Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our objective at Kibworth Mead Academy is to ensure all students, irrespective of their background, feel like they belong, improve as learners and become confident individuals. During the 2025/26 academic year our strategy of fostering excellent relationships, as well as our relentless pursuit of high-quality teaching and learning has had a positive impact on our pupil premium students. Our professional learning focus has focused on embedding high-quality lesson starters, as well as effective methods of checking for understanding and scaffolding to ensure all students are appropriately challenged. The pupil premium strategy 2025/26 was effective in ensuring that the quality of teaching & learning impacted positively on our disadvantaged students, demonstrated by the following measures in 2025-26:

- Pupil premium attendance improved by 1.2% in 2025-26 compared to the previous academic year.
- The gap between pupil student attendance and non-pupil premium student attendance narrowed by 0.7% in 2025-26.
- Pupil premium students received 229 more reward points per student compared to the previous academic year.
- Overall, our drive in prioritising our pupil premium students has supported them receiving 107, 681 reward points compared to 66, 994 reward points in 2024-25.
- DA P8 is -0.36 which is broadly in-line with the National average, when considering significant outliers.
- DA students achieved positive P8 scores in 11 subjects: **Art** (+0.85) **Biology** (+2.79), **Chemistry** (+1.85), **Computer Science** (+1.80), **French** (+0.87), **Music** (+1.40), **Higher Maths** (+0.99) **Physics** (+1.83), **Business** (+0.03), **Health & Social Care** (+0.06), **Sports Studies** (+0.17) and **Statistics** (+0.81).
- 50% of DA students achieved 9-4 in **English.**
- 43.3% of DA students achieved 9-4 in **Maths.**
- 43.3% of DA students achieved 9-4 in both **English** & **Maths**.
- 96.7% of DA students achieved at least one qualification at GCSE.
- 43.3% of DA students achieved 5 standard passes including English and Maths.
- 90% of DA students taking **combined science,** greater than 73.1% in 2023/24 & 77% in 2024/25.
- 10% of DA students entered for the **EBacc.**

Moreover, the school's most recent Ofsted inspection highlighted positive feedback on our drive towards high-quality teaching:

- *"Most teachers make good use of their specialist knowledge. They choose appropriate ways to teach pupils new ideas and skills. Most staff use assessment effectively so that pupils know more and remember more over time. Teachers use questioning to check pupils' understanding, to challenge thinking and to address misconceptions. Pupils value the 'do now' retrieval activities that start lessons."*

Similarly, our Challenge Partner review in March 2026 identified the strong culture of learning that has been installed at our school:

- *"School improvement priorities align with the school's vision and reflect areas identified in the previous Challenge Partners review. Current priorities focus on improving consistency in classroom practice and raising outcomes for disadvantaged students. Professional learning supports these aims through strategies such as 'Do Now' retrieval and checking for understanding and is responsive to staff experience and expertise".*

Targeted literacy support for pupil premium students was implemented at key stage three to intervene early and provide opportunities for the reading age gap to be reduced for pupil premium students compared to their peers. In total, 67% of pupil premium students who engaged in literacy interventions improved their reading through two different support programmes. On average, pupil premium students improved their reading age by 10 months during a 9-month intervention. In some cases, the progress was extremely significant, with one student improving their reading age by 30 months during last academic year. Evidently, we clearly understand the significance that literacy has on breaking down barriers for our pupil premium students to access the curriculum. Our most recent Ofsted inspection in February 2024 outlined the impact of this in their report:

- *"The school promotes a love of reading. Staff model good reading habits. Pupils receive regular opportunities to read in school. The school identifies pupils who find reading difficult. Staff offer swift support through a range of interventions, so that pupils can become confident and fluent readers. The school has trained 'reading buddies' in Year 9 to support pupils in Year 7."*

As well, the Challenge Partner review in March 2026 also praised our literacy provision to improve the outcomes of pupil premium students:

- *"Leaders use Key Stage 2 data alongside New Group Reading Test (NGRT) assessments to identify students who require additional support. Targeted interventions are in place for weaker readers and leaders report that this approach is improving students' reading ages, enabling them to access the wider curriculum more effectively. Additional initiatives, such as reading buddies involving older students and members of the community, further promote reading.*

A key element to our strategy is building strong relationships with our most vulnerable learners. Pupil premium students received 229 more reward points per student compared to the previous academic year, which is a clear sign of staff recognising the achievements of our pupil premium students. Overall, our drive in prioritising our pupil premium students has supported them receiving 107, 681 reward points compared to 66, 994 reward points in 2024-25. Our Ofsted inspection in February 2024 further highlights our culture of rewarding students and fostering strong relationships:

- *"This is a good school. There are positive relationships between staff and pupils. Staff care about their pupils' education and well-being. The school's focus on rewarding pupils' positive behaviour and attitudes is making a difference".*

Additionally, our Challenge Partner review in March 2026 found our values of 'Work hard, be kind and be proud' were a vehicle that leaders used to implement high expectations and an effective school culture for our pupil premium students:

- *"Leaders have established clear expectations for behaviour, creating positive relationships and a calm, purposeful environment. Expectations are reinforced through the school charter, linking 'working hard' to rewards and consequences.".*

Pastoral provision to support the needs of pupil premium students is continuing to have a positive impact on our pupil premium students. An assistant principal manages the pupil premium provision, and works collaboratively with the school's attendance officer, family support worker, safeguarding officer, heads of year and assistant heads of year to remove barriers for pupil premium students participating in school. This key element to our pupil premium strategy has led to significant improvements on the attendance and welfare of our pupil premium students:

- Pupil premium attendance improved by 1.2% in 2025-26 compared to the previous academic year.
- The gap between pupil student attendance and non-pupil premium student attendance narrowed by 0.7% in 2025-26.
- Half termly attendance focus groups for pupil premium students in 2025-26 improved attendance for 53 (63%) of the 84 students involved.
- As part of the pupil premium strategy, and in its second year, our breakfast club provided a free breakfast to an average of 35 pupil premium students per day in 2025-26.
- The pastoral team actioned a substantial amount of support events for pupil premium students in 2025-26. These support events include a range of actions, such as ensuring pupil premium students and their families are equipped with the correct uniform and stationery, as well as making sure pupil premium students have access to food throughout the school day and providing contributions towards school transport costs. Furthermore, school trips were either partly or wholly funded for pupil premium students as an additional support event.

The effective pastoral provision was further highlighted during our Challenge Partner review in March 2026:

- *"The leader responsible for disadvantaged students has implemented an inclusive strategy that has contributed to improvements in attendance, behaviour and achievement. Strategies to support disadvantaged students include a breakfast club, targeted enrichment activities such as boxercise, and encouragement to attend trips with peers to strengthen belonging. Targeted initiatives raise aspirations and engagement."*

In 2025-26 there was a targeted approach to connect our pupil premium students to the enrichment opportunities that our school has to offer, guaranteeing more pupil premium students had access to these events. Bespoke pupil premium trips, such as University and STEM visits, museum tours, as well as sporting clubs and fixtures contributed toward 100% of our pupil premium students attending at least one extra-curricular activity in 2025-26. Furthermore, 18 year 11 students received a free ticket to the prom due to targeted and incentivised attendance at after school revision sessions across all academic subjects. It is extremely evident that our pupil premium students are much more involved in school life outside of the curriculum through our strategic approach to removing barriers and a relentless

pursuit to ensure they attend the opportunities the school has to offer. The Challenge Partner review in March 2026 further demonstrates this, with school enrichment being recognised as an area of excellence:

- *" To establish expertise in this area, the school has implemented a highly strategic and targeted approach to enrichment. Over the past two academic years, 100% of disadvantaged students have participated in at least one trip or enrichment activity. Actions to achieve this include bespoke opportunities such as university visits for Years 8–10 and prioritisation of disadvantaged students when allocating limited capacity activities".*

We recognise that positive changes in our pupil premium cohort happen in small increments, and 2026-27 will build on the successes of 2025-26 and aim to continue our improving trends for pupil achievement, attendance, and access to cultural experiences even further.