Pupil premium strategy statement

This statement details our school's use of pupil 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	Torquay Academy
Number of pupils in school	1506
Proportion (%) of pupil premium eligible pupils	31.2% (470 students)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mark Gale
Pupil premium lead	Katie Aplin
Governor lead	Cheryl Baxter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 465,170
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Part A: Pupil premium strategy plan

Statement of intent

At Torquay Academy:

- We believe in the capacity of every pupil to achieve at the highest levels
- We do not believe that social or financial disadvantage should ever be an obstacle to a young person's life chances
- We use every funding source and educational strategy at our disposal to remove barriers to success for our pupils
- We encourage every pupil to believe in themselves and their potential to achieve
- We support every pupil to take pride in their achievements and to always aspire to achieve even more

Key aims:

Ensure the profile of Pupil Premium (PP) students is high and is well-communicated to staff.

Carefully monitor the provision for PP students; ensure staff analyse PP progress.

Embed structural reform to prioritise the attainment of PP students.

Challenges

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

Challenge number	Detail of challenge
1	PP students are more likely to have low attendance rates and/or suffer from persistent absence.
2	PP students are more likely to have issues relating to their behaviour around school and in lessons.
3	PP students are more likely to have a fixed mindset, thereby limiting their career goals and making it more likely that they will give up on tasks rather than persevere.
4	PP students are more likely to have issues relating to the completion of homework.
5	PP students are more likely to underachieve than their non-PP peers.
6	PP students are likely to have low literacy and numeracy attainment

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
Staff are aware of the needs of their individual PP students.	Staff can explain what steps they are taking to help individual PP students.
Attendance, behaviour, mindset and homework of identified PP students improves, as evidenced by their position of the effort boards	Average effort grades for PP students increase and the gap closes between PP and non-PP students.
Academic gaps for identified PP students are closing	PP students are prioritised during superteaching week.
Career goals gaps for identified PP students are closing	PP students are prioritised for careers provision.
Gaps in literacy/ numeracy attainment is closing	Literacy strategies are used in every lesson to ensure learning is accessible. PP students are prioritised for Literacy and Numeracy Interventions.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff use Closing the Gap sheets in their 'Gap Pack.'	Knowing students' individual needs ensures that they can be well met (EEF)	3 - 6
Superteaching week (including teacher reflection meetings) focus on the needs of PP students	It is essential that closing the gap takes account of granular academic misconceptions of students (Driven by Data and Assessments)	3 - 6
Twilight sessions are used for staff CPD relating to PP students	Staff professional development is key to ensuring the effective implementation of PP initiatives (Kotter and EEF Professional Development)	1 - 6
Arbor MIS is used to ensure that staff have student information readily available	Knowing students' individual needs ensures that they can be well met.	1 - 6
PP students to talk through work with SLT	Developing students' ability to discuss their learning and needs helps improve engagement.	2, 3 + 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head of Year in Y7. Y8, Y9 and Y10 specifically focused on the PP students of that year group.	Improving mindset with activities linked to wellness. Providing Literacy intervention in Y7-Y9. Supporting the engagement of students in Y10.	1-6
Literacy intervention in Period One.	Improving literacy has all-round impacts on students' ability to access the broader curriculum (EEF Literacy guidance)	3 - 6

Numeracy intervention in Period One	Improving numeracy has all-round impacts on students' ability to access a range of subjects (EEF Improving Mathematics guidance)	3 - 6
Nurture group	Small-group intervention with a particular focus on literacy and numeracy, alongside social skills, helps students to access the curriculum (EEF)	3 - 6
Period 5 provision for Y11	Intervention based on students' greatest needs (EEF Teacher Feedback + Driven By Data)	3 - 6
Period 5 provision for Y7	Small-group intervention with a particular focus on numeracy helps students to access the curriculum (EEF)	3 - 6
One to one TA support	TA support has a positive effect on students' wellbeing and engagement with school (EEF Toolkit TA Intervention and One to One tuition)	2 - 5
Homework Period 5	Positive impact on student progress, especially for those students without places at home to complete tasks (EEF Toolkit Homework)	2 - 6
Sixth form mentoring at homework period 5.	Peer mentoring has a positive effect on students' wellbeing and engagement with school (EEF Toolkit Mentoring and Peer Mentoring)	2 - 6
Improved data analysis packs for HOYs and HOLAs	Intervention based on students' greatest needs (EEF Teacher Feedback + Driven By Data)	1 - 5
Set for success	Programme in conjunction with the Youth Sports Trust promoting leadership, self awareness and confidence.	1+3
Mentoring for Y9 girls	External Life Coaching with a qualified coach / instructor focusing on self-confidence and goal setting.	1+3
Priority support to secure work experience in Y10	Guidance offered in Period One to support students secure a purposeful and aspiring work experience.	3
Priority support for Careers Guidance meetings in Y11	Careers Guidance meetings take place with every student, at least one, in Y11. PP students are prioritised for this.	3
Visits to local colleges	Visit arranged to South Devon College and Exeter College for PP students to sample and experience post-16 options	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers guidances meetings	Careers guidance promotes positive wellbeing and engagement with school (Gatsby)	3
Attendance follow up	Good attendance promotes a sense of belonging, plus greater progress within lessons (TA effort / outcomes matrix)	1
“Normalising what’s normal” approach	Showing students that ‘normal’ behaviour involves working hard and not disrupting lessons has led to a decrease in removal from lessons (TA evidence and EEF Toolkit Parental Engagement)	1 + 3
Effort board follow up letters	We have demonstrated a clear link between average effort grades and progress 8 (TA effort / outcomes matrix and EEF Toolkit Parental Engagement)	1 - 4
Promote parents’ evening attendance (make appointments)	Parental engagement is shown to have a positive impact on a student’s outcomes (EEF Toolkit Parental Engagement)	4 + 5
Prioritised applications for extra-curricular activities	Extra-curricular activities have a positive effect on students’ wellbeing and engagement with school	1 - 5

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 2025 to 2026 academic year.

Our strategy for 2025-26 was focused on 'positive discrimination for our PP students'. Our data showed that there remains a gap between PP and non-PP students.

Our three aims were met as follows:

Ensure the profile of PP students is high and is well-communicated to staff.

Staff CPD took place regularly to show how they could access information (snapshot and more detailed) about all their PP students. Staff were encouraged to identify their PP students on their 'closing the gap' sheets. The priority of 'positive discrimination for PP students was widely understood and displayed in staff workrooms around the school.

Carefully monitor the provision for PP students; ensure staff analyse PP progress.

A range of approaches were embedded to make sure that the progress of PP students was carefully monitored by class teachers, and particularly by HOYs and HOLAs. SLT line management meetings focused on the progress of these students and on action plans within each subject area and year group.

Embed structural reform to prioritise the attainment of PP students.

A wide variety of techniques were used to prioritise the attainment of PP students. These ranged from academic interventions within individual classes to after-school interventions for identified students. Pastoral support and parental engagement interventions were also prioritised to ensure that students' attendance, behaviour, mindset and homework were focused on. Literacy became the forefront of our Period One focus, developing a BluePrint of strategies that all teachers of all subjects would adopt.

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
Mentoring for Y9 girls	Heart of the Southwest Careers Hub
Set for Success	Barclays and the Wimbledon Project