

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Royton and Crompton E-Act Academy
Number of pupils in school	1089
Proportion (%) of pupil premium eligible pupils	48.5%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Andrea Atkinson
Pupil premium lead	Laura Markendale
Governor / Trustee lead	Niall Gallagher

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£499183
Recovery premium funding allocation this academic year	£132480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£499183

# Part A: Pupil premium strategy plan

## Statement of intent

*At Royton and Crompton E-Act Academy, we pride ourselves on being an inclusive provision, with high academic expectations and a strong community focus that allows us to ensure no child is left behind.*

*The aim of our Pupil Premium Strategy is to address any barriers to learning our students may have. There is no single intervention that can ensure high academic achievement so we establish a strategy focus on raising attainment through quality first teaching, ongoing and continuous development, and a rigorous approach to research-based practice.*

*Our strategy is reviewed continuously to ensure that the students are in receipt of the best possible standards of education. We use rigorous tracking, careful planning and high quality continuing professional development.*

*Informed directly by our academy improvement plan, our strategy is aimed at both raising standards across our whole school, and ensuring that the individual circumstance of each child is considered in order to provide personalised care and individual success.*

*Our academy values of Honesty, Excellence and Aspiration weave throughout our Pupil Premium Strategy so that every child is able to overcome the barriers their circumstances may present, and achieve academic excellence.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Disadvantaged groups, especially white British boys, typically underachieve.
2	Low attendance has a negative impact on overall progress for PP students.
3	Reading and numeracy are below chronological age. This has been exacerbated by Covid-19 lock downs.
4	Students typically have low aspirations and limited cultural capital. This includes some high ability pupil premium students.
5	Negative impact on progress caused by some poor behaviour choices.
6	Limited support from home and complex home lives can have a negative impact on academic 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
PP students will make progress in line with non-PP counterparts, especially white British boys.	<ul style="list-style-type: none"> <li>• PP students to achieve, or exceed, 4+ and +5 basics, in line with national average for all students.</li> <li>• PP students to achieve, or exceed, P8 averages, in line with national averages for all students.</li> <li>• PP students to achieve, or exceed, ATT8 averages, in line with national averages for all students.</li> </ul>
Improve attendance levels to be inline with, or above, national attendance levels.	<ul style="list-style-type: none"> <li>• PA rate for PP will be in line, or lower than national averages.</li> <li>• PP students will achieve, or exceed, attendance percentages in line with national averages.</li> <li>• Increased parental engagement demonstrated through home visits log.</li> <li>• Attendance matters tracked consistently through Team Around the Pupil (TAP) meetings.</li> </ul>
Increase reading ages and numeracy levels to be in line with or above chronological age.	<ul style="list-style-type: none"> <li>• 90% of KS3 read at, or above, chronological reading age.</li> <li>• PP students to achieve, or exceed, 4+ and +5 basics, in line with national average for all students.</li> <li>• PP students to achieve, or exceed, P8 averages, in line with national averages for all students.</li> <li>• Standardised reading scores are in line, or above, national averages.</li> </ul>
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations in order to secure post 16 destinations.	<ul style="list-style-type: none"> <li>• PP to achieve, or exceed, 'Passport Programme', in line with national E-Act averages.</li> <li>• For 75% of PP students identified to pass their CCF basic skills assessment.</li> <li>• For 75% of PP students on the CCF to achieve DofE Bronze award.</li> <li>• 100% of PP students attend a meeting with the careers officer in year 11.</li> <li>• NEET figures for PP are in line with, or lower than, national average.</li> </ul>
Improve pupil behaviour for learning and engagement in lessons in order to impact positively on progress figures.	<ul style="list-style-type: none"> <li>• PP students to achieve, or exceed, 4+ and +5 basics, in line with national average for all students.</li> <li>• Reduce the number of behaviour incidents logged for PP students, and bring in line with average for all students.</li> </ul>
Increase parental engagement and create opportunities for family development.	<ul style="list-style-type: none"> <li>• Improved parental engagement evidence by meeting logs.</li> </ul>

	<ul style="list-style-type: none"><li>• Increased engagement is evident in classroom observations, access to the curriculum and progress.</li></ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £84,357

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lead Practitioners</i>	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.	1,
<i>Saturday School and Interventions</i>	On average, individualised instruction approaches have an impact of 4 months' additional progress.  <a href="https://educationendowmentfoundation.org.uk">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a>	1,3
<i>PIXL</i>	The focus of PIXL is to improve the life chances and outcomes for young people.  <a href="#">The PiXL Club - Home</a>	1,3
<i>Ongoing CPD</i>	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.	1

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

Budgeted cost: £98,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Academic Mentor</i>	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1,2, 3
<i>Academic Interventions Lead</i>	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1,2, 3
<i>Raising boys attainment lead</i>	<i>The forgotten: how White working-class pupils have been let down, and how to change it.</i> (Parliament.uk, June 2021) found that while White British pupils are less likely to be FSM-eligible than pupils from ethnic minorities, FSM-eligible White British pupils as a whole are the largest disadvantaged ethnic group.	1, 513
<i>High Achievement Lead</i>	On average, individualised instruction approaches have an impact of 4 months' additional progress.  <a href="https://www.educationendowmentfoundation.org.uk">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a>	1
<i>Literacy TA, Lead and software</i>	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.  <a href="#">Improving Literacy in Secondary Schools</a>	1,3
New Group Reading Test (NGRT), Literacy Assessment Online (LOA) and New Group Spelling Test (NGST) used to track pupil progress and direct to targeted and evidence-based interventions.	"Our biggest concern will be around identifying gaps in learning so schemes can respond to student need in a student-centered approach. These assessments allow us to do this, as and when our students are ready." <i>Bernadette Kaye, Literacy &amp; Evidence Informed Project Lead, South Shore Academy</i>  Regular tracking will enable us to rapidly diminish differences in reading ages of PP pupils.	3

	<a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEFn   EEF</a>	
<i>Numeracy Lead</i>	<p><i>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</i></p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<i>Revision Resources</i>	<p>To facilitate independent study and engage parental support.</p> <p>EEF suggest +8 months progress for meta-cognition and self-regulation.</p>	1,4
<i>Girls in STEM lead</i>	<p>Good teaching begins with gaining pupils' engagement and winning their commitment to learn.</p> <p><a href="#">Improving Secondary Science   EEF (educationendowmentfoundation.org.uk)</a></p>	1,4

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

Budgeted cost: £241,789

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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<i>Reflection Suite Manager</i>	EEF Toolkit - +3 months for <b>behaviour</b> interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	5
<i>Patrol Officer</i>	Creates a purposeful learning environment for all students. Clear expectations and boundaries for students.  EEF Supporting Behaviour in Schools Guidance	5
<i>Alternate Provision</i>	PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this.	5
<i>Rewards</i>		2, 5
<i>Attendance Mentor</i>	The Department for Education (DfE) published <a href="#">research</a> in 2016 which found that: <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>• Pupils with <b>no absence</b> are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> <li>• Pupils with <b>no absence</b> are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> </ul>	2
<i>Manchester united Foundation</i>	Manchester United Foundation support with community-based cohesion, attitudes to learning and success, and academic progress using sport and football as a tool to engage.	1, 2, 3, 5
<i>E-Act Passport</i>	EACT Trust Academy has evidenced impact of accreditation of the whole child.  Cultural Capital: disadvantaged students don't develop as they don't watch documentaries, visit museums, read books, talk at the dinner table, have an awareness of the World, or the language to articulate an understanding of it.	4



	(Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018)	
<i>Counsellor</i>	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid-19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.	5, 6

**Total budgeted cost: £ 424,671\***

# 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 2021 to 2022 academic year.

Review of expenditure and impact				
2021-2022				
Please evaluate below how you allocated and used the Pupil Premium Funding and whether it had the desired impact on the quality of education and outcomes for eligible pupils.				
<b>1. Negative impact on progress caused by poor behavior and disruption to learning.</b>				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost
Improve pupil behaviour for learning and engagement in lessons in order to impact positively on progress and improve the proportion of students achieving 4+ / 5+ in	Alternate provision supports academic progress as well as SEMH support.  (PP students are 4 x more likely to be excluded keeping them in Alternative provision and shaping curriculum to meet their needs will avoid this. Peter Humphries Senior HMI Sec Ed@ Pupil Premium conference March 2018)	Autumn 1: <ul style="list-style-type: none"> <li>10 students attending two provisions. All attending full time and engaging. Fixed term exclusions have significantly reduced year on year for PP students. 2018/19 Au1 = 55, 2019/20 = 47, 2020/21 = 23.</li> <li>The offer of Alternative Provision has allowed students to access Education where previously they were non-attenders. (See individual case studies)</li> </ul>	Autumn 1: <ul style="list-style-type: none"> <li>Increase in the support offered from the academy to the Alternative Provision placements in terms of reducing fixed term exclusions.</li> <li>Additional parental/school/AP meetings to discuss the progress of each student.</li> </ul>	£132,000

English and Maths.		<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• 15 children accessing over three alternate provisions. 2 previous non-attenders now attending and accessing provision.</li> <li>• All completed Mock exams. Students are settled and are more academically engaged. Mock exams show improved progress for all students who were previously disengaged with learning.</li> <li>• Aspirations and post 16 engagement increased. No student is at risk of NEET.</li> <li>• Student voice indicates they are happy, safe and engaged in learning.</li> </ul>	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• Increase in attendance to continue educational engagement for key students.</li> <li>• Fixed term exclusions dramatically reduced.</li> <li>• More work on Post 16 required to ensure variety of choices.</li> <li>• Weekly Academy visits to ensure the Academy provides additional support for new students transitioning to Alternative provision.</li> </ul>	
		<p>Spring 1:</p> <ul style="list-style-type: none"> <li>• Targeted pathways and a bespoke offer to meet the needs of students with previous severe absence patterns.</li> <li>• Further training for pastoral teams on targeted interventions has been delivered including the use of EDUKEY to track and evaluate.</li> <li>• Next steps actions drawn up to enhance embedded support for graduated response.</li> </ul>	<p>Spring 1:</p> <ul style="list-style-type: none"> <li>• More focus on ensuring that students who struggle to maintain engagement have targeted interventions put in place.</li> <li>• Reissue the graduated response.</li> </ul>	

		<p>Spring 2</p> <ul style="list-style-type: none"> <li>• 13 students currently accessing alternative provision.</li> <li>• 6 11s all entered for GCSE exams.</li> <li>• 4 year 10 students are following their GCSE pathways and option choices.</li> <li>• 3 year 9 students. All students are actively engaged in a targeted and bespoke curriculum offer including SEMH support.</li> </ul>	<p>Spring 2</p> <ul style="list-style-type: none"> <li>• Review current placements as part of ongoing checks.</li> <li>• Training for pastoral team to deliver anger management sessions to reduce the need for external support.</li> </ul>	
		<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• 13 students currently accessing alternate provision.</li> <li>• GCSE exams underway for all year 11.</li> <li>• Year 9s reviewed for most effective practice.</li> </ul>	<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• Review placements ongoing. SEND evaluations to take place next half term.</li> <li>• Year 11 exam analysis to take place in August upon receipt of results.</li> <li>• All year 11 students to have enhanced transition visit for post 16 provision.</li> </ul>	
		<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• 13 Students currently accessing alternate provision.</li> </ul>	<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• Year 11 exam analysis to take place in</li> </ul>	

		<ul style="list-style-type: none"> <li>GCSE exams underway for all year 11.</li> <li>Year 9 placements secured.</li> <li>Review and evaluations taken place and parental meetings for current cohort for next Academic year.</li> </ul>	<p>August upon receipt of results.</p> <ul style="list-style-type: none"> <li>All year 11 students to have enhanced transition visit for post 16 provision.</li> <li>Parental meetings and one to ones have taken place</li> </ul>	
	<p>Use pastoral behaviour support workers to positively reinforce attitude to learning.</p> <p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</p>	<p>Autumn 1/2:</p> <ul style="list-style-type: none"> <li>Interventions in place through behaviour mentors for students with a significant SEMH need. (72 students)</li> <li>70% of caseload re-integrated into lessons successfully post Autumn 1</li> <li>90% of caseload successfully reintegrated into all lessons with support – Autumn 2</li> <li>Behaviour Mentor with the specific responsibility for improving students' resilience and A2L. Meets with individuals and groups weekly.</li> <li>Attendance has significantly improved for key students. In some cases, students with severe absence improving to attend the Academy daily. Of the 72 students identified 58 students' attendance has improved.</li> </ul> <p>(See internal data / trends / case studies)</p>	<p>Autumn 1/2:</p> <ul style="list-style-type: none"> <li>Disadvantaged / high risk students need a more targeted and continuous support.</li> <li>Realign assistant heads of year to target additional support in Year 9 and 10 which are year groups with high SEMH need.</li> <li>Streamlined communication and assessment procedures in order to provide early identification and pre-empt the students' needs for support.</li> </ul>	<p>£45,728</p> <p>£24,144</p> <p>£28,736</p>

		<p>Spring 1/2</p> <ul style="list-style-type: none"> <li>Improved A2L in year 9 and 10 with reduced behaviour sanctions with targeted covid catch up funding. (Internal data)</li> <li>Additional staff mentor deployed to focus on timely support for year 9 students and also year 10 students.</li> <li>Further training on logging and reviewing interventions has been provided for all pastoral staff to ensure consistency in information gathering and allow process for graduated response to be more embedded.</li> <li>Improved joined up thinking and discussion with SEND team to ensure any underlying needs are met. (minutes of meetings)</li> <li>Improved parental engagement and support for key and critical students via PSP.</li> </ul>	<p>Spring 1/2</p> <ul style="list-style-type: none"> <li>SEMH space to be considered to allow internal MCP support and ensure high quality interventions are delivered.</li> <li>Communication to be improved from amongst the Inclusion team. Weekly meetings now arranged for key leaders to ensure effective and robust practice. (minutes of meetings show robust referral and timely support and intervention as and when required)</li> <li>Key and critical students are actively monitored via interim PSP review meetings</li> </ul>	

		<p>Summer 1/2:</p> <ul style="list-style-type: none"> <li>• Focus on rewards for key students alongside all students. Introduce the Golden Ticket in every lesson and celebrate via pupil assemblies.</li> <li>• Increased motivation with reward trips, celebration assemblies and weekly updates on progress made in all year groups.</li> <li>• Refocus MUF officer to ensure targeted support is in place and increase visible profile across the Academy for all students.</li> <li>• MUF rewards trips and incentives for case load of students</li> <li>• Widen provision and onsite opportunities within and beyond the curriculum for key students as led by the MUF officer.</li> </ul>	<p>Summer 1/2:</p> <ul style="list-style-type: none"> <li>• C3 behaviour logs reduced in Yr10 – 42% reduced in Yr 9 – 40% - increased rewards by 25%. Introduction of Golden Tickets to support engagement in intervention. – Group work and timely intervention to positively engage hard to reach students back into learning. – MUFF impact report shows that key students have made both Academic progress, engagement in school and have improved their overall attitude to school with raised aspirations for the future. (individual case studies and MUF impact report/s)</li> </ul>	
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<p>Offer consistency through a whole school behaviour policy.</p> <p>Creates a purposeful learning environment for all students.</p> <p>Clear expectations and boundaries for students.</p> <p>EEF Supporting Behaviour in Schools Guidance</p>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Consistency of application is a key priority whereby internal data shows improving trends across the academy.</li> <li>• Weekly top tips and reminder via Friday's briefings for all staff.</li> <li>• Classrooms are uniformed and displays purposeful, corporate to ensure standards and expectations are clear for all.</li> </ul>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Repeated CPD for all staff to ensure systems are embedded.</li> <li>• Weekly analysis of data to ensure support is put in place where required.</li> <li>• SLT/HODs to check displays and classrooms standards via regular drops ins and learning walks.</li> </ul>	<p>£24,144</p>
	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• Consistency now embedded across whole school.</li> <li>• Support is in place for a small minority of students who require additional or different from.</li> <li>• Pastoral teams to complete regular drops in and learning walks to ensure consistency for key students and method of support for more complex students.</li> <li>• Regular contact home for individuals.</li> </ul> <p>(See On Call data, internal climate data to demonstrate improving trends).</p>	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• Disadvantaged / high risk students need a more targeted and continuous support.</li> <li>• Realign the role of the Behaviour Mentor to assistant heads of year to allow more focused year group support and more intense work with peer-on-peer incidents, attendance</li> </ul>	



			and students still at risk.
		<p>Spring 1/2:</p> <ul style="list-style-type: none"> <li>• Additional staff capacity has improved which supports further our hard to reach students with teacher/pupil relationships.</li> <li>• Aligned approach around behaviour, progress and attendance in line with academy values.</li> <li>• Collaboration between SEND and behaviour to ensure needs at met at the earliest opportunity.</li> </ul>	<p>Spring 1/2:</p> <ul style="list-style-type: none"> <li>• Further space to conduct targeted interventions to be considered. Logistic planning with SEND department.</li> <li>• SLT/HOD to take a deeper look at groupings internally to ensure the best outcomes for all.</li> <li>• TAP meetings are targeted to focus on key case loads</li> </ul>
		<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• Reflection suite now has a robust timetable of academic support to ensure learning is the priority. This is quality assured by senior leaders.</li> <li>• Internal data shows a more positive attitude to school alongside an improved attitude to restorative approaches.</li> </ul>	<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• Full review of roles and responsibilities and caseloads to ensure optimal success for key students. To continue to review the reflection suite provision to ensure</li> </ul>

			<p>restorative practices are having a positive impact upon pupil behaviour and their respective choices.</p> <ul style="list-style-type: none"> <li>• Reduction in repeat offenders removed to Reflection</li> <li>• Increased staff presence and visibility – 28% reduction in corridor incidents.</li> </ul>	
		<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• Recruitment of a Pastoral Behaviour Lead to add additional layer of mentoring and support for senior leaders.</li> </ul>	<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• Recruitment process underway for September 2022 start.</li> </ul>	
	<p>Mental Health Recovery curriculum introduced to deal with the after effects of Covid 19 lockdowns.</p> <p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children</p>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Recruitment of a School Counsellor to provide bespoke and specialist support for students and also staff.</li> <li>• PSHCE programme fully embeds raised awareness of mental health and signposts students to support.</li> <li>• More staff trained to be mental health first aiders in the Academy.</li> </ul>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Establish action plan for mental health wellbeing, taking into consideration impact of covid.</li> </ul>	£24,203

	<p>and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.</p>	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• The employment of a new Mental Health Lead has enabled bespoke individual support for students in need of mental health support.</li> <li>• Student uptake has increased from 5 to 60 who access the mental health club and enrichment associated activities both before and after school.</li> </ul>	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• Continue to review efficacy of systems in place and impact to date.</li> <li>• Case load discussion at TAP meetings.</li> <li>• Raised awareness of Hub provision/specialist workshops/drop ins</li> </ul>
		<p>Spring 1:</p> <ul style="list-style-type: none"> <li>• Over 60 students accessing school counsellor or mental health lead through 1-1 targeted support or small group therapy sessions.</li> <li>• Mental health week drop-in sessions attended by both staff and students.</li> <li>• Mental health assemblies delivered to all students.</li> <li>• BeeWell survey completed in Y8 and Y10 as part of the Andy Burnham scheme There are Positive outcomes from the survey that demonstrate our students 'feel more in control due to higher levels of autonomy, Higher levels of satisfaction, and our students evaluate themselves more positively than other</li> </ul>	<p>Spring 1:</p> <ul style="list-style-type: none"> <li>• PASS Questionnaire to be completed by all students-statutory measure from 2020.</li> <li>• Parent meetings and communications to improve.</li> <li>• Posters, leaflets, brochures etc to be sent to parents every fortnight.</li> <li>• Continue with therapy sessions but not to accept any further cases unless the student is</li> </ul>

		students from other Academies. ‘	at crisis point.
		<p>Spring 2</p> <ul style="list-style-type: none"> <li>• Launch of Wellbeing Weekly bulletin shared with staff and parents via twitter and MyEd.</li> <li>• Further support offered to year 11 in terms of MHW supporting exam stress.</li> <li>• Additional student, parent and family support through the community Hub</li> </ul>	<p>Spring 2</p> <ul style="list-style-type: none"> <li>• Continue with further support and escalation if required.</li> </ul>
		<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• Pass survey results now completed and analysed will be actioned during Summer 2.</li> <li>• Review of HUB underway to improve and expand provision and support from September 2022.</li> </ul>	<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• Hub intervention widely used by students before school, break times, lunch times and after school.</li> <li>• 1-1 interventions continuing on an individual need basis.</li> <li>• Year 9 Student Ambassador training taken place.</li> </ul>
		<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• Targeted support for Year 7 girls, Year 9 girls and Year 9 boys in response to PASS survey. Specific targeted assemblies, one to one appointments, small group support.</li> </ul>	<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• Further work needed to support student’s perception of school and to improve certain groups</li> </ul>

			'wellbeing'. Additional clinics in the hub in place home / school liaison.	
2. Insufficient progress for key cohorts: Disadvantaged White British Boys and Disadvantaged SEND.				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost
Improve pupil progress and outcomes for all and especially for key cohorts.	Trust Strategy for year 11 and subsequent year groups including Core meetings for Year leader interventions.  Trust strategy revolves around mastery learning.  Rigorous monitoring and tracking of pupil progress through both faculties, and SLT link.  Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)	Autumn 1:  <ul style="list-style-type: none"> <li>Initial baseline assessments completed and groups reassessed.</li> <li>Targeted teachers assigned to support teaching consistency.</li> </ul>	Autumn 1:  <ul style="list-style-type: none"> <li>Ongoing assessment to ensure groupings and teaching is effective.</li> <li>Gap analysis consideration required.</li> </ul>	
		Autumn 2:  <ul style="list-style-type: none"> <li>Trust strategy is in place and stable.</li> <li>Baseline assessments show where there are gaps to inform curriculum planning and reteach.</li> </ul> <p><b><u>Year 11 Mock (November 21)</u></b></p> <ul style="list-style-type: none"> <li>WBPP students are in line with NPP students for basics and other subject areas.</li> <li>PP with SEND needs are also in line</li> <li>For WBPP Boys see below.</li> <li>P8 has improved by one full grade</li> </ul>	Autumn 2:  <ul style="list-style-type: none"> <li>Targeted bespoke interventions in place.</li> <li>Holistic QA meets by HOYs.</li> <li>TAP meetings are critical to support in removing barriers to learning.</li> <li>QFT continues to be a strength in year 11.</li> </ul>	

		<ul style="list-style-type: none"> <li>• M/E4+ has improved by 20%</li> <li>• M/E 5+ has improved by 10%</li> <li>• Some WBPP are outperforming NPP students across a range of subject areas.</li> <li>• For KPP students see below</li> <li>• P8 has improved by half a grade</li> <li>• M/E 4+ by 9%</li> <li>• M/E 5+ by 9%</li> <li>• Targeted support in place for WBPP students who require additional too and different from.</li> <li>• Saturday School physical intervention and TEAMS sessions in place.</li> </ul>		
		<p>Spring 1:</p> <p><b><u>Year 11 Fortnightly Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Show an improved projection in Basics maths and English.</li> <li>• WBPP making progress in English and maths.</li> <li>• PP with SEND progressing in English and math.</li> <li>• Mock results day and additional parents evening for students at risk.</li> </ul>	<p>Spring 1:</p> <ul style="list-style-type: none"> <li>• Targeted bespoke interventions in place. Students reviewed on a regular basis.</li> <li>• Holistic 360 meet with HODs to improve A8 &amp;P8 after each PPR.</li> <li>• TAP meetings are critical to support in removing barriers to learning. QFT continues to be a strength in year 11.</li> </ul>	

			<ul style="list-style-type: none"> <li>• Pro-active engagement with Aps to ensure that all students are given the opportunity to achieve.</li> </ul>	
		<p>Spring 2</p> <p><b><u>Year 11 Mock 2 (March 22)</u></b></p> <ul style="list-style-type: none"> <li>• Upward trajectory for key students in basics and non-core subjects.</li> <li>• Final intervention plan in place.</li> <li>• Easter school targeted for key and critical students.</li> <li>• May half term support as required.</li> <li>• Post Academy revision in place.</li> <li>• Resource packs for all students with additional revision guides and support materials.</li> <li>• WBPP boys P8 has improved by a full grade.</li> <li>• M/E 4+ by 21%</li> <li>• M/E 5+ by 12%</li> </ul>	<p>Spring 2</p> <ul style="list-style-type: none"> <li>• SLT Mentoring of key identified student</li> <li>• QFT continues to be a strength in year 11.</li> <li>• SLT/ML mentoring key students.</li> </ul>	
		<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• In Yr 7 the number of students 'Excelling' has improved between PPRs</li> <li>• Maths by 16%</li> <li>• Science by 9%</li> <li>• Drama by 16%</li> <li>• Year 11 PP performance has improved by:</li> <li>• M/E 4+ by 19% since Mock 2</li> <li>• M/E 5+ by 9% since the last mock</li> </ul>	<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• SLT/ML monitoring of key students</li> <li>• Bespoke intervention for a clearly targeted cohort with quantifiable milestones to gauge their progress.</li> </ul>	

		<ul style="list-style-type: none"> <li>There was no gap between PP and all students for M/E 4+ in the last data set. This gap has reduced by 2% from their last mock.</li> </ul>		
		<p>Summer 2:</p> <ul style="list-style-type: none"> <li>In Year 7 the number of students 'Exceeding' has improved between PPRS. <ul style="list-style-type: none"> <li>English by 14%</li> <li>Spanish by 13%</li> <li>Food by 14%</li> </ul> </li> <li>In Year 8 the number of students 'Exceeding' has improved between PPRS. <ul style="list-style-type: none"> <li>- Maths by 10%</li> <li>- English by 18%</li> <li>- Science by 6%</li> </ul> </li> <li>In Year 9 the number of students 'Exceeding' has improved between PPRS <ul style="list-style-type: none"> <li>- Maths by 13%</li> <li>- English by 11%</li> <li>- Geography by 6%</li> </ul> </li> </ul>	<p>Summer 2:</p> <ul style="list-style-type: none"> <li>Year group reviews with SLT, HODS, HOY focusing on progress and learning over time.</li> <li>Year 10, 360 review of Mocks data with SLT, HOD and HOY. This identifies barriers to learning at student level to enable targets intervention.</li> </ul>	
	<p>Academic mentor to support key students.</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five</p>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>Using baseline assessments, mentor reviews gap analysis and then delivers specific content. 17 students selected using HOD</li> </ul>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>Create a QLA GAP report for the mentoring to ensure as many children</li> </ul>	£28,736



additional months' progress on average. (EEF 2020)	information, year 10 data and baseline data.	benefit as possible.
	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>Mentoring interventions have used question level analysis to close the gaps for 17 students, supporting the increase in basics for these students by 32.2% for 4+ basics.</li> <li>Progress in all subjects can be seen.</li> </ul> <p>(See internal PPR and Mock/Baseline data).</p>	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>Aim for a quicker turnaround of students to ensure more children can benefit. This will require monitoring in terms of Covid impact.</li> </ul>
	<p>Spring 1:</p> <ul style="list-style-type: none"> <li>20 students receiving enhanced intervention to support GCSE subjects. Mock analysis will unpick efficacy and progress.</li> </ul>	<p>Spring 1:</p> <ul style="list-style-type: none"> <li>Review mock data in line with GAP analysis to create bespoke revision pathways.</li> </ul>
	<p>Spring 2</p> <ul style="list-style-type: none"> <li>25 students receiving enhanced intervention through gap analysis. This now includes coursework catch up and closing attendance gaps. Internal trackers and robust QA show improving trends for targeted students.</li> </ul>	<p>Spring 2</p> <ul style="list-style-type: none"> <li>Each faculty to complete a data analysis check to ensure efficacy in terms of GAP analysis.</li> </ul>

		<p>Summer 1:</p> <ul style="list-style-type: none"> <li>Final revision interventions taking place. Academic mentor supporting with additional sessions around study leave.</li> </ul>	<p>Summer 1:</p> <ul style="list-style-type: none"> <li>Year 11 interventions ending. Academic mentor supporting with year 10 based on GAP analysis in response to Mock exams and subject assessments</li> </ul>	
		<p>Summer 2:</p> <ul style="list-style-type: none"> <li>Academic mentor has shifted focus to Year 10 focusing on key students with most negative SPI</li> </ul>	<p>Summer 2:</p> <ul style="list-style-type: none"> <li>Year 10, 360 reviews of Mock 2 data with SLT, HOD and HOY focusing on identifying barriers to learning for targeted intervention.</li> </ul>	
	<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>Embed PAM and introduced walk thru package for all staff with robust QA.</li> </ul>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>QFT has significantly improved which has improved outcomes for all. Targeted support in place to improved pedagogy.</li> </ul>	£2100

		<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>Improved outcomes at KS3 showing that 83% of students know more and remember more of the curriculum.</li> <li>30/42 (71%) staff are consistently performing at Mastery or above. This is an improved trend on previous years. (see internal data)</li> <li>Membership of BETA, National College and WALK THRU packages to support development of the curriculum and Teaching and Learning alongside ownership and reflection for all staff on areas for development.</li> </ul>	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>Walk Thru platform launched with staff to personalise CPD and develop QFT further.</li> <li>Focus area for staff scheduled every 3 weeks and quality assured by leaders.</li> <li>Staff have trialed 4 different strategies to date. WalkThrus has been used during 1 to 1 sessions to move staff to Mastery. Currently 35/42 staff are at Mastery- this has impacted 5 staff over time.</li> </ul>	
		<p>Spring 1:</p> <ul style="list-style-type: none"> <li>29/31 (93%) staff consistently performing at Mastery and above.</li> <li>Strategic planning day for SEND following SEND review. Action plan created and shared with all staff key areas for development.</li> </ul>	<p>Spring 1:</p> <ul style="list-style-type: none"> <li>Further strategies used from the WalkThru programme.</li> <li>Coaching programmes for individual colleagues to ensure</li> </ul>	

		<ul style="list-style-type: none"> <li>Regular staff briefings/CPD led by SENCO to ensure staff are upskilled.</li> <li>SEND student Book Looks and SEND Student Voice show progress over time in most student books.</li> </ul>	<p>understanding and implementation of Walk Thru strategies for SEND.</p>	
		<p>Spring 2</p> <ul style="list-style-type: none"> <li>Improvement in SEND book looks, raising aspirations.</li> <li>Further briefings addressing key issues raised in book looks and deep dives.</li> <li>Quality Improvement plan in place.</li> <li>Regular CPD for all staff and SEND departmental champions.</li> </ul>	<p>Spring 2</p> <ul style="list-style-type: none"> <li>Looking at A4L and the effectiveness of this to improve feedback for every student.</li> </ul>	
		<p>Summer 1:</p> <ul style="list-style-type: none"> <li>19/33 staff are consistently performing at Mastery or above. 61%</li> <li>46/72 staff are consistently performing above Career Related Expectations. 64%</li> </ul>	<p>Summer 1:</p> <ul style="list-style-type: none"> <li>Include middle leaders in QA of lesson visits and support coaching for staff not meeting career related expectation.</li> </ul>	
		<p>Summer 2:</p> <ul style="list-style-type: none"> <li>30/43 staff are performing consistently at Mastery or above.</li> </ul>	<p>Summer 2:</p> <ul style="list-style-type: none"> <li>Focused CPD to improve staff from</li> </ul>	

		<ul style="list-style-type: none"> <li>• Full review of Assessment and Feedback strategies by all subjects. (EEF Toolkit)</li> <li>• Year Progress Reviews to assess impact of the curriculum and Quality First Teaching. Regular briefings to enhance toolkit using WalkThrus. Staff ownership of personal development around QFT and specific WalkThrus.</li> </ul>	<p>Emerging Mastery to Mastery. Embed ownership of individual staff ongoing personalised targets and professional development.</p> <ul style="list-style-type: none"> <li>• CPD to target SEND specific quality first teaching in September. Scaffolding, explicit instruction, questioning etc.</li> <li>• Coaching triads set up to embed Walkthrus and personalised CPD in line with EEF guidance for CPD.</li> </ul>	
3. Poor levels of literacy and numeracy.				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost
Improve literacy and numeracy levels so that pupils are able to access the whole curriculum.	<p>New Group Reading Test (NGRT), Literacy Assessment Online (LOA) and New Group Spelling Test (NGST) used to track pupil progress and direct to targeted and evidence-based interventions.</p> <p>"Our biggest concern will be around identifying gaps in learning so schemes can</p>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• All children completed the LAO in October. NGRT was used as a follow up to ensure effective intervention assignment.</li> <li>• Data indicates evident gaps from COVID impact in all years specifically in year 9.</li> <li>• Four interventions allocated: Comprehension,</li> </ul>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Monitor engagement and attendance to intervention sessions.</li> </ul>	<p>£5000</p> <p>£5747</p> <p>£28,746</p>

<p>respond to student need in a student-centered approach. These assessments allow us to do this, as and when our students are ready."</p> <p><i>Bernadette Kaye, Literacy &amp; Evidence Informed Project Lead, South Shore Academy</i></p> <p>Regular tracking will enable us to rapidly diminish differences in reading ages of PP pupils.</p> <p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p>	<p>Precision Intervention, Phonics and Fluency.</p>		
	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• Introduction of Fresh Start Phonics.</li> <li>• Interventions running well with good attendance and positive engagement Testing will resume again in Jan 22 to review impact.</li> <li>• Reading for Pleasure strategy has been introduced across the academy and there is an increase in books borrowed from the library and engagement in school wide reading competitions has increased.</li> </ul> <p>(See in school data regarding impact of the Reading Strategy.)</p> <ul style="list-style-type: none"> <li>• Numeracy lessons re-planned to include Corbett's numeracy to Numeracy Ninjas and TTRS.</li> <li>• Current year 11 numeracy intervention with year 11 is timetabled to scaffold maths support.</li> </ul>	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• Ongoing engagement is reviewed and student voice is positive about the impact of the reading interventions.</li> <li>• Further testing booked for January to review impact.</li> <li>• Further numeracy assessment is required to ensure impact of current strategies as newly implemented.</li> </ul>	
	<p>Spring 1:</p> <ul style="list-style-type: none"> <li>• Fresh Start Phonics interventions are running for 35 students (bottom 5% of readers)</li> <li>• Reciprocal reading running for 20x year 7, 22 year 8 and 27 year 9 pupils.</li> <li>• Whole class reading re introduced to form times in the afternoon sessions</li> </ul>	<p>Spring 1:</p> <ul style="list-style-type: none"> <li>• Further testing required for year 11 to establish actual gaps due to difference in testing system used.</li> </ul>	

		<p>to ensure modelling of reading takes place.</p> <ul style="list-style-type: none"> <li>8% increase in students at or above chronological age since Sept.</li> </ul>	<ul style="list-style-type: none"> <li>Specific focus on year 9 who have made less progress than other year groups.</li> </ul>	
		<p>Spring 2</p> <ul style="list-style-type: none"> <li>100% of students who took part in Fresh Start Phonics have made progress in reading age.</li> <li>All form teachers have been observed reading as part of form time quality assurance and reading is consistently taking place.</li> </ul>	<p>Spring 2</p> <ul style="list-style-type: none"> <li>Retesting of all year groups.</li> <li>Revisit Language of the Lesson teaching to develop consistency.</li> <li>Develop use of Socratic questioning in reading sessions to further develop conversation around content.</li> </ul>	
		<p>Summer 1:</p> <ul style="list-style-type: none"> <li>Children at or above reading age has increased in every year group. – see Academy Internal data for impact report.</li> <li>Fresh start phonics reviews from external trainer have all shown successful implementation and ongoing success. Through robust QA and learning walks of reading time and continued observations of every</li> </ul>	<p>Summer 1:</p> <ul style="list-style-type: none"> <li>Additional staffing required to enable more students to access this provision.</li> </ul>	

		<p>form teacher there is continued improvement in the quality of reading delivery across the academy.</p>		
		<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• Average reading age has increased in years 7,8, and 10.</li> <li>• Reading ambassadors now complete peer reading sessions weekly.</li> <li>• 100% of children completing Fresh Start phonics have made progress.</li> <li>• Children completing reciprocal reading have made on average 8 months of additional progress.</li> </ul>	<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• Focus on increasing the standard of in class literacy and reading delivery.</li> <li>• Work with HODS to further develop reading action plans.</li> </ul>	
	<p>Librarian and library</p> <p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. <b>Reading increases a person's understanding of their own identity</b>, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).</p>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Librarian supports with all reading testing including the NGRT screening. Also delivers a comprehension intervention for two groups.</li> <li>• All KS3 children given a visit to the library to ensure awareness and raise the profile of reading for pleasure.</li> </ul>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Engage further in reading for pleasure through use of competition and staff understanding of YAF.</li> </ul>	
		<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• LRC is now staffed dinner time and break times and is beginning to see an increase in engagement.</li> <li>• The current after-school provision is regularly attended by students.</li> <li>• Current reading competition is for students to read 10 books for a £10 voucher, and 20 books for a</li> </ul>	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• Reading strategies implemented need to be sustainable and encourage a love of learning.</li> <li>• The initiatives</li> </ul>	



		<p>£20 voucher, which will end December 17<sup>th</sup>.</p> <ul style="list-style-type: none"> <li>• Spring Term's competition will be 22 books for 2022, which will offer students the chance to earn a raffle ticket that will go towards winning an Amazon Kindle.</li> </ul>	<p>such as 'book in the bag' are being implemented and will be recognised as part of the equipment expectations.</p>	
		<p>Spring 1:</p> <ul style="list-style-type: none"> <li>• Two new competitions to be running prior to Easter. Reading around the world and the genre competition.</li> <li>• Whole class readers provided by librarian to ensure age-appropriate challenge.</li> <li>• SLT have modelled reading for all staff to encourage confident teacher reading and this has been used for CPD.</li> </ul>	<p>Spring 1:</p> <ul style="list-style-type: none"> <li>• Further focus on competition winners to encourage library promotion. Celebration events!</li> </ul>	
		<p>Spring 2</p> <ul style="list-style-type: none"> <li>• Competition for Kindle taking place over Easter with extreme reading pictures.</li> <li>• '22 in 22' competition progressing with some students already completed.</li> </ul>	<p>Spring 2</p> <ul style="list-style-type: none"> <li>• Review library software for students' mobile access.</li> <li>• Arrange visit for librarian to TOAN.</li> <li>• More low-level competitions: Book in a bag review.</li> </ul>	

		<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• 22 in 22 progressing. Student prizes to be given in celebration assemblies in the last week of term.</li> <li>• Reading ambassadors selected and started with non-readers.</li> <li>• New software purchased to support reading from home.</li> </ul>	<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• Set up regular peer reading during form time.</li> <li>• Introduce online reading and audio book homework using new reading software.</li> <li>• Book in a bag review.</li> </ul>	
		<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• Reading ambassadors in year 9 reading regularly with year 7 students.</li> <li>• Reading ambassadors identified for next year.</li> <li>• Library software in place to provide opportunities for reading for all students.</li> </ul>	<p>Summer 2</p> <ul style="list-style-type: none"> <li>• Track and increase the number of children reading for pleasure using new library software.</li> </ul>	

4. Poor attendance levels, including high rates of exclusion.

Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost
Improve attendance levels and limit exclusions	Ensure all identified PP students with poor attendance to school have access to key staff including Educational Welfare Officer, Attendance Officer and TLR post-holders/Year Leaders.	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Attendance for students from a disadvantaged background remains a key priority.</li> <li>• Introduction of PP attendance mentor to focus specifically on this key group of students.</li> <li>• Priority phone calls and home visits given to PP students.</li> </ul>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Additional focus on specific attendance groups depending on the % attendance for disadvantaged students.</li> </ul>	<p>£28,736</p> <p>£18,595</p> <p>£3,000</p>

	<p>Barriers to attending school are identified and a personal attendance plan is completed.</p> <p>Curriculum support via the Inclusion Manager or Alternative provision supports learning.</p> <p>The attendance of PP students to school is significantly below National expectations.</p>	<ul style="list-style-type: none"> <li>Manchester United Hub Officer working specifically with PP students.</li> <li>Mentoring for PP students at 90% or below.</li> <li>Attendance breakfasts for improved attendance for PP students.</li> <li>Attendance for PP v's whole school attendance significantly reduced to 3%.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted support for individual families and hard to reach. PP attendance lead implementing face to face meetings with key families.</li> <li>Continue with breakfast rewards.</li> </ul>	
	<p>Many PP students have significant social and emotional barriers to learning and are subject to external multiagency plans.</p> <p>A bespoke curriculum package needs to be established for some learners to engage them back into learning and to give aspirations for future success.</p>	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>There are some irregular patterns due to Covid19. 372 cases of COVID since September 2022 has impacted on the reduction of persistent absenteeism.</li> <li>We are in line with national attendance levels.</li> <li>Attendance Mentor deployed with specific responsibility for improving attendance for PP students targets individuals every week depending on their overall percentage.</li> <li>Home visits for these students are also given a priority to build potential relationships.</li> </ul>	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>Disadvantaged students need continuous support, more than ever following the national pandemic and barriers due to the COVID-19. Barriers to attending range for a variety of reasons, which the inclusion team unpick on case-by-case basis. 1-1 conversations most effective with disadvantaged students to improve their attendance.</li> </ul>	

		<p>Spring 1:</p> <ul style="list-style-type: none"> <li>• Whole School attendance remains above national.</li> <li>• Attendance of students from a disadvantaged background remains a key priority for the Academy. PP attendance lead, SLT and pastoral leaders are working alongside each family and student to improve their attendance to school and overall engagement.</li> <li>• Data shows the gap between PP v's whole school has significantly reduced by 1 percentage point when compared with previous academic year.</li> </ul>	<p>Spring 1:</p> <ul style="list-style-type: none"> <li>• Closing the gap needs to remain a focus, with targeted support from attendance manager, PP attendance lead, EWO and Pastoral Leaders.</li> <li>• Increase the engagement of hard to reach families through the use of the community hub</li> </ul>
		<p>Spring 2</p> <ul style="list-style-type: none"> <li>• Overall attendance and PA for disadvantaged students is improving.</li> </ul> <p>(see Internal data sets for overall and by year group)</p> <ul style="list-style-type: none"> <li>• Impact of Easter attendance challenge resulted in 358 students achieving 100% attendance for March/April when compared with 279 students for previous two months.</li> </ul>	<p>Spring 2</p> <ul style="list-style-type: none"> <li>• As COVID cases start to decrease, full pastoral team will need to continue to work hard to engage parents/students into attending on a more regular basis.</li> <li>• Strategy to reduce 'severe absence' remains a priority. Internal</li> </ul>

			figures indicate improving trends.	
		<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• Attendance is broadly in line with national average.</li> <li>• Severe absence reduced by 42% when comparing Autumn Term 1 and Summer Term 1.</li> </ul>	<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• Pupil premium specific focus involving parental meetings, community hub coffee mornings, and individual 1-1 support with our PP attendance pupil premium mentor.</li> </ul>	
		<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• PP cumulative attendance improved by 2.9% when compared to previous academic year.</li> <li>• Internal data shows improved PA for all PP students in each respective year group.</li> <li>• Targeted and key students, individual case studies show increased and improved attendance. (see internal data and case studies)</li> </ul>	<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• Re-evaluate role of PP attendance mentor, giving her more capacity for specific interventions.</li> <li>• Implementation of Trust Attendance strategy from September.</li> <li>• Work with the LA to target key students and their families prior to</li> </ul>	

			transition into year 7.	
	<p>Sustain a system of rewards and incentives for improved attendance to school.</p> <p>Personalised rewards and recognition to ensure whole school profile raised.</p> <p>The Department for Education (DfE) published <a href="#">research</a> in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>• Pupils with <b>no absence</b> are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> <li>• Pupils with <b>no absence</b> are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> </ul>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Letters sent home for marked improvement in attendance.</li> <li>• Weekly attendance rewards via year group assemblies and MUF Foundation.</li> </ul>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Communication is key. Both students and parents appreciate being made aware of students % attendance and the impact of having individual days off.</li> </ul>	
		<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• Christmas Cracker Challenge launched via attendance team.</li> <li>• Cumulative attendance was 88% for this period, with 660 students having 100% attendance between the dates set. This equates to 59% of the whole cohort, Years 7-11. All students also spoken to weekly by SLT and attendance team.</li> <li>• End of term rewards trip to the theatre linked to attendance alongside year group specific rewards.</li> </ul> <p>Rewards from 1st September 2021</p> <p>Students are rewarded at the end of every lesson for adhering</p>	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• Christmas Cracker has had a positive impact on attendance of PP students.</li> <li>• Arrange a Feb Half Term Attendance Rewards Trip.</li> <li>• Continual sharing of data with all stakeholders during assemblies, Aspire2be time to raise awareness and celebrate success.</li> </ul>	

		<p>to our high standards and/or excelling and for having the correct equipment. Bronze / Silver / Gold and Platinum awards.</p> <p>Year 11 rewards lunch</p> <p>PP 57, non-PP was 67 students</p>	<ul style="list-style-type: none"> <li>Virtual celebration assemblies to be held throughout the Academy every Friday pm session.</li> <li>Keep attendance weekly leagues and rewards high profile.</li> </ul>																												
		<p>Spring 1:</p> <p>Rewards Data for HT3:</p> <table border="1" data-bbox="689 922 1040 1697"> <thead> <tr> <th>PP</th> <th>CUE / R1 / R2</th> <th>NON PP</th> <th>CUE / R1 / R2</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>26419</td> <td>Year 7</td> <td>25092</td> </tr> <tr> <td>Year 8</td> <td>25757</td> <td>Year 8</td> <td>22919</td> </tr> <tr> <td>Year 9</td> <td>24771</td> <td>Year 9</td> <td>25282</td> </tr> <tr> <td>Year 10</td> <td>22557</td> <td>Year 10</td> <td>26349</td> </tr> <tr> <td>Year 11</td> <td>17065</td> <td>Year 11</td> <td>17925</td> </tr> <tr> <td><b>Total</b></td> <td><b>116569</b></td> <td><b>Total</b></td> <td><b>117567</b></td> </tr> </tbody> </table>	PP	CUE / R1 / R2	NON PP	CUE / R1 / R2	Year 7	26419	Year 7	25092	Year 8	25757	Year 8	22919	Year 9	24771	Year 9	25282	Year 10	22557	Year 10	26349	Year 11	17065	Year 11	17925	<b>Total</b>	<b>116569</b>	<b>Total</b>	<b>117567</b>	<p>Spring 1:</p> <ul style="list-style-type: none"> <li>Continual sharing of data with all stakeholders during assemblies, Aspire2be time to raise awareness and celebrate success.</li> <li>Virtual celebration assemblies to be held throughout the Academy every Friday pm session.</li> <li>Keep attendance weekly leagues and rewards high profile-weekly winners' wheel with attendance rewards for</li> </ul>
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			each year group.								
		<p>Spring 2</p> <ul style="list-style-type: none"> <li>Easter Attendance Challenge launched for all students, encouraging 100% attendance during March/April. Add more detail about the success of this and add in some tangible data.</li> </ul>	<p>Spring 2</p> <ul style="list-style-type: none"> <li>'Easter Attendance Challenge' saw 5 tutor groups winning Easter eggs for having the highest attendance.</li> <li>Mountain bike was given to a Year 7 student who attended every day during March/April.</li> </ul>								
		<p>Summer 1:</p> <ul style="list-style-type: none"> <li>Weekly rewards given to students who have achieved 100% attendance.</li> </ul> <p>No major gap between PP/non PP</p> <p>0 In line with 40% PP / Non PP in school.</p> <ul style="list-style-type: none"> <li>Rewards Summer 1:</li> </ul> <table border="1"> <thead> <tr> <th>PP</th> <th>CUE / R1 / R2</th> <th>NON PP</th> <th>CUE / R1 / R2</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>32506</td> <td>Year 7</td> <td>35311</td> </tr> </tbody> </table>	PP	CUE / R1 / R2	NON PP	CUE / R1 / R2	Year 7	32506	Year 7	35311	<p>Summer 1:</p> <ul style="list-style-type: none"> <li>Planning the use of new reward prizes to improve attendance from September 2022.</li> </ul>
PP	CUE / R1 / R2	NON PP	CUE / R1 / R2								
Year 7	32506	Year 7	35311								



Year 8	31951	Year 8	32113
Year 9	36815	Year 9	34694
Year 10	29065	Year 10	34700
Year 11	19633	Year 11	21359
<b>Total</b>	<b>149970</b>	<b>Total</b>	<b>158177</b>

- Golden Tickets issued to students after each lesson, weekly year group prize draw.
- Over 60 students rewarded with popcorn and film afternoon.
- Weekly vouchers distributed 5 x £10 per year group
- Winning students
- Breakfast with the Head teacher celebrated weekly and shared with all stakeholders.
- Superstar of the week letters sent home weekly over 2050 letters sent home.

Summer 2:

	CUE/R1/R2
7	67132
8	66046
9	72493
	64814

Summer 2:

- The introduction of Golden Tickets at the end of every lesson by every teacher, placed in a weekly prize draw. Prizes shared with students beforehand

			<p>had a positive impact across the academy.</p> <ul style="list-style-type: none"> <li>• Student voice confirms this has had a positive impact and engaged a high number of students.</li> <li>• Importance of having instant/tangible rewards that students can see.</li> <li>• Virtual rewards assemblies which celebrate success amongst students, raise profile of excellence and aspirations. Next steps 2022-23 clear outline for each reward available and thresholds needs.</li> <li>• All to be linked to end of term trips / activities / student experiences.</li> </ul>	
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	PP	NON PP
7	31566	35566
8	32142	33904
9	36272	36211
10	28944	35870

<p>Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship.</p> <p>Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach.</p> <p>Attendance Manager and year leads arrange appointments at all parent events.</p> <p>EEF Toolkit Parental Engagement suggests +3 months progress.</p>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>Additional uniform purchased to support families in returning to school. Spare uniform purchased for the school to use on an ongoing basis.</li> </ul>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>Further marketing for the Community Hub.</li> <li>Full programme in place ready to be launched.</li> </ul>	<p>£2000</p>
	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>Individual support, whether for uniform or food hardship issues are met with the empathy, care and attention needed.</li> <li>Created a breakfast club for the support of vulnerable students to start their day with food and conversation skills.</li> <li>Further support for vulnerable families and parents through the Community Hub.</li> </ul>	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>Ongoing support for some families needed in order to support attendance and engagement.</li> <li>Work alongside the community hub to provide additional outreach.</li> </ul>	
	<p>Spring 1:</p> <ul style="list-style-type: none"> <li>Community hub continues to support families in response to community need.</li> <li>Uniform and extras like shoes have been ordered to support families in need.</li> <li>Programme has been amended and adjusted to encourage more parents to attend.</li> </ul>	<p>Spring 1:</p> <ul style="list-style-type: none"> <li>Further support for families in terms of attendance. This might include support for travel.</li> <li>Repromoted hub activity after half term.</li> </ul>	

		<p>Spring 2</p> <ul style="list-style-type: none"> <li>• Further external support brought in to support community hub including Early Help drop-in sessions.</li> <li>• Further information sharing taking place as part of a response to parent voice.</li> <li>• More positive parent voice shared with staff and SLT.</li> </ul>	<p>Spring 2</p> <ul style="list-style-type: none"> <li>• Further respond to supporting needs around attendance as part of the whole school drive.</li> </ul>
		<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• Three Things on Thursday news bulletin shared weekly with all stakeholders. A focus on key values.</li> <li>• Honesty/Excellence/Aspiration.</li> <li>• Key safeguarding, curriculum and rewards information shared with parents/careers.</li> </ul>	<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• Planning time required to realign key roles within the Academy for Attendance.</li> <li>• Focus on the hard to reach and ensuring all staff in the Academy play a role in attendance.</li> </ul>
		<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• Full realignment of roles to enable timely support, relationships to be built and support via the community hub for key families.</li> <li>• Additional support to continue in liaison with</li> </ul>	<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• Staff inset to include all staff and their role in Improving attendance.</li> <li>• Critical student names</li> </ul>

		additional agencies for key families.	shared with all staff.	
<p>Reduce the number of Exclusions.</p> <p>Reduce the number of Fixed Term Exclusions.</p> <p>Reduce the number of Permanent Exclusions.</p> <p>Disadvantaged student outcomes will not be improved if they lose valuable lesson time.</p> <p>Disadvantaged students have a higher national percentage of Permanent Exclusions. If they are excluded by the school, they have less chance of becoming productive members of society.</p> <p>Measure attendance of groups (FT exclusions – more than half are Year 9 and above) PP students are 4X more likely to receive FT exclusion (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018)</p>	Autumn 1:	<ul style="list-style-type: none"> <li>Relentless focus on culture and climate has seen a reduction in FTE's (See internal data).</li> <li>FTE for 2021/22 have reduced for half term 1 from previous year from 13 to 8.</li> </ul>	Autumn 1:	<ul style="list-style-type: none"> <li>Bespoke support / CPD for a small minority of staff.</li> <li>More specific focus on supporting barriers at TAP.</li> </ul>
	Autumn 2:	<ul style="list-style-type: none"> <li>Fixed term exclusions have continued to reduce. They have reduced for Half term 2 from 26 in 2020/21 to 0 for half term 2 in 2021/22.</li> <li>Internal fixed term exclusions have also been reduced.</li> <li>Zero permanent exclusions.</li> </ul> <p>(See in school data).</p>	Autumn 2:	<ul style="list-style-type: none"> <li>Further review the needs of students who are excluded in order to ensure prevention focused methods. Weekly meeting now in place to provide support strategies with SEND and SEMH team.</li> </ul>
	Spring 1:	<ul style="list-style-type: none"> <li>Reflection referrals have reduced.</li> <li>FTE have reduced from 23 in previous COVID years 2019/20 to 14 in 2021/22.</li> </ul>	Spring 1:	<ul style="list-style-type: none"> <li>Upskill APL on data specific interventions.</li> <li>Training around resilience to</li> </ul>

		<ul style="list-style-type: none"> <li>• Zero permanent exclusions.</li> <li>• Higher standards of support offered to AP.</li> </ul>	<p>be given to all pastoral leads.</p>	
		<p>Spring 2</p> <ul style="list-style-type: none"> <li>• When compared with previous years all data sets both internal and external have significantly improved. FTE have reduced from 16 in 2019/20 pre COVID to 13 in 2021/22.</li> <li>• Weekly data is discussed at SLT/ML and amongst pastoral staff and also at briefings for all staff to indicate improving trends.</li> <li>• There is nothing significant in the data to indicate that disadvantaged students are less well behaved.</li> </ul>	<p>Spring 2</p> <ul style="list-style-type: none"> <li>• To continue to robustly triangulate the data and ensure that timely intervention and support is in place for key students as and when required.</li> </ul>	
		<p>Summer 1/2:</p> <ul style="list-style-type: none"> <li>• Significant improvements in exclusion figures and the success of timely intervention and support. (see internal data sets)</li> <li>• Data is shared with SLT/HOD and all staff via briefings to raise awareness and ensure all staff are updated.</li> </ul>	<p>Summer 1/2:</p> <ul style="list-style-type: none"> <li>• To continue to work with key students and their families through multi agency working throughout the summer term and break to ensure a smooth transition upon return in September.</li> </ul>	

5. High levels of Social, Emotional, and Mental Health problems.				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost
Provide meaningful support to pupils with Social Emotional Mental Health problems.	Use PASS from GL assessment to review student happiness and mental health.	Autumn 1:	Autumn 1:	£5000
		<ul style="list-style-type: none"> <li>Purchase of Pass assessment to monitor impact of covid on mental health and wellbeing of students.</li> <li>Student voice indicates students feel supported with their social emotional and mental health.</li> </ul>	<ul style="list-style-type: none"> <li>Regular TAP updates from all stakeholders.</li> </ul>	
		Autumn 2:	Autumn 2:	
		<ul style="list-style-type: none"> <li>The use of PASS from GL assessment will commence January 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Complete earlier to be able to have greater targeted impact.</li> </ul>	
		Spring 1:	Spring 1:	
		<ul style="list-style-type: none"> <li>PASS assessment has been completed with all Year 9 students.</li> </ul>	<ul style="list-style-type: none"> <li>PASS assessment to be completed by all Year 7 students within the first two weeks following on from half-term.</li> <li>Analysis of survey to be</li> </ul>	

			complete and action plan to be written, based on findings.
		<p>Spring 2</p> <ul style="list-style-type: none"> <li>• Launch of Wellbeing Weekly bulletin shared with staff and parents via twitter and MyEd.</li> <li>• Increase in uptake for students who access the Mental health and wellbeing Hub.</li> <li>• Breakfast club launched with regular daily uptake of up to 20 students.</li> <li>• Post school activities and workshops, drops ins run daily with a regular uptake of up to 30 students.</li> </ul>	<p>Spring 2</p> <ul style="list-style-type: none"> <li>• PASS questionnaire near on completion.</li> </ul>
		<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• Pass survey now completed and analysed will be analysed during Summer 2.</li> </ul>	<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• Results from PASS survey will help create new wellbeing action plan from September 2022.</li> </ul>
		<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• Specific support for Year 7 girls, Year 9 girls and Year 9 boys in response to PASS survey who</li> </ul>	<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• Further work needed to support student's</li> </ul>



		<p>suggest they require support for their wellbeing.</p> <ul style="list-style-type: none"> <li>• More detailed analysis required to unpick what the issues are to provide the correct support and intervention. (Mental health lead)</li> </ul>	<p>perception of school and to improve certain groups 'wellbeing'. (Newly appointed wellbeing lead in September 22)</p>	
	<p>Offer bespoke SEMH interventions to pupils and parents who request it using a qualified counsellor.</p> <p>Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic.</p>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Caseload identified across all year groups and interventions underway.</li> <li>• Research on the most effective interventions.</li> <li>• Raise awareness across the student body and staff within the Academy of support on offer.</li> </ul>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Communication is key and critical pastoral / SEND / home / staff.</li> <li>• Update of website on core offer.</li> <li>• Update pupil noticeboards in the Academy.</li> </ul>	£24,347
	<p>EEF Toolkit Social and Emotional Learning +4 months</p>	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• The employment of a new School Counsellor and a new Mentor Health lead have enabled bespoke individual support for students in need of mental health support.</li> <li>• Manchester United Foundation Lead also supports with SEMH interventions.</li> </ul> <p>(See caseload figures).</p>	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• Continue with regular TAP meetings to ensure timely and effective support.</li> <li>• Continue to raise awareness across the Academy</li> </ul>	

		<p>Spring 1:</p> <ul style="list-style-type: none"> <li>• Over 60 students accessing school counsellor or mental health lead through 1-1 targeted support or small group therapy sessions.</li> <li>• Mental health week drop-in sessions attended by both staff and students.</li> <li>• Mental health assemblies delivered to all students.</li> </ul>	<p>Spring 1:</p> <ul style="list-style-type: none"> <li>• PASS Questionnaire to be completed by all students-statutory measure from 2020.</li> <li>• Parent meetings and communications to improve.</li> <li>• Posters, leaflets, brochures etc to be sent to parents every fortnight.</li> <li>• Continue with therapy sessions but not to accept any further cases unless the student is at crisis point.</li> </ul>	
		<p>Spring 2</p> <ul style="list-style-type: none"> <li>• Launch of Wellbeing Weekly bulletin shared with staff and parents via twitter and MyEd.</li> </ul>	<p>Spring 2</p> <ul style="list-style-type: none"> <li>• PASS questionnaire near on completion.</li> </ul>	
		<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• Continuation of support for students with social and emotional mental health needs.</li> </ul>	<p>Summer 1:</p> <ul style="list-style-type: none"> <li>• Results from PASS survey will help create new wellbeing action plan from</li> </ul>	

			September 2022.	
		<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• Use of Community Hub to support parents/carers of students who have social and emotional mental health.</li> <li>• External agencies invited to attend the hub to provide additional support for students and their families.</li> </ul>	<p>Summer 2:</p> <ul style="list-style-type: none"> <li>• Planning for Community Hub to be used as a venue to support students and parents from 3<sup>rd</sup> September 2022, involving on-site agencies such as Positive Steps and Kooth.</li> </ul>	
	<p>Manchester United Foundation</p> <p>Manchester United Foundation support with community-based cohesion, attitudes to learning and success, and academic progress using sport and football as a tool to engage</p>	<p>Term 1</p> <ul style="list-style-type: none"> <li>• KPI's all being met. MUF Officer is a constant presence in school.</li> </ul> <p>(See MUFF Impact Report).</p>	<p>Term 1</p> <ul style="list-style-type: none"> <li>• Reduce number of referrals to MUF Officer to allow in lesson support as well as timetabled programmes.</li> </ul>	£25000

		<p>Term 2</p> <ul style="list-style-type: none"> <li>• Change of staff due to external factors. Focus on year 8 where climate data indicates additional support and intervention is required.</li> <li>• Mentoring 10 students and in class support.</li> <li>• Reading interventions at year 8 and 9 targeting students 2 years under.</li> <li>• PA leagues running with individual check ins twice weekly.</li> </ul>	<p>Term 2</p> <ul style="list-style-type: none"> <li>• Stream line the focus of referrals to observe and measure progress and review efficacy.</li> </ul>	
		<p>Term 3</p> <ul style="list-style-type: none"> <li>• New MUFF staff member started at the Academy Easter 22.</li> <li>• Reading interventions taking place for year 9 students.</li> <li>• One to one and small group mentoring sessions established.</li> <li>• Attendance internal leagues established.</li> </ul>	<p>Term 3</p> <ul style="list-style-type: none"> <li>• Evaluation of the impact of the MUF officer.</li> <li>• End of year meeting to plan the next Academic year ahead and realign with Academy targets.</li> </ul>	
6. Lacking cultural capital and low aspirations for future destinations.				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost
Cultivate opportunities for enhancing 'cultural capital'	Combined Cadet Force	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Recruitment of CCF Officer.</li> </ul>	<p>Autumn 1: N/A</p> <ul style="list-style-type: none"> <li>• CCF officer appointed and provision map created.</li> </ul>	

<p>through enrichment and experience. To improve aspirations in order to secure post 16 destinations.</p>	<p>University of Northampton research increase cultural capital and engagement</p> <p>EEF Toolkit - +4 months for outdoor adventure learning</p> <p>Disadvantage starts before school – 2/5 attainment gap before a child is 5. A child’s birth becomes its destiny. ‘The Matthew Effect’ suggests the disadvantaged will get more disadvantaged over time.</p>	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>Appointed a central member of staff to support. Store check needed for MoD checks and compliance. 40+ students’ uptake on the CCF programme</li> <li>DofE Bronze and Silver to commence</li> <li>Extended offer in place for year 8/9/10 students.</li> <li>Central member of staff is a key part of the team supporting in school and becoming a recognised member of staff for the students.</li> </ul>	<p>Autumn 2:</p> <ul style="list-style-type: none"> <li>More focused work with targeted students and increase the presence within the school community.</li> <li>Provision map to be enhanced for the Spring term with CCF camp and DofE camp planned for summer term/s</li> <li>Complete additional funding.</li> <li>Enhance promotion to ensure forward planning and high uptake of students.</li> </ul>	
		<p>Spring 1:</p> <ul style="list-style-type: none"> <li>Target 50+ cadets on the Westminster account with 41 attending on a regular basis. With this hard core of 41 cadets, we have: -</li> </ul> <p>7yr8, 17yr9, 16 yr10, 2 yr11</p> <p>8 SEN</p> <p>21PP</p> <p>16 FSM</p>	<p>Spring 1:</p> <ul style="list-style-type: none"> <li>Improve staff uptake to support expansion and skill set via training and additional CPD.</li> <li>Raise awareness with the Academy.</li> </ul>	

		<ul style="list-style-type: none"> <li>• 6 yr10 pupils have been given a LC rank,</li> <li>• Several yr10 cadets are helping with lunch/break time rotas.</li> </ul>	<ul style="list-style-type: none"> <li>• Create training opportunities for all cadets</li> <li>• Create links with Holcombe Moor and Inskip training Centres</li> <li>• Encompass DofE into training plan</li> </ul>	
		<p>Spring 2</p> <ul style="list-style-type: none"> <li>• We have 50+ cadets on the Westminster account with 41 attending on a regular basis. With this hard core of 41 cadets, we have: -</li> <li>• 7yr8, 17yr9, 16 yr10, 2 yr11</li> <li>• 8 SEN</li> <li>• 21PP</li> <li>• 16 FSM</li> <li>• 6 yr10 pupils have been given a LC rank,</li> <li>• Several yr10 cadets are helping with lunch/break time rotas to improve their leadership skills and raise the profile of cadets within the Academy</li> <li>• Inskip Cadet5 Training Centre – 2 days excursion with Archery, Rifle Shooting, DCCT, Abseiling, Rock climbing, Jet simulator, Paint Balling. 35 pupils attended.</li> <li>• 33 cadets have now achieved the APC half star and weapon handling with the .22 air rifle.</li> </ul>	<p>Spring 2</p> <ul style="list-style-type: none"> <li>• Improve staff uptake further to enhance provision for the Academic year 22/23</li> <li>• Continue to raise awareness within the Academy.</li> <li>• Create training opportunities for all cadets</li> <li>• Create links with Holcombe Moor and further develop links with Inskip training Centres</li> <li>• Encompass DofE into training plan.</li> </ul>	

		<p>Summer 1/2:</p> <ul style="list-style-type: none"> <li>• Bronze and Silver DofE pre-expedition to take place.</li> <li>• Planning for CCF camp in summer term 2, staff training and pupil participation.</li> <li>• For Pupil numbers and update see internal data set.</li> </ul>	<p>Summer 1/2:</p> <ul style="list-style-type: none"> <li>• To complete the final Bronze and silver DofE expedition.</li> <li>• Final completion of the annual CCF camp.</li> <li>• Celebration event for CCF students and parents.</li> <li>• Share the success with all students in the Academy.</li> <li>• Student leadership skills are enhanced.</li> </ul>	
	<p>Duke of Edinburgh's Award</p> <p>Nationally accepted and evidenced</p> <p>cultural and social mobility development activity</p> <p>Externally assessed and awarded</p> <p>commendation</p> <p>EEF Toolkit - +4 months for outdoor adventure learning</p>	<p>Autumn 1:</p> <ul style="list-style-type: none"> <li>• Recruitment of CCF Officer.</li> </ul> <p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• 60+ students are currently taking part. 30 have completed to certificate level.</li> </ul> <p>Spring 1</p> <ul style="list-style-type: none"> <li>• 62 Pupils in Total</li> <li>• 36 pupils Yr10, 3 SEND, 15 PP</li> <li>• 26 Pupils Yr11, 5 SEND, 12 PP</li> <li>• Bronze Certificate;</li> <li>• Yr10 24 Pupils</li> </ul>	<p>Autumn 1: N/A</p> <p>Autumn 2:</p> <ul style="list-style-type: none"> <li>• Further specific targeting required for students who need to catch up. ICT needed.</li> </ul> <p>Spring 1</p> <ul style="list-style-type: none"> <li>• Pupils have been given the opportunity to complete the certificate after school</li> </ul>	<p>Licence £1100 [2021 price]</p> <p>Pupil registration £22 per pupil</p>

		<ul style="list-style-type: none"> <li>• Yr11 16 Pupils</li> <li>• Bronze Award;</li> <li>• Pending Expedition write up 8</li> <li>• PASS: 9 Pupils</li> </ul> <p>Spring 2</p> <ul style="list-style-type: none"> <li>• Out of season for expeditions.</li> <li>• Wednesday/ [CCF] Thursday after school to improve navigational skills and expedition section write ups.</li> <li>• Planned walk Bronze expedition around Ogden reservoir.</li> </ul>	<p>on a Wednesday for Term 3. This will continue to be offered in Term 4 along with targeted SEND pupils.</p> <ul style="list-style-type: none"> <li>• Proposal for walks 7<sup>th</sup>+8<sup>th</sup> April 2022</li> <li>• Those pupils still to complete expedition write ups to be supported to achieve 'Award'.</li> </ul> <p>Spring 2</p> <ul style="list-style-type: none"> <li>• Cadets followed navigation and compass part of the APC syllabus.</li> <li>• Ogden walks did not take place due to staffing issues and the opportunity to attend Inskip. A DofE pre assess was completed for future DofE expeditions.</li> <li>• Low uptake on a Wednesday by those needing to</li> </ul>	
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			write up expedition. A small cohort of yr. 10's 6 pupils and no yr. 11's. Yr. 10's will be targeted again this term.	
	<p>The Passport Programme</p> <p>EACT Trust Academy has evidenced impact of accreditation of the whole child.</p> <p>Cultural Capital: disadvantaged students don't develop as they don't watch documentaries, visit museums, read books, talk at the dinner table, have an awareness of the World, or the language to articulate an understanding of it.</p> <p>(Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018)</p> <p>EEF Toolkit - +4 months for outdoor adventure learning</p>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>Variety of Activities delivered to date:</li> <li>All year groups experienced Lords Live</li> <li>Year 7- Intersport, Communication Skills,</li> <li>Year 8- Cultural Capital- Samba/Brazilian dancing &amp; Music activities.</li> <li>Year 9 – Etihad Stadium Tour &amp; Urban Regeneration talk.</li> <li>Year 10- Tough Cookies, GM Higher, Careers Pathways, Circus life Skills (revision activities)</li> <li>Year 11- Off site provision, external motivation and revision techniques.</li> <li>Year 9-10 Visit to the theatre (HBR led) 35 students attended (50% PP, 50% non-PP)</li> <li>Enrichment Programme in place for Pre and Post school.</li> </ul> <p>CCF and DFE schemes up and running. (See in school data regarding uptake figures).</p> <ul style="list-style-type: none"> <li>Boy band to support wellbeing. 'Here at Last'</li> <li>Selection Boxes</li> </ul>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>Introduce more extra-curricular activities in line with Passport next half term and linked to personal development.</li> <li>More pupil voice to be collated to ensure the students are enjoying the range of activities on offer.</li> <li>Continue to review, evaluate and refine.</li> </ul>	£12,000
		Term 2:	Term 2:	

		<ul style="list-style-type: none"> <li>• Visits to see Joseph at the theatre (50% PP)</li> <li>• Geography visit to Iceland (45% PP)</li> <li>• Support with extra-curricular and musical instrument purchases (100% PP)</li> <li>• LAGBTQ+ activities, events and external speakers</li> <li>• All year 9 cohort experienced a Holocaust memorial speaker</li> <li>• All year groups experienced National Apprenticeship Week and National Careers Week virtual activities via Aspire2B time</li> <li>• Year 9 and 10 girls in step activity 48% PP attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Next passport day to ensure PHSE links are clear and HOYs have ownership of the day depending on year group needs.</li> <li>• Quality assurance from AHT to year leaders.</li> </ul>	
		<p>Term 3:</p> <ul style="list-style-type: none"> <li>• Extra-Curricular offer via external provider (high take up 40% PP)</li> <li>• African Drumming Club weekly</li> <li>• Year 10 Art visit to sculpture park</li> <li>• D of E Expeditions</li> <li>• Cadets activities</li> <li>• Student voice constantly gauging ideas for extracurricular activities</li> <li>• Diana Award- Wellbeing gained</li> <li>• Year 8 team building day Wise up (4% difference between PP and non-PP)</li> <li>• Year 10 visits to Oldham College</li> <li>• Year 10 visits to University Liverpool Hope, Sheffield Hallam, Salford</li> </ul>	<p>Term 3:</p> <ul style="list-style-type: none"> <li>• Additional Links to be made with higher education providers to raise aspirations of students.</li> <li>• Making contacts earlier with further education establishments to take students earlier on in the academic year will ensure ease of organisation</li> <li>• Purchasing team building equipment</li> </ul>	

		<ul style="list-style-type: none"> <li>• Geography field trip 61% non-PP / 39% PP</li> <li>• Diodes work experience visits 22 students (55% PP)</li> <li>• Passport Day activities</li> <li>• Year 7 Team Building</li> <li>• Year 8 Commonwealth</li> <li>• Year 9 Eco/Environmental activities</li> <li>• E-ACT Celebration Event</li> <li>• World Re-imaged project – linking arts to the curriculum – delivered to Yr7/8/9 as part of English cultural Capital lessons.</li> </ul>	<p>for 2022-23 will enable us to offer more activities either during future passport events and/or for extracurricular opportunities</p> <ul style="list-style-type: none"> <li>• Offering the African drumming as a half termly block with a celebration event for parents at the end ensures students have something to aim for plus develops their performance confidence and skills</li> <li>• Further MIDAS training is needed for staff to support visits.</li> </ul>	
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## 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
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National Tutoring Programme	Connexus

## Service pupil premium funding (optional)

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

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

## Further information (optional)

*\*For Pupil Premium, spending, we also allocate a small amount throughout the year on subject specific interventions. Departments are able to request funding, but must show the rational and evidence base for the funding request. Previous applications have included new software, access to online learning like Massolit and GCSE Pod. PP funding can also be requested to support with resources that will impact teaching and learning for all including classroom resources and additional rewards. We also respond to student need throughout the year for resources such as revision guides, reading resources, and additional tutoring.*