers, raise aspirations and offer a broad range of opportunities for our disadvantaged students.

High quality teaching and learning, as recognised by the Education Endowment Foundation (EEF), stands at the very heart of our approach to narrowing the gap for our disadvantaged learners. The EEF identified high quality teaching as having the biggest impact on the progress of disadvantaged pupils and at the same time this will also benefit the non-disadvantaged pupils at CFSA. Our strategy aims to equip the teachers in the school with the skills and knowledge to design high challenge, accessible curriculums that enable all learners to thrive and make progress.

Research has shown that disadvantaged students have been worst affected by partial school closures and the demands placed upon young people through periods of self-isolation. We have drawn upon the research conducted by the Education Endowment Foundation on the strength of effective practices in creating a robust and effective plan to make a difference to the lives of the young people in our care.

Since returning from COVID, we have worked tirelessly to maintain high standards of student behaviour by implementing learning behaviours across all classrooms. We have adopted a new approach to data analysis to ensure we are giving teachers and faculties the tools and time to quickly identify underachievement and devise strategies to address student progress.

Our plan focuses on implementing and reviewing carefully selected provision that will make a difference: Quality First Teaching, targeted academic support and mentoring, parental engagement, careers and university guidance and a focus on improving literacy and raising reading ages.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: significantly below non-disadvantaged counterparts.
2	English and Maths: below the expected standards on entry.
3	SMEH: high levels of need post Covid Lockdown experience, including positive identity and self-esteem.

4	Local demographic and lack of parental support and knowledge for career and university choices.
5	Parental Engagement and perception of school experience.

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 A8/P8 of disadvantaged students by comparison to similar schools and comparison to national average	Data Collection sees incremental improvement at each stage. School P8/ Attainment 8 meets/ exceeds National Average
Improve Attendance in line with National average	School attendance meet/ exceed National Average
Increase the proportion of PP students entering the EBacc (and obtaining the Standard and Strong passes) moves towards the national data for non-disadvantaged students.	The national EBacc entry was 40% for all students last year.
Reading age of PP students to meet chronological age by the end of Year 9	ARTI STAR test data collections show incremental increases across KS3
All students, including those at risk of NEET, go on to further education or an apprenticeship post Year 11	Destination data show 100% in education or employment.

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: £40,000







Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching in all	EEF Toolkit Evidence shows that having access to subject specialists and therefore targeted feedback in lessons, has an impact of up to 8 months progress to students. Having a Senior	2 4

<p>lessons to include modelling, AFL and effective feedback.</p> <p>Learning behaviours and teaching fundamentals focus in all lessons</p>	<p>Leader to cover lessons for pupils affected by staff absence allows for good learning environments to be maintained, allowing all pupils consistency and the best opportunities to learn.</p> <p>Feedback High impact for very low cost, based on moderate evidence.</p>	
<p>Implementation of StepLab to allow for QA of fundamentals</p>		2 3 4
<p>Oracy and literacy programme in school to support closing the vocabulary gap and improving confidence</p>	<p>EEF Toolkit Evidence shows that Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Collaborative learning Moderate impact for very low cost, based on extensive evidence.</p> <p>Oral language interventions Moderate impact for very low cost, based on extensive evidence.</p>	2 3 4 5

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







Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>English intervention, small group tuition, including No Nonsense Phonics and Lexia</p> <p>Literacy and Accelerated Reader Programs for Years 7 and 8</p>	<p>Evidence shows that outcomes are positively affected when students are provided with high quality, small group tuition. The EEF estimates that this strategy can contribute to adding 4 months' progress to students who take part. The use of tutors in English allow for reduced class sizes for those identified as most in need.</p> <p>Reducing class size Moderate impact for high cost, based on moderate evidence.</p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence.</p>	2
<p>Maths tutoring for targeted Year 11 students</p>	<p>Small group tuition Moderate impact for moderate cost, based on limited evidence.</p>	2
<p>Assertive Mentoring in KS4. All Year 11's to be allocated an assertive mentor. Zorba in KS4 & 5</p>	<p>Despite a low impact recorded by the EEF for mentoring, our experience at CFSA has been that through effective mentoring relationships, PP students in particular, can become more responsible for their learning and have higher aspirations when encouraged by mentors. There is a primary focus on PP students in the first instance in 2023-25, following teacher reviews of student</p>	1 2 3 4 5

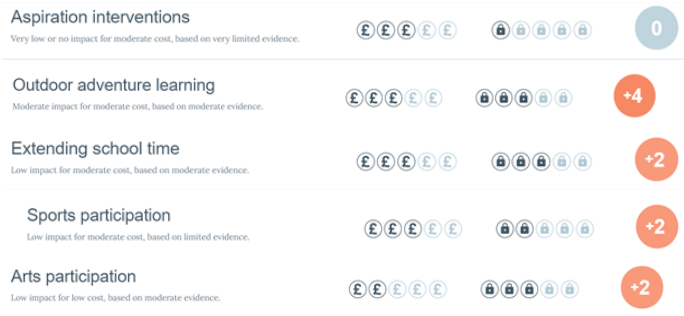
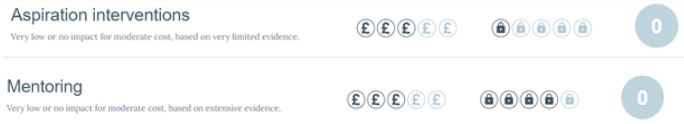
<p>To target underachievement and implement support</p>	<p>engagement. Departmental Zorba meetings between SLT and HoS will focus on progress in Year 11 primarily and target underachievement at each data collection point. This sharing of information allows teaching and support staff to best target barriers to pupils' learning and put into place strategies to overcome them. Fortnightly assertive mentoring with all Year 11 students.</p> <p>Feedback High impact for very low cost, based on moderate evidence.  </p> <p>Mentoring Very low or no impact for moderate cost, based on extensive evidence.  </p>	
<p>Purchase of revision guides for all PP students</p>	<p>All PP students to receive revision resources and equipment needed to support home learning.</p>	<p>2 4</p>
<p>PP profiles for all Year 11 students with targeted interventions shared on ClassCharts</p>	<p>All Year 11 PP students have had a 1:1 mentoring meeting with a member of SLT. Profiles have been created and shared on ClassCharts with 3 strategies to support learning. These profiles will be used by class teachers to support learning.</p> <p>Mentoring Very low or no impact for moderate cost, based on extensive evidence.  </p>	<p>1 2 3 4</p>

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast club for all PP students</p>	<p>Social and emotional learning Moderate impact for moderate cost, based on extensive evidence.  </p> <p>Parental engagement Moderate impact for moderate cost, based on moderate evidence.  </p> <p>Extending school time Low impact for moderate cost, based on moderate evidence.  </p> <p>Breakfast provided on site for PP students from 8:15 to support raising attendance and focus for learning.</p>	<p>1 5</p>
<p>READING-promoting the engagement and enjoyment of reading, including tutor time reading, Library Opportunities, DEAR and AR</p>	<p>Reading strategies can prove highly successful in raising student outcomes, with up to 6 months' progress being added in some cases. CFSA has recognised this and runs a targeted reading programme with the support of TAs, the Librarian and all teaching staff in order to achieve the objective of all students having a reading age of 15 years old by the end of Year 9. This is an aspirational target but crucial in ensuring that the Academy supports students in being able to access and perform well in their GCSE examinations at the end of Year 11. KS3 Students read for 15 minutes every day in a rotation of lessons and have one dedicated reading lesson in the library, with their English teacher and the librarian. CFSA invests in the Accelerated Reader programme to help monitor reading ages and develop students' love of reading.</p>	<p>2 3 5</p>

	<p>Reading comprehension strategies <small>High impact for very low cost, based on extensive evidence.</small> £ £ £ £ £ 🛡️ 🛡️ 🛡️ 🛡️ +6</p> <p>National Literacy Strategy</p> <p>Additional classes in literacy have been part of the literacy support at CFSA for the past two years, to excellent effect, significantly improving reading ages and improving the proportion of students who could read at or above their chronological age.</p>	
<p>Attendance Officer and Pastoral staff, Compass mentoring and supporting students. Targeted tutor support through the House System.</p>	<p>Attendance Officer CFSA employs a lead and assistant attendance officers whose sole focus is to raise student attendance; this is achieved through a range of intervention methods including student and parent contact in school and at home. PP student attendance has shown a positive increase in the last two years and this can be attributed to the work that the attendance officer and staff as a whole do, day-to-day to ensure students are in school to access the teaching and learning provision on offer. The mentoring group with targeted individuals will continue to operate in the next academic year.</p> <p>Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small> £ £ £ £ £ 🛡️ 🛡️ 🛡️ 🛡️ +3</p> <p>The Compass The compass at CFS has been developed for the last few years and will continue to offer students targeted intervention to help to improve behaviour, attendance and other barriers to students making expected progress. Evidence suggests that this type of intervention has a moderate impact on student progress with moderate cost implications. The SSC at CFS plays a vital role in support students with behavioural and/or social/emotional needs. The team works closely with students, parents and teachers in order to ensure that students maximise their achievement whilst receiving the support they need. The Academy also liaises closely with external agencies to support students in the SSC; including: CAMHS, Stronger Families, Targeted Family Support, Kooth, Young Carers, Equation, Women's Aid and Sharp. Regular contact and encouraging dialogue between school and home has been proven to have up to 3 month's impact on students' progress.</p> <p>M5 M5 support has been in place for the last two years and will continue to offer support to ARNA students</p> <p>Parental engagement <small>Moderate impact for moderate cost, based on moderate evidence.</small> £ £ £ £ £ 🛡️ 🛡️ 🛡️ 🛡️ +3</p> <p>Behaviour interventions <small>Moderate impact for moderate cost, based on extensive evidence.</small> £ £ £ £ £ 🛡️ 🛡️ 🛡️ 🛡️ +3</p> <p>Mentoring <small>Very low or no impact for moderate cost, based on extensive evidence.</small> £ £ £ £ £ 🛡️ 🛡️ 🛡️ 🛡️ 0</p> <p>Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small> £ £ £ £ £ 🛡️ 🛡️ 🛡️ 🛡️ +4</p>	<p>1 3 5</p>
<p>Character / Opportunities Programme</p>	<p>All Academies within the Redhill Trust operate a Pledge programme for students. At CFS, Character Pledges are designed to be accessible and achievable and aim to provide opportunity for students to develop a range of key skills that will be useful as they progress into adulthood. The Character Pledge programme is also an opportunity to celebrate with students and reinforce the positive and successful culture that is embedding within the Academy.</p>	<p>3 4 5</p>

	<p>Pledges are achievable in different ways, examples of these include: showing commitment to co-curricular activities; representing the house in activities/competitions and helping and assisting others within the Academy. Milestones are built into the 5-year programme to celebrate achievement with students graduating from Key Stage 3 and receiving an invite to the Year 11 prom at the end of Key Stage 4. This initiative draws together several proven, effective intervention strategies with the potential of improving progress by up to 5 months for some students.</p> 	
Careers Advisor	<p>The careers professional will arrange a wide programme of activities e.g. Speed Networking Day for KS3 with local businesses and professionals, Careers Week activities, work experience with a priority for finding aspirational placements for PP students. In addition, the careers professional will operate one to one careers' mentoring session for all PP students.</p> 	4 5

Total budgeted cost: £ 190,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

There were 27/123 students registered as PP in Year 11 in 2025. Attainment 8 outcomes for PP were 39.13 compared to non-PP at 47.89. A8 figures for PP students were in line with national average at 39.1 The percentage of PP students entered for EBacc was 40.7% compared to 61.5% non-PP. The national average for all students following the EBacc pathway was 40.5%

Student Support Centre

32 PP students regularly accessed the compass for ongoing work around SMEH during the academic year 2024-2025.

This consisted of individual 1:1 work and group sessions. Sessions focused on individual student needs but included work on mindfulness, coping strategies to deal with anxiety and compassionate mind exercises.

Careers Y11 PP

All PP Y11 students who were at risk of becoming NEET received multiple interviews with the careers officer in their final year. All PP students have gone on to further education / training according to most recent destination data.

Lexia, AR, No-nonsense Phonics and other reading programmes

Average Reading Age increase of 20 months in 12 months for Year 7 cohort 2024 to 25.

Average Reading Age increase of 18 months in 12 months for Year 8 cohort 2024 to 25.

18 students accessed No-Nonsense Phonics intervention

Externally provided programmes

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

Programme	Provider
Lexia	Lexia Learning
Accelerated Reader	Renaissance Learning
Phonics	No Nonsense Phonics
School Led Tutoring	Colonel Frank Seely School