

# Pupil premium strategy statement – Colne Primet Academy 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	816
Proportion (%) of pupil premium eligible pupils	42
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	3 years (2025-26 is year 1 of our current plan)
Date this statement was published	December 2025
Date on which it will be reviewed	October 2025 October 2026 October 2027
Statement authorised by	Principal and LAC
Pupil premium lead	Jack Farmer (Assistant Principal)
Governor / Trustee lead	Morag Davis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£370,645
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£370,645</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### What is pupil premium funding used for?

- The Pupil Premium funding we receive is for raising the attainment of pupil premium students.
- Pupil Premium funding has been effective over the past few years.
- However, the KS2 average point score shows our disadvantaged students in the 2025 cohort had a lower prior attainment than the non-disadvantaged student and achieved lower than non-disadvantaged students, both in line with the national trend.
- We endeavour to improve our attainment 8 figure every academic year. The strategies in this statement will enable us to meet this goal.

### Why does Colne Primet Academy have a 3-year pupil premium plan?

- From September 2019, schools were encouraged to consider a multi-year strategy.
- At Colne Primet Academy, we write 3-year pupil premium strategies to tackle the challenges that are entrenched in our local communities and will likely take a generation to overcome.
- We are currently in the first year of a 3-year plan. *N.B - Please be aware that even though we have a 3-year plan in place, we check the strategies carefully every year and make changes where necessary. The needs of our students are not static. They change all the time, and this means that our strategy may need to be tweaked.*

### Statement of intent

- To provide every individual with every opportunity to succeed, regardless of financial status, family background and/or hidden and seen disabilities.
- No one intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our students to improve.

Our aim is to understand potential barriers to learning and to enable students from less advantaged backgrounds to achieve as well as all students, by benefitting from our Academy Development and Improvement Plan 2025-26:

### Targeted teaching & interventions

- Additional literacy and numeracy support to close attainment gaps.
- Small group and 1:1 interventions for pupils identified as falling behind.

### High-quality teaching for all

- Investment in professional development for teachers to deliver evidence-based strategies (e.g. scaffolding, feedback, metacognition).
- Consistent curriculum planning with a focus on disadvantaged learners.

### Wider support and enrichment

- Subsidised access to extracurricular activities, trips, and cultural experiences that broaden horizons.
- Mentoring and pastoral care to build confidence, resilience, and aspiration.

### Attendance and engagement

- Focused work with families to reduce absence and improve punctuality.
- Targeted attendance monitoring and interventions for disadvantaged pupils.

### Wellbeing and inclusion

- Additional counselling and mental health support for vulnerable pupils.
- Programmes to strengthen social, emotional, and behavioural development.

### Accountability and tracking

- Regular use of data to monitor progress of pupil premium students.
- Governors and leaders track spending impact to ensure funding directly benefits disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Students arrive with lower than national starting points and this is lower for Pupil Premium students in comparison with other students. Literacy and numeracy skills are below national expectations on arrival for PP students respectively.
2	Attendance of disadvantaged students is lower than non-disadvantaged students. We work hard to improve attendance and punctuality as evidence shows that good attendance and punctuality make a significant difference to outcomes and wellbeing now and in the future.

3	Parental engagement is lower for disadvantaged students compared with non-disadvantaged students. This is evidenced for example by our attendance to Parents Evenings and extra-curricular events.
4	The behaviour of a minority of pupil premium and non-pupil premium students is a focus for pastoral and academic staff. Suspensions data shows that PP students are more likely than non-PP students to be suspended from the academy. This is closely monitored.
5	Low aspirations. On average, our disadvantaged pupils are more likely to come from families who have had little experience of higher education. Consequently, going on to university-level study can be seen as an unrealistic goal for their secondary-level education. Pupils from disadvantaged backgrounds often need extra support to make them aware of their options for them following Year 11. Furthermore, this relates to developing cultural capital and personal development. Increasing opportunities and broadening pupil experiences remains a priority for our pupil premium students.
6	At our academy, one of our biggest areas of SEND need is SEMH (social, emotional and mental health). Many of our SEMH students are also disadvantaged. They require significant mental health support in school. Children with SEMH needs often have difficulties in managing their emotions or their behaviour and this can be a barrier to learning.
7	We need to recruit and retain the very best staff as this is key to consistent quality first teaching for all students.
8	Homework completion. Our pupils from disadvantaged backgrounds often find it harder to complete their homework, due to less consistent home environments or a lack of engagement in school from their family. As the children grow older, the importance of them keeping up with their homework becomes even greater, as they can fall behind their peers, leading to homework becoming a non-preferred task.

## 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 ensure disadvantaged pupils make comparable progress to our other students.	<ul style="list-style-type: none"> <li>Number of PP students achieving standard and strong passes in English and Maths at GCSE will increase.</li> <li>Attainment gap between PP and non-PP students will reduce.</li> <li>The % of PP students under their chronological reading age will reduce.</li> </ul>
To raise the levels of attendance and punctuality of our disadvantaged pupils	<ul style="list-style-type: none"> <li>Overall attendance for disadvantaged students to be 95% or above to narrow the attendance gap between</li> </ul>

	<p>disadvantaged and non- disadvantaged students.</p> <ul style="list-style-type: none"> <li>• Reduce the number of persistent absentees amongst disadvantaged students.</li> <li>• Punctuality to be comparable between PP and non-PP students.</li> </ul>
<p>Parents of disadvantaged students engage more frequently and positively with school helping students to have an increased rate of progress and higher attendance.</p>	<ul style="list-style-type: none"> <li>• Increase attendance of parents of disadvantaged students to parents' evenings and whole school events.</li> <li>• Parental events to centre on activities that will have a direct impact upon parent's ability to help their children with their learning.</li> </ul>
<p>Improvements in the behaviour and attitudes of disadvantaged pupils by following the Primet Pedagogy learning culture, including being 'Proud to be Primet' and displaying our Primet values.</p>	<ul style="list-style-type: none"> <li>• Class Charts is used effectively to track and communicate all behaviour to all stakeholders and a collective accountability is developed between students, staff and parents.</li> <li>• A reduction in the number of disadvantaged students being excluded and suspended.</li> <li>• All suspensions for PP and non-PP are a last resort and students are re-integrated well post-suspension so that they have the tools to prevent their behaviour escalating again.</li> </ul>
<p>We will ensure that disadvantages pupils benefit from the widest range of experiences so that they have the aspirations to achieve excellence in their futures.</p>	<ul style="list-style-type: none"> <li>• PP participation in extra-curricular and sports clubs increases so it is in line with non-PP pupils.</li> <li>• Trip planning and tracking of data shows increase in PP participation.</li> <li>• Increase the proportion of PP pupils completing the Pendle Education Trust Pledge and KS3 Graduation.</li> <li>• The number of PP NEET pupils continues to decline.</li> <li>• Increased proportion of PP pupils continuing onto Level 3 education or employment after Key Stage Four.</li> <li>• Raise aspirations through careers using the Gatsby Benchmarks.</li> <li>• Careers advisor engages with all disadvantaged students, ensuring access to 1-1 meetings for students and parents are available.</li> </ul>
<p>A clear line of communication between academic and pastoral teams to support our pupil premium cohort who have significant pastoral challenges often linked to having SEMH SEND.</p>	<ul style="list-style-type: none"> <li>• Fortnightly pastoral meetings and weekly SLT student issues meetings act as a platform to put students of concern forward for wellbeing support, SEND</li> </ul>

	<p>referral or additional SEND support required, counselling or mentoring.</p> <ul style="list-style-type: none"> <li>• Essential student updates are sent to staff each Friday to avoid lack of pastoral knowledge leading to friction/challenges in the classroom.</li> <li>• Pastoral leaders and relevant senior leadership links meet weekly to discuss actions taken. Any outstanding concerns are addressed and actioned.</li> <li>• SEND register and independent learning profiles as up-to-date as possible and an</li> <li>• SEND register 'monitoring list' in place to monitor students who may need to be placed on the SEND register in the future.</li> <li>• Provision mapping showcases all interventions put into place for students so that we can be certain we have supported them in the very best way possible.</li> </ul>
<p>Staff stay at the academy because they feel part of the Primet family, they have exposure to leading edge CPD, and they can focus on teaching.</p>	<ul style="list-style-type: none"> <li>• Staff retention data is strong.</li> <li>• School leaders monitor recruitment and retention priorities.</li> <li>• Weekly Lead Practitioner meetings are held to discuss latest evidence-based research and in-school observations, lead to high quality CPD sessions including show and share sessions for all groups of teaching staff (New starters, ITT, ECT1, ECT2, MPS, UPS, ML, SL) and partnership work between curriculum areas.</li> <li>• A further investment into upskilling staff is made via the offer of the NPQ programmes. NPQLTs, NPQMLs and NPQSLs are offered to staff who meet the relevant criteria.</li> <li>• Staff voice on academy QA process (is it supportive and developmental? What could be improved upon?) and wellbeing is strong.</li> </ul>
<p>To close the gap in homework completion between disadvantaged and non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Comparable homework quality and completion rates between PP and non-PP students recorded on ClassCharts and evaluated by our Lead Practitioner for independent learning.</li> </ul>
<p>Student attendance, behaviour and academic provision at off-site alternative provision settings is carefully monitored so that students meet their academic and personal potential.</p>	<ul style="list-style-type: none"> <li>• Regular reviews take place between the appointed tutors at off-site alternative provision centres and our Alternative Provision Coordinator so that students</li> </ul>

	<p>are safe, behaving, attending and achieving.</p> <ul style="list-style-type: none"> <li>• Students attend alternative provision as a last resort if they are at risk of permanent exclusion/need to urgently re-engage with their education. This is carefully tracked and reviewed by leadership.</li> <li>• Students who attend off-site alternative provision and may be able to re-integrate back into mainstream school, are helped to do so.</li> </ul>
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## 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

Budgeted cost: £196,441.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching. Targeted CPD for all staff; coaching groups focussed on the Primary domains and WalkThrus; cross-Trust CPD collaboration; open door policy and peer collaborat	<p>‘Improving teaching quality generally, leads to greater improvements’</p> <p>‘There is particularly good evidence around the potential impact of teacher professional development’</p> <p>EEF High impact, strong evidence base.</p> <p>EEF Effective Professional Development Report.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development/?utm_source=chatgpt.com">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development/?utm_source=chatgpt.com</a></p> <p>Using Pupil Premium funding to improve teaching quality is the most effective way to raise attainment and to support all pupils, including the most academically able. The Education Endowment Foundation (EEF) highlights that, “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils but has a particularly positive effect on children from disadvantaged backgrounds” (EEF Guide to the Pupil Premium, 2021).</p> <p>Available at: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/pupil-premium</a></p> <p>“Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference – whatever the context, or</p>	1, 7

<p>ion, sharing good practice to further improve quality first teaching across school. Developing a culture of staff pedagogy reading and discussion.</p>	<p>degree of challenge facing a school.”  (Effective Pupil Premium Reviews: A guide developed by the Teaching Schools Council)  <a href="https://assets.publishing.service.gov.uk/media/5a7e1393e5274a2e8ab054a2/Effective_pupil_premium_reviews.pdf">https://assets.publishing.service.gov.uk/media/5a7e1393e5274a2e8ab054a2/Effective_pupil_premium_reviews.pdf</a></p>	
<p>Whole School CPD to improve quality of teaching and engagement of students through use of metacognitive learning strategies, self-reflection strategies and the development of questioning techniques linked to the Primet Pedagogy domains.</p>	<p>“Collaborative professionalism is about how teachers and other educators transform teaching and learning together to work with all students to develop fulfilling lives of meaning, purpose and success.”  <i>Leading collaborative professionalism.</i>  Andy Hargreaves and Michael T O’Connor, 2018.</p> <p>“High-quality CPD for teachers has a significant effect on students’ learning outcomes: CPD programmes have the potential to close the gap between beginner and more-experienced teachers.”  (Education Policy Institute, 2020 – The Effects of High-Quality Professional Development on Teachers and Students)  <a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development-teachers-students">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development-teachers-students</a></p>	<p>1, 7</p>

<p>This is inclusive of developing adaptive teaching strategies to stretch and challenge our most able disadvantaged students and support through scaffolding for novice learners, including the use of the Primet Push initiative and co-operative learning strategies .</p>		
<p>Continued focus on high quality marking, checking for understanding and feedback. This includes developin</p>	<p>“There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils and that pupils require clear and actionable feedback.”  (Education Endowment Foundation – Feedback Guidance Report, 2021)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	<p>1</p>

<p>g use of show-me boards, cold calling and whole-class feedback strategies . This ensures staff and students are aware of strengths and areas for development to improve. Focus on quality DIRT opportunities through embedded deliberate practice throughout schemes of learning so students can reflect on advice and improve work.</p>		
<p>Improving levels of</p>	<p>“Assessment is mostly language acquisition and language recall. Key words are a gateway to meaning. In class pre-learning and overlearning</p>	<p>1</p>

<p>literacy and numeracy across school in all subject areas, in line with age-appropriate functional level. All intervention programmes have a clear intent, curriculum map in place and are taught by subject experts. The impact of the intervention programmes such as IDL is closely monitored.</p>	<p>are good solutions.”  (Daniel Sobel, CEO Inclusion Expert, SecEd, 2018)  <a href="https://www.sec-ed.co.uk/best-practice/overcoming-barriers-to-learning-language-literacy-and-eal/">https://www.sec-ed.co.uk/best-practice/overcoming-barriers-to-learning-language-literacy-and-eal/</a></p> <p>“Literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.”  (<i>Education Endowment Foundation – Improving Literacy in Secondary Schools Guidance Report, July 2021</i>)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-secondary">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-secondary</a></p>	
<p>Continue to develop ‘WAARA’ (We Are A Reading Academy) Whole-</p>	<p>“Teachers must be provided with training to ensure that they are able to teach reading in their subjects.”  “Training focussed on teaching reading is likely to help secondary school teachers teach their subject more effectively.”  (<i>Education Endowment Foundation – Improving Literacy in Secondary Schools Guidance Report, 2021</i>)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-secondary">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-secondary</a></p>	<p>1</p>

<p>School reading policy which embeds opportunities in lesson and personal development time each week for students to engage in reciprocal reading during Personal Development Time (PD).</p>		
<p>Employment of an Inclusion Lead Senior Leader to increase capacity in this area due to increasing student need. Use of the Bridge as an inclusion provision which includes</p>	<p>“Assessment of SEND students (who are twice as likely to be PP) should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.”  (Education Endowment Foundation – Special Educational Needs in Mainstream Schools Guidance Report, 2020)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>“Complement high quality teaching with carefully selected small-group and one-to-one interventions.”  (Education Endowment Foundation – Special Educational Needs in Mainstream Schools Guidance Report, 2020)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>“Before COVID-19 it was widely recognised that children were struggling with their Social, Emotional and Mental health in a multitude of ways from academic and social pressures to adverse childhood experiences and trauma. COVID-19 has exacerbated existing challenges or created new challenges for young people. Many will have managed to process this situation well because, as this virus has highlighted, the experiences of lockdown and this pandemic have been felt in vastly different ways</p>	<p>1, 6</p>

<p>our disadvantaged Year 7 students who have low prior attainment and/or SEN to access a nurturing, supportive and adapted curriculum in comparison to their peers. CPD for staff on managing SEMH needs in the classroom. Regular reviews and sharing with staff of student learning plans and Provision mapping.</p>	<p>based on many factors including disadvantage.” (SEMH.co.uk, 2020)  <a href="https://semh.co.uk/">https://semh.co.uk/</a></p>	
<p>Strategic seating plans to be implemented</p>	<p>“Within-class strategic attainment grouping has a positive impact, on average, of 2 months’ additional progress.” (Education Endowment Foundation – Teaching and Learning Toolkit, 2021)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</a></p>	<p>6</p>

<p>through Class Charts to identify disadvantaged students in all classes, as well as reading ages, SEND needs and prior attainment. This will ensure seating plans are utilised effectively to support effective cooperative learning strategies. This will also enable the effective deployment of Teaching Assistants (TAs) to smaller key groups.</p>		
<p>Careers focus within all curriculums.</p>	<p>“Knowledge of particular careers or subject choices can often come from sources both inside and outside of the classroom.”  (Careers Guidance in Secondary Schools, Erica Holt-White, Rebecca Montacute, Lewis Tibbs, March 2022 – Sutton Trust)</p>	<p>5</p>

<p>Schemes of learning identify careers and links to each unit of work and subject area.</p>	<p><a href="https://www.suttontrust.com/our-research/careers-guidance-in-secondary-schools/">https://www.suttontrust.com/our-research/careers-guidance-in-secondary-schools/</a></p>	
<p>Staff recruitment and retention. Focus on staff wellbeing through dedicated opportunities for staff voice and continuous feedback. Contributions to salaries such as Lead Practitioners and T&amp;L Leaders and additional layers of pastoral support, such as Pastoral Support Assistants and Multi-</p>	<p>“Teachers are widely regarded as the most valuable asset available to schools, with the best staff having a major impact upon young people’s achievement (Hanushek, 2011).”  (John Jerrim, Ofsted and UCL Institute of Education)  <a href="https://www.gov.uk/government/publications/teachers-an-investment-in-our-future">https://www.gov.uk/government/publications/teachers-an-investment-in-our-future</a></p> <p>Leadership opportunities have been filled by the strongest staff with proven track records for supporting all pupils, to make high levels of progress in order to fulfil our targets for disadvantaged pupils.</p> <p>Our Senior Leadership Team ensures that excellent staff are retained and given the opportunity to lead in their subject area, thereby raising the quality of teachers in their department.</p>	<p>7</p>

agency Co-ordinator.		
Remote online access to numeracy and literacy resources set by subject teachers to develop literacy and numeracy in targeted groups through Educake, GCSE Pod and Mathswizz led by our independent learning lead practitioner.	<p>“Just half (50%) of the most disadvantaged 15-year olds said their parents regularly helped with their homework, compared to 68% of their better-off classmates.”          (University College London – Disadvantaged teenagers twice as likely to leave education before A-levels, 2017)  <a href="https://www.ucl.ac.uk/ioe/news/2017/may/disadvantaged-teenagers-twice-likely-leave-education-a-levels">https://www.ucl.ac.uk/ioe/news/2017/may/disadvantaged-teenagers-twice-likely-leave-education-a-levels</a></p> <p>Therefore, disadvantaged students are less likely to receive homework support at home — which suggests online, structured homework systems could help level that gap.</p>	1, 8
Accelerated Reader supports the focus on reading widely for pleasure and is tracked weekly so	<p>The EEF review of <i>Accelerated Reader</i> (2015) found it to be a low-cost, high-impact programme, with particularly strong effects for disadvantaged students.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p> <p>Encouraging pupils to read more has been very effective when taken up, and the EEF Teaching and Learning Toolkit rates reading comprehension strategies as having very high impact (an average of +6 months’ progress).</p>	1, 8

that students across KS3 are fully engaged and developing in reading.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	
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## Targeted academic support

Budgeted cost: £92,661.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted after school provision and intervention programmes tracked and evaluated, including 'Period 6' lessons on a termly carousel for all GCSE core and option subjects, including half termly revision sessions.	<p>"Small group tuition has a moderate impact for a moderate cost and can accelerate student attainment by up to 4 months. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition."</p> <p>(Education Endowment Foundation – Teaching and Learning Toolkit: Small Group Tuition)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 8

<p>Attendance to P6 lessons monitored and analysed to ensure students are accessing the provision effectively in liaison with parents/carers to support. Curriculum Interventions identified through class/subject tracker analysis are deployed in curriculum time, Personal Development (PD), before and after school provision by all curriculum areas to increase progress of students. HOC link manager meetings demonstrate shared approach</p>		
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<p>es in each curriculum area to identify best practise and which support has made the most impact. Breakfast bucket meetings take place twice throughout the year, following mock exams, to identify subject specific and personalised actions for individual students. The meetings involve the class teacher, Head of Curriculum and Curriculum Senior Leaders responsible for T&amp;L, data and assessment and the Principal.</p>		
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<p>Class teacher tracker sheets and intervention record of strategies implemented demonstrate students' current level of progress, support in place and the impact moving forwards.</p>		
<p>Students across all year groups are identified for reading intervention via the NGRT tests. Depending on their needs they then have different levels of support. This could be small group intervention with teaching assistants,</p>	<p>Developing a model of tiered support, which increases in intensity in line with need is a promising approach.”  (Effective Pupil Premium Reviews: A guide developed by the Teaching Schools Council)  <a href="https://assets.publishing.service.gov.uk/media/5a7e1393e5274a2e8ab054a2/Effective_pupil_premium_reviews.pdf">https://assets.publishing.service.gov.uk/media/5a7e1393e5274a2e8ab054a2/Effective_pupil_premium_reviews.pdf</a></p>	<p>1</p>

<p>following a reading software intervention programme (Reading Plus) or additional literacy time (2 hrs per week at KS4 Foundation Learning).</p>		
<p>Y11 students receive personalised 1-1 mentoring support from the Senior Leadership Team (SLT) and Y11 Pastoral Team to evaluate students' progress and aspirations. This includes targeted students receiving specific intervention through mentoring programmes to monitor student progress on a weekly</p>	<p>"Mentoring has double the impact on disadvantaged students, including improvements in behaviour and attendance."  (Sutton Trust–EEF Teaching and Learning Toolkit, 2013 – Mentoring)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	<p>2, 4, 5</p>

<p>basis in all subject areas. Current progress and next steps are identified to ensure progress is made at key times of the academic year.</p>		
<p>Extra revision materials provided for all students across all subject areas. Students receive for all of their subjects: at KS3 a termly knowledge organiser and at KS4 revision guides, flashcards and highlighters.</p>	<p>“Inclusive education is concerned with removing all barriers to learning, and with the participation of all learners vulnerable to exclusion and marginalisation.”  (Susie Miles, Enabling Education Network (EENET), 2000)  <a href="https://www.eenet.org.uk/resources/docs/Policy_review_paper.doc">https://www.eenet.org.uk/resources/docs/Policy_review_paper.doc</a></p>	<p>1, 8</p>
<p>Teaching Assistants effectively deployed in classrooms to support</p>	<p>“The Education Endowment Foundation (2021) reported that working with teaching assistants can lead to improvements in pupils’ attitudes.”  (Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Assistant Interventions)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1</p>

<p>identified students with their learning under direction of subject specialist classroom teachers . Teaching Assistant support will impact on the majority of our disadvantaged students when working across small groups or one-to-one support.</p>		
<p>Tracker Analysis Interventions completed for all year groups twice a year by subject leaders and heads of years to evaluate the strengths and areas of improve</p>	<p>“While individually each piece of data may have limitations, together they build a more reliable understanding of what is going on. Insights and perspectives should be gathered from across the school community. As well as generating useful insights, actively engaging people in this way improves implementation through the way it unites values and generates buy-in.”  (Education Endowment Foundation – Guide to the Pupil Premium, 2021)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/pupil-premium</a></p>	<p>1, 2, 6</p>

<p>ments of students. Year group analysis is completed by SLT, Inclusion Lead and HOY to triangulate actions and strategies that are being put in place.</p>		
<p>Online education platforms. Educake subscriptions in English, Science, Computing and Humanities. Mathswizz, Mathswatch, EEDIMATHS and GCSEPod for all KS4 subjects.</p>	<p>“The effect of homework has been rated as having an impact of +5 months by the EEF Teaching and Learning Toolkit.” (Education Endowment Foundation – Teaching and Learning Toolkit: Homework (Secondary)) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework-secondary">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework-secondary</a></p>	<p>1, 8</p>
<p>Careers Team and Careers Advisor provides specialist support and advice to all key stage 4</p>	<p>One of the issues we have identified amongst our disadvantaged pupils is the lack of knowledge about opportunities for them after finishing school. We have created a Head of Careers and Careers Officer who support students with: post-16 courses, sixth forms, colleges, application processes and vocational courses. Our Careers Team also help our more disadvantaged pupils to complete their college applications in our ICT room in order to ensure they have appropriate and aspirational FE options.  “EEF has evidenced the importance of effective careers advice and provision in school to raise the aspirations of disadvantaged students.”</p>	<p>5, 6</p>

<p>students, including a priority towards disadvantaged students who are most at risk of having low career aspirations. One-to-one tailored meetings completed, including the opportunity for parents to discuss their child's career pathways at parents' evenings. Continue to champion the Gatsby Benchmarks and ensure all students are exposed to workplace encounters through their</p>	<p>(Education Endowment Foundation – Careers Education Evidence)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/careers-education</a></p> <p>“High quality careers education, information, advice and guidance is vital to ensure young people can access jobs that suit their talents and aspirations. For those from lower socioeconomic backgrounds, this advice is particularly important, as they are less likely to have access to support from family and friends, or to have networks which provide an insight into a wide range of career options.”  (Paving the Way: Careers Guidance in Secondary Schools, Erica Holt-White, Rebecca Montacute, Lewis Tibbs, Sutton Trust, March 2022)  <a href="https://www.suttontrust.com/our-research/careers-guidance-in-secondary-schools/">https://www.suttontrust.com/our-research/careers-guidance-in-secondary-schools/</a></p>	
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time at Primet.		
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## Wider strategies

Budgeted cost: £81,541.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance rates of our disadvantaged students and narrow the attendance gap to our non-disadvantaged students, as well as reducing the risk of students Not in Education, Employment or Training (NEET). Attendance Support Officer and Pastoral teams including Head of Year, Pastoral Support Assistants, Senior Leadership Team link and Form Tutors work alongside external agencies and families to implement a 'first day' response and intervention system with priority for vulnerable and disadvantaged students. Attendance Matrix used to identify level of support needed and use of 'hot spot' interventions, parental meetings and home visits to target our most vulnerable and disadvantaged students and engage parents in supporting attendance to school. 4-week Attendance Cycles used to identify key student attendance patterns and monitor actions for individual/groups of students. Use of rewards to engage and motivate students on a weekly and termly basis, including; form rewards, individual certificates, half termly 100% attendance rewards, and improved attendance rewards.</p>	<p>"Attendance to school directly correlates to achievement and progress. If attendance rates are lower for disadvantaged students than others, they are unlikely to make the same progress in the classroom due to lost learning time with subject specialist teachers."</p> <p>(DfE – The link between absence and attainment at KS2 and KS4, 2016; Education Endowment Foundation – Attendance Interventions Evidence)</p> <p>DfE report:  <a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4</a>            EEF attendance evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/attendance-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/attendance-interventions</a></p> <p>This will be monitored through weekly attendance figures and tracker analysis to demonstrate the impact of lost learning on progress and achievement in exam performance and internal assessments.</p>	2
<p>Reduce the number of disadvantaged students who are Persistently Absent (PA) by</p>	<p>"If disadvantaged students are persistently absent from school, they will find it more difficult to make the progress expected."</p>	2

<p>utilising the Academies attendance report systems to identify PA students and ensure all students who are PA, or are at risk of PA, have appropriate interventions in place including Y6 transition proactive collaboration with primaries, the use of pastoral provision in school, external agency support, School Nurse support.</p> <p>‘Hotspot’ interviews for PA students with an action plan set up and reviewed during Attendance Cycles. Individual Student Attendance Action Plan (ISAAP) to include a 4-week monitoring programme with Attendance Support Officer and Multi- Agency Liaison Officer and a follow up interview.</p>	<p>(DfE – The link between absence and attainment at KS2 and KS4, 2016; EEF – Attendance Interventions Evidence)</p> <p>DfE report:  <a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4</a></p> <p>EEF attendance evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/attendance-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/attendance-interventions</a></p> <p>This will be monitored through the Academies QA process in comparison with student attendance figures to demonstrate the impact of lost learning on progress and achievement in exam performance and end of module assessments.</p>	
<p>Focus on effective behaviour management and consistent application of the academies behaviour policy. Initial support for concerns with a clear tiered and staged approach, moving from subject teacher/Form Tutor to HOY/PSA and SLT.</p> <p>Bespoke strategies in place to reduce repeat negative behaviours of key students. Behaviour and SEN support plans to target our disadvantaged students in order to utilise effective in school and external support available through Class Charts and Provision Maps.</p> <p>Reduce use of ‘On Call’ and Internal Exclusion (IEC) for our disadvantaged students to narrow the gap to other students.</p> <p>Reduce the number of our disadvantaged students receiving suspensions from school.</p> <p>Pastoral Support Assistants (PSA) work alongside HOYs and SLT to support in student behaviour and wellbeing across all year groups.</p> <p>External Agency support deployed for key disadvantaged students by HOYs/PSAs and managed by our External Agency Liaison Officer. Bi-weekly</p>	<p>“EEF evidence suggests students will make better progress in their learning if they are positively engaged in their subject lessons.” (Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour Interventions / Learning Behaviours Evidence)</p> <p>EEF engagement evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Class Charts Dashboards utilised to monitor key cohorts identified by Heads of Year in each year group who are disaffected in their learning and support strategies in place to improve behaviour and attainment.</p> <p>“Developing a model of tiered support, which increases in intensity in line with need is a promising approach.” (Effective Pupil Premium Reviews: A guide developed by the Teaching Schools Council)  <a href="https://assets.publishing.service.gov.uk/media/5a7e1393e5274a2e8ab054a2/Effective_pupil_premium_reviews.pdf">https://assets.publishing.service.gov.uk/media/5a7e1393e5274a2e8ab054a2/Effective_pupil_premium_reviews.pdf</a></p>	<p>2, 4</p>

<p>meetings between the DSL and Children &amp; Families Well-Being School Link Manager provide opportunity for specialised advice to be drawn upon and a plan for strategies to be implemented effectively.</p> <p>Targeted use of Turnaround and Intervention strategies, including the use of; Turnaround Passes to provide time out of lessons, personalised support timetables, positive mentoring, development of social skills, anger management sessions, etc.</p> <p>Bespoke behaviour interventions and alternative provision evaluation to support and meet the needs of key disaffected students.</p>		
<p>ORACLE Library provides a selection of books and articles which are categorised for specific reading ages and can be booked out and used at home for a specified period of time.</p>	<p>“Disadvantaged students with access to good school libraries are more engaged in reading and writing outside school, and have improved self-confidence in those skills.” (National Literacy Trust – School Libraries Report, 2020) <a href="https://literacytrust.org.uk/research-services/research-reports/school-libraries/">https://literacytrust.org.uk/research-services/research-reports/school-libraries/</a></p>	<p>1, 8</p>
<p>Broad range of extra-curricular provision, clubs and sports fixtures available for disadvantaged students to access on a daily basis, providing opportunities for students to gain lifelong experiences and the chance to represent our academy by demonstrating the values and ethos expected by our Academy.</p> <p>Breakfast Club provision accessible everyday to provide breakfast and an opportunity to speak with staff and positive role models in school.</p> <p>Trips and residential provided locally and nationally to raise the ‘Cultural Capital’ of our disadvantaged students.</p> <p>Duke of Edinburgh Bronze Award available to complete in school alongside a specialist training provider, with our disadvantaged</p>	<p>“EEF’s literature review on non-cognitive skills suggests that character-related approaches can be most effective for improving attainment when they are specifically linked to learning.” (Education Endowment Foundation – Non-cognitive Skills Literature Review, 2015) <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/non-cognitive-skills-and-educational-attainment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/non-cognitive-skills-and-educational-attainment</a></p> <p>The Duke of Edinburgh’s Award (DofE) has cited that participation can raise general well-being, confidence and resilience by up to 78%. (DofE Impact Research) <a href="https://www.dofe.org/impact/">https://www.dofe.org/impact/</a></p> <p>“Recent UK studies suggest enjoyment and engagement may play an important role in students’ learning.”</p>	<p>5, 6</p>

<p>students supported in the provision of transport and equipment used.</p>	<p>(Education Endowment Foundation – Improving Behaviour in Schools Guidance Report)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p>“A simple meal not only fuels their learning but also their confidence, focus and wellbeing.”  (Magic Breakfast – A Brighter Start Report)  <a href="https://www.magicbreakfast.com/brighter-start">https://www.magicbreakfast.com/brighter-start</a></p> <p>“35% of young people from lower social groups remember their first memorable cultural trip as organised by their school compared to 27% of young people from higher social groups.”  (Steve Moffitt, Building Cultural Capital in Disadvantaged Pupils)  <a href="https://www.anewdirection.org.uk/what-we-do/building-cultural-capital">https://www.anewdirection.org.uk/what-we-do/building-cultural-capital</a></p>	
<p>Artsmark Silver Award holders, now completing Gold criteria to embed creativity across the whole-curriculum, wider and school and community. alongside the Pendle Cultural Education Partnership (PCEP). The PCEP has been created with Primet Academy as a founding member to provide support for children and young people in the area of Pendle to fulfil their creative potential and access high quality cultural experiences. Develop the PET Pledge experience offer.</p> <p>Instrumental music lessons subsidies.</p>	<p>“Arts participation, including participation in music, has been found by the EEF to have a strong positive impact at relatively low cost.”  (Education Endowment Foundation – Teaching and Learning Toolkit: Arts Participation)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Our instrumental lessons are subsidised in order to improve access to an arts-based approach allowed the child to develop holistically.</p> <p>The instrumental lessons link to creative skills and techniques, which can be employed in writing GCSEs, such as English Language, which we have found to be a difficult subject for our disadvantaged pupils.</p>	5
<p>Service Agreement in place with Burnley Football Club in the Community (BFCitC) to provide targeted interventions and support in school for our disadvantaged students through the Premier league Inspires</p>	<p>“BFCitC evidenced impact of support across schools engaging in the programme have experienced a reduction rate in negative thoughts and self-harm, as well as improved mood and success in achieving personalised SMART targets.”</p>	4, 5

<p>programme, Challenge programme. BFCitC Wellbeing Practitioners deployed to allow for students to access one-to-one/small group counselling sessions.</p>	<p>(Burnley FC in the Community – Programme Impact Evidence) <a href="https://www.burnleyfccommunity.org/">https://www.burnleyfccommunity.org/</a></p>	
<p>Events such as the KS3 Y9 Graduation and Star Awards to promote and acknowledge positive behaviour, attendance &amp; attitude to learning in place to celebrate success of all students, as well as to provide opportunities for our disadvantaged students to increase and maintain their motivation in school. This is actioned and monitored through our Primet Positive reward system. All disadvantaged students known to staff and prioritised through the academy reward system and positive phone calls home made on a weekly basis.</p>	<p>“EEF evidenced that effective use of rewards in school for targeted students can raise behaviour and motivation.” (Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour Interventions) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	5
<p>Leading Parent Partnership Award (LPPA) held by the Academy demonstrates our commitment to working and communicating effectively with our students and families, including our most disadvantaged students. This includes providing information on school events and successes which our disadvantaged students are involved in, as well as opportunities for parents/carers to engage in specialised workshops.</p>	<p>“EEF evidenced that parental engagement had a positive impact on average of four months’ additional progress.” (Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	3

**Total budgeted cost: £370,645**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Disadvantaged Students compared to Non-Disadvantaged Results 2025**

The KS2 APS shows our disadvantaged students in this cohort have lower prior attainment than the non-disadvantaged students, which is in line with the national trend. Disadvantaged students have achieved lower than non-disadvantaged students, with the gap narrowing from last year. The attainment 8 for disadvantaged students has shown a considerable improvement from 2024 to 2025 increasing 6.92 attainment points. This has narrowed the gap from 12.99 (2024) to 7.58 (2025).

In 2024, most students progressed into Vocational routes, with non-PP students more strongly represented in this pathway compared to PP students. A-Levels were the next most common choice, again with higher participation from non-PP students. Smaller proportions of both groups moved into T-Levels and Apprenticeships, with PP students having very limited representation. By 2025, the distribution of destinations broadened further, with non-PP students continuing to dominate in A-Levels and also strongly represented in Apprenticeships, T-Levels, and Vocational courses. PP students, however, showed an improvement in their access to higher-level routes, with more taking up A-Levels, T-Levels, and Apprenticeships alongside continued participation in Vocational courses. This shift from 2024 to 2025 indicates that PP students not only maintained their presence in Vocational pathways but also expanded into more advanced academic and technical routes, narrowing the gap slightly with their non-PP peers, even though non-PP students remain more dominant in A-Levels overall. *N.B - Pending final figures.*

Last year marked the end of the previous pupil premium strategy plan. Evaluation of the intended outcomes:

#### **High levels of progress in literacy and numeracy for all disadvantaged students.**

In the most recent literacy data, Summer Term 2025, analysis highlights in Year 11, PP students show a smaller monthly progress increase (3.91 months) than non-PP students (5.57 months) but achieve a larger Reading Age gain (+8.58 vs +5.75), indicating that despite slower incremental growth, interventions are effectively boosting their overall reading development. In Year 10, PP students make the lowest monthly progress (1.09 months) but still show a moderate Reading Age improvement (+6.75), suggesting that progress may slow in older PP students but remains meaningful. Younger PP students, such as those in Year 8, make substantial gains, with a 5.19-month increase and the largest Reading Age improvement of +18.54. Overall, PP students benefit significantly from support, and while their monthly progress may lag

behind non-PP peers, their Reading Age improvements demonstrate that targeted interventions can have a strong impact, particularly for younger learners.

Between 2024 and 2025, PP students in both English and Maths consistently performed below their non-PP peers, though there were some signs of improvement over time. In English, the gap in attainment and progress between PP and non-PP students remained evident, particularly in higher grades. Maths showed a similar pattern, with PP students starting from a lower baseline and gradually closing the gap, although differences in high-grade attainment persisted. Overall, while PP students made measurable progress between the two years, non-PP students maintained higher overall performance, highlighting the ongoing need for targeted support to close the achievement gap.

### **Increased attendance rates for disadvantaged students.**

Between 2022–23 and 2024–25, disadvantaged students consistently had lower attendance than non-disadvantaged students. While attendance for disadvantaged students fluctuated slightly over the three years, the overall gap compared to non-disadvantaged peers narrowed. Despite this improvement, disadvantaged students still attended school less regularly, indicating a continuing area of focus to ensure equal access to learning opportunities.

### **Improvements in the Behaviour for Learning of disadvantaged pupils.**

Across the school, there are encouraging signs that the attitudes to learning of disadvantaged students are improving. For the 2024 Year 11 leavers, pupil premium students averaged a score of 2.61 compared with 2.38 for non-pupil premium students, whereas in 2025 the gap narrowed, with pupil premium students improving to 2.50 against 2.43 for non-pupil premium. This positive trend is also reflected in younger year groups, where average scores remain close between disadvantaged and non-disadvantaged students, and in some cohorts, such as Year 9 and Year 10, the differences are very modest. With “1” being outstanding and “2” good, these scores show that the majority of disadvantaged students are working at good levels of attitude to learning, with fewer requiring significant improvement.

At the same time, behaviour data shows the scale of the challenge but also highlights areas of progress. While internal exclusions for disadvantaged students have risen in absolute terms, they represent a decreasing proportion of all exclusions compared with earlier peaks, suggesting that behaviour support strategies are beginning to have an impact. Similarly, suspension figures show a higher share of disadvantaged students compared with their peers, but early data for 2025-26 indicates that the total number is already reducing compared with the previous year. Taken together, these patterns suggest that although disadvantaged students remain overrepresented in behaviour sanctions, their overall engagement and attitude to learning are on an upward

trajectory, with improvements most clearly seen in narrowing gaps and more positive day-to-day learning behaviours.

**Parents of disadvantaged students engage more frequently and positively with school helping students to have an increased rate of progress and higher attendance.**

In 2024-25, across all year groups, attendance at parents' evenings showed encouraging engagement, with around 55% of pupil premium students attending compared with 62% of non-pupil premium students overall. While non-pupil premium families continued to attend at higher rates, the difference between the two groups was modest at around 7%. Compared to 2023-24, pupil premium attendance showed improvement of up to 4%. This suggests that pupil premium families are becoming more engaged over time. More than half of pupil premium students are now represented at parents' evenings, and with continued focus, the attendance gap can be further reduced.

Alongside this, digital engagement through ClassCharts is strong, with 94% of students and 55% of parents having logged in so far this term. Importantly, 87% of students and 44% of parents are classed as regular users, demonstrating that both students and families are increasingly making use of the platform to stay connected with learning and school communication. Together, these trends indicate steady progress in strengthening both in-person and digital engagement with families.

**Increase the number of disadvantaged pupils taking part in extra-curricular activities, visits and trips.**

Through initiatives such as the PET Pledge, which guarantees whole-cohort participation across key areas of cultural, community, and career-related experiences, we are confident that all students, including those from disadvantaged backgrounds, are gaining access to enriching opportunities. This commitment is further strengthened by large-scale events such as the Year 11 residential in September, which the vast majority of students attended, and the Year 9 Key Stage 3 graduation in July, which involved all students in the year group.

We are confident that extra-curricular club and sport participation is continually growing and a major part of our school life, though it has not been systematically recorded until recently. The breadth and inclusivity of whole-cohort initiatives demonstrate real progress towards the target of increasing disadvantaged pupils' involvement in activities, visits, and trips. Looking ahead, we recognise the importance of tracking and monitoring disadvantaged students' representation more rigorously, to ensure that inclusion remains at the heart of everything we do and that growth in participation benefits all groups equitably.

## Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Wellbeing mentor and range of student experiences.	Burnley Football Club in the Community (BFCitC)
Online learning platforms used for independent learning.	ClassCharts GCSEPod Educake EEDIMATHS Mathswizz Mathswatch
Raising reading ages, including reading age assessments.	Accelerated Reader Star Reader Bedrock IDL