

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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£658252

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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 90% of KS3 PP students read at, or above, chronological reading age. • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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

	<p>achieve DofE Bronze award.</p> <ul style="list-style-type: none">• 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.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £180,563

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lead Practitioners	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Slater, Davies, and Burgess (2012), <i>Do Teachers Matter?</i></p> <p><i>Measuring the Variation in Teacher Effectiveness in England</i>, Oxford Bulletin of Economics and Statistics</p>	2, 3
Academic Mentors	<p>2. Targeted academic support EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.</p>	2,3
PP outcomes lead	<p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	2

	Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy.	
CLA Coordinator	<p>Outcomes for children in need, including children looked after by local authorities in England, Reporting year 2022 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)</p> <ul style="list-style-type: none"> • 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 rate was higher for the other key social care groups. 	1,2,3,4,5
Numeracy Lead	<p>Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>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).</p>	3

Additional Books and revision guides	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) 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).	2,3
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	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>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</p> <p>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</p> <p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A* - C or equivalent including English and</p>	4

	mathematics than pupils that missed 15-20% of KS4 lessons.	
Mini bus driver	<p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>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%).</p>	4
Rewards and incentives	<p>Working together to improve school attendance - GOV.UK (www.gov.uk) suggests</p> <ul style="list-style-type: none"> • 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). 	1,4

	<ul style="list-style-type: none"> 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	<p>EACT Trust Academy has evidenced impact of accreditation of the whole child.</p> <p>Cultural Capital: disadvantaged students don't develop as they don't watch documentaries, visit museums, read books, talk at the dinner table, have an awareness of the World, or the language to articulate an understanding of it.</p> <p>(Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018)</p> <p>Encounters with further and higher education is a part of the Gatsby benchmarks.</p> <p>Good Career Guidance Education Gatsby</p>	15
Pro Excel initiative	<p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p>	5

Transport	<p>Ensuring that barriers are removed to accessing extra curricular activities.</p> <p>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.</p> <p>(assets.publishing.service.gov.uk was first indexed by Google in May 2016)</p>	4,5
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Total budgeted cost: £ £520,528 *

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 expenditure and impact					
2022-2023					
Please evaluate below how you allocated and used the Pupil Premium Funding and whether it had the desired impact on the quality of education and outcomes for eligible pupils.					
1.	Disadvantaged groups, especially white British boys, typically underachieve.				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not, why?	Lessons learned	Changes to approach	Cost
<p>PP students will make progress in line with non-PP counterparts, especially white British boys.</p> <ul style="list-style-type: none"> 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. 	<p>A: Lead Practitioners</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Slater, Davies, and Burgess (2012), <i>Do Teachers Matter?</i></p> <p><i>Measuring the Variation in Teacher Effectiveness in England</i>, Oxford Bulletin of Economics and Statistics</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> T and L Team reviewed- two lead practitioners. Deep Dives completed in 8 subjects. ML dialogues smarter, updates on consistency of T and L/implementation, standards of books. 1 7/65 staff not performing at CRE. Teach Meet number 1 taken place. Coaching Triads introduced. 	<p>Autumn 1</p> <ul style="list-style-type: none"> Quality assurance and review of current need underway to ensure targeted and focused response from lead practitioners. 		£64,357
		<p>Autumn 2</p> <ul style="list-style-type: none"> Deep Dives completed in all subjects with clear 	<p>Autumn 2</p> <ul style="list-style-type: none"> Further work on curriculum design in 		

		<p>targets shared. Lead practitioners involved in the QA process.</p> <ul style="list-style-type: none"> • OFSTED inspection- no concerns highlighted around PP cohort. 	DL/DT/Geography and assessment of learning.		
		<p>Spring 1</p> <ul style="list-style-type: none"> • 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 by all. 	Spring 1	<ul style="list-style-type: none"> • Review lesson visits to QA all staff around QFT and ensure continuous development. 	
		<p>Spring 2</p> <ul style="list-style-type: none"> • EP delivered workshops for staff to enhance knowledge around emotional barriers to school and strategies to support these students. • Additional workshop- Steve Davies- around developing relationships with students and the importance of this. 	Spring 2	<ul style="list-style-type: none"> • Lead practitioners to embed these strategies in support work and peer coaching. 	Change in Lead practitioner due to staff changes.
		<p>Summer 1</p> <ul style="list-style-type: none"> • New lead practitioner appointed. • 12 lessons observations completed. • CPD delivered on scaffolding in 	Summer 1	<ul style="list-style-type: none"> • Appoint lead practitioner to staff requiring coaching support as outlined by 	New lead practitioner appointed.

		line with PAM feedback.	new pam feedback.		
		<p>Summer 2</p> <ul style="list-style-type: none"> • Increase in teachers at mastery from 70% to 85%. • T and L briefings delivered on key areas for development as outlined by PPR data and lesson observations. 	<p>Summer 2</p> <ul style="list-style-type: none"> • New T & L focus supported by briefings from the leads. • Coaching cycle introduced and trialled ready for September roll out. 	Lead practitioners to focus on Step Lab from September to support coaching.	
	<p>B: PIXL</p> <p>The focus of PIXL is to improve the life chances and outcomes for young people.</p> <p>The PiXL Club - Home</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> • Created WIG of P8 -0 or above shared with SLT and HODs and all staff. • Aspirational WIG will help to maximise our 4+ and 5+ across all subject areas and ensure that our P8 averages are in line with national averages for all students. • RSL and HOD all accessing national subject networks. 	<p>Autumn 1</p> <ul style="list-style-type: none"> • Reinforced the importance of the early identification on underperforming sub-group within subject areas to enable more forensic interventions 		
		<p>Autumn 2</p> <ul style="list-style-type: none"> • HODs have actively identified underperforming sub-group in their subject area and created RAP to address. • Pre and Post-Mortems have been conducted with the Head to discuss progress to date and 	<p>Autumn 2</p> <ul style="list-style-type: none"> • Early intervention with sub-groups has identified areas of progress and barriers to learning with action plans in place to address. 		

		<p>potential barriers.</p> <ul style="list-style-type: none"> • Current Predicted P8 has improved by 0.1. • Pixl resources shared across the academy. 			
		<p>Spring 1</p> <ul style="list-style-type: none"> • HODs have identified the student gaps between mock and predicted grades. Where the gap remains notable, in their post-mock analysis, they have identified the strategies and interventions that will be put in place to improve outcomes and progress. • Post Mortems have also taken place with the Head to identify individual students who are stopping subjects meeting their national average. These students have also been identified in the RAP, with action and QA'd at the regular SLT Link meeting. • Current P8 has stayed the same as PPR 2 with a cohort who were less able on entry. 	<p>Spring 1</p> <ul style="list-style-type: none"> • HOD have used a diverse range of strategies to meet the diverse needs of our students. 		

		<ul style="list-style-type: none"> En/Ma 5+ for all students has increased by 3% and for PP students by 3% and for Non-PP by 4%. PP P8 has improved by 0.37. A8 grade for both PP and Non-PP has improved by 3.57 and 3.49 respectively, the PP GAP has improved by 0.08. In comparison to Co2022's Mock 1, P8 has improved by 0.67. 			
		<p>Spring 2</p> <ul style="list-style-type: none"> Progress of key students closely monitored. Structured interventions in English and maths from other options subjects. QLA data used to structure interventions and to quantify impact. 	<p>Spring 2</p> <ul style="list-style-type: none"> HOD have a detailed knowledge of individual students and their barriers. It is essential that HODs use a diverse range of strategies to meet the diverse needs of our students. 		
		<p>Summer 1</p> <ul style="list-style-type: none"> 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 	<p>Summer 1</p> <ul style="list-style-type: none"> Early intervention remains key. Use f QLA to structure interventions with regular assessment to quantify impact. 		

		<p>has increased by 8.9%, whilst all students have increased by 14%.</p> <ul style="list-style-type: none"> En/Ma 5+ for PP students has increased by 8%, whilst all students have increased by 9.4%. 			
		<p>Summer 2</p> <ul style="list-style-type: none"> New RAPs created for Year 10 as a result of their recent Mocks with clear milestones identified. SLT to meet regularly to QA progress. Mock exams have been used to subgroup across all subject areas for additional intervention. Mocks have also been used to create a baseline from which to reset students to ensure that they are effectively set and are with the correct staff. 	<p>Summer 2</p> <ul style="list-style-type: none"> Use of QLA to structure interventions with regular assessment to quantify impact. 		
	<p>C: Academic Lead</p> <p><i>The forgotten: how White working-class pupils have been let down, and how to change it.</i> (Parliament.uk, June 2021) found that while White British pupils are less likely to be FSM-eligible than pupils from ethnic minorities, FSM-eligible White British pupils as a</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> Identified the sub-groups with the White British pupil demographic to ensure more forensic analysis and intervention. Increased accountability of HODs and their SLT Link for the 	<p>Autumn 1</p> <ul style="list-style-type: none"> Ensure that all HODs have identified their actions to tackle underperformance of key sub-groups as well as their barriers. 	RSL identified	

	whole are the largest disadvantaged ethnic group	<p>progress made of individual students within these sub-groups.</p> <ul style="list-style-type: none"> • Whole staff INSET discussing the barriers for WBB and how they can be resolved. • Structured RAPs for each subjects' areas focusing on WB pupils' progress. 			
		<p>Autumn 2</p> <ul style="list-style-type: none"> • Pre- and 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 Spring 1. 	<p>Autumn 2</p> <ul style="list-style-type: none"> • 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. 		
		<p>Spring 1</p> <ul style="list-style-type: none"> • 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. 	<p>Spring 1</p> <ul style="list-style-type: none"> • Regular English, maths and both meetings take place on a weekly basis to monitor the progress of key students with the 		

		<ul style="list-style-type: none"> 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. 	<p>Headteacher.</p> <ul style="list-style-type: none"> The involvement of the Headteacher on these meetings has provided additional impetus and enabled strategic change and resources to be allocated quickly. 		
		<p>Spring 2</p> <ul style="list-style-type: none"> 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. 	<p>Spring 2</p> <ul style="list-style-type: none"> Regular English, maths and both meetings take place on a weekly basis to monitor the progress of key students with the Headteacher. 		
		<p>Summer 1</p> <ul style="list-style-type: none"> Performance of WBR remains a key focus. Improvement of WBR from PPR 2 to Predicted has increased: 	<p>Summer 1</p> <ul style="list-style-type: none"> Regular English, maths and combined meetings take place on a weekly basis to monitor the 		

		<ul style="list-style-type: none"> • A8 +3.19, • P8 + 0.31, • En/Ma 4+ = +17% • En/Ma 5+ = +11% • Individual students have been targeted for mentoring by SLT and/or interventions and targeted assemblies. 	<p>progress of key students with the Headteacher.</p>		
		<p>Summer 2</p> <ul style="list-style-type: none"> • Performance of Year 10 WBR remains a key focus. • Improvement of WBR from PPR 2 to PPR3 has increased: <ul style="list-style-type: none"> • 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. 	<p>Summer 2</p> <ul style="list-style-type: none"> • Identification of Key students. 		
	<p>D. ECT post training support</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> • All new staff induction has covered the following areas: <ul style="list-style-type: none"> • Behaviour for learning • Assessment for learning • Establishing a positive culture and climate • Literacy implementation and development • SEND support • ECT staff also focussed their mentor sessions on Standards 1 	<p>Autumn 1</p> <ul style="list-style-type: none"> • ECTs have now established an understanding of identification and support, but will build on the implementation of this during Autumn 2, focussing on metacognition and AFL. 		

		<p>& 7 using the UCL resources and ECF to support and develop.</p>		
		<p>Autumn 2</p> <ul style="list-style-type: none"> ECTs have now received tailored CPD that focussed on the following areas: -Metacognition: How students learn -Literacy -Oracy All ECTs presented in a teach meet session with trainees to share good practice. ECT year 2s have been working on their practitioner enquiry that includes supporting SEND (2 colleagues) and developing the curriculum (1 colleague). 	<p>Autumn 2</p> <ul style="list-style-type: none"> The sessions provided have been a great opportunity for ECTs to gain research-led understandings whilst also being able to provide their own reflections and strategies and share them with the group. ECTs are logging how they are meeting the teaching standards, with two receiving additional support to ensure progress. 	
		<p>Spring 1</p> <ul style="list-style-type: none"> ECT have received further training on metacognition, oracy, questioning and assessment. They have also received a further teach meet session to share good practice. Both ECT year 1s have received additional 	<p>Spring 1</p> <ul style="list-style-type: none"> The sessions provided have been a great opportunity for ECTs to gain research-led understandings whilst also being able to provide their own reflections and strategies and share 	

		<p>support to progress through their training. One is being delivered through the subject mentor and one is being provided by the induction tutor.</p> <ul style="list-style-type: none"> ECT Year 2 have received external training and are now continuing their practitioner enquiry. They are preparing for a session at Brian Clarke and are also looking at an observation in a different setting. 	<p>them with the group. ECTs are logging how they are meeting the teaching standards, with two receiving additional support to ensure progress.</p>		
		<p>Spring 2</p> <ul style="list-style-type: none"> ECT have received further training on metacognition, oracy, questioning and assessment. They have also received a further teach meet session to share good practice. ECT year 1s have received additional support to progress through their training. One is being delivered through the subject mentor and one is being provided by the induction tutor. ECT Year 2 have 	<p>Spring 2</p> <ul style="list-style-type: none"> The sessions provided included the opportunity for ECTs to gain research-led understandings whilst also being able to provide their own reflections and strategies and share them with the group. This half term included a teach-meet opportunity in order for colleagues to share good practice. 		

		received a bespoke plan regarding their practitioner enquiry approaches and mentor expectations.			
		<p>Summer 1</p> <ul style="list-style-type: none"> ECT Year 2 colleagues have been preparing to deliver their practitioner enquiry. They are also sourcing schools to visit to allow them to see a contrasting setting (as per the DfE guidelines). ECT Year 1 colleagues have received sessions on assessment and how to ensure progress of students. 	<p>Summer 1</p> <ul style="list-style-type: none"> The sessions have given the ECTs an opportunity to share and reflect on their pedagogical knowledge, whilst the introduction of a more explicit calendar for the term has supported the open communication. 		
		<p>Summer 2</p> <ul style="list-style-type: none"> ECT Year 1s have had their term 3 formal meeting with induction tutor. ECT Y2s have completed their formal summative review of the ECT programme. ECT Year 2s have now completed their practitioner enquiries and discussed with the providers. 	<p>Summer 2</p> <ul style="list-style-type: none"> ECT Year 1 will now be ran using Ambition institute as our materials provider with Leicestershire and Rutland teaching Hub as our delivery partner as this will now be done collectively with the trust. ECT Year 2 will remain with UCL and East Manchester 		

			<p>Teaching School.</p> <ul style="list-style-type: none"> • CPD sessions will still remain with the induction tutor, with incorporation of more teach meet sessions over the course of the year. 		
	E: Coaching and development	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.	<ul style="list-style-type: none"> • 7 staff accessing support and coaching. 	<ul style="list-style-type: none"> • Review all at end of half term 1. 		
		Autumn 2	Autumn 2		
		<ul style="list-style-type: none"> • 7 staff continuing with support and coaching. • 9 staff accessing Expert Teacher Programme. • 7 staff following NPQs 	<ul style="list-style-type: none"> • Updates on staff support 09.12.2022. 2 staff have made progress, 1 colleague has left the academy. 		
		Spring 1	Spring 1		
		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Further focus on all staff having some form of coaching. Research to take place through LAB. 		

		<p>Spring 2</p> <ul style="list-style-type: none"> • 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. 	<p>Spring 2</p> <ul style="list-style-type: none"> • Formal coaching method to be shared by trust and dispersed by CBA with view of lead practitioners to support. 		
		<p>Summer 1</p> <ul style="list-style-type: none"> • Completion of one support plan – moved to capability. • One pending completion, progress being made. 	<p>Summer 1</p> <ul style="list-style-type: none"> • Review of coaching support for wider leadership team to spread the impact of the positive practice. 		
		<p>Summer 2</p> <ul style="list-style-type: none"> • 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. 	<p>Summer 2</p> <ul style="list-style-type: none"> • Lead practitioner training to continue once the trust model is shared in September. • Introduction of StepLab to support coaching and continuous development. • Full teaching and learning review to ensure all areas for development are focused on strategically for next academic year. 		

	<p>F: STEM lead, including enhanced promotion for girls.</p> <p>Good teaching begins with gaining pupils' engagement and winning their commitment to learn.</p> <p>Improving Secondary Science EEF (educationendowmentfoundation.org.uk)</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> STEM club has commenced and is delivered every Wednesday evening. Less girls than boys attending, but the department will continue to promote and encourage. Science lead has attended a 'Diversity in STEM' conference and will disseminate the CPD learnt. 	<p>Autumn 1</p> <ul style="list-style-type: none"> Science lead to share with all staff ideas from 'Diversity in STEM' conference. Collaboration with Engineering and Maths for STEM enrichment link up. Promote STEM club in assemblies with pictures from enrichment activities. 		
		<p>Autumn 2</p> <ul style="list-style-type: none"> Inclusive approach with SEND/PP students targeted from lower ability sets Year 9 sets. Promotion of both engineering and maths within science practical activities, which students thoroughly enjoyed. 	<p>Autumn 2</p> <ul style="list-style-type: none"> Collaboration with teachers of maths and engineering to enhance experience for students. 		
		<p>Spring 1</p> <ul style="list-style-type: none"> STEM club continuing every Wednesday, students fully engaged. 20 children involved. 	<p>Spring 1</p> <ul style="list-style-type: none"> Continue collaborating with teachers of maths and engineering to grow STEM participation. 		

		<p>Spring 2</p> <ul style="list-style-type: none"> • Maths week ran to promote maths with an emphasis on girl engagement – linking to careers. 	<p>Spring 2</p> <ul style="list-style-type: none"> • Look further at groupings in KS3 for small group strategy support in maths. 		
		<p>Summer 1</p> <ul style="list-style-type: none"> • 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 for both boys and girls. 	<p>Summer 1</p> <ul style="list-style-type: none"> • Start earlier in the year to maximise impact as well as data gather. • Of the 8 girls, 6 has increased fortnightly assessments . 		
		<p>Summer 2</p> <ul style="list-style-type: none"> • Analyse the girl impact on STEM intervention in maths in year 10. Minimal impact, resources pitched to high. 	<p>Summer 2</p> <ul style="list-style-type: none"> • 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. 		
	<p>G: Academic Mentors</p> <p>On average, individualized instruction approaches have an impact of 4 months' additional progress</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> • There are now over 300 students engaging in extra tuition. The focus is on reading, year 11 English and math and closing SEND gaps. 	<p>Autumn 1</p> <ul style="list-style-type: none"> • Further focus on children with MCP in order to reduce and negative impact. 		

		<p>Autumn 2</p> <ul style="list-style-type: none"> Review of need has taken place based on PPR review and all students have been regrouped where required. Focus has now increased to include all subjects with P8 increase as target. 	<p>Autumn 2</p> <ul style="list-style-type: none"> Further focus on P8 to include in class support. 	<p>Reduced key stage 3 reading and increased year 11 interventions for Science.</p>
		<p>Spring 1</p> <ul style="list-style-type: none"> Academic mentors have been reviewed as part of year 11 360 review. The focus has been catch-up mock assessment, GAP analysis and in lesson support aimed at a P8 increase. There have now been over 700 pupils who have received small group tuition. 	<p>Spring 1</p> <ul style="list-style-type: none"> Further analysis if Gap impact to be reviewed as part of Mock analysis which will focus on P8 and options gaps. Groups in Math and English to be reviewed in line with DFE 15 sessions. 	<p>Reduced to key interventions based on GAP analysis. Focus on GCSE outcomes.</p>
		<p>Spring 2</p> <ul style="list-style-type: none"> All interventions from NTP continued. 800 pupils have now accessed intervention. Year 11 GCSE groups in place to address key gaps. 12 current math and English interventions running. Increase in predicted prog 8 figure 	<p>Spring 2</p> <ul style="list-style-type: none"> Increased focus on non-core GCSE interventions required. 	

		from -0.9 last year to -0.4 current.			
		<p>Summer 1</p> <ul style="list-style-type: none"> Increased focus on pre-GCSE session for revision and key paper review. 	<p>Summer 1</p> <ul style="list-style-type: none"> Further shift to year 10 required after GCSE completion. 	Further academic mentor appointed to do exam prep for science and maths.	
		<p>Summer 2</p> <ul style="list-style-type: none"> 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 9.4%. 	<p>Summer 2</p> <ul style="list-style-type: none"> 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 9.4%. 		
2.	Low attendance has a negative impact on overall progress for PP students.				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Changes to approach	Cost

<p>Improve attendance levels to be in line with, or above, national attendance levels.</p> <ul style="list-style-type: none"> • PA rate for PP will be in line, or lower than national averages. • PP students will achieve, or exceed, attendance percentages in line with national averages. • Increased parental engagement demonstrated through home visits log. • Attendance matters tracked consistently through Team Around the Pupil (TAP) meetings. 	<p>A: Attendance officer with PP focus</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • 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 • 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 	<p>Autumn 1</p> <ul style="list-style-type: none"> • The number of disadvantaged students who are persistently absent has improved by 4.1% when compared with the same time from the previous academic year. • Disadvantaged students' cumulative attendance has improved by 1.98% when compared with the same time from the previous academic year. 	<p>Autumn 1</p> <ul style="list-style-type: none"> • Further focus and priority given to students from a disadvantaged background. 	<p>Recruitment of mini bus driver to support attendance.</p>	<p>£32,416</p>
		<p>Autumn 2</p> <ul style="list-style-type: none"> • Successfully recruited an attendance mini-bus driver to support PP students where attendance is an issue. Students now being collected to support on time attendance to school. 	<p>Autumn 2</p> <ul style="list-style-type: none"> • Capacity review based on number of children with personalised plans and impact measures. 	<p>Recruitment of one new additional Education Welfare Officers to help support our PP attendance drive.</p>	
		<p>Spring 1</p> <ul style="list-style-type: none"> • Further recruitment of an additional Education Welfare Officer allocating one specific person to each year group, with priority being given 	<p>Spring 1</p> <ul style="list-style-type: none"> • Implement minibus routine to ensure PP students are given the priority, if needed picking up. • Attendance escalated stage response to prioritise PP 		

		to PP students. PP attendance marginally improved when compared with previous academic year.	students, unlocking barriers to not attending.		
		<p>Spring 2</p> <ul style="list-style-type: none"> 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. 	<p>Spring 2</p> <ul style="list-style-type: none"> Whilst PP attendance remains a challenge locally and nationally, PP attendance has improved by 0.5% when compared with the same time during the previous academic year. 		
		<p>Summer 1</p> <ul style="list-style-type: none"> 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 61 students. 	<p>Summer 1</p> <ul style="list-style-type: none"> Parental meetings with all students who fall between 70-90% attendance, highlighting expectations for next academic year. Clear communication home via letters and texts, emphasising high expectations around attendance. 		

		<p>Summer 2</p> <ul style="list-style-type: none"> Overall cumulative attendance has improved by 1% for HT1-6, when compared with the previous academic year. Despite current contextual challenges from students with disadvantaged backgrounds, cumulative attendance remains the same percentage as the previous academic year. 	<p>Summer 2</p> <ul style="list-style-type: none"> Implement new trust strategy and guidance from September 2023. Ensure students from a disadvantaged background remain a critical focus, so barriers for irregular attendance are removed. 		
	<p>B: Power 2</p> <p><i>Small group tuition has an average impact of four months' additional progress over the course of a year.</i></p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> Contact has been made with Power2 to commence intervention during Autumn 2. 	<p>Autumn 1</p> <p>N/A</p>		
		<p>Autumn 2</p> <ul style="list-style-type: none"> A group of students have been selected to commence the Power2 attendance intervention. This commenced the week beginning 5th December 2022. 	<p>Autumn 2</p> <ul style="list-style-type: none"> Impact measures will be monitored with the selected group of students during Spring 1. 		
		<p>Spring 1</p> <ul style="list-style-type: none"> First wave of students selected for the attendance improvement 	<p>Spring 1</p> <ul style="list-style-type: none"> Impact measures to be shared on completion, with action 		

		intervention run by Power2 will finish during Spring 1. Impact measures to be shared on completion.	plan to support intervention .		
		Spring 2 <ul style="list-style-type: none"> Cohort of students involved in the leadership intervention to improve attendance. 	Spring 2 <ul style="list-style-type: none"> Impact to be monitored, so that if students fail to engage, other PP students will be given the opportunity to succeed. 		
		Summer 1 <ul style="list-style-type: none"> Cohort of students involved into the project have seen their attendance improve by 8%, when comparing their autumn term attendance to Spring term attendance. 	Summer 1 <ul style="list-style-type: none"> Student cohort to be reviewed in preparation to begin September 2023. 		
		Summer 2 <ul style="list-style-type: none"> Intervention finished at the end of Summer Term 1. 	Summer 2 <ul style="list-style-type: none"> Intervention to commence again in 2023-24, with new cohort of students being selected. 		
3.	Reading and numeracy are below chronological age. This has been exacerbated by Covid-19 lockdowns.				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Changes to approach	Cost

<p>Increase reading ages and numeracy levels to be in line with or above chronological age.</p> <ul style="list-style-type: none"> 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 averages for all students. Standardised reading scores are in line, or above, national averages. 	<p>A: NGRT and NGST assessments</p> <p>“Our biggest concern will be around identifying gaps in learning so schemes can respond to student need in a student-centered approach. These assessments allow us to do this, as and when our students are ready.” <i>Bernadette Kaye, Literacy & Evidence Informed Project Lead, South Shore Academy</i></p> <p>Regular tracking will enable us to rapidly diminish differences in reading ages of PP pupils.</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> 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%. 	<p>Autumn 1</p> <ul style="list-style-type: none"> Quality of tuition to be more rigorously checked to ensure rapid progress is made prior to next testing. 	<p>£98,525</p>
		<p>Autumn 2</p> <ul style="list-style-type: none"> 100% of students who have accessed intervention have increased in CRA. Student groups have been reviewed. 	<p>Autumn 2</p> <ul style="list-style-type: none"> Further review because of NGRT to take place in Jan which will refocus the interventions. 	
		<p>Spring 1</p> <ul style="list-style-type: none"> 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 age. Non-pp 65% at or above CRA. Gap decrease of 4%. Increase in PP readers at skilled: 16% 	<p>Spring 1</p> <ul style="list-style-type: none"> Further review of reading in lessons and how this links with interventions. Review or reading for pleasure. 	

		<ul style="list-style-type: none"> Decrease in PP readers at Significantly below: 94% from 14 to 4. (22% in non-pp) 			
		<p>Spring 2</p> <ul style="list-style-type: none"> 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 interventions 	<p>Spring 2</p> <ul style="list-style-type: none"> Further focus on testing for specific reading issues and sharing good practice. 	<p>Introduction of skilled reader categories in line with fluency network for data analysis. Ensure more precise identification.</p>	
		<p>Summer 1</p> <ul style="list-style-type: none"> Increase in whole school skilled readers by 3%. Increase in skilled reading at PP by 2%. 	<p>Summer 1</p> <ul style="list-style-type: none"> Establish a reading for pleasure focus for all form teacher in preparation for September. 		
		<p>Summer 2</p> <ul style="list-style-type: none"> PP: 64% at or above chronological age. Non-pp 72% at or above CRA. Gap of 8%. Decrease in gap of 7%. 	<p>Summer 2</p> <p>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.</p>		

<p>B: Literacy and Numeracy Lead</p> <p><i>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</i></p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> 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 increase numeracy skills in KS3. 	<p>Autumn 1</p> <ul style="list-style-type: none"> Literacy Lead to increase wave 2 quality assurance. Numeracy Lead to review and organise provision for all – aiding with interventions and numeracy support. 		
	<p>Autumn 2</p> <ul style="list-style-type: none"> Numeracy ran first full department wide initiatives of Fibonacci day and homework rewards. Completion increased by 10% in Year 7/8. 	<p>Autumn 2</p> <ul style="list-style-type: none"> Increase rewards need to be available for those up levelling. Interventions need refocus to ensure attendance is not barrier to learning. 		
	<p>Spring 1</p> <ul style="list-style-type: none"> 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 	<p>Spring 1</p> <ul style="list-style-type: none"> Next step is to analyse the curriculum behind Sparx to dig into effectiveness of topics. 		

		assessments and outcomes.			
		Spring 2	Spring 2		
		<ul style="list-style-type: none"> Continued top 3 position in whole trust SPARX usage. First maths week ran with support from numeracy lead on resources and focus. 	<ul style="list-style-type: none"> Budgeting for next year needs to schedule and pre order rewards. 		
		Summer 1	Summer 1		
		<ul style="list-style-type: none"> Analysis of numeracy skill across the year ready for curriculum development and adjustments in learning journey to support. Attendance to webinar to SPARX conference to develop new ideas. 	<ul style="list-style-type: none"> Analysis of topics to be used to see development with baseline tests. 		
		Summer 2	Summer 2		
		<ul style="list-style-type: none"> Sparx training on completion, rewards and next steps for maths leaders in 06/23. Full year 10 push with break and lunch club support to encourage best practice for September. Finance week rolled out for last week of term to promote good financial decisions. 	<ul style="list-style-type: none"> Staffing needs to include a duty point for computer suite to continue progress and push for best practice. Rewards on Sparx to include most XP – incremental gains to encourage. 		

	<p>C: Literacy Teaching Assistant</p> <p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> 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. 	<p>Autumn 1</p> <ul style="list-style-type: none"> Further rewards and activities required for promoting whole school reading. 		
		<p>Autumn 2</p> <ul style="list-style-type: none"> 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. 	<p>Autumn 2</p> <ul style="list-style-type: none"> Review the impact of low attendance on interventions. 		
		<p>Spring</p> <ul style="list-style-type: none"> 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. 58 children accessing. Decrease in PP readers at Significantly below: 94% from 14 to 4. (22% in non-pp) 	<p>Spring</p> <ul style="list-style-type: none"> Work with parents to continue reading support at home. Teaching assistant to take a more active role in reading for pleasure. 		

		<p>Summer</p> <ul style="list-style-type: none"> • 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. • 396 children have access support this term. 	<p>Summer</p> <ul style="list-style-type: none"> • Focus now on extending reading to encompass whole school reading for pleasure. Encouraging PP students to take out more sora books. • Look to provide further peer reading solutions to increase opportunities to read aloud. 		
		<p>Summer 2</p> <ul style="list-style-type: none"> • Skilled reading above national in all year groups. • Students reading below secondary ready have decreased in KS4. • PP gap has reduced by 6%. 	<p>Summer 2</p> <ul style="list-style-type: none"> • Further focus on sharing good practice and ensuring the right students access the interventions based on NGRT analysis. 		
	<p>D. Metacognition Interventions including revision coaching</p> <p><i>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 understanding of what is required to succeed.</i></p>	<p>Autumn 1</p> <ul style="list-style-type: none"> • Revision strategies have been researched and shared at trust level to support metacognition and revision support for stakeholders. • Revision techniques have been trialled in subjects 	<p>Autumn 1</p> <ul style="list-style-type: none"> • Homework completion in maths has increased since last year by 34%. 		

	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	ready for roll out.			
		Autumn 2	Autumn 2		
		<ul style="list-style-type: none"> • Departments used mind maps, flash cards, GCSE Pod, BBC Bitesize, SENECA, Sparx, revision timetables shared with all students to aid revision for mocks. • Trust wide revision collection of resources set up. 	<ul style="list-style-type: none"> • Roll out revision strategies through departments and to all years. (Awaiting data from Mock 1) Encourage students to have thinking time within the curriculum design. 		
		Spring 1	Spring 1		
		<ul style="list-style-type: none"> • LAB 9/2 to collate revision strategies and resources to deliver on the run up to exams in spring summer 1. Resources to be shared in house. Student Mentor programme for CO2023 established to support structured revision. 45 Year 11 students have structured mentoring to support revision. 	<ul style="list-style-type: none"> • Usage of the resources is to be monitored – revision guides being provided need to be used. Impact of Mentor programme to be reviewed following Mock 2 results. 		
		Spring 2	Spring 2		
		<ul style="list-style-type: none"> • Mentoring continued with targeted reviews in order to ensure efficacy. 	<ul style="list-style-type: none"> • Further revision techniques training for all mentors to support effective 		

		Increase in student SPI shows impact.	independent use strategy.		
		<p>Summer 1</p> <ul style="list-style-type: none"> All revision strategies shared with year 9, 10 and 11. KS4 drop down days to focus on the process of revision. LAB strategies shared whole school. Steplab introduced with key focus on academy priorities for teaching and learning including metacognitive strategies. 	<p>Summer 1</p> <ul style="list-style-type: none"> Take through to 23-24 successful strategies and look to expand impact through further curriculum based revision practice. 		
	<p>E. Ongoing CPD for staff to support reading</p> <p>The emphasis on disciplinary literacy makes clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing Science, Art, History, and every other subject in secondary school.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> Reading briefing delivered and all resources delivered to ECTs by SDA for secured induction and consistent standards. 	<p>Autumn 1</p> <ul style="list-style-type: none"> Further whole school CPD required to revisit key wave 2 delivery. 		
		<p>Autumn 2</p> <ul style="list-style-type: none"> Reading CPD delivered to all including two morning briefings and a CPD session. Shared success to encourage further focus and engagement. 	<p>Autumn 2</p> <ul style="list-style-type: none"> Further focus on oracy and HOD knowledge of delivering literacy in classroom as a basic pedagogical practice. 		
		<p>Spring 1</p> <ul style="list-style-type: none"> Reading action plans reviewed as part of 	<p>Spring 1</p> <ul style="list-style-type: none"> Next step is to review the impact of the key 		

		<p>curriculum review. Observations of literacy in practice show an increase in students' awareness of key words in lessons. 85% of lessons visited has a keyword and students could articulate meaning.</p>	<p>words on the curriculum and embed them into the assessment process. This will be the focus of a whole academy project, Words for All.</p>		
		<p>Spring 2</p> <ul style="list-style-type: none"> • Reading CPD reminders delivered in briefings. Focused on targeted disciplinary vocabulary and tier 3 exposure. 	<p>Spring 2</p> <ul style="list-style-type: none"> • Further quality assurance needed from reading lead to ensure consistent delivery in all subjects. • Introduction of stanine training for HOYS and HODS needed in order to secure understanding in lessons. 		
		<p>Summer 1</p> <ul style="list-style-type: none"> • Words for All project in place with targeted reading support. • Reading CPD provided for all HODs with impact made to reading action plans. 	<p>Summer 1</p> <ul style="list-style-type: none"> • Further training needed in line with fluency focus and collaboration with the trust. 		
		<p>Summer 2</p> <ul style="list-style-type: none"> • Word for all project reviewed for impact in science. • Reading leads completed trust wide training with 	<p>Summer 2</p> <ul style="list-style-type: none"> • Words for All project data to be analysed on collaboration with G assessment and rolled out to 		

		reading experts.	another faculty.		
	F. Librarian	Autumn 1	Autumn 1		
	Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity , improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).	<ul style="list-style-type: none"> App for online library use bought and being set up for student usage. 	<ul style="list-style-type: none"> Roll out to all families and set up process for quality assurance. 		
		Autumn 2	Autumn 2		
		<ul style="list-style-type: none"> Whole school reading has been promoted and has resulted in an increase in uptake in the library by 23%. Library app has now been installed and log ins handed out to students. 	<ul style="list-style-type: none"> Library app to be launched to all year groups and parents to allow for more specific tracking of reading habits. 		
		Spring 1	Spring 1		
		<ul style="list-style-type: none"> App has been launched. All students now have a log in and have accessed the system. There is currently a 70% uptake. 	<ul style="list-style-type: none"> Promote the use of the app and encourage the further opportunities for reading for pleasure. 		
	Spring 2	Spring 2			
	<ul style="list-style-type: none"> 17 prizes awarded for reading completion based on SORA. 	<ul style="list-style-type: none"> Introduced class readers for 2 periods per week to support the fluency of year 9 and address current reading gaps. 			
	Summer 1	Summer 1			
	<ul style="list-style-type: none"> 25 prizes awarded for reading completion 	<ul style="list-style-type: none"> Further support for reading for pleasure to be 			

		based on SORA. <ul style="list-style-type: none"> Increase in all year groups. Class readers taking place in year 9 to enhance fluency. 	embedded in the timetable for next academic year.		
		Summer 2 <ul style="list-style-type: none"> 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. 	Summer 2 <ul style="list-style-type: none"> Shared reading and reading for pleasure sessions embedded into the academy timetable for next academic year to prioritise reading fluency. 		
4.	Students typically have low aspirations and limited cultural capital. This includes some high ability pupil premium students.				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Changes to approach	Cost
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations in order to secure post 16 destinations. <ul style="list-style-type: none"> PP to achieve, or exceed, 'Passport Programme', in line with national E-Act averages. <ul style="list-style-type: none"> For 75% of PP students identified to pass their CCF basic skills assessment. For 75% of PP students on the CCF to achieve DofE Bronze award. 	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 <ul style="list-style-type: none"> Extra-curricular activities running daily -Sport leadership -Basketball -Girls football -Boys football Rise opportunity project for young enterprise students Show racism the red card delivered and implemented across the academy. 	Autumn <ul style="list-style-type: none"> Targeted y10 and y8 group work over social times. Streamline interventions 		£30,000

<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • MUFF Mentor 20 students ks3 and 4. • Attendance leagues in place across all year groups. • Rewards and trips – tickets/ visits. Flag bearers/ ball boys 			
		<p>Spring</p> <ul style="list-style-type: none"> • 19 students engaged in Manchester United Foundation competitions. • Collectively, Manchester United Foundation competitions generate 6 hours of student participation. • 154 students (45 sessions) engaged in Manchester United Foundation extracurricular activities • Collectively, Manchester United Foundation extracurricular clubs generated 50 hours of student participation • 92% of students to participate reported enjoyment of Manchester United Foundation extracurricular clubs • 80% of students reported that they had they had developed at least one soft 	<p>Spring</p> <ul style="list-style-type: none"> • Explore mental health support and workshops • Liase with MUFF to enhance careers offers through extended partnership 	<p><i>Successful application for further funding made to secure more facilities and therefore increase future participation in extracurricular activities.</i></p>	

		<p>or sports related skill as a result of participation</p> <p><i>Partner PSHE experiences</i></p> <ul style="list-style-type: none"> • 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 A21 and reduction in behaviour issues. • Attendance mentoring 63% showed an improvement in attendance <p>UK Sports Leaders Level 1</p> <ul style="list-style-type: none"> • 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 qualification. <p>Lead the Utd Way</p> <ul style="list-style-type: none"> • 9 leadership sessions, 40 students were 			
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		<p>engaged in Manchester United Foundation leadership programmes.</p> <ul style="list-style-type: none"> • Collectively, students on the programs amassed 10 hours of leadership delivery. • 6 of students who participated in the Year 9 leadership course, regularly support the SPO in delivery to younger year groups. They referee games and guide the students by giving them advice. • 79% of students to participate reported enhanced confidence or self-esteem as a result of engagement. 			
		<p>Summer</p> <ul style="list-style-type: none"> • Manchester United Foundation SPO staff member successfully recruited as Lead Pastoral full time staff member at Royton and Crompton. 	<p>Summer</p> <ul style="list-style-type: none"> • Recruitment of new SPO in partnership with MUF. 		
	<p>A. E-Act Passport Programme</p> <p>EACT Trust Academy has evidenced impact of accreditation of the whole child.</p> <p>Cultural Capital: disadvantaged students don't develop as they don't watch</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> • Year 7 & 8 visit to Theatre-Demon Dentist. (53% PP) • WOW on going and 	<p>Autumn 1</p> <ul style="list-style-type: none"> • More to be planned throughout the year and must include all year groups. 		

	<p>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)</p>	<p>linked to local, national and international events to encourage students to talk and gain an awareness of events.</p> <ul style="list-style-type: none"> • Successful events linked to Remembrance Day, Mental Health Awareness, raising money for Charity, linked to MacMillan Cancer Coffee Morning and White Ribbon Campaign. (Over £300 raised). • BBC Life stories- visit from John Watson Yr 9 and 10 (400 students) • Theatre Visit to Lion King (100 students.) • Charlie & The Chocolate Factory theatre visit launched. (100 students) • Year 9 Visit to Old Trafford (240 students) • Year 8- Medical Mavericks, African Drumming, Space Station Links. (200 students) • Year 9 WW1 artefacts sessions (240 students) • #LordsLive for all students yr 7-10 (1000 students) 	<ul style="list-style-type: none"> • Raised aspirations from the BBC Life Stories-Fulfilling Gatsby Benchmarks . • Increased awareness of theatre, plays and different cultures from the visits. More to be planned for the future. • Increase awareness further of the White Ribbon Campaign next year- the males took a lead during the assemblies and signed pledges. To develop the student leadership role linked to key events further throughout the academic year. 		
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		<ul style="list-style-type: none"> Wow links: White Ribbon Campaign Remembrance Day Full Academy. 			
		<p>Spring 1</p> <ul style="list-style-type: none"> 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 discrimination. Year7 visit- Magma Museum- Sheffield (200 students) Year 9 Visit to Old Trafford (200 students) History London Visit (KS4) (60 students) 	<p>Spring 1</p> <ul style="list-style-type: none"> 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. 		
		<p>Summer</p> <ul style="list-style-type: none"> Theatre visits to Charlie & the Chocolate Factory. (200 students) Photography visit to Victoria Baths (40 students) Reward trips for all year 	<p>Summer</p> <ul style="list-style-type: none"> Next year to increase STEM visits and included further visiting speakers to link to aspiration. 		

		groups linked to attendance.			
	<p>B. University Visits</p> <p>Encounters with further and higher education is a part of the Gatsby benchmarks. Good Career Guidance Education Gatsby</p>	<ul style="list-style-type: none"> Year 10 All visiting a university: Salford, Liverpool Hope University or University of Derbyshire as part of Passport Day1. 200 students <p>Year 10-15 students visited UCEN for a catering course.</p> <p>Year 10 visit to Chester University- July 2023.</p>	<ul style="list-style-type: none"> All successful, very positive feedback from universities. Maintain relationships with these for future visits. Aim to encourage subject specific university visits. <p>Encourage more visits from university to ensure every child can access.</p>		
	<p>C. PP leads in each year groups focused on aspirations</p> <p>Addressing the needs of each pupil and Personal guidance are two of the Gatsby Benchmarks. Good Career Guidance Education Gatsby</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> 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 	<p>Autumn 1</p> <ul style="list-style-type: none"> All students to complete a questionnaire outlining their aspirations so that specific speakers can be invited in to help raise aspirations. 		

		and lunch drop in visits.			
		<p>Autumn 2</p> <ul style="list-style-type: none"> • Think ahead Thursday Launched. • Wilmott Dixon- Year 9 girls focus sessions - construction careers. • Year 10 Varsity Academy (OSFC). • Law Firm visited, offered work experience placements. • #LordsLive event for all students Years 7-10 (1000 students) • Yr 9- Safer Citizenship Day (200 students) 	<p>Autumn 2</p> <ul style="list-style-type: none"> • Continue to organise the events that meet the needs of the students and raise aspirations. Link these directly to the questionnaires that students completed at the start of the year, ensure that parents are informed and follow up questionnaires are completed to evaluate the effectiveness. 		
		<p>Spring 1</p> <ul style="list-style-type: none"> • All Year 11 PP students had 1:1 interview with careers adviser. • Year 10 students are now having appointments. • Year 10 Work Experience launched. (200 students) • National Apprenticeship Week focused on during assemblies & Aspire2be time. (1200 students) 	<p>Spring 1</p> <ul style="list-style-type: none"> • Year 10- Students slow uptake of applying and completion of work experience- additional support was needed. • Research of different employers throughout Oldham conducted- excel sheet shared with parents, support given to students regarding structured conversations. 		

		<ul style="list-style-type: none"> Year 10 PP students to have 1:1 careers' guidance. 	ns with employers.		
		<p>Spring 2:</p> <ul style="list-style-type: none"> Year 10 Work Experience National Careers Week for the Whole School. (200 students) 	<p>Spring 2</p> <ul style="list-style-type: none"> 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. 		
		<p>Summer 1</p> <ul style="list-style-type: none"> Speakers4 School – Virtual Talk with PP Year 8 students. 	<p>Summer 1</p> <ul style="list-style-type: none"> More links with Speakers for school to be made to encourage more external talks to raise aspirations. 		
		<p>Summer 2</p> <ul style="list-style-type: none"> Year 10 Mock Interview Day- July. 	<p>Summer 2</p> <ul style="list-style-type: none"> All year 11 have linked to post 16. Year 10 to be challenge by October 		

			on placement for past 16.	
	<p>D. Performing Arts development through enrichment offer.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> • PP students have been given the opportunity to star in and support the running of Grease: The Musical. • They have also been given access to the following theatrical performances: <ul style="list-style-type: none"> ○ The Lion King ○ The Demon Dentist ○ An Inspector Calls ○ A Christmas Carol • Students attended performances for The Lion 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. 	<p>Autumn 1</p> <ul style="list-style-type: none"> • There have been and will continue to be more opportunities for students to access these opportunities. With others being planned for throughout the year. • Other opportunities are still being planned, with updates on both Macbeth and A Christmas Carol to be provided in the new year. 	

		<p>Spring 1</p> <ul style="list-style-type: none"> 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. 	<p>Spring 1</p> <ul style="list-style-type: none"> 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 performance and it proved to be successful. 		
		<p>Summer</p> <ul style="list-style-type: none"> 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. 	<p>Summer</p> <ul style="list-style-type: none"> Further focus on extracurricular. 		
	<p>E. Enrichment offers for all</p> <p>Enrichment activities are an important part of education. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> Enrichment programme in place that offers breadth of activities to develop leadership, confidence and cross 	<p>Autumn 1</p> <ul style="list-style-type: none"> Ensure HODS are accountable for their departmental offer Raise profile with 		

	EEF Pupil Premium Evidence Menu, 2022	curricular scaffolding and learning.	parents and families.		
		<p>Autumn 2</p> <ul style="list-style-type: none"> • Year 7 Elective program offering a broad range of activities to allow all year 7 access to a minimum of one extracurricular club <p>Cooking/ Food Technology</p> <p>Seneca Science Club</p> <p>Games Club</p> <p>Football</p> <p>Craft Club</p> <p>Forrest School</p> <p>Homework</p> <p>Table tennis</p> <p>Mine Craft</p> <p>Netball</p> <p>Hair and Beauty</p> <p>Rock school (Music) – External</p> <p>END Homework and Assessment Club</p> <p>Manchester United Foundation</p>	<p>Autumn 2</p> <ul style="list-style-type: none"> • Contingency plan for staff absence • SIMS Activities to ensure tracking of all areas/ subgroups • Raise profile of staff 		

		<ul style="list-style-type: none"> • 45 sessions, 154 students engaged in Manchester United Foundation extracurricular activities Collectively, Manchester United Foundation extracurricular clubs generated 50 hours of student participation • 92% of students to participate reported enjoyment of Manchester United Foundation extracurricular clubs • 80% of students reported that they had they had developed at least one soft or sports related skill as a result of participation <p>Year 9 Enrichment (Whole year)</p> <ul style="list-style-type: none"> • Leadership • D of E • First Aid • Cooking • Coding <p>Whole school enrichment offer in operation.</p>			
		<p>Spring 1</p> <ul style="list-style-type: none"> • Year 7 Elective program offering a 	<p>Spring 1</p> <ul style="list-style-type: none"> • Re advertise every term 		

		<p>broad range of activities to allow all year 7 access to a minimum of one extracurricular club</p> <p>Cooking/ Food Technology</p> <p>Seneca Science Club</p> <p>Games Club</p> <p>Football</p> <p>Craft Club</p> <p>Forrest School</p> <p>Homework</p> <p>Table tennis</p> <p>Mine Craft</p> <p>Netball</p> <p>Hair and Beauty</p> <p>Rock school (Music) – External</p> <p>END Homework and Assessment Club</p> <p><i>Manchester United Foundation</i></p> <ul style="list-style-type: none"> 45 sessions, 154 students engaged in Manchester United Foundation extracurricular activities Collectively, Manchester United Foundation 	<ul style="list-style-type: none"> Quality assure provision Outside providers to enhance the offer 		
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		<p>extracurricular clubs generated 50 hours of student participation</p> <ul style="list-style-type: none"> • 92% of students to participate reported enjoyment of Manchester United Foundation extracurricular clubs • 80% of students reported that they had they had developed at least one soft or sports related skill as a result of participation. <p>Year 9 Enrichment (Whole year)</p> <ul style="list-style-type: none"> • Leadership • D of E • First Aid • Cooking • Coding 			
		<p>Spring 2 POG</p> <ul style="list-style-type: none"> • Year 7 Elective program offering a broad range of activities to allow all year 7 access to a minimum of one extracurricular club. <p>Cooking/ Food Technology</p> <p>Seneca Science Club</p>	Spring 2		<ul style="list-style-type: none"> • Continued drive to ensure the extended curriculum offer develops love of learning and enhances the in-school skill development and progress. • Complete student voice around over and student needs.

		<p>Games Club</p> <p>Football</p> <p>Craft Club</p> <p>Forrest School</p> <p>Homework</p> <p>Table tennis</p> <p>Mine Craft</p> <p>Netball</p> <p>Hair and Beauty</p> <p>Rock school (Music) – External</p> <p>END Homework and Assessment Club</p> <p>Manchester United Foundation</p> <ul style="list-style-type: none"> • 40 sessions, 134 students engaged in Manchester United Foundation extracurricular activities Collectively, Manchester United Foundation extracurricular clubs generated 50 hours of student participation. • 96% of students to participate reported enjoyment of Manchester United Foundation extracurricular clubs. • 100% of students 			
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		<p>reported that they had they had developed at least one soft or sports related skill as a result of participation.</p> <p>Year 9 Enrichment (Whole year)</p> <ul style="list-style-type: none"> • Leaders hip • D of E • First Aid • Cooking • Coding <p>CCF</p> <p>Football Y7-11</p> <p>Rugby Y7-10</p> <p>Basketball – All years</p> <p>Netball – All years</p> <p>ART – All years</p> <p>Music – All years</p> <p>Rainbow Club – All years</p> <p>Eco Club – All years</p>			
		<p>Summer 1</p> <ul style="list-style-type: none"> • Year 7 Elective program offering a broad range of activities to allow all year 7 access to a minimum of one 	<p>Summer 1</p> <p>Source and tender for gym to add to school facilities to meet requirements of surveys and student voice.</p>		

		extracurricular 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)			
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		<ul style="list-style-type: none"> • Leaders hip • D of E • First Aid • Cooking • Coding <p>CCF</p> <p>Football Y7-11</p> <p>Rounders – All years</p> <p>Athletics – All Years</p> <p>Cricket – All years</p> <p>ART – All years</p> <p>Music – All years</p> <p>Rainbow Club – All years</p> <p>Eco Club – All years</p>			
		<p>Summer 2</p> <ul style="list-style-type: none"> • Year 7 Elective program offering a broad range of activities to allow all year 7 access to a minimum of one extracurricular club. <p>Cooking/ Food Technology</p> <p>Seneca Science Club</p> <p>Games Club</p> <p>Football</p> <p>Craft Club</p> <p>Forrest School</p>	<p>Summer 2</p> <p>Successfully installed a commercial level gym to enhance physical, mental and social well-being in line with student voice.</p>		

		<p>Homework</p> <p>Table tennis</p> <p>Mine Craft</p> <p>Netball</p> <p>Hair and Beauty</p> <p>Rock school (Music) – External</p> <p>END Homework and Assessment Club</p> <p>Manchester United Foundation</p> <p>Girls Football</p> <p>Lead the United Way</p> <p>Basketball</p> <p>Year 9 Enrichment (Whole year)</p> <ul style="list-style-type: none"> • Leaders hip • D of E • First Aid • Cooking • Coding <p>CCF</p> <p>Football Y7-11</p> <p>Rounders – All years</p> <p>Athletics – All Years</p>			
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		<p>Cricket – All years</p> <p>ART – All years</p> <p>Music – All years</p> <p>Rainbow Club – All years</p> <p>Eco Club – All years</p> <p>Hair and Beauty – All years</p> <p>Homework Club – All years</p>			
	<p>F. CCF</p> <p>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.</p>	<p>Autumn</p> <ul style="list-style-type: none"> • 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 	<p>Autumn</p> <ul style="list-style-type: none"> • 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 Remembrance 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 		

		and compass, DofE], First Aid and Physical training.	Commander .	
		<p>Spring</p> <ul style="list-style-type: none"> • 7th-9th February 23' • Army Proficiency Certificate [APC] Training Camp; Inskip 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 higher ranks. 	<p>Spring</p> <ul style="list-style-type: none"> • Staffing review required. • Increase in CCF time added. Review of impact in 1 month. 	<p>Further appointment of volunteer staff to support visits and trips.</p>
		<p>Summer 1</p> <ul style="list-style-type: none"> • 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 • Addition of Bernard Cummings as a Volunteer 	<p>Summer</p> <ul style="list-style-type: none"> • LT training 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 be allowed on all training camps. 	<p>Staff training required; ~£500-1000 pa</p>

		<p>Instructor bringing the team to 5 [x2 ERACA] to cater for increasing numbers of cadets.</p> <ul style="list-style-type: none"> 50 + yr 7 attending taster sessions Wednesdays pd6 	<ul style="list-style-type: none"> Time allocated to AN on-teaching timetable to fulfil Contingent Commander role 		
	<p>G. DofE</p> <p>Nationally accepted and evidenced cultural and social mobility development activity Externally assessed and awarded commendation</p> <p>EEF Toolkit - +4 months for outdoor adventure learning</p>	<p>Autumn</p> <ul style="list-style-type: none"> A total of 59 students were enrolled on eDofE. 81% achieved the Bronze Certificate award. Of these 65% went on to achieve the Bronze Award. 	<p>Autumn</p> <ul style="list-style-type: none"> Staffing recruitment required as numbers will increase due to enrichment and CCF cohorts increased numbers. Licensed Organisation certificate to be renewed and pupils need to be signed up £26 per pupil. 		
		<p>Spring</p> <ul style="list-style-type: none"> New cohort to be identified. CCF: x10 yr9: x12yr10 Enrichment: x18 yr9 	<p>Spring</p> <ul style="list-style-type: none"> Pupils need to be enrolled on eDofE. AN to seek funding from DofE for 15 places. 		
		<p>Summer</p> <ul style="list-style-type: none"> Yr 9 have failed to engage in the DofE enrichment. CCF: yr 9 +10 cadets have received training and 	<p>Summer</p> <ul style="list-style-type: none"> CCF cadets require enrolling onto edofe. SEND/PP cohort targeted. Action plan in place for 	<p>Staff training [per staff]</p> <p>Introduction /leader</p>	

		will potentially receive Bronze award Autumn term 1 when registered. Cohort now x16 yrs 9+10 2 SEND + 6PP	2023/24. Cohort + staffing <ul style="list-style-type: none"> 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	
5.	Negative impact on progress caused by some poor behaviour choices.				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Changes to approach	Cost
<p>Improve pupil behaviour for learning and engagement in lessons in order to impact positively on progress figures.</p> <ul style="list-style-type: none"> PP students to achieve, or exceed, 4+ and +5 basics, in line with national average for all students. Reduce the number of behaviour incidents logged for PP students and bring in line with average for all students. 	<p>A. Alternative Provision</p> <p>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</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> 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 	<p>Autumn 1</p> <ul style="list-style-type: none"> Further review to ensure GCSE targets are shared and mock exams are completed. 		£179,373
		<p>Autumn 2</p> <ul style="list-style-type: none"> All students have had full review with some placement changes to ensure students' needs are met and provision is having a positive 	<p>Autumn 2</p> <ul style="list-style-type: none"> Further review of places based on increase in resilience in some students. 		

		<p>impact. Currently 9 students at AP. 3 at SLC.</p> <ul style="list-style-type: none"> 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 			
		<p>Spring 1</p> <ul style="list-style-type: none"> Reviews have continued with shared parental meetings. All year 11 students are being entered for 5 GCSEs. Placements 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 	<p>Spring 1</p> <ul style="list-style-type: none"> Review the SEND placements currently pending specialist provision named as EHCP due to costing of provision. 		
		<p>Spring 2</p> <ul style="list-style-type: none"> Currently:10 at AP, 1 at SLC Year 11 students from p8 from -3.1 to -2.3 predicted. 	<p>Spring 2</p> <ul style="list-style-type: none"> Review SLC place due to ongoing medical support from CAMHS. 		

		<ul style="list-style-type: none"> Students Pexd: 0 			
		<p>Summer 1</p> <ul style="list-style-type: none"> Currently: 8 at AP Year 11 students from p8 from -3.1 to -2.3 predicted. Students Pexd: 0 	<p>Summer 1</p> <ul style="list-style-type: none"> Final review for year 11. Year 10 start to map out GCSE courses. 		
		<p>Summer 2</p> <ul style="list-style-type: none"> 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 	<p>Summer 2</p> <ul style="list-style-type: none"> Review the SEND placements currently pending specialist provision named as EHCP due to costing of provision. 		
	<p>B. Reflection Suite</p> <ul style="list-style-type: none"> EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment. 	<p>Autumn 1</p> <ul style="list-style-type: none"> 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. 	<p>Autumn 1</p> <ul style="list-style-type: none"> Limit daily numbers to 5 students maximum. 		

		<p>Autumn 2</p> <ul style="list-style-type: none"> • C3 behaviour incidents reduced by an average of 25 % HT1 across year groups. 	<p>Autumn 2</p> <ul style="list-style-type: none"> • Review duration and implement RJ/ catch up. 		
		<p>Spring 1</p> <ul style="list-style-type: none"> • Re-advertised position of reflection suite manager. • 	<p>Spring 1</p> <ul style="list-style-type: none"> • Pending appointment. 		
		<p>Spring 2</p> <ul style="list-style-type: none"> • 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 PP. 	<p>Spring 2</p> <ul style="list-style-type: none"> • Weekly meet with SENCO around provision and programmes. 		
		<p>Summer 1</p> <ul style="list-style-type: none"> • Lessons in English, Maths, Science and Humanities to ensure no gaps in learning. • Integral escalation 	<p>Summer 1</p> <ul style="list-style-type: none"> • Successful appointment of reflection suite manager 		

		<p>and reflection tool within the behaviour policy and safe space provision.</p> <ul style="list-style-type: none"> • 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. 			
		<p>Summer 2</p> <ul style="list-style-type: none"> • Reflection referrals reduced by 37%. • PP referral reduced by 13%. • C4 behaviour incidents reduce by 21% who school. 	<p>Summer 2</p> <ul style="list-style-type: none"> • Review of reflection area. • Improve and streamline resources. 		
	C. Rewards	<p>Autumn 1</p> <ul style="list-style-type: none"> • 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. 	<p>Autumn 1</p> <ul style="list-style-type: none"> • Continue the celebrate awards with the students and staff. 		

		<ul style="list-style-type: none"> • Highest attending form rewarded weekly. Increase in attendance across whole academy. • Attendance rewards celebrated and shared. Increase in attendance across whole academy. 			
		<p>Autumn 2</p> <ul style="list-style-type: none"> • 450-Superstar letters sent home HT2. • Golden Tickets 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. 	<p>Autumn 2</p> <ul style="list-style-type: none"> • Continue the celebrate awards with the students and staff. 		
		<p>Spring 1</p> <ul style="list-style-type: none"> • 500 Superstar letters sent home HT3. • Golden Tickets issued at the end of every lesson and prizes 	<p>Spring 1</p> <ul style="list-style-type: none"> • Continue the celebrate awards with the students and staff. 		

		<p>awarded after virtual assemblies. Increase in rewards points.</p> <ul style="list-style-type: none"> • 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. 			
		<p>Spring 2</p> <ul style="list-style-type: none"> • 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. • Excellence awards for the Top 5 students in every form. • Golden Tickets prizes shared throughout the academy. Leadership Rewards breakfast every Friday. 	<p>Spring 2</p> <ul style="list-style-type: none"> • In order to increase parental involvement and understanding of the rewards system, messages to be sent to parents/carers weekly informing them of when their child reaches different milestones. 		

		<ul style="list-style-type: none"> • Highest attending form rewarded weekly. • Attendance rewards celebrated and shared. • Easter Eggs given to all students to celebrate bronze/silver/gold/platinum standards. 			
		<p>Summer 1</p> <ul style="list-style-type: none"> • 250 Superstar letters sent home HT5. • Golden 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. • Golden Tickets prizes shared throughout the academy. Leadership Rewards breakfast every Friday. • Highest attending form rewarded weekly. • Attendance rewards celebrated and shared. 	<p>Summer 1</p> <p>Staff to be informed weekly of who receives the superstar letters so success can be celebrated.</p>		
		<p>Summer 2</p> <ul style="list-style-type: none"> • Golden Tickets issued at the end of every lesson and prizes awarded 	<p>Summer 2</p> <ul style="list-style-type: none"> • Review student voice to ensure rewards are suitable and 		

		<p>after virtual assemblies. Increase in rewards points.</p> <ul style="list-style-type: none"> • 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. 	children are aspirational.		
	<p>C. CPD for staff including de-escalation and A2L.</p> <p>Creates a purposeful learning environment for all students. Clear expectations and boundaries for students.</p> <p>EEF Supporting Behaviour in Schools Guidance</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> • Staff CPD session taken place 03.10.2022- scenario based training to increase consistency for PAM learning walks. 	<p>Autumn 1</p> <ul style="list-style-type: none"> • Add to workshops in Aut 2 I order to use more scenarios and role play for staff to work through. 		
		<p>Autumn 2</p> <ul style="list-style-type: none"> • 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. 	<p>Autumn 2</p> <ul style="list-style-type: none"> • PAM and Learning walks to be reviewed weekly 		
		<p>Spring 1</p> <ul style="list-style-type: none"> • SEND CPD delivered around understanding primary 	<p>Spring 1</p> <ul style="list-style-type: none"> • Awaiting OFSTED report to identify explicit 		

		<p>need and planning successful strategies in advance of the lesson. (SMC) OFSTED visit 2 QA'd provision of SEND.</p> <ul style="list-style-type: none"> • Full planning day around SEND provision and amendments following Easter/September plans. 	<p>areas to develop around SEND.</p> <ul style="list-style-type: none"> • Groupings for SEND learners need to be planned carefully and meticulously mapped to stronger staff enabling and ensuring success. 		
		<p>Spring 2</p> <ul style="list-style-type: none"> • Relationships and relentless routines – Pivotal Ed. • Data and how to maximise impact. 	<p>Spring 2</p> <ul style="list-style-type: none"> • Routines to be embedded and checking process to ensure absolute consistencies 		
		<p>Summer 1</p> <ul style="list-style-type: none"> • Trauma informed CPD. • Focused praise and relentless routines. 	<p>Summer 1</p> <ul style="list-style-type: none"> • Development of self-responsibility in line with academy values. 		
		<p>Summer 2</p> <ul style="list-style-type: none"> • Staff CPD session taken place - scenario-based training to increase consistency of visible and audible consistencies 	<p>Summer 2</p> <ul style="list-style-type: none"> • Communication in all its formats. 		
	<p>D. Pass Testing</p> <p>Increasing evidence of Social Emotional Mental Health Problems in young people</p>	<p>Autumn</p> <ul style="list-style-type: none"> • Pass Testing has commenced 	<p>Autumn</p> <ul style="list-style-type: none"> • Analysis of results will be 		

	<p>especially following the Pandemic.</p> <p>EEF Toolkit Social and Emotional Learning +4 months</p>	<p>with all students across the academy.</p>	<p>scrutinised once testing has been completed.</p>		
		<p>Spring</p> <ul style="list-style-type: none"> Senior Leads to meet to create an action plan based on PASS survey results which have been completed during Spring 1. All areas in the top percentiles nationally. Lowest identified was response to curriculum demands. FSM response was slightly lower in feelings about school. PP prioritised for intervention. 	<p>Spring</p> <ul style="list-style-type: none"> Ensure students not attending through mental health are given appropriate support in the academy. Ensure early intervention is given to students who are showing early signs of mental health. 	<p>Completion of PASS testing and review of impact.</p> <p>Data collection moved to student voice.</p>	
		<p>Summer</p> <ul style="list-style-type: none"> Mental Health Self-Assessment completed, in conjunction with Natalie Williams (Mental Health in Education Manager for Oldham LA) 	<p>Summer</p> <ul style="list-style-type: none"> 1-1 and group intervention support from Mental Health in Education team from September 2023 to support current 'fight or flight' mode of some complex Year 8 (going into Year 9) girls. 		
	<p>E. Mental Health Offer</p> <p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> School counsellor or mental health lead general caseload 	<p>Autumn 1</p> <ul style="list-style-type: none"> Continuation of PASS surveys to be completed by the end of HT2. 		

	<p>within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.</p>	<p>during Autumn Term 1: 36</p> <ul style="list-style-type: none"> • Mental Health referrals made: 17 • Daily check-ins with 4 students • Daily searches with 3 students. • BeWell questionnaires 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/mental health for referrals. • Organising Mental Health Day – this was carried on for a week <ul style="list-style-type: none"> ➤ Organising wellbeing ambassadors ➤ Completing surveys to get Student Voice throughout the week ➤ Being available at dinners and breaks to hold a stall and discuss with 	<ul style="list-style-type: none"> • Caseloads to be reviewed, depending on need. 		
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		Mental Health Day/Week with students			
		Autumn 2	Autumn 2		
		<ul style="list-style-type: none"> • Beewell was completed. • 25 referrals during the half term. • Food bank bags put together and parents collected • Girls group on a Tuesday after school who help with food / uniform bank. • A number of students have weekly check ins with mental health lead. • Mental Health HUB is available at breaks and lunch times daily. • Bounce together is set up • Kooth supported Year 11 students on Passport Day regarding exam stress. 	<ul style="list-style-type: none"> • Free breakfast to be re-launched January 2023. • Planning for Mental Health Day in February 2023. • Analysis of PASS survey results, January 2023. • Increasing the number of interventions for students, ranging from a variety of topics. • Ensuring mental health ambassadors have a higher profile around the academy. 		
		Spring 1	Spring 1		
		<ul style="list-style-type: none"> • PASS survey action plan to be written now that survey has been completed. • New breakfast club has been introduced for students with issues around mental health for a daily check- 	<ul style="list-style-type: none"> • Ensure students not attending through mental health are given appropriate support in the academy. • To ensure early intervention is given to students who are 		

		<p>in at the start of the day.</p> <ul style="list-style-type: none"> Continuation of individual and group intervention sessions through referral system by Pastoral Leaders. 	<p>showing early signs of mental health.</p>		
		<p>Spring 2</p> <ul style="list-style-type: none"> Mental Health Lead continuing working with cohort of students. Member of staff also part of complex safeguarding meeting and severe absence meeting, weekly. 	<p>Spring 2</p> <ul style="list-style-type: none"> Looking at slight tweak to current role so that Mental Health Lead can support DDSL with low level safeguarding concerns. 		
		<p>Summer 1</p> <ul style="list-style-type: none"> Mental Health lead working on cohort of students, offering a variety of 1-1 support and small group intervention. 	<p>Summer 1</p> <ul style="list-style-type: none"> Mental Health lead to produce an impact report, highlighting case load of students being support. 		
		<p>Summer 2</p> <ul style="list-style-type: none"> Mental health lead increasing caseload of students with the introduction of group intervention and support. 	<p>Summer 2</p> <ul style="list-style-type: none"> Increase collaboration with Natalie Williams (Mental Health in Education Manager for Oldham LA) to ensure appropriate support is given to greater number of students from September 2023-24. 		

6.	Limited support from home and complex home lives can have a negative impact on academic attainment.				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Changes to approach	Cost
<p>Increase parental engagement and create opportunities for family development.</p> <ul style="list-style-type: none"> • Improved parental engagement evidence by meeting logs. • Increased engagement is evident in classroom observations, access to the curriculum and progress. 	A. Community Hub for wrap around support	<p>Autumn</p> <ul style="list-style-type: none"> • Review of Community Hub taking place to QA current timetable and ensure family needs are being met. 	<p>Autumn</p> <ul style="list-style-type: none"> • Parent voice required and community outreach. 		£20,000
		<p>Spring</p> <ul style="list-style-type: none"> • Community hub open for food bank and early help support. Uniform swap in use for all year groups. 	<p>Spring</p> <ul style="list-style-type: none"> • Further development of community HUB for external agency use. SEND parent coffee mornings increase. 		
		<p>Summer</p> <ul style="list-style-type: none"> • 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. 	<p>Summer</p> <ul style="list-style-type: none"> • Increase traffic into the community hub through increased marketing to allow more families to receive help. Plan for September drawn up. 		
	<p>B. Parent/ carer partnership events</p> <p>Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months).</p>	<p>Autumn 1</p> <ul style="list-style-type: none"> • Post 16 Transition evening 	<p>Autumn 1</p> <ul style="list-style-type: none"> • Very popular Post 16 Transition Evening- to 		

	<p>Lower attaining pupils appear to benefit in particular. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>for Years 9-11 parents/carers and students</p> <ul style="list-style-type: none"> Year 7-11 Parent Partnership Evenings – September. Year 7 Welcome Evening 	<p>be repeated in the Summer.</p> <ul style="list-style-type: none"> Post 16 providers to be invited for Year 9-11 Parents Evenings. 		
		<p>Autumn 2</p> <ul style="list-style-type: none"> Year 11 Parents/carers Evening-virtual 	<p>Autumn 2</p> <ul style="list-style-type: none"> Plan for additional year 11, with focus on PP, to support critical students. 		
		<p>Spring 1</p> <ul style="list-style-type: none"> Year 9 Parents/Careers Evening-online Year 11 Critical Parents/carers evening in the Academy. Parental food bank introduced in community hub. 	<p>Spring 1</p> <ul style="list-style-type: none"> Year group parents evening now to include reading update. Further attendance support through community hub early help team. 		
		<p>Spring 2 AJA</p> <ul style="list-style-type: none"> Year 10 Parents Evening 	<p>Spring 2</p> <ul style="list-style-type: none"> Additional parent virtual evening planned for next academic year to support with careers. 		

		<p>Summer 1</p> <ul style="list-style-type: none"> Year 7 Parents Evening Year 6 parents given access to community hub for uniform support. 	<p>Summer 1</p> <ul style="list-style-type: none"> Communication with local supermarkets to support Food bank. 		
		<p>Summer 2</p> <ul style="list-style-type: none"> Year 8 Parents Evening Year 6 Transition Evening held prior to the students starting-Meet the form event. Local super market has supported with stocking food bank. Information shared with all parents for summer holiday use. 	<p>Summer 2</p> <ul style="list-style-type: none"> Look to review support sessions for parents to encourage reading for pleasure and supporting with homework. 		

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.*