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	1066
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Andrea Atkinson
Pupil premium lead	David Burns
Governor / Trustee lead	Niall Gallagher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£520,528
Recovery premium funding allocation this academic year	£137,724
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£658252
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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.

Challenge number	Detail of challenge
1	Poor pupil behaviour for learning and engagement in lessons can negatively impact overall outcomes and progress.
2	Inconsistency of quality first teaching could negatively impact outcome, including those for PP students.
3	Access to the curriculum is limited by low numeracy and literacy levels.
4	Low attendance could negatively impact outcomes for PP students.
5	Lack of exposure and access to cultural experiences could lead to low aspirations.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria	
To Improve pupil behaviour for learning and engagement in lessons to improve overall outcomes and progress.	Reduce the number of suspensions for PP students, and bring in line with average for all students.	
	Reduce the number of behaviour incidents logged for PP students, and bring in line with average for all students.	
To improve the overall progress of PP students and the delivery of Quality First Teaching.	 PP students to achieve, or exceed, 4+ and +5 basics, in line with national average for all students. 	
	PP students to achieve, or exceed, P8 averages, in line with national averages for all students.	
	PP students to achieve, or exceed, ATT8 averages, in line with national averages for all students	
To improve basic Literacy and Numeracy levels so that pupils are able to access the curriculum.	90% of KS3 PP students read at, or above, chronological reading age.	
able to decess the carried and	PP students to achieve, or exceed in line with national average outcomes for all students.	
	Standardised reading scores are in line, or above, national averages.	
To Improve attendance to the academy for PP students.	PA figures for PP will be in line, or lower than national averages.	
	 PP students will achieve, or exceed, attendance percentages in line with national averages in all year groups, and whole school. 	
	Increased parental engagement demonstrated through home visits log.	
	Attendance matters tracked consistently through Team Around the Pupil (TAP) meetings.	
Raise aspirations and enhance student's cultural capital.	PP to achieve, or exceed, 'Passport Programme', in line with national E-Act averages.	
	For 75% or more of PP students identified to pass their CCF basic skills assessment.	
	For 75% or more of PP students on the CCF to	

	achieve DofE Bronze award.
•	100% of PP students attend a meeting with the careers officer in year 11.
•	NEET figures for PP are in line with, or lower than, national average.

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: £180,563

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lead Practitioners	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	2, 3
	Slater, Davies, and Burgess (2012), Do Teachers Matter? Measuring the Variation in Teacher Effectiveness in England, Oxford Bulletin of Economics and	
Academic Mentors	2. Targeted academic support EEF (educationendowmentfoundation.org.uk) Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.	2,3
DD outcomes less d	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Using pupil premium EEF	2
PP outcomes lead	(educationendowmentfoundation.org.uk)	2

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	Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy.	
CLA Coordinator	Outcomes for children in need, including	1,2,3,4,5
	children looked after by local authorities in	
	England, Reporting year 2022 – Explore	
	education statistics – GOV.UK (explore-	
	education-statistics.service.gov.uk)	
	 Pupils in all social care groups were over twice as likely to have a special educational need (SEN) than the overall pupil population. For all children in need (CIN), almost half had SEN compared to 16% of the overall pupil population. 58% of CIN were eligible for free school meals. This compares to 23% for all pupils. Children in each of the key social care groups were roughly half as likely to achieve the expected standard in reading, writing and mathematics at Key Stage 2 compared to the overall pupil population. The percentage of persistent absentees for CLA for at least 12 months was 19%, which was lower than the percentage for the overall pupil population (23%). However, as with overall absence, this 	
Numeracy Lead	rate was higher for the other key social care groups. Mathematics in Key Stages 2 and 3 EEF	3
	(educationendowmentfoundation.org.uk)	
	To solve problems, learners need to develop	
	generic mathematical strategies, sometimes	
	known as 'processes' or 'generic	
	mathematical skills' (HMI, 1985), or as	
	'strategic competence', which Kilpatrick et	
	al. (2001) define as the "ability to formulate,	
	represent, and solve mathematical	
	problems" (p. 5).	

Additional Books and revision guides	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	2,3
	Encouraging metacognition and Self-regulation. The concept of self-regulated learning is based on the premise that students should take responsibility for their own learning and should play an active role in the learning process (Zimmerman, 2001).	
NTP	National Tutoring Programme: guidance for schools, 2022 to 2023 - GOV.UK (www.gov.uk) Strong evidence suggests that the model of targeted, academic support, through highly trained tutors working with small groups and individuals, can make a difference to academic progress that can be expressed in months.	2,3

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

Budgeted cost: £92,974

Activity	Evidence that supports this approach	Challenge number(s) addressed
Numeracy Lead	Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) To solve problems, learners need to develop generic mathematical strategies, sometimes known as 'processes' or 'generic mathematical skills' (HMI, 1985), or as 'strategic competence', which Kilpatrick et al. (2001) define as the "ability to formulate, represent, and solve mathematical problems" (p. 5).	3
Additional Books and revision guides	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	3

	Encouraging metacognition and Self-regulation. The concept of self-regulated learning is based on the premise that students should take responsibility for their own learning and should play an active role in the learning process (Zimmerman, 2001).	
NTP	National Tutoring Programme: guidance for schools, 2022 to 2023 - GOV.UK (www.gov.uk) Strong evidence suggests that the model of targeted, academic support, through highly trained tutors working with small groups and individuals, can make a difference to academic progress that can be expressed in months.	3

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

Budgeted cost: £104,411

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational welfare officer	The Department for Education (DfE) published research in 2016 which found that: 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	4
	Pupils with no absence 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 Pupils with no absence 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.	
Mini bus driver	Working together to improve school attendance - GOV.UK (www.gov.uk)	4
	The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%). At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 41. The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%).	
Rewards and incentives	Working together to improve school attendance - GOV.UK (www.gov.uk) suggests	1,4
	Recognise the importance of good attendance and, alongside good behaviour, make it a central part of the school's vision, values, ethos, and day to day life.	
	Recognise the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged students (including use of pupil premium).	

	Visibly demonstrate the benefits of good attendance throughout school life. This may include in displays, assemblies or in registration periods. Where used sensitively and without discrimination, this may also include praising and rewarding improvements in attendance at year group, class/form and individual level.	
Manchester United Foundation	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.	1,3,4,5
E-Act passport – university visit	EACT Trust Academy has evidenced impact of accreditation of the whole child.	15
	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.	
	(Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018)	
	Encounters with further and higher education is a part of the Gatsby benchmarks.	
	Good Career Guidance Education Gatsby	
Pro Excel initiative	Physical activity EEF (educationendowmentfoundation.org.uk)	5
	There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.	

ransport	Ensuring that barriers are removed to	4,5
	accessing extra curricular activities.	,
	Findings from previous research	
	suggest extracurricular activities are	
	important in developing soft (especially	
	social) skills as well as being associated	
	with a range of other positive outcomes	
	(e.g. achievement, attendance at	
	school). We found from our analysis that	
	extracurricular activities - specifically	
	music classes and playing a wide range	
	of sports – are important in predicting	
	intentions to remain in education after	
	compulsory schooling. Regardless of	
	these instrumental outcomes, extra-	
	curricular activities were hugely valuable	
	to young people themselves in ways	
	that are not quantifiable. Extra-curricular	
	activities boost young people's	
	confidence to interact socially with	
	others; extend their social networks; and	
	provide them with new skills and	
	abilities. Above all, they offer an	
	important space to have fun and relax	
	away from the pressures of school work.	
	These more qualitative benefits must	
	not be discounted, especially in the	
	context of contemporary challenges	
	around young people's mental health	
	and wellbeing.	

Total budgeted cost: £ £520,528*

(assets.publishing.service.gov.uk was first indexed by Google in May 2016)

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 2022 to 2023 academic year.

Review of expenditur	e and impact				
2022-2023					
quality of education and	ow you allocated and used the Pup d outcomes for eligible pupils. Ivantaged groups, especially white			e desired impa	ct on the
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not, why?	Lessons learned	Changes to approach	Cost
PP students will make progress in line with non-PP counterparts, especially white British boys. PP students to achieve, or exceed, 4+ and +5 basics, in line with national average for all students. PP students to achieve, or exceed, P8 averages, in line with national averages for all students. PP students to achieve, or exceed, ATT8 averages, in line with national averages for all students.	A: Lead Practitioners Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Slater, Davies, and Burgess (2012), Do Teachers Matter? Measuring the Variation in Teacher Effectiveness in England, Oxford Bulletin of Economics and Statistics	T and L Team reviewed- two lead practitioner s. Deep Dives completed in 8 subjects. ML dialogues smarter, updates on consistency of T and L/impleme ntation, standards of books. 1 7/65 staff not performing at CRE. Teach Meet number 1 taken place. Coaching Triads introduced. Autumn 2 Deep Dives completed in all subjects	Quality assurance and review of current need underway to ensure targeted and focused response from lead practitioner s. Autumn 2 Further work on		£64,35

all subjects

with clear

curriculum

design in

targets shared. Lead graphy and practitioners assessment involved in the QA process. OFSTED inspection-no concerns highlighted around PP cohort.	
Spring 1 Spring 1	
 Expert Teacher Programme re-launched - 9 staff accessing to develop pedagogy further. SEND focus added to CPD following Ofsted and ongoing priority to improve QFT Review lesson visits to QA all staff around QFT and ensure continuous developmen t. 	
by all.	
Spring 2 • EP delivered workshops for staff to enhance knowledge around barriers to school and strategies to support these students. • Additional workshop-Steve Daviesaround developing relationships with students and the importance of this.	
Summer 1 Summer 1 New lead	
 New lead practitioner appointed. 12 lessons observations completed. CPD delivered on scaffolding in Appoint lead practitioner to staff requiring coaching support as outlined by 	

	line with	new pam	
	PAM	feedback.	
	feedback.		
	Summer 2	Summer 2	Lead
			practition
	Increase in	New T &L	ers to
	teachers at	focus	
	mastery from	supported	focus on
	70% to 85%.	by briefings	Step Lab
	• T and L	from the	from
	briefings	leads.	September
	delivered on	• Coaching	to support
	key areas for	cycle	coaching.
	development	introduced	
	as outlined	and trialled	
	by PPR data	ready for	
	and lesson	September	
	observations.	roll out.	
B: PIXL	Autumn 1	Autumn 1	
	Created WIG	 Reinforced 	
	of P8 -0 or	the	
	above shared	importance	
The focus of PIXL is to	with SLT and	of the early	
improve the life chances and	HODs and all	identificatio	
outcomes for young people.	staff.	n on under-	
January 1971		performing	
The DiVI Club Home	Aspirational WIC will below		
<u>The PiXL Club - Home</u>	WIG will help	sub-group	
	to maximise	within	
	our 4+ and	subject	
	5+ across all	areas to	
	subject areas	enable more	
	and ensure	forensic	
	that our P8	intervention	
	averages are	S	
	in line with		
	national		
	averages for		
	all students.		
	 RSL and HOD 		
	all accessing		
	national		
	subject		
	networks.		
	Autumn 2	Autumn 2	
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	HODs have	• Early	
	actively	intervention	
	identified	with sub-	
	underperfor	groups has	
	ming sub-	identified	
	group in	areas of	
	their subject	progress	
	area and	and barriers	
	created RAP	to learning	
	to address.	with action	
	 Pre and Post- 	plans in	
	Mortems	place to	
	have been	address.	
	conducted		
	with the		
	Head to		
	discuss		
	progress to		
	date and		
	uate anu		l l

potential barriers. • Current Predicted P8 has improved by 0.1. • Pid resources shared across the academy. Spring 1 Spring 1 • HODs have identified the student apps between mock and predicted grades. Where the grades. Where the grades of the provide in their post mock analysis, they have identified the strategies and interventions that will be put in place to improve outcomes and progress. Prest Mortens have also the wild be put in place to improve outcomes and progress. Prest Mortens have also the wild be put in place to improve outcomes and progress. Prest Mortens have also the wild be put in place to improve outcomes and progress. Prest Mortens have also the wild be put in place to improve outcomes and progress. Prest Students who are stopping subjects meeting their national average. These students have also been identified in the KRP, with an average. These students have also been identified in the KRP, with an average. These students have also been identified in the KRP, with an average. These students have also been identified in the KRP, with an average. These students have also been identified in the KRP, with an average. These students have also been leaders and a students who are stopping subjects meeting their national average. These students have also been identified in the KRP, with an average. These students have also been leaders and a students who are stopping subjects meeting the remaining the students who are stopping subjects meeting the remaining the students who are stopping subjects meeting the remaining the students who are stopping subjects meeting the same as popular SLT in the meeting the same as pPR 2 with a cohort who were less able on entry.	
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Summer 1 Regular review of RAPs with SLT link to QA interventions Current P8 for PPR 3 has improved by 0.02 from PPR 1, whilst all students have decreased by -0.06. En/Ma 4+ for			
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review of RAPs with SLT link to QA interventions . Current P8 for PPR 3 has improved by 0.02 from PPR 1, whilst all students have decreased by -0.06. En/Ma 4+ for		Jummer 1	
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RAPs with SLT link to QA			
SLT link to QA interventions . Current P8 for PPR 3 has improved by 0.02 from PPR 1, whilst all students have decreased by -0.06. En/Ma 4+ for			
QA interventions . Current P8 for PPR 3 has improved by 0.02 from PPR 1, whilst all students have decreased by -0.06. • En/Ma 4+ for			
QA interventions . Current P8 for PPR 3 has improved by 0.02 from PPR 1, whilst all students have decreased by -0.06. • En/Ma 4+ for			
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Current P8 for PPR 3 has improved by 0.02 from PPR 1, whilst all students have decreased by -0.06. • En/Ma 4+ for			
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improved by 0.02 from PPR 1, whilst all students have decreased by -0.06. • En/Ma 4+ for			
0.02 from to quantify PPR 1, whilst impact. all students have decreased by -0.06. • En/Ma 4+ for			
PPR 1, whilst impact. all students have decreased by -0.06. • En/Ma 4+ for			
all students have decreased by -0.06. • En/Ma 4+ for			
have decreased by -0.06. • En/Ma 4+ for			
decreased by -0.06. • En/Ma 4+ for			
-0.06. • En/Ma 4+ for			
En/Ma 4+ for			
			ı
PP students]
		• En/Ma 4+ for	

C: Academic Lead The forgotten: how White working-class pupils have been let down, and how to change it. (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	with correct Autumn 1 Identify the sub-state of the sub-	ect staff. tified the groups the ce British l ographic asure	Autumn 1 • Ensure that all HODs have identified their actions to tackle underperfor mance of key subgroups as well as their barriers.	RSL identified	
	by 8. while stude have increed to the stude have increed with have increed to the students of	st all ents eased by . Ma 5+ for cudents ncreased %, whilst cudents eased by . 2 RAPs ted for 10 as a lt of their nt Mocks clear stones tified. to meet larly to crogress. k exams been to sub- p across ubject s for tional vention. ks have been to	Summer 2 • Use of QLA to structure intervention s with regular assessment to quantify impact.		

are the largest antaged ethnic group	INSET discussing the barriers for WBB and how they can be resolved.		
	progress.		
	Post-Mortem meetings with HODs and the Head have enabled key individuals to be identified and interventions implemented . HODs for English and Maths have used the outcomes from the Mocks to identify RAG students and a range of interventions have been planned for	Key students have become a recurring issue in the Pre-and Post-Mortem meetings and clear barriers identified. Strategies are now in place to help these individuals to overcome their barriers.	
S •	Spring 1. Pring 1 HODs of English and maths have created two War Walls to improve the outcomes of match up students and also the students are 3 in both.	• Regular English, maths and both meetings take place on a weekly basis to monitor the progress of key students	

 Progress is monitored through fortnightly assessments and tracked on the War Wall. Post Easter, assessments will change to weekly. WBR P8 has improved by 0.38 WBR A8 has improved by 3.9 En/Ma 5+ improved by 3% En/Ma 7+ improved by 1% Individual students have been targeted for mentoring by SLT and/or interventions and targeted assemblies. Headteache r. The involvement of the Headteache r on these meetings Headteache r. The involvement of the involvement and targeted for mentorings has involvement and targeted for mentoring by SLT and/or interventions and targeted assemblies. 	
Spring 2 Spring 2	
HODs of English and maths review their target walls after each assessment to ensure that interventions are targeted to the right students. Progress is monitored through fortnightly assessments and tracked on the target wall. HODs of English, maths and both meetings take place on a weekly basis to monitor the progress of key students with the Headteache r. Regular English, maths and both meetings take place on a weekly basis to monitor the progress of key students with the Headteache r. Summer 1 Summer 1	
Summer 1 Summer 1	
 Performance of WBR remains a key focus. Improvement of WBR from PPR 2 to Predicted has increased: Regular English, maths and combined meetings take place on a weekly basis to monitor the 	

		•	A8 +3.19,		progress of	
		•	P8 + 0.31,		key	
		•	En/Ma 4+ =		students	
			+17%		with the	
					Headteache	
		•	En/Ma 5+ =			
			+11%		r.	
		•	Individual			
			students			
			have been			
			targeted for			
			mentoring by			
			SLT and/or			
			interventions			
			and targeted			
			assemblies.			
		C	nmer 2	C	nmer 2	
		Sull	IIIIlei Z	Suii	illiel Z	
		•	Performance	•	Identificatio	
			of Year 10		n of Key	
			WBR remains		students.	
			a key focus.			
		•	Improvement			
			of WBR from			
			PPR 2 to			
			PPR3 has			
			increased:			
		•	A8 = +0.04,			
		•	P8 = + 0.8,			
		•	En/Ma 4+ =			
			+13.1%			
		•	En/Ma 5+ =			
			+8.2%			
		•	Individual			
		•				
			students			
			have been			
			targeted for			
			mentoring by			
			SLT and/or			
			interventions			
			and targeted			
			assemblies.			
	D. ECT post training support	Aut	rumn 1	Aut	umn 1	
		•	All new staff	•	ECTs have	
		•				
			induction has		now	
	Supporting the Attainment of		covered the		established	
	Disadvantaged Pupils (DFE,		following		an	
			areas:		understandi	
	2015) suggests high quality	•	Behaviour		ng of	
	teaching as a key aspect		for learning		identificatio	
					n and	
	of successful schools.	•	Assessment			
			for learning		support, but	
		•	Establishing		will build on	
			a positive		the	
			culture and		implementa	
			climate		tion of this	
					during	
		•	Literacy			
			implementati		Autumn 2,	
			on and		focussing on	
			development		metacogniti	
		•	SEND		on and AfL.	
		_				
			support			
		•	ECT staff also			
			focussed			
			their mentor			
			sessions on			
1			Standards 1			

& 7 using the		
UCL		
resources		
and ECF to		
support and		
develop.		
Autumn 2	Autumn 2	
nutumm 2	Autumi 2	
DOM. 1	m)	
ECTs have	• The	
now received	sessions	
tailored CPD	provided	
that focussed	have been a	
on the	great	
following	opportunity	
areas:	for ECTs to	
-Metacognition:	gain	
How students	research-led	
learn	understandi	
icai ii	ngs whilst	
	also being	
-Literacy	able to	
	provide	
-Oracy	their own	
0.00,	reflections	
AUDOF	and	
All ECTs	strategies	
presented in	and share	
a teach meet	them with	
session with	the group.	
trainees to	ECTs are	
share good	logging how	
practice.	they are	
 ECT year 2s 	meeting the	
have been	teaching	
working on	standards,	
their	with two	
practitioner		
enquiry that	receiving	
includes	additional	
supporting	support to	
SEND (2	ensure	
colleagues)	progress.	
and		
developing		
the		
curriculum		
(1 colleague).		
Spring 1	Spring 1	1
	_	
ECT have	• The	
received	sessions	
further	provided	
training on	have been a	
metacognitio	great	
n, oracy,	opportunity	
questioning	for ECTs to	
and	gain	
assessment.	research-led	
The have also	understandi	
received a	ngs whilst	
further teach	also being	
meet session	able to	
to share good	provide	
	their own	
practice.	reflections	
Both ECT year 1s have		
year 1s have	and	
received	strategies	
additional	and share	1

support	to them with	
progress		
through		
training		N
is being	they are	
delivere		e
through		
subject	standards,	
mentor		
one is be		
provide		
the indu	* *	
tutor.	ensure	
 ECT Yea 	r 2 progress.	
have		
received	l	
external		
training		
are now		
continui		
their	···o	
	nor	
practitio		
enquiry		
They are		
preparii		
a session		
Brian Cl		
and are		
looking	at an	
observa	tion	
in a diffe	erent	
setting.		
Spring 2	Spring 2	
- r - 0	-r 8	
p.cm.l.	o TI	
ECT hav		
received	l sessions	
received further	l sessions provided	
received further training	l sessions provided on included the	
received further training metacog	l sessions provided on included the opportunition	y
received further training metacog n, oracy	l sessions provided on included the opportunities for ECTs to	y
received further training metacog	sessions provided on included the control opportunity for ECTs to pain	у
received further training metacog n, oracy	sessions provided on included the nitio opportunit for ECTs to ning gain research-le	y d
received further training metacog n, oracy, question	sessions provided on included the gnitio opportunit for ECTs to ning gain research-le ent. understand	y d
received further training metacog n, oracy question and	sessions provided on included the control opportunit for ECTs to make gain research-leent.	y d
received further training metacog n, oracy question and assessm	sessions provided included the proportunit for ECTs to gain research-lee also ngs whilst	y d
received further training metacog n, oracy, question and assessm The hav received	sessions provided included the proportunit for ECTs to gain research-lee also ngs whilst la sessions provided included the provided included the provided to the provided the	y d
received further training metacog n, oracy, question and assessm The hav received further to the	sessions provided included the provided included the provided on included the provided opportunit for ECTs to gain research-lee also ngs whilst a also being teach able to	y d
received further training metacog n, oracy question and assessm The hav received further to meet see	sessions provided included the provided included the provided opportunit for ECTs to gain research-le ent. understander also being seach able to provide	y d
received further training metacog n, oracy, question and assessm The hav received further to share	sessions provided included the provided included the provided opportunit for ECTs to gain research-lee also ngs whilst a also being teach able to good their own	y d
received further training metacog n, oracy, question and assessm The hav received further to share practice	sessions provided included the provided included the provided opportunit for ECTs to gain research-lee also ngs whilst a la also being teach able to ssion provide good their own reflections	y d
received further training metacog n, oracy, question and assessm The hav received further meet set to share practice ECT yea	sessions provided included the provided included the provided included the provided included the provide gain research-lee also ngs whilst a laso being able to ssion provide good their own reflections and	y d
received further training metacog n, oracy, question and assessm The hav received further meet set to share practice ECT yea have	sessions provided included the provided included the provided opportunit for ECTs to gain research-lee also ngs whilst a laso being able to ssion provide good their own reflections r 1s and strategies	y d
received further training metacog n, oracy, question and assessm The hav received further to share practice ECT yea have received received to share practice	sessions provided included the printio opportunit for ECTs to gain research-lee also ngs whilst also being able to provide good their own reflections r 1s and strategies and share	y d
received further training metacog n, oracy, question and assessm The hav received further to share practice ECT yea have received addition	sessions provided included the printio opportunit for ECTs to gain research-lee also ngs whilst a la also being able to sision provide good their own reflections r 1s and strategies and share them with	y d
received further training metacog n, oracy, question and assessm The hav received further to share practice ECT yea have received addition support	sessions provided included the printio opportunity for ECTs to approximate the printion opportunity for ECTs to approximate the provided opportunity opportunity opportunity for ECTs to approximate the provided opportunity opportuni	y d
received further training metacog n, oracy, question and assessm The hav received further to share practice ECT yea have received addition support progress	sessions provided included the printio opportunity for ECTs to approximate the printip opportunity opportunity for ECTs to approximate the provide opportunity opportunity for ECTs to approximate the provide opportunity opp	y d
received further training metacog n, oracy, question and assessm The hav received further to share practice ECT yea have received addition support progress through	sessions provided included the printio opportunity for ECTs to opportunity for	y d
received further training metacog n, oracy, question and assessm The hav received further to share practice ECT yea have received addition support progress	sessions provided included the printio opportunity for ECTs to opportunity for	y d di
received further training metacog n, oracy, question and assessm The hav received further to share practice ECT yea have received addition support progress through	sessions provided included the printio opportunity for ECTs to opportunity for	y d di
received further training metacog n, oracy, question and assessm The hav received further to share practice ECT yea have received addition support progress through training	sessions provided included the printio opportunity for ECTs to opportunity for	y dd di
received further training metacog n, oracy, question and assessm The hav received further to share practice • ECT yea have received addition support progress through training is being delivere	sessions provided included the printio opportunity for ECTs to opportunity for	y d di
received further training metacog n, oracy, question and assessm The hav received further to share practice • ECT yea have received addition support progress through training is being delivere through	sessions provided included the printio opportunity for ECTs to opport to opp	y d di
received further training metacog n, oracy, question and assessm The hav received further to share practice ECT yea have received addition support progress through training is being delivere through subject	sessions provided included the printice of ECTs to opportunity for ECTs to opport the printice of the provide of the provide of the provide opportunity of the provided opportunity opportu	y d di
received further training metacogn, oracy, question and assessm. The have received addition support progress through training is being delivere through subject mentor.	sessions provided included the printice of ECTs to opportunity for ECTs to opp	y d di
received further training metacogn, oracy, question and assessm. The have received addition support progress through training is being delivere through subject mentor one is be	sessions provided included the printio opportunity for ECTs to opportunity for	y d di
received further training metacogn, oracy, question and assessm. The have received addition support progress through training is being delivere through subject mentor one is be provided.	sessions provided included the printio opportunity for ECTs to approve the provided included the printio opportunity for ECTs to approve the provide opportunity in the provide opportunity the in order for colleagues and by practice.	y d di
received further training metacog n, oracy, question and assessm The hav received further to share practice • ECT yea have received addition support progress through training is being delivere through subject mentor one is be provided the indu	sessions provided included the printio opportunity for ECTs to approve the provided included the printio opportunity for ECTs to approve the provide opportunity in the provide opportunity the in order for colleagues and by practice.	y d di
received further training metacog n, oracy, question and assessm The hav received further to share practice ECT yea have received addition support progress through training is being delivere through subject mentor one is be provided the indututor.	sessions provided included the printio opportunity for ECTs to gain research-lee understand also being able to provide good their own reflections and strategies and share them with the group. This half term included a teach-meet down opportunity the in order for colleagues and by ction	y d di
received further training metacog n, oracy, question and assessm The hav received further to share practice • ECT yea have received addition support progress through training is being delivere through subject mentor one is be provided the indu	sessions provided included the printio opportunity for ECTs to gain research-lee understand also being able to provide good their own reflections and strategies and share them with the group. This half term included a teach-meet down opportunity the in order for colleagues and by ction	y d di

received a	
bespoke plan	
regarding	
their	
practitioner	
enquiry	
approaches	
and mentor	
expectations.	
Summer 1	Summer 1
 ECT Year 2 	• The
colleagues	sessions
have been	have given
preparing to	the ECTs an
deliver their	opportunity
I .	
practitioner	to share and
enquiry.	reflect on
They are also	their
sourcing	pedagogical
schools to	knowledge,
visit to allow	whilst the
them to see a	introductio
contrasting	n of a more
setting (as	explicit
per the DfE	calendar for
guidelines).	the term has
 ECT Year 1 	supported
colleagues	the open
have	communicat
received	ion.
	1011.
sessions on	
assessment	
and how to	
ensure	
progress of	
students.	
Summer 2	Summer 2
Juninel 4	Junine 2
 ECT Year 1s 	ECT Year 1
have had	will now be
their term 3	ran using
formal	Ambition
meeting with	institute as
induction	our
tutor.	materials
 ECT Y2s have 	provider
completed	with
their formal	Leicestershi
summative	re and
I .	
review of the	Rutland
ECT	teaching
programme.	Hub as our
ECT Year 2s	delivery
have now	partner as
completed	this will
their	now be
I .	
practitioner	done
enquiries and	collectively
discussed	with the
with the	trust.
	ECT Year 2
providers	
providers.	
providers.	will remain
providers.	will remain with UCL
providers.	will remain

	Teaching School. CPD sessions will still remain with the induction tutor, with incorporatio n of more teach meet sessions over the course of	
E: Coaching and development	the year. Autumn 1 Autumn 1	
Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.	 7 staff accessing support and coaching. Autumn 2 Autumn 2 Updates on staff continuing with support and coaching. 9 staff accessing Expert programme. 7 staff following NPQs Review all at end of half term 1. Updates on staff support op.12.2022. 2 staff have made progress, 1 colleague has left the academy. 	
	Spring 1 Subject leaders attending secondary networks with Cramner Trust. HODs attending PiXL Subject Workshops. Coaching Triads x 4 sessions allowing dialogue around T and L and pedagogy. 3 additional colleagues have applied for the NPQs. 2 staff have been awarded NPQs- T and L and C, B and C.	

Spring 2	Spring 2
 Two members of staff on formal support plans. Coaching triads have had three more sessions with impact seen in increased efficacy measured in these areas on PAM. 	Formal coaching method to be shared by trust and dispersed by CBA with view of lead practitioner s to support.
Summer 1	Summer 1
 Completion of one support plan – moved to capability. One pending completion, progress being made. 	Review of couching support for wider leadership team to spread the impact of the positive practice.
Summer 2	Summer 2
 Coaching Model designed for 23/24 year for lead practitioners in line with trust model. Tracker developed to evidence coaching as to track impact. One member of staff on support plan - progress made and support reduced to coaching. One member of staff added to support plan. 	Lead practitioner training to continue once the trust model is shared in September. Introductio n of StepLab to support coaching and continuous developmen t. Full teaching and learning review to ensure all areas for developmen t are focused on strategically for next academic

Τ	Ci 2	Country or 2	
	Spring 2	Spring 2	
	 Maths week ran to promote maths with an emphasis on girl engagement – linking to careers. 	• Look further at groupings in KS3 for small group strategy support in maths.	
	Summer 1	Summer 1	
	 Girl only maths intervention group based on resilience 80% of pupils increased grades during that intervention. Science continuing to support STEM through the extended curriculum 	Start earlier in the year to maximise impact as well as data gather. Of the 8 girls, 6 has increased fortnightly assessments .	
	for both boys and girls.		
	Summer 2	Summer 2	
	Analyse the girl impact on STEM intervention in maths in year 10. Minimal impact, resources pitched to high.	Linked to university of derby to plan study groups into careers of maths and promotion of maths to later life. Resources altered for next year.	
G: Academic Mentors	Autumn 1	Autumn 1	
On average, individualized instruction approaches have an impact of 4 months' additional progress Individualised instruction EEF (educationendowmentfoundat ion.org.uk)	There are now over 300 students engaging in extra tuition. The focus is on reading, year 11 English and math and closing SEND gaps.	• Further focus on children with MCP in order to reduce and negative impact.	

Aut	umn 2	Aut	rumn 2	Reduced	
	Review of	•	Further	key stage	
•	need has	•	focus on P8	3 reading and	
	taken place		to include in	increased	
	based on PPR		class		
	review and		support.	year 11	
	all students			interventi	
	have been regrouped			ons for	
	where			Science.	
	required.				
	Focus has				
	now				
	increased to include all				
	subjects with				
	P8 increase				
	as target.				
Spr	ing 1	Spr	ing 1	Reduced	
				to key	
•	Academic	•	Further	interventi	
	mentors have been		analysis if	ons based	
	reviewed as		Gap impact to be	on GAP	
	part of year		reviewed as	analysis.	
	11 360		part of	Focus on	
	review. The		Mock	GCSE	
	focus has		analysis	outcomes.	
	been catch- up mock		which will focus on P8		
	assessment,		and options		
	GAP analysis		gaps.		
	and in lesson	•	Groups in		
	support aimed at a P8		Math and		
	increase.		English to be reviewed		
•	There have		in line with		
	now been		DFE 15		
	over 700		sessions.		
	pupils who				
	have received				
	small group				
	tuition.				
Spr	ing 2	Spr	ing 2		
	A 11		T		
•	All interventions	•	Increased focus on		
	from NTP		non-core		
	continued.		GCSE		
	800 pupils		intervention		
	have now		s required.		
	accessed				
•	intervention. Year 11 GCSE				
	groups in				
	place to				
	address key				
	gaps. 12				
	current math and English				
	interventions				
	running.				
	Increase in				
	predicted				
1	prog 8 figure				

		from -0.9 last year to -0.4 current. Summer 1 Increased focus on pre-GCSE session for revision and key paper review.	Summer 1 • Further shift to year 10 required after GCSE completion.	Further academic mentor appointed to do exam prep for science and maths.	
		Regular review of RAPs with SLT link to QA interventions Current P8 for PPR 3 has improved by 0.02 from PPR 1, whilst all students have decreased by -0.06. En/Ma 4+ for PP students has increased by 8.9%, whilst all students have increased by 14%. En/Ma 5+ for PP students has increased by 8%, whilst all students have increased by 14%.	Regular review of RAPs with SLT link to QA intervention s. Current P8 for PPR 3 has improved by 0.02 from PPR 1, whilst all students have decreased by -0.06. En/Ma 4+ for PP students has increased by 8.9%, whilst all students have increased by 14%. En/Ma 5+ for PP students has increased by 14%. En/Ma 5+ for PP students has increased by 14%. En/Ma 5+ for PP students has increased by 9.4%.		
2. Low a	ttendance has a negative impact o	on overall progress fo	r PP students.		
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Changes to approach	Cost

Improve attendance	A: Attendance officer with PP	Aut	cumn 1	Aut	tumn 1	Recruitme	£32,41
levels to be in line	focus					nt of mini	6
with, or above,		•	The number	•	Further	bus driver	
national attendance			of		focus and	to support	
levels.			disadvantage		priority	attendanc	
	The Department for Education		d students		given to	e.	
	(DfE) published <u>research</u> in		who are		students from a	c.	
	2016 which found that:		persistently absent has		disadvantag		
PA rate for PP	 The higher the overall 		improved by		ed		
will be in line, or	absence rate across Key Stage		4.1% when		background.		
lower than national	(KS) 2 and KS4, the lower the likely level of attainment at		compared				
averages.	the end of KS2 and KS4		with the				
 PP students 	• Pupils with no		same time				
will achieve, or	absence are 1.3 times more		from the previous				
exceed, attendance	likely to achieve level 4 or		academic				
percentages in line with national	above, and 3.1 times more		year.				
averages.	likely to achieve level 5 or	•	Disadvantage				
Increased	above, than pupils that		d students'				
parental	missed 10-15% of all		cumulative				
engagement	sessions • Pupils with no		attendance				
demonstrated	 Pupils with no absence are 2.2 times more 		has improved by 1.98%				
through home	likely to achieve 5+ GCSEs		when				
visits log.	A*- C or equivalent		compared				
Attendance	including English and		with the				
matters tracked	mathematics than pupils		same time				
consistently through Team	that missed 15-20% of KS4		from the				
Around the Pupil	lessons		previous				
(TAP) meetings.			academic				
		Δııt	year. cumn 2	Δııt	tumn 2	Recruitme	
		Aut	ullili Z	Aut	ullili Z	nt of one	
		•	Successfully	•	Capacity		
		•	recruited an	•	review	new	
			attendance		based on	additional	
			mini-bus		number of	Education	
			driver to		children	Welfare	
			support PP		with	Officers to	
			students		personalise	help	
			where attendance is		d plans and impact	support	
			an issue.		measures.	our PP	
			Students now		moudur co.	attendanc	
			being			e drive.	
			collected to				
			support on				
			time attendance to				
			school.				
		Snr	ring 1	Snr	ring 1		
		-	G	-	G		
		•	Further	•	Implement		
			recruitment		minibus		
		Ī	of an		routine to		
				I	ensure PP		
			additional				
			Education		students are		
			Education Welfare		students are given the		
			Education Welfare Officer		students are given the priority, if		
			Education Welfare Officer allocating		students are given the priority, if needed		
			Education Welfare Officer	•	students are given the priority, if		
			Education Welfare Officer allocating one specific person to each year	•	students are given the priority, if needed picking up. Attendance escalated		
			Education Welfare Officer allocating one specific person to each year group, with	•	students are given the priority, if needed picking up. Attendance escalated stage		
			Education Welfare Officer allocating one specific person to each year	•	students are given the priority, if needed picking up. Attendance escalated		

students. PP attendance marginally improved when compared with previous academic year. Spring 2 Spring 2 • Attendance EWO recruitment successful, with two additional EWO's due to start summer term. • Year groups split to ensure wide range of impact with target and specific students. Summer 1 • Successful recruitment of 4 attendance be WO's (In total) has added capacity to the team. • Attendance per Wo's full total has improved by 0.5% for ITT-5 when compared with the previous academic year. Attendance per Wo's full total has improved by 0.5% for ITT-5 when compared with the previous academic year. • Attendance per Wo's full total has improved by 0.5% for ITT-5 when compared with the previous academic year. • Attendance per Wo's full total has improved by 0.5% for ITT-5 when compared with the previous academic year. • Clear communication home via letters and texts, emphassis in g high expectation s around attendance.	
Attendance EWO recruitment successful, with two additional EWO's due to start summer term. Year groups split to ensure wide range of impact with target and specific students. Summer 1 Successful recruitment of 4 attendance EWO's (In total) has added capacity to the team. Attendance very mich added capacity to the team. Attendance overall has improved by 0.5% for HT1-5 when compared with the team. Attendance eyear. Clear communicat ion home virial letters and texts, emphasisin persistent absence reduced by saround	students. PP attendance barriers to marginally improved when compared with previous academic unlocking barriers to not attending.
Attendance EWO recruitment successful, with two additional EWO's due to start summer term. Year groups split to ensure wide range of impact with target and specific students. Summer 1 Successful recruitment of 4 attendance EWO's (In total) has added capacity to the team. Attendance very mich added capacity to the team. Attendance overall has improved by 0.5% for HT1-5 when compared with the team. Attendance eyear. Clear communicat ion home virial letters and texts, emphasisin persistent absence reduced by saround	Spring 2 Spring 2
Successful recruitment of 4 attendance EWO's (In total) has added capacity to the team. Attendance overall has improved by 0.5% for HT1-5 when compared with the previous academic year, with persistent absence reduced by Successful meetings with all students who fall between 70-added attendance, highlighting expectation s for next academic year. Clear communicat ion home via letters and texts, emphasisin g high absence reduced by s around	 Attendance EWO recruitment successful, with two additional EWO's due to start summer term. Year groups split to ensure wide range of impact with target and specific students. Attendance remains a challenge locally and nationally, PP attendance has improved by 0.5% when compared with the same time during the srudents.
recruitment of 4 attendance EWO's (In total) has added capacity to the team. • Attendance overall has improved by 0.5% for HT1-5 when compared with the previous academic year, with persistent absence reduced by of 4 with all students with all between 70- addent students who fall between 70- attendance, highlighting expectation s for next academic year. • Clear communicat ion home via letters and texts, emphasisin g high expectation s around	Summer 1 Summer 1
	recruitment of 4 attendance EWO's (In total) has added capacity to the team. • Attendance overall has improved by 0.5% for HT1-5 when compared with the previous academic year, with persistent absence reduced by of 4 with all students who fall between 70- adtendance, highlighting expectation s for next academic year. • Clear communicat ion home via letters and texts, emphasisin g high expectation s around

	C	C	T
	Summer 2	Summer 2	
	Overall cumulative attendance has improved by 1% for HT1-6, when compared with the previous academic year. Despite current contextual challenges from students with disadvantage d backgrounds, cumulative attendance remains the same percentage as the previous academic year.	Implement new trust strategy and guidance from September 2023. Ensure students from a disadvantag e background remain a critical focus, so barriers for irregular attendance are removed.	
B: Power 2	Autumn 1	Autumn 1	
Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition EEF (educationendowmentfoundat ion.org.uk)	Contact has been made with Power2 to commence intervention during Autumn 2.	N/A	
	Autumn 2	Autumn 2	
	A group of students have been selected to commence the Power2 attendance intervention. This commenced the week beginning 5th December 2022. Spring 1	Impact measures will be monitored with the selected group of students during Spring 1. Spring 1	
	Spring 1	Spring 1	
	 First wave of students selected for the attendance improvement 	Impact measures to be shared on completion, with action	

3. Reading and numeracy are below chronological age. This has been exacerbated by Covid-19 lock downs.
Desired outcome Chosen action/approach Impact: Did you Lessons Changes Cost

Increase reading ages and numeracy levels to be in line with or above chronological age. • 90% of KS3 read at, or above, chronological reading age. • PP students to achieve, or exceed, 4+ and +5 basics, in line with national average for all students. • PP students to achieve, or exceed, P8 averages, in line with national average for all students. • Standardised reading scores are in line, or above, national averages.	A: NGRT and NGST assessments "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." Bernadette Kaye, Literacy & Evidence Informed Project Lead, South Shore Academy Regular tracking will enable us to rapidly diminish differences in reading ages of PP pupils.	Autumn 1 All children whose reading age is not in line with chronological in KS3 are currently receiving intervention. PP students are prioritised. Increase in children reading at or above CRA since Sept 22. PP: 53% at or above chronological age. Non-pp 67% at or above CRA. Gap of 14%.	Quality of tuition to be more rigorously checked to ensure rapid progress is made prior to next testing.	£98,52 5
		Autumn 2	Autumn 2	
		100% of students who have accessed intervention have increased in CRA. Student groups have been reviewed. Spring 1 All student's year 7-10 retested. Intervention groups reviewed. Increase in average reading age across all year groups. PP: 54.7% at or above chronological.	Further review because of NGRT to take place in Jan which will refocus the intervention s. Spring 1 Further review of reading in lessons and how this links with intervention s. Review or reading for pleasure.	
		chronological age. Non-pp 65% at or above CRA. Gap decrease of 4%. Increase in PP readers at skilled: 16%		

Decrease in PP readers at Significantly below: 94% from 14 to 4. (22% in non-pp)		
 Spring 2 4.3% increase in children reading at CRA or above since Sept. PP increase of 22.5%. All interventions groups showed progress. Further groups identified. 18 SEND reading – fresh start 58 Fresh start pp 28 librarian 	• Further focus on testing for specific reading issues and sharing good practice.	Introducti on of skilled reader categories in line with fluency network for data analysis. Ensure more precise identificati on.
 Increase in whole school skilled readers by 3%. Increase in skilled reading at PP by 2%. 	Establish a reading for pleasure focus for all form teacher in preparation for September.	
• PP: 64% at or above chronological age. Non-pp 72% at or above CRA. Gap of 8%. Decrease in gap of 7%.	Further focus on specific need in line with whole trust fluency programme. Move towards more specific data analysis. Instead of ACA, review stanine scores in line with national average.	

		.	
B: Literacy and Numeracy	Autumn 1	Autumn 1	
Lead			
Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies EEF (educationendowmentfoundat ion.org.uk) 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.	Literacy lead has organised whole KS3 reading interventions and is currently working on the Words for all Training package to embed fluency into assessment. Numeracy Lead was appointed – calculation policy has been secured and interventions have been organised in order to	Literacy Lead to increase wave 2 quality assurance. Numeracy Lead to review and organise provision for all – aiding with intervention s and numeracy support.	
buckyrounus.	increase		
Phonics FFF	numeracy		
Phonics EEF	skills in KS3.		
(educationendowmentfoundat ion.org.uk)	Autumn 2	Autumn 2	
	Numeracy ran first full department wide initiatives of Fibonacci day and homework rewards. Completion increased by 10% in Year 7/8.	 Increase rewards need to be available for those up levelling. Interventio ns need refocus to ensure attendance is not barrier to learning. 	
	Spring 1	Spring 1	
	Numeracy NSPCC fundraising day took place 3/2 raising awareness. Numeracy lead has rewarded and secured the Sparx usage. Top usage in the trust for Sparx – impacting on	Next step is to analyse the curriculum behind Sparx to dig into effectivenes s of topics.	

assessments		
and outcomes.		
outcomes.		
Spring 2	Spring 2	
1 0		
Continued top 3	Budgeting for next	
position in	year needs	
whole trust	to schedule	
SPARX usage.	and pre	
First maths week ran	order rewards.	
with support	Towards.	
from		
numeracy		
lead on resources		
and focus.		
Summer 1	Summer 1	
 Analysis of 	Analysis of	
numeracy skill across	topics to be used to see	
the year	developmen	
ready for	t with	
curriculum	baseline	
development and	tests.	
adjustments		
in learning		
journey to		
support.Attendance		
to webinar to		
SPARX		
conference to		
develop new ideas.		
Summer 2	Summer 2	
• Sparx	Staffing	
training on completion,	needs to include a	
rewards and	duty point	
next steps for	for	
maths leaders in	computer	
1eaders in 06/23.	suite to continue	
• Full year 10	progress	
push with	and push	
break and lunch club	for best practice.	
support to	Rewards on	
encourage	Sparx to	
best practice	include	
for September.	most XP – incremental	
 Finance week 	gains to	
rolled out for	encourage.	
last week of		
term to promote		
good		
financial		
decisions.		

T	Г.	· · · · · · · · · · · · · · · · · · ·	
C: Literacy Teaching Assistant	Autumn 1	Autumn 1	
EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	• TA is currently leading all literacy intervention for PP students and is working with the literacy lead to deliver on whole school reading for pleasure.	Further rewards and activities required for promoting whole school reading.	
	Autumn 2	Autumn 2	
	TA works closely with the librarian to increase reading for pleasure. 100% of students who attended make progress. Average increase so far is 2 years per session. 60 children involved.	Review the impact of low attendance on intervention s.	
	Spring	Spring	
	Current timetable updated in line with NGRT. Focus is on Fresh Start Phonics and reciprocal reading. Limited attendance review has shown some progress but not in line with peers who have full attendance. S8 children accessing. Decrease in PP readers at Significantly below: 94% from 14 to 4. (22% in nonpp)	Work with parents to continue reading support at home. Teaching assistant to take a more active role in reading for pleasure.	

Current timetable updated in lingth timetable updated in		T	1	
timetable updated in line with NGRT. Focus is on Fresh Start Phonics and reciprocal reading. Limited attendance review has shown some progress but not in line with have fall attendance. Start Phonics and reciprocal reading. Limited attendance review has shown some progress but not in line with peers who have fall attendance. 396 children have access support this term. Summer 2 Summer 2 Summer 2 Summer 2 Summer 2 Students reading solutions to increase opportunitie es to read about. Students reading below secondary ready have decreased in KS4. P Pg app has reduced by 6%. D. Metacognition and self-regulation approaches is high (47 months additional propress), clinbough it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their hearing prospers), clinbough it can be difficult to relise this impact in practice tas such methods require pupils to take greater responsibility for their hearing prospers is takeholders. Revision stakeholders. Revision techniques the residence to the support the stakeholders. Revision techniques the residence to the support the stakeholders. Revision techniques the relating progress of the support that the support the resistance and the revision support the stakeholders. Revision techniques the techniques the reciprocal progress of the support the resistance and the revision support the stakeholders. Revision techniques the reciprocal progress of the rec		Summer	Summer	
Skilled reading above national in all year groups. Students Students reading below secondary ready have decreased in KS4. PP gap has reduced by 6%. D. Metacognition Interventions including revision coaching The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning - Skilled reading shove national good practice and ensuring the right students access the intervention s based on NGRT analysis. - Homework completion in maths has increased since last year by gear by 34%. - Homework completion in maths has increased since last year by 34%. - Homework completion in maths has increased since last year by 34%. - Revision support for stakeholders. - Revision the focus on sharing good practice and ensuring the right below students access the intervention of shared and shared at trust level to support metacognition and revision support for stakeholders. - Revision the focus on sharing good practice and ensuring the right below students access the intervention of shared and shared at trust level to support of stakeholders. - Homework completion in maths has increased since last year by 34%. - Homework completion in maths has increased since last since last year by 34%. - Revision students access the ensuring the right below to support of stakeholders. - Homework completion in maths has increased since last year by 34%.		timetable updated in line with NGRT. Focus is on Fresh Start Phonics and reciprocal reading. Limited attendance review has shown some progress but not in line with peers who have full attendance. 396 children have access support this	on extending reading to encompass whole school reading for pleasure. Encouragin g PP students to take out more sora books. • Look to provide further peer reading solutions to increase opportuniti es to read	
reading above national in all year groups. Students reading the right below secondary ready have decreased in KS4. D. Metacognition Interventions including revision coaching The potential impact of metacognition and self-regulation approaches is high (1-7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning		Summer 2	Summer 2	
D. Metacognition Interventions including revision coaching • Revision strategies have been researched and shared at trust level to support metacognition approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning Autumn 1 • Homework completion in maths has increased since last support metacognitio n and revision support for stakeholders. • Revision techniques		reading above national in all year groups. Students reading below secondary ready have decreased in KS4. PP gap has reduced by	focus on sharing good practice and ensuring the right students access the intervention s based on NGRT	
understanding of what is have been trialled in	Interventions including revision coaching The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their	Revision strategies have been researched and shared at trust level to support metacognition and revision support for stakeholders. Revision techniques have been	Homework completion in maths has increased since last year by	

Metacognition and self-	ready for roll		
regulation EEF	out.		
<u>(educationendowmentfoundat</u>			
<u>ion.org.uk)</u>			
	Autumn 2	Autumn 2	
	 Departments 	• Roll out	
	used mind	revision	
	maps, flash	strategies	
	cards, GCSE	through	
	Pod, BBC	department	
	Bitesize,	s and to all	
	SENECA,	years.	
	Sparx,	(Awaiting	
	revision	data from	
	timetables	Mock 1)	
	shared with	Encourage	
	all students	students to	
	to aid	have	
	revision for	thinking	
	mocks.	time within	
	 Trust wide 	the	
	revision	curriculum	
	collection of	design.	
	resources set		
	up.		
	Spring 1	Spring 1	
	 LAB 9/2 to 	 Usage of the 	
	collate	resources is	
	revision	to be	
	strategies	monitored –	
	and	revision	
	resources to	guides	
	deliver on	being	
	the run up to	provided	
	exams in	need to be used.	
	spring summer 1.	Impact of	
	Resources to	Mentor	
	be shared in	programme	
	house.	to be	
	Student	reviewed	
	Mentor	following	
	programme	Mock 2	
	for CO2023	results.	
	established		
	to support		
	structured		
	revision. 45		
	Year 11		
	students		
	have		
	structured		
	mentoring to		
	support revision.		
	Spring 2	Spring 2	
	Spring 4	opinig 4	
	M	. P. (1	
	Mentoring	Further	
	continued	revision	
	with targeted reviews in	techniques	
	reviews in order to	training for all mentors	
	ensure	to support	
	efficacy.	effective	
	cilicacy.	CHECHVE	Ì

	Increase in independen
	student SPI t use
	shows strategy.
	impact.
	Summer 1 Summer 1
	All revision Take
	strategies through to
	shared with 23-24
	year 9, 10 successful
	and 11. strategies
	KS4 drop and look to
	down days to expand
	focus on the impact
	process of through
	revision. further LAB curriculum
	LAB curriculum strategies based
	shared whole revision
	school. practice.
	Steplab
	introduced
	with key
	focus on
	academy
	priorities for
	teaching and
	learning
	including
	metacognitiv
E. Ongoing CPD for staff to	e strategies. Autumn 1 Autumn 1
	Autumii 1 Autumii 1
support reading	
	Reading Further Whole
	briefing whole delivered and school CPD
	all resources required to
The emphasis on disciplinary	delivered to revisit key
literacy makes clear that every	ECTs by SDA wave 2
teacher communicates their	for secured delivery.
subject through academic language, and that reading,	induction
writing, speaking and listening	and
are at the heart of knowing	consistent
and doing Science, Art,	standards.
History, and every other	Autumn 2 Autumn 2
subject in secondary school.	
<u>Improving Literacy in</u>	Reading CPD Further
Secondary Schools EEF	delivered to focus on
(educationendowmentfoundat	all including oracy and
ion.org.uk)	two morning HOD
	briefings and knowledge a CPD of
	session. delivering
	Shared literacy in
	success to classroom
	encourage as a basic
	further focus pedagogical
	and practice.
	engagement.
	Spring 1 Spring 1
	Reading Next step is
	action plans to review
	reviewed as the impact
	part of of the key

	curriculum	words on	
	review.	the	
	Observations	curriculum	
	of literacy in	and embed	
	practice	them into	
	show an		
		the .	
	increase in	assessment	
	students'	process.	
	awareness of	This will be	
	key words in	the focus of	
	lessons. 85%	a whole	
	of lessons	academy	
	visited has a	project,	
	keyword and	Words for	
	students	All.	
		All.	
	could		
	articulate		
	meaning.		
	Spring 2	Spring 2	
	Dandin - CDD	a Dynastle acc	
	Reading CPD	Further	
	reminders	quality	
	delivered in	assurance	
	briefings.	needed	
	Focused on	from	
	targeted	reading lead	
	disciplinary	to ensure	
	vocabulary	consistent	
	and tier 3	delivery in	
	exposure.	all subjects.	
		 Introductio 	
		n of stanine	
		training for	
		HOYS and	
		HODS	
		needed in	
		order to	
		secure	
		understandi	
		ng in	
		lessons.	
	Summer 1	Summer 1	
	TAY 1 0 4"	п .1	
	Words for All	 Further 	
	project in	training	
	place with	needed in	
	targeted	line with	
	reading	fluency	
	support.	focus and	
		collaboratio	
	Reading CPD		
	provided for	n with the	
	all HODs with	trust.	
	impact made		
•	to reading		
	8		
	action plans.	Summer 2	
		Summer 2	
	action plans. Summer 2		
	action plans. Summer 2 • Word for all	• Words for	
	action plans. Summer 2 Word for all project		
	action plans. Summer 2 Word for all project	• Words for All project	
	action plans. Summer 2 • Word for all project reviewed for	Words for All project data to be	
	action plans. Summer 2 • Word for all project reviewed for impact in	Words for All project data to be analysed on	
	action plans. Summer 2 • Word for all project reviewed for impact in science.	Words for All project data to be analysed on collaboratio	
	 action plans. Summer 2 Word for all project reviewed for impact in science. Reading 	Words for All project data to be analysed on collaboratio n with G	
	 action plans. Summer 2 Word for all project reviewed for impact in science. Reading leads 	Words for All project data to be analysed on collaboratio n with G assessment	
	action plans. Summer 2 • Word for all project reviewed for impact in science. • Reading leads completed	Words for All project data to be analysed on collaboratio n with G assessment and rolled	
	action plans. Summer 2 • Word for all project reviewed for impact in science. • Reading leads completed trust wide	Words for All project data to be analysed on collaboratio n with G assessment	
	action plans. Summer 2 • Word for all project reviewed for impact in science. • Reading leads completed	Words for All project data to be analysed on collaboratio n with G assessment and rolled	

		reading	another	
		experts.	faculty.	
F	Librarian	Autumn 1	Autumn 1	
		 App for 	Roll out to	
		online library	all families	
		use bought	and set up	
	eading for pleasure has	and being set	process for	
so	ocial benefits as well and can	up for	quality	
ma	ake people feel more	student	assurance.	
со	onnected to the wider	usage.		
co	ommunity. Reading	Autumn 2	Autumn 2	
	creases a person's			
	nderstanding of their own	Whole school	Library app	
		reading has	to be	
	lentity, improves empathy	been	launched to	
	nd gives them an insight into	promoted	all year	
the	e world view of others (The	and has	groups and	
Re	eading Agency 2015).	resulted in an	parents to	
	-	increase in	allow for	
		uptake in the	more	
		library by	specific	
		23%. Library	tracking of	
		app has now	reading	
		been	habits.	
		installed and		
		log ins		
		handed out		
	-	to students.	C 1 1	
		Spring 1	Spring 1	
		 App has been 	 Promote the 	
		launched. All	use of the	
		students now have a log in	app and	
		and have	encourage the further	
		accessed the	opportuniti	
		system.	es for	
		• There is	reading for	
		currently a	pleasure.	
		70% uptake.	•	
		•		
		Spring 2	Spring 2	
		- ro =	- ro =	
		• 17 prizes	 Introduced 	
		awarded for	class	
		reading	readers for	
		completion	2 periods	
		based on	per week to	
		SORA.	support the	
			fluency of	
			year 9 and	
			address	
			current	
			reading	
	-	C	gaps.	
		Summer 1	Summer 1	
		25 .	F .1	
		• 25 prizes	Further	
		awarded for reading	support for reading for	
		completion	pleasure to	
		compicuon	be	
			DC	

4.		ents typically have low aspirations	based on SORA. Increase in all year groups. Class readers taking place in year 9 to enhance fluency. Summer 2 25 prizes awarded for reading completion based on SORA. Increase in all year groups. Class readers taking place in all year groups from September to enhance fluency.	embedded in the timetable for next academic year. Summer 2 • Shared reading and reading for pleasure sessions embedded into the academy timetable for next academic year to prioritise reading fluency.	some high ab	ility
	pupil	premium students.				
Desired o	outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Changes to approach	Cost
Cultivate opportunitie enhancing 'c capital' thro enrichment experience. improve asp in order to s post 16 dest	cultural ough and To pirations secure tinations.	Manchester United Football Foundation 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.	Autumn • Extracurricular activities running daily -Sport leadership -Basketball -Girls football -Boys football	Autumn Targeted y10 and y8 group work over social times. Streamline intervention s		£30,00 0
'Passport me', in line national E averages.	Program e with -Act 75% of PP dentified eir CCF		 Rise opportunity project for young enterprise students Show racism 			

assessment.

• For 75% of PP

students on the CCF

to achieve DofE

Bronze award.

the red card

delivered and

implemented

across the academy.

 100% of PP students attend a meeting with the careers officer in year 11. NEET figures for PP are in line with, or lower than, national average. 	• Spr	19 students engaged in Manchester	Spr	Explore mental health	Successful applicatio n for further funding	
	•	United Foundation competitions. Collectively, Manchester United Foundation competitions generate 6 hours of student participation. 154 students (45 sessions) engaged in Manchester United Foundation extracurricul ar activities Collectively, Manchester	•	support and workshops Liase with MUFF to enhance careers offers through extended partnership	made to secure more facilities and therefore increase future participati on in extracurric ular activities.	
	•	United Foundation extracurricul ar clubs generated 50 hours of student participation 92% of students to participate reported enjoyment of Manchester United Foundation extracurricul ar clubs 80% of students reported that they had they had developed at least one soft				

	or sports
	related skill
	as a result of
	participation
	Partner PSHE
	experiences
	experiences
	Greatest
	school day
	ever
	Rise
	opportunity
	project for
	young
	enterprise
	students
	Chill Factor
	Inspirational
	Women's
	Event
	Student
	mentor
	programme
	• 70 % of
	students
	showed
	improved A2l
	and
	reduction in
	behaviour
	issues.
	Attendance
	mentoring
	63% showed
	an
	improvement
	in attendance
	UK Sports
	Leaders Level 1
	a 15 girls from
	• 15 girls from
	years 8, 9
	and 10 were
	selected to
	complete a 3-
	day intense
	Level 1
	Sports
	Leaders
	qualification.
	The girls
	engaged in
	the
	opportunity
	and 12 of the
	15 passed
	and received
	a Level 1
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Wow links: White Ribbon Campaign Remembranc e Day Full Academy. Spring 1 Geography Iceland Visit (KS4) (40 students.) WOW links- Holocaust Memorial Day (1000 students.) HMD Memorial Day- extremely successful, tasks completed in form time and history lessons to reinforce importance of ordinary people standing up to prejudice and discriminatio n.	Spring 1 Next year – visit to Italy linked to Geography curriculum. 50% PP All visits were thoroughly enjoyed by the students. All PP attended. To continue to organise visits and make linked to STEM and the curriculum.	
Magma Museum- Sheffield (200 students) Year 9 Visit to Old Trafford (200 students) History London Visit (KS4) (60 students)		
Summer	Summer	
Theatre visits	Next year to	
to Charlie & the Chocolate Factory. (200 students) Photography visit to Victoria Baths (40 students) Reward trips for all year	increase STEM visits and included further visiting speakers to link to aspiration.	

	groups linked to attendance.		
B. University Visits Encounters with further and higher education is a part of the Gatsby benchmarks. Good Career Guidance Education Gatsby	Year 10 All visiting a university: Salford, Liverpool Hope University or University of Derbyshire as part of Passport Day1. 200 students Year 10- 15 students visited UCEN for a catering course. Year 10 visit to Chester University- July 2023.	All successful, very positive feedback from universities. Maintain relationship s with these for future visits. Aim to encourage subject specific university visits. Encourage more visits from university to ensure every child can access.	
C. PP leads in each year groups focused on aspirations Addressing the needs of each pupil and Personal guidance are two of the Gatsby Benchmarks. Good Career Guidance Education Gatsby	Autumn 1 All Year 11 students met with Positive Steps Careers advisor-progression pathways completed. Post 16 pathways evening for Year 9-11-very well attended by providers and all stakeholders OSFC, OC, Hopwood Hall, Rochdale Sixth Form and many others supporting in assemblies	Autumn 1 • All students to complete a questionnai re outlining their aspirations so that specific speakers can be invited in to help raise aspirations.	

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Students Conversatio			1

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	Year 10 PP students to have 1:1 careers' guidance.	ns with employers.	
	Constant 2	Ci 2	
	 Year 10 Work Experience National Careers Week for the Whole School. (200 students) 	• Extremely successful Work Experience for Year 10 students. Over 90% attended placements. Work Experience too be undertaken 2023-4. • National Careers Week- all subjects linked with various careers to raise aspirations. Clips shown during Aspire2be sessions.	
	Summer 1	Summer 1	
	• Speakers4 School – Virtual Talk with PP Year 8 students.	More links with Speakers for school to be made to encourage more external talks to raise aspirations.	
	Summer 2	Summer 2	
	• Year 10 Mock Interview Day- July.	 All year 11 have linked to post 16. Year 10 to be challenge by October 	

	on
	placement
	for past 16.
D. Performing Arts	Autumn 1 Autumn 1
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enrichment offer.	PP students There have
	have been been and
Arts participation approaches	given the will
can have a positive impact on academic outcomes in other	opportunity continue to
areas of the curriculum.	to star in and be more
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	King and the
	Demon
	Dentist.
	Booking are
	now taking
	place for An Inspector
	Calls (Year
	11) and
	Danny The
	Champion
	(Year 7).
	• Grease
	rehearsals
	are up and
	running.

	Spi	ring 1	Spring 1	
		Year 7 Students attended the performance of Danny The Champion. (200 students) Year 11 Students have attended a performance of An Inspector Calls at the Lowry Theatre and there is a booking processed for Macbeth to be performed on Site. A Night at the Musicals performance has been scheduled in for March 23rd with a full showing of Grease being planned for December.	 Students struggled with the financial cost of An Inspector Calls so these tickets became free to PP students to support them with their academic progress as this is a GCSE text. Students were encouraged to participate in the performanc e and it proved to be successful. 	
	Sur	mmer	Summer	
	•	Visit to See Charlie and the Chocolate Factory. Tickets book for Hamilton for next academic year. PP priority tickets. Music lessons continued for 20 students, 11pp.	• Further focus on extracurricu lar.	
		tumn 1	Autumn 1	
important p These appr increase en learning, bu consider ho engagemen	• activities are an part of education. oaches may gagement in ut it is important to ow increased t will be translated ared teaching and	Enrichment programme in place that offers breadth of activities to develop leadership, confidence and cross	 Ensure HODS are accountable for their department al offer Raise profile with 	

EEF Pupil Premium Evidence Menu, 2022	curricular scaffolding and learning.	parents and families.	
	Autumn 2	Autumn 2	
	• Year 7 Elective program offering a broad range of activities to allow all year 7 access to a minimum of one extracurricul ar club	Contingency plan for staff absence SIMS Activities to ensure tracking of all areas/subgroups Raise profile of staff	
	Cooking/ Food Technology		
	Seneca Science Club		
	Games Club		
	Football		
	Craft Club		
	Forrest School		
	Homework		
	Table tennis		
	Mine Craft		
	Netball		
	Hair and Beauty		
	Rock school (Music) – External		
	END Homework and Assessment Club		
	Manchester United Foundation		

 <u>, </u>
• 45 sessions,
154 students
engaged in
Manchester
United
Foundation
extracurricul
ar activities
Collectively,
Manchester
United
Foundation
extracurricul
ar clubs
generated 50
hours of
student
participation
• 92% of
students to
participate
reported
enjoyment of
Manchester
United
Foundation
extracurricul
ar clubs
• 80% of
students
reported that
they had they
had
developed at
least one soft
or sports
related skill
as a result of
participation
participation
Year 9
Enrichment
(Whole year)
Loodono
• Leaders
hip
D of E
First Aid
Cooking
• Coding
Whole school
enrichment offer
in operation.
in operation.
Spring 1 Spring 1
Year 7 Re advertise
Elective every term
program
1 1
offering a

broad range • Quality	
of activities to allow all year 7 access to a minimum of one extracurricul ar club • Quality assure provision Outside providers to enhance the offer	
Cooking/ Food Technology	
Seneca Science Club	
Games Club	
Football	
Craft Club	
Forrest School	
Homework	
Table tennis	
Mine Craft	
Netball	
Hair and Beauty	
Rock school (Music) – External	
END Homework and Assessment Club	
Manchester United Foundation	
45 sessions, 154 students engaged in Manchester United Foundation extracurricul ar activities Collectively, Manchester United Foundation	

	extracurricul		
	ar clubs		
	generated 50		
	hours of		
	student		
	participation		
	• 92% of		
	students to		
	participate		
	reported enjoyment of		
	Manchester		
	United		
	Foundation		
	extracurricula		
	r clubs		
	• 80% of		
	students		
	reported that		
	they had they		
	had		
	developed at		
	least one soft		
	or sports related skill		
	as a result of		
	participation.		
	par despation.		
	Year 9		
	Enrichment		
	(Whole year)		
	 Leaders 		
	hip		
	• D of E		
	First Aid		
	• Cooking		
	• Coding		
	Spring 2 POG	Spring 2	
	• Year 7	 Continued 	
	Elective	drive to	
	program	ensure the	
	offering a	extended	
	broad range of activities	curriculum offer	
	to allow all	develops	
	year 7 access	love of	
	to a	learning	
	minimum of	and	
	one	enhances	
	extracurricul	the in-	
	ar club.	school skill	
		developmen	
		t and	
	Cooking/ Food	progress.	
	Technology	Complete	
	65	student	
	Seneca Science	voice around over	
l l	Defice Defetie	ai ound over	
	Club	and student	l l
	Club	and student needs.	

Games Club
Football
Craft Club
Forrest School
Homework
Table tennis
Mine Craft
Netball
Hair and Beauty
Rock school (Music) – External
END Homework
and Assessment Club
Manchester
United Foundation
• 40 sessions,
134 students engaged in
Manchester United
Foundation extracurricul
ar activities Collectively,
Manchester United
Foundation extracurricul
ar clubs generated 50
hours of student
participation. • 96% of
students to participate
reported enjoyment of
Manchester United
Foundation extracurricula
r clubs. • 100% of
students

-	T	T	
	reported that they had they had developed at least one soft or sports related skill as a result of participation.		
	Year 9 Enrichment (Whole year)		
	 Leaders hip D of E First Aid Cooking Coding 		
	CCF		
	Football Y7-11		
	Rugby Y7-10		
	Basketball – All years		
	Netball – All years		
	ART – All years		
	Music – All years		
	Rainbow Club – All years		
	Eco Club – All years		
	Summer 1	Summer 1	
	Year 7 Elective program offering a broad range of activities to allow all year 7 access to a minimum of one	Source and tender for gym to add to school facilities to meet requirements of surveys and student voice.	

_		T	ı	
	extracurricul ar club.			
	Cooking/ Food Technology			
	Seneca Science Club			
	Games Club			
	Football			
	Craft Club			
	Forrest School			
	Homework			
	Table tennis			
	Mine Craft			
	Netball			
	Hair and Beauty			
	Rock school (Music) – External			
	END Homework and Assessment Club			
	Manchester United Foundation			
	Girls Football			
	Lead the United Way			
	Basketball			
	Year 9 Enrichment (Whole year)			

Leaders hip		
D of E		
First AidCooking		
• Coding		
CCF		
Football Y7-11		
Rounders – All		
years		
Athletics – All		
Years		
Cricket – All years		
Gricket - All years		
ART – All years		
Music – All years		
Rainbow Club – All years		
7 m years		
Eco Club – All		
years		
Summer 2	Summer 2	
	Summer 2	
• Year 7 Elective	Summer 2	
Year 7 Elective program	Successfully	
Year 7 Elective program offering a broad range	Successfully installed a	
Year 7 Elective program offering a broad range of activities	Successfully installed a commercial level	
Year 7 Elective program offering a broad range of activities to allow all year 7 access	Successfully installed a commercial level gym to enhance physical, mental	
Year 7 Elective program offering a broad range of activities to allow all year 7 access to a minimum of	Successfully installed a commercial level gym to enhance physical, mental and social well-	
Year 7 Elective program offering a broad range of activities to allow all year 7 access to a minimum of one	Successfully installed a commercial level gym to enhance physical, mental	
Year 7 Elective program offering a broad range of activities to allow all year 7 access to a minimum of	Successfully installed a commercial level gym to enhance physical, mental and social well- being in line	
Year 7 Elective program offering a broad range of activities to allow all year 7 access to a minimum of one extracurricul	Successfully installed a commercial level gym to enhance physical, mental and social well- being in line with student	
Year 7 Elective program offering a broad range of activities to allow all year 7 access to a minimum of one extracurricul ar club. Cooking/Food	Successfully installed a commercial level gym to enhance physical, mental and social well- being in line with student	
Year 7 Elective program offering a broad range of activities to allow all year 7 access to a minimum of one extracurricul ar club.	Successfully installed a commercial level gym to enhance physical, mental and social well- being in line with student	
Year 7 Elective program offering a broad range of activities to allow all year 7 access to a minimum of one extracurricul ar club. Cooking/ Food Technology	Successfully installed a commercial level gym to enhance physical, mental and social well- being in line with student	
Year 7 Elective program offering a broad range of activities to allow all year 7 access to a minimum of one extracurricul ar club. Cooking/Food	Successfully installed a commercial level gym to enhance physical, mental and social well- being in line with student	
Year 7 Elective program offering a broad range of activities to allow all year 7 access to a minimum of one extracurricul ar club. Cooking/ Food Technology Seneca Science Club	Successfully installed a commercial level gym to enhance physical, mental and social well- being in line with student	
Year 7 Elective program offering a broad range of activities to allow all year 7 access to a minimum of one extracurricul ar club. Cooking/ Food Technology Seneca Science	Successfully installed a commercial level gym to enhance physical, mental and social well- being in line with student	
Year 7 Elective program offering a broad range of activities to allow all year 7 access to a minimum of one extracurricul ar club. Cooking/ Food Technology Seneca Science Club	Successfully installed a commercial level gym to enhance physical, mental and social well- being in line with student	
Year 7 Elective program offering a broad range of activities to allow all year 7 access to a minimum of one extracurricul ar club. Cooking/ Food Technology Seneca Science Club Games Club Football	Successfully installed a commercial level gym to enhance physical, mental and social well- being in line with student	
Year 7 Elective program offering a broad range of activities to allow all year 7 access to a minimum of one extracurricul ar club. Cooking/ Food Technology Seneca Science Club Games Club Football Craft Club	Successfully installed a commercial level gym to enhance physical, mental and social well- being in line with student	
Year 7 Elective program offering a broad range of activities to allow all year 7 access to a minimum of one extracurricul ar club. Cooking/ Food Technology Seneca Science Club Games Club Football	Successfully installed a commercial level gym to enhance physical, mental and social well- being in line with student	

Homework	\neg
Table tennis	
Mine Craft	
Netball	
Hair and Beauty	
Rock school (Music) – External	
END Homework and Assessment Club	
Manchester United Foundation	
Girls Football	
Lead the United Way	
Basketball	
Year 9 Enrichment (Whole year)	
 Leaders hip D of E First Aid Cooking Coding 	
CCF	
Football Y7-11	
Rounders – All years	
Athletics – All Years	

	Cricket – All years		
	ART – All years		
	Music – All years		
	Rainbow Club – All years		
	Eco Club – All years		
	Hair and Beauty – All years		
	Homework Club – All years		
F. CCF	Autumn	Autumn	
University of Northampton research increase cultural capital and engagement EEF Toolkit - +4 months for outdoor adventure learning 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.	 SSI is now in post and has passed his induction. Cadet Roll: 35+ Training: All cadets in the summer term 2022 achieved the Army Proficiency half star. 34 cadets gained their L98A2 weapon handling test. Cadets also attended training at; Inskip training camp, Altcar training camp, Oldham Hulme CCF. Students experienced in their training; Skill at arms [air rifle, CCCT, L98A2, Lazer Shot gun & Paintballing], Fieldcraft [abseiling, rock climbing, archery, navigation 	 We now have 74 cadets parading, we have had an excellent camp at Holcomb Moor this term developing their navigation and compass skills which will pass APC syllabus and DofE Awards. All cadets took part in the Remembran ce parade which is to be further developed on a whole school format in the future. Lee Topham to complete Basic Instructor Award and become Army Section 	

Doff, First Aid and Physical training. Spring • 7a.9a February 23 • Army Proficiency Certificate IAPC Training Camp; Inskip Preston. 50 cadets yrs 8-10. • 23 Pupil Premium, 11 SEND. 2 CLC. C. Camp ran; all cadets received Half start award as a minimum- 50% achieved 1 star. • Two pupils awarded higher ranks. Summer 1 • Camp; Holcombe Moor 23-25% May Yes 8-10, 44 pupils/ cadets in total. 14 SEND. 26 Pupil Premium. 1 SEND. 26 Pupil Premium. 3 6 passed their Skill at Arms Weapon Handling test. 4 5 cadets to attend annual camp - Scotland: Barry Buddon 9** 1 5 lighty 1 1 to be allowed by the sallowed by the sallowed be allowed by the sallowed by			,
Preston. 50 cadets yrs 8-10. 2 23 Pupil Premium, 11 SEND, 2 CLC. Camp ran; all cadets received Half start award as a minimum> 50% achieved 1 star. Two pupils awarded higher ranks. Summer 1 Camp: Holcombe Moor 23-25b May Yrs 8-10, 44 pupils/ cadets in total. 14 SEND, 26 Pupil Premium. 36 passed their Skill at Arms Weapon Handling test. 45 cadets to attend annual camp - Scotland: Barry Buddon 9th- 15th july LT training required;	Aid and Physical training. Spring Tth-9th February 23' Army Proficiency Certificate [APC] Training Camp;	 Staffing review required. Increase in CCF time added. Review of impact in 1 	appointme nt of volunteer staff to support visits and
Summer 1 • Camp: Holcombe Moor 23-25th May Yrs 8-10, 44 pupils/ cadets in total. 14 SEND, 26 Pupil Premium. • 36 passed their Skill at Arms Weapon Handling test. • 45 cadets to attend annual camp - Scotland: Barry Buddon 9th- 15th July • LT training need: Basic Instructor course [1 week Frimley] - AN training need: Exercise/ Training qualification [M] qualification [I week Frimley] - LA training need; Low land leaders mountain leadership qualification . AN+LT to be allowed	Preston. 50 cadets yrs 8-10. 23 Pupil Premium, 11 SEND, 2 CLC. Camp ran; all cadets received Half start award as a minimum> 50% achieved 1 star. Two pupils awarded		trips.
Holcombe Moor 23-25th May Yrs 8-10, 44 pupils/ cadets in total. 14 SEND, 26 Pupil Premium. • 36 passed their Skill at Arms Weapon Handling test. • 45 cadets to attend annual camp - Scotland: Barry Buddon 9th- 15th July Holcombe Moor 23-25th Neek Frimley] • AN training need: Exercise/ Frimley] • AN training required; course [1 week Frimley] - £500- 1000 pa	ranks.	Summer	
• Addition of on all	Holcombe Moor 23-25th May Yrs 8-10, 44 pupils/ cadets in total. 14 SEND, 26 Pupil Premium. 36 passed their Skill at Arms Weapon Handling test. 45 cadets to attend annual camp - Scotland: Barry Buddon 9th- 15th July	need: Basic Instructor course [1 week Frimley] • AN training need: Exercise/ Training [M] qualification [1 week Frimley] • LA training need; Low land leaders mountain leadership qualification . • AN+ LT to	training required; ~£500-

		team to ERACA cater to increa numbo cadets • 50 + y attenda taster sessio	ng the to 5 [x2 A] to for using ers of s. r 7	Time allocated to AN on- teaching timetable to fulfil Contingent Commander role		
N e c d E a c	G. DofE Nationally accepted and evidenced sultural and social mobility development activity externally assessed and evarded commendation EFF Toolkit - +4 months for outdoor adventure learning	Bronz Certifi award	l of 59 onts ed on . red the e icate l. se 65% on to re the e	Autumn Staffing recruitment required as numbers will increase due to enrichment and CCF cohorts increased numbers. Licenced Organisatio n certificate to be renewed and pupils need to be signed up £26 per		
		x12yr • Enrich x18 yr	fied. :10 yr9: 10 iment:	pupil. Spring Pupils need to be enrolled on eDofE. AN to seek funding from DofE for 15 places.		
		DofE enrich • CCF: y cadets receiv	ave to e in the ment. or 9 +10 s have	 CCF cadets require enrolling onto edofe. SEND/PP cohort targeted. Action plan in place for 	Staff training [per staff] Introducti on /leader	

5.	Negative i	mpact on progress caused by som	will potentially receive Bronze award Autumn term 1 when registered. Cohort now x16 yrs 9+10 2 SEND + 6PP	2023/24. Cohort + staffing Time allocated to AN on- teaching timetable to fulfil DofE manager role.	to DofE £35 Expedition assessor £45 Time allowed to meet/ train staff. Staff training required; ~£500- 1000 pa	
Desired (outcome	Chosen action/ approach	Impact: Did you	Lessons	Changes	Cost
Desired	outcome	споѕен асцоп/ арргоасп	meet the success criteria? If not why?	learned	to approach	Cost
Improve		A. Alternative Provision	Autumn 1	Autumn 1		£179,3
or exceed +5 basics with national average for students. • Red number	d ttin order to itively on gures. to achieve, l, 4+ and , in line onal or all uce the our incide	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	All students have had full review with some placement changes to ensure students' needs are met and provision is having a positive impact. Currently 9 students at AP. 5 at SLC. 0 Students Pexd: 0	• Further review to ensure GCSE targets are shared and mock exams are completed.		73
students	and bring th average		All students have had full review with some placement changes to ensure students' needs are met and provision is having a positive	Further review of places based on increase in resilience in some students.		

	impact.	
	Currently 9	
	students at	
	AP. 3 at SLC.	
	Review to	
	ensure GCSE	
	targets are	
	shared and	
	mock exams	
	are	
	completed	
	has taken	
	place and	
	updated	
	grades	
	shared with	
	year 11 team.	
	• Year 11	
	students	
	from p8 -5.5	
	to -3.1	
	predicted	
	• Students	
	Pexd: 0	
	Spring 1 Spring 1	
	Reviews have Review t	he
		iie
	continued SEND with shared placeme	nto
	parental currently	
	meetings. All pending	
	year 11 specialis	
	students are provision	
	being named a	
	entered for 5 EHCP du	
	GCSEs. costing of	
	Placements provision	1.
	currently in	
	place have all	
	had	
	additional	
	trust	
	safeguarding	
	checks this	
	half term.	
	• Currently:10	
	at AP, 1 at	
	SLC	
	• Year 11	
	students	
	from p8 from	
	-3.1 to -2.3	
	predicted.	
	• Students	
	Pexd: 0	
	•	
	Spring 2 Spring 2	
	• Currently:10 • Review S	arc
	at AP, 1 at place du	
		i l
	SLC ongoing	
	• Year 11 medical	
	• Year 11 medical support	
	 Year 11 medical students support from p8 from from 	
	• Year 11 medical support	

						•
		•	Students Pexd: 0			
		Sun	nmer 1	Sun	nmer 1	
		•	Currently: 8 at AP	•	Final review for year 11.	
		•	Year 11 students from p8 from -3.1 to -2.3 predicted. Students	•	Year 10 start to map out GCSE courses.	
			Pexd: 0			
		Sun	nmer 2	Sun	nmer 2	
		•	Currently: 8 at AP Year 11 students from p8 from -2.3 predicted to - 2.1 final exam score. All 5 GCSES taken for AP year 11. Students Pexd: 0	•	Review the SEND placements currently pending specialist provision named as EHCP due to costing of provision.	
	B. Reflection Suite	Aut	umn 1	Aut	umn 1	
E n b tt	enonths for behaviour interventions and this will also benefit all pupils in the classroom due to burposeful learning environment.	•	Lessons in English, Maths, Science and Humanities to ensure no gaps in learning. Integral escalation and reflection tool within the behaviour policy. C3 behaviour incidents reduced by an average of 38% HT1 across year groups.	•	Limit daily numbers to 5 students maximum.	

Autumn 2	Autumn 2	
C3 behaviour incidents reduced by an average of 25 % HT1 across year groups.	Review duration and implement RJ/ catch up.	
Spring 1	Spring 1	
 Re- advertised position of reflection suite manager. 	Pending appointmen t.	
Spring 2	Spring 2	
 Lessons in English, Maths, Science and Humanities to ensure no gaps in learning. Integral escalation and reflection tool within the behaviour policy. Interventions around disruptive behaviour groups and resilience C3 behaviour incidents reduced by an average of 8% HT4 across year groups in escalation to 	Weekly meet with SENCO around provision and programme s.	
PP. Summer 1	Summer 1	
 Lessons in English, Maths, Science and Humanities to ensure no gaps in learning. Integral escalation 	Successful appointmen t of reflection suit manager	

	•	and reflection tool within the behaviour policy and safe space provision. Interventions around disruptive behaviour groups and anger management. C3 behaviour incidents reduced by an average of 13% HT5 across year			
		groups in escalation to PP.			
	Sun	nmer 2	Sun	nmer 2	
	•	Reflection referrals reduced by	•	Review of reflection area.	
	•	37%. PP referral reduced by	•	Improve and streamline	
	•	13%. C4 behaviour incidents reduce by 21% who		resources.	
0.0		school.			-
C. Rewards	Aut	umn 1	Aut	umn 1	
	•	348- Superstar letters sent home HT1. Golden Tickets issued at the end of every lesson and prizes awarded after virtual assemblies. Honesty HT1 awards for the Top 5 students in every form. Golden Tickets prizes shared throughout the academy. Leadership Rewards breakfast every Friday.	•	Continue the celebrate awards with the students and staff.	

Highest	
attending	
form	
rewarded	
weekly.	
Increase in	
attendance	
across whole	
academy.	
Attendance	
rewards	
celebrated	
and shared.	
Increase in	
attendance	
across whole	
academy.	
Autumn 2 Autumn 2	
• 450- • Continue	
Superstar the	
letters sent celebrate	,
home HT2. awards v	
• Golden the stude	
Tickets and staff	
issued at the	
end of every	
lesson and	
prizes	
awarded	
after virtual	
assemblies.	
Pp rewards	
slightly	
below with	
non-pp.	
Honesty HT2	
awards for	
the Top 5	
students in	
every form.	
• Golden	
Tickets	
prizes shared	
throughout	
the academy.	
Leadership	
Rewards	
breakfast	
every Friday.	
• Highest	
attending	
form	
rewarded	
weekly.	
Spring 1 Spring 1	
• 500 • Continue	
Superstar the	
letters sent celebrate	.
home HT3. awards v	
Tickets and staff	
inguind at the -	1
issued at the	
end of every	

awarded after virtual assemblies. Increase in rewards points. Excellence awards for the Top 5 students in every form. Golden Tickets phroughout the academy, Leadership Rewards breakfast every Priday. Highest attending form rewarded weekly. Attendance rewards celebrated and shared. Thank a teacher message from audients and surfens sent line ETT1, Common and prizes awarded after virtual assemblies. Increase in rewards points. Spring 2 Spring 2 Spring 2 Spring 2 In order to increase parental informing the messages to be sent to parents/car eresvards points. Liccoellence awards for the Top 5 students in every form. Golden Tickets increase in rewards points.					
after virtual assemblies. Increase in rewards points. Excellence awards for the "Op 5 students in every form. Colden Tickets prizes shared throughout the academy. Leadership Rewards breakfast every Friday. Highest attending form rewarded weekly. Attendance rewards celebrated and shared. Thank a teachers message from students and paramets. Spring 2 In order to increase parental involvement and prizes awarded and shared. Tickets parental and prizes awarded and shared and throughout the academy. Leadership for the "Op 5 students in every form. Colden Tickets prizes shared throughout the academy. Leadership Rewards breakfast		awarded			
assemblies. Increase in rewards points. Excellence awards for the Top 5 students in every form. Golden Tickets prizes shared throughout the academy. Leadership Rewards breakfast every Friday. Ilighest attending form rewarded weekly. Attendance rewards celebrated and shared. Thank a ttacher message from students and parents. Spring 2 350 Superstar letters sent home HT4. Golden Tickets issued at the end of every lesson and prizes awarded after virtual assemblies. Increase in rewards for the Top 5 students in every form. Golden Tickets in rewards gottle from sessages to breakfast steel from sessages to breakfast ers weekly informing the sent to parents, far ers weekly informing the sent					
Increase in rewards points. Excellence awards for the Top 5 students in every form. Colden Tickets prizes shared throughout the academy. Leadership Rewards breakfast every Friday. Highest attending form rewarded weekly. Attendance rewards celebrated and shared. Thank a teacher message from students and parents. Spring 2 Spring 2 Spring 2 Spring 2 Spring 2 Spring 2 Spring 3 In order to increase parental involvement and prizes awarded and shared. Tickets issued at the end of every lesson and prizes awards for the Top 5 students in every form. Excellence awards for the Top 5 students in every form. Golden Tickets points. Excellence awards for the Top 5 students in every form. Golden Tickets prizes shared throughout the academy, Leadership Rewards breakfast					
rewards points. • Excellence awards for the Top 5 students in every form. • Coldee Tickets prizes shared throughout the academy, Leadership Rewards breakfast every Friday. • Highest attending form rewarded weekly. • Attendance rewards celebrated and shared. • Thank a teacher message from students and parents. Spring 2 • 350 Superstar letters sent home HT4. • Golden Tickots issued at the end of every lesson and prizes awarded after virtual assembiles. Increase in rewards lesson and prizes awarded after virtual assembiles. Increase in rewards lesson and prizes swarded after virtual assembiles. Increase in rewards for the Top 5 students in every form. • Golden Tickets prizes shared throughout the academy, Leadership Rewards breakfast					
points. Excellence awards for the Top 5 students in every form. Golden Tickets prizes shared throughout the academy, Leadership Rewards breakfast every Friday, Highest attending form rewarded weekly. Attendance rewards celebrated and shared. Thank a teacher micssage from students and parents. Spring Z					
Excellence awards for the Top 5 students in every form. Golden Tickets prizes shared throughout the academy. Leadership Rewards breakfast every Friday. Highest attending form rewarded weekly. Attendance rewards celebrated and shared. Thank a teacher message from students and parents. Spring 2 spring 3 Spring 4 Tickets increase parental involvement and understandi ing of the end of every lesson and prizes awarded after virtual assemblies. Increase in rewards points. Increase in rewards points. Lexcellence awards for the Top 5 students in every form. Golden Tickets prizes shared throughout the academy, Leadership Rewards breakfast					
awards for the Top 5 students in every form. Golden Tickets prizes shared throughout the academy, Leadership Rewards breakfast every Friday. Highest attending form rewarded weekly. Attendance rewards celebrated and shared. Thank a teacher message from students and pairents. Spring 2 Spring 2 350 Superstar letters sent home HT4. Golden Tickets issued at the end of every lesson and prizes awarded after virtual assemblies. Increase in rewards points. Increase in rewards observables informing them of them of when their child awards for the Top 5 students in every form. Golden Tickets prizes shared throughout the academy, Leadership Rewards breakfast					
the Top 5 students in every form. Golden Tickets prizes shared throughout the academy. Leadership Rewards breakfast every Friday. Highest attending form rewarded weekly. Attendance rewards celebrated and shared. Thank a teacher message from students and parents. Spring 2 Spring 1 Spring 2 Spring 3 Spring 4 S		 Excellence 			
students in every form. Golden Tickets prizes shared throughout the academy. Leadership Rewards breakfast every Friday. Highest attending form rewarded weekly. Attendance rewards celebrated and shared. Thank a teacher message from students and parents. Spring 2 Spring 2 350 In order to increase parental involvement home HT4. Golden and Tickets issued at the end of every lesson and prizes awarded after virtual assemblies. Increase in rewards points. Excellence awards for the Top 5 students in every form. Excellence awards for the Top 5 students in every form. Golden Tickets increase parental continuous system, messages to when their child assemblies. Increase in rewards points. Excellence awards for the Top 5 students in every form. Golden Tickets prizes shared throughout the academy, Leadership Rewards breakfast st		awards for			
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Highest
attending
form
rewarded
weekly.
Attendance
rewards
celebrated
and shared.
Easter Eggs
given to all
students to
celebrate
bronze/silver
/gold/
platinum
standards.
Summer 1 Summer 1
Julimet 1 Julimet 1
• 250 Staff to be
Superstar informed weekly
latters and
home HT5.
the cuperctor
Golden
Tickets
issued at the success can be
end of every celebrated.
lesson and
prizes
awarded
after virtual
assemblies.
Increase in
rewards
points.
Excellence
awards for
the Top 5
students in
every form.
• Golden
Tickets
prizes shared
throughout
the academy.
Leadership
Rewards
breakfast
every Friday.
Highest
attending
form
rewarded
weekly.
Attendance
rewards
celebrated
and shared.
Summer 2 Summer 2
Golden Review
Tickets student
issued at the voice to
end of every ensure
lesson and rewards are
prizes suitable and
awarded

eso Cre env stuc Clea bou	CPD for staff including decalation and A2L. Leates a purposeful learning vironment for all dents. Lear expectations and landaries for students. F Supporting Behaviour in mools Guidance	after virtual assemblies. Increase in rewards points. Excellence awards for the Top 5 students in every form. Golden Tickets prizes shared throughout the academy. Leadership Rewards breakfast every Friday. Highest attending form rewarded weekly. Autumn 1 Staff CPD session taken place 03.10.2022-scenario based training to increase consistency for PAM learning walks. Autumn 2 Classroom rituals and routines revised with staff. End/SEND-expectations on entry to the classroom/ walk the room/ track the speaker etc. Know your students-interact with them.	Autumn 1 • Add to workshops in Aut 2 I order to use more scenarios and role play for staff to work through. Autumn 2 • PAM and Learning walks to be reviewed weekly	
		Spring 1 SEND CPD delivered around	Spring 1 • Awaiting OFSTED report to	
		understandin g primary	identify explicit	

	need and planning successful strategies in advance of the lesson. (SMC) OFSTED visit 2 QA'd provision of SEND. • Full planning day around SEND provision and amendments following Easter/Septe mber plans.	areas to develop around SEND. Groupings for SEND learners need to be planned carefully and meticulousl y mapped to stronger staff enabling and ensuring success.	
	Spring 2	Spring 2	_
		 Routines to be embedded and checking process to ensure absolute consistencie s 	
	Summer 1	Summer 1	
	 Trauma informed CPD. Focused praise and relentless routines. 	Developme nt of self- responsibili ty in line with academy values.	
	Summer 2	Summer 2	
		Communica tion in all its formats.	
D. Pass Testing	Autumn	Autumn	
Increasing evidence of Social Emotional Mental Health Problems in young people	Pass Testing has commenced	 Analysis of results will be 	

	T	T	T T
especially following the	with all	scrutinised	
Pandemic.	students	once testing	
EEF Toolkit Social and	across the	has been	
EEF FOORK Social and Emotional	academy.	completed.	
Learning +4 months	G :	6 .	C 1
Zearming - 1 montains	Spring	Spring	Completio
		_	n of PASS
	 Senior Leads 	• Ensure	testing
	to meet to	students not	and
	create an	attending	review of
	action plan based on	through mental	impact.
	PASS survey	health are	
	results which	given	Data
	have been	appropriate	collection
	completed	support in	moved to
	during Spring	the	
	1.	academy.	student
	 All areas in 	• Ensure	voice.
	the top	early	
	percentiles	intervention	
	nationally.	is given to	
	Lowest identified	students who are	
	was response	showing	
	to curriculum	early signs	
	demands.	of mental	
	• FSM	health.	
	response was		
	slightly lower		
	in feelings		
	about school.		
	PP		
	prioritised		
	for intervention.		
	Summer	Summer	
	Julilliei	Julilliei	
	Montal	. 111	
	 Mental Health Self- 	• 1-1 and	
		group intervention	
	Assessment completed, in	support	
	conjunction	from Mental	
	with Natalie	Health in	
	Williams	Education	
	(Mental	team from	
	Health in	September	
	Education	2023 to	
	Manager for	support	
	Oldham LA)	current 'fight or	
		'fight or flight' mode	
		of some	
		complex	
		Year 8	
		(going into	
		Year 9)	
		girls.	
E. Mental Health Offer	Autumn 1	Autumn 1	
The current statistics around		_	
mental health show that 1 in 4	• School	Continuatio	
people in the UK will	counsellor or	n of PASS	
experience a mental health	mental	surveys to	
problem each year (mind.org).	health lead	be completed	
Mental health issues are an	general	by the end	
increasing concern not only	caseload	of HT2.	
	i	011112.	i I

within adults but also children	during • Caseloads to
and young people. The last	Autumn be
national morbidity survey	Term 1: 36 reviewed,
completed for children and	Mental depending
young people was in 2004,	Health on need.
which found that 1 in 10	referrals
children aged between 5 and	made: 17
16 were reported as having a	
clinically diagnosed mental	Daily check-
health disorder. Covid 19 has	ins with 4
also had a negative impact	students
with 54% of children and	Daily
young people with a mental	searches
disorder said that lockdown	with 3
had made their life worse.	students.
	BeWell
	questionnair
	es with year
	9 and 10
	PEP meetings
	and check ins
	and/or
	interventions
	with 15 CLA
	students.
	Setting up
	Bounce
	Together so
	_
	we can
	assess
	student's
	wellbeing/m
	ental health
	for referrals.
	Organising
	Mental
	Health Day –
	this was
	carried on for
	a week
	> Organisi
	ng
	wellbein
	g
	ambassa
	dors
	➤ Completi
	ng
	surveys
	to get
	Student
	Voice
	through
	out the
	week
	▶ Being
	available
	at
	dinners
	and
	breaks
	to hold a
	stall and
	discuss
	with

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Autumn 2 • Beewell was completed. • 25 referals during the half term. • Food bank bags put together and parents collected of students have weekly check ins with mental health lead. • Mental lieath HUB is available at breaks and lunch times daily. • Bounce together is set up • Kooth supported Year II students on Passport Day regarding exam stress. Spring 1 • PASS survey action plan to be written now that survey has been introduced for students or students on plants of the support in the academy. • To ensure actually a students of the support in the academy. • To ensure actually a students on particular to the support in the academy. • To ensure actually a students on particular to the support in the academy. • To ensure early intervention is given to students on intervention is given to students on intervention is given to students. • To ensure early intervention is given to students students.	Mental		
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around intervention mental is given to health for a students			
mental is given to health for a students			
health for a students			
daily check- who are			
	daily check-	who are	

in at the start of the day. Continuation of individual and group intervention sessions through referral system by Pastoral Leaders. Spring 2 Mental Health Lead continuing working with cohort of students. Momber of Spring 2 Showing early signs of mental health. Spring 2 Spring 2 Looking at slight tweak to current role so that Mental Health Lead can support	
Member of staff also part of complex safeguarding meeting and severe absence meeting, weekly. Summer 1 Mental Health lead working on cohort of students, Staff also part DDSL with low level safeguardin g concerns. Safeguarding g concerns. Summer 1 Mental Health lead to produce an impact report,	
offering a variety of 1-1 support and small group intervention. Summer 2 Summer 2 Mental health lead increasing in highlighting case load of students being support. Summer 2 Increase collaboratio n with	
caseload of students with the introduction of group intervention and support. Natalie Williams (Mental introduction Health in Education Manager for Oldham LA) to ensure appropriate support is given to greater number of students from September 2023-24.	

6.		ed support from home and complenment.	ex home lives can hav	e a negative impact	on academic	
Desired (l outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Changes to approach	Cost
Increase pa engagemen create oppo for family developme • Impro- parental engagementing l	nt and cortunities nt. coved ent by logs.	A. Community Hub for wrap around support	Review of Community Hub taking place to QA current timetable and ensure family needs are being met.	Parent voice required and community outreach.		£20,00 0
engagemi evident ii classroon observati access to curriculu progress.	ent is n n tions, the m and		Spring Community hub open for food bank and early help support. Uniform swap in use for all year groups.	• Further developmen t of community HUB for external agency use. SEND parent coffee mornings increase.		
			Community hub open for food bank and early help support. Uniform swap in use for all year groups. SEND coffee mornings increased to weekly. Early help use increased to include weekends.	Summer Increase traffic into the community hub through increased marketing to allow more families to receive help. Plan for September drawn up.		
		B. Parent/ carer partnership events Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months).	• Post 16 Transition evening	• Very popular Post 16 Transition Evening- to		

Lower attaining pupils appear to benefit in particular. Parental engagement EEF (educationendowmentfoundat ion.org.uk)	for Years 9-11 parents/carers and students • Year 7-11 Parent Partnership Evenings – September.	be repeated in the Summer. • Post 16 providers to be invited for Year 9-11 Parents Evenings.	
	• Year 7 Welcome Evening		
	• Year 11 Parents/care rs Evening- virtual	• Plan for additional year 11, with focus on PP, to support critical students.	
	 Year 9 Parents/Care rs Evening- online Year 11 Critical Parents/care rs evening in the Academy. Parental food bank introduced in community hub. 	 Year group parents evening now to include reading update. Further attendance support through community hub early help team. 	
	Spring 2 AJA • Year 10 Parents Evening	• Additional parent virtual evening planned for next academic year to support with careers.	

Summer 1	Summer 1	
Juilliel 1	Juininei 1	
 Year 7 Parents Evening Year 6 parents given access to community hub for uniform support. 	Communica tion with local supermarke ts to support Food bank.	
Summer 2	Summer 2	
 Year 8 Parents Evening Year 6 Transition Evening held prior to the students starting- Meet the form event. Local super market has supported 	Look to review support sessions for parents to encourage reading for pleasure and supporting with homework.	
with stocking food bank. Information shared with all parents for summer holiday use.		

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
National Tutoring Programme	Connexus

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.