Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Shenley Academy
Number of pupils in school	873
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	J Bartlett
Pupil premium lead	R Pearce
Governor / Trustee lead	N Gallagher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 574,433
Recovery premium funding allocation this academic year	£86,275
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	£660,708

Part A: Pupil premium strategy plan

Statement of intent

At Shenley Academy we want to ensure all of our students are able to achieve the very best possible outcomes, centred around our Trust vision 'Opening Minds, Opening Doors'. Core to this is our outstanding curriculum implementation supported with quality personal development and pastoral care.

Through our pupil premium plan we aim to:

1. Ensure the highest quality curriculum implementation, recognising that the biggest impact on student progress is through quality first teaching.
2. Embed our literacy support strategy as a whole school focus which is enhanced with our reading strategy.
3. Targeted support tailored to the individual which may focus on literacy, numeracy or social/ emotional development.
4. Demand the highest levels of attendance, with all stakeholders recognising the causal effects of absence has on outcomes. Systems will be in place for early identification.
5. Develop social and cultural capital to ensure we offer a well-balanced curriculum which offers a full range of educational experiences. Our personal development programme accounts for contextual issues and focus on quality first teaching.

Challenges

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

Challenge number	Detail of challenge
1	**Low levels of Literacy upon on entry into the academy**
2	**Low levels of numeracy upon entry to the academy.**
3	**To maintain high levels of attendance.**
4	**Ensuring all students have strong study skills that help them to study independently.**
5	**Ensuring all students have access to high quality careers education to raise aspirations.**
6	**To ensure all students are given the cultural capital needed for them to access the curriculum.**

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
The percentage of students eligible for pupil premium funding achieve grades 9-5 in English/Maths in line with or better than non-disadvantaged students nationally	Disadvantaged students outcomes are measured against national average for non-disadvantaged students.
The percentage of students eligible for Pupil premium achieve grades 9-4 in English/Maths in line with or better than non-disadvantaged students nationally	Disadvantaged students outcomes are measured against national average for non-disadvantaged students
Disadvantaged students are given opportunities to study independently within the academy	All students are given the opportunity to develop learning strategies which make learners think about learning more explicitly and take ownership of their learning by teaching learners specific strategies to set goals, monitor and evaluate their own learning. These strategies are more effectively learned when they are taught, modelled and applied in a range of contexts by teaching learner's explicit strategies to plan, monitor and to evaluate their learning, and giving them opportunities to use them with support and then independently. Students will illustrate greater independence when completing tasks.
Students eligible for pupil premium funding are given cultural experiences they wouldn't otherwise have.	All students will have appropriate and ambitious career pathways and there will be 0% NEETS. Increasing proportions of disadvantaged students participating in enrichment activities, including sport by at least 25% by May 2022. We are aiming for all students to engage in at least one extra-curricular activity and have received high quality careers advice linked to the Gatsby Benchmark guidance.

Reduce the attendance gap between disadvantaged and non-disadvantaged students and be in line with national average.	A significant reduction in the gap in attendance and persistent absence between disadvantaged and non-disadvantaged students through a combination of whole school interventions specifically targeting disadvantaged students will lead to an increase in overall attendance for all students to 95% and will in turn close the disadvantaged/ non-disadvantaged gap, whilst ensuring that we raise the benchmark for all students.
Support the health and wellbeing of pupils eligible for pupil premium funding including a reduction in negative logs and fixed term exclusions, and an increase in MAGNAS for disadvantaged students. More opportunities for students to study within the academy	A reduction in the number of negative logs for disadvantaged students, with disadvantaged students not disproportionately represented in the data. Fixed term exclusions for disadvantaged students to reduce significantly and be below national other. Improved disadvantaged student attendance at after school intervention and holiday school classes.

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: PP £247,076 plus Recovery Premium £4,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part-funding of English Head of department. Responsible for ensuring high quality first teaching in English for all students including the disadvantaged. The the on-going tracking and intervention with disadvantaged students.	Evidence provided by The Education Endowment Foundation (EEF) evidence demonstrates the positive impact quality first teaching, effective tracking and intervention has on the progress of disadvantaged students. The impact is particularly seen in subjects such as English. EEF research (https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching) in particular in a subject like English as this can reduce the literacy barrier, allowing students to access other subjects and feel more confident in processing a wider range of vocabulary; writing styles in their ability to access and demonstrate both their reading and writing skills. In the 2020/21 academic year disadvantaged students in Key Stage 3 showed improvement in there reading age for example in year 7 students made 12 months+ of progress on their reading age. In Year 11 77% of year 11 disadvantaged students in 4+ and 56% achieved 5+ in English Language.	1
Continued development of the marking and feedback policy. This will have a focus on the quality of feedback linked to the quality of the reteach activities.	The EEF (EEF Evidence 7-Written Marking, 2016) toolkit suggests that the provision of high-quality feedback can result in up to eight additional months' progress over the course of an academic year. Feedback can take a range of different forms, including written feedback in the form of marking; oral feedback and peer feedback; also a teacher may also choose to vary the frequency, timing, focus and tone. High quality feedback which involves student reflection	1,2,4

	has an especially positive impact on disadvantaged students (EEF+8). In the previous year this strategy was fully established within the academy and led to significant improvements in formative feedback for students across each key stage as show by the improvements made in the end of composite assessments.	
Part funding of Assistant head teacher for SEND. This role is to have strategic oversight for SEND students and in particular disadvantaged SEND students. The role includes supporting disadvantaged SEND students to have the best possible support to meet their educational needs.	SEND code of practice, chapter 6.87 SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk) stipulates that "The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team". At Shenley the SENCO is supported by an Assistant Head Teacher for SEND strategy. The Assistant Head will monitor disadvantaged SEND students' progress through regular learning walks, book trawls and data analysis.	1,2,4,
Part-funding of Head of Maths who is responsible for ensuring high quality first teaching in maths for all students including the disadvantaged and for the on-going tracking and intervention with disadvantaged students.	EEF evidence supports impact of high quality first teaching and effective tracking and intervention. The report also focuses on the importance of a wide range of teaching strategies which can be used to inform and improve the quality of teaching. The report also refers to the importance of planning for progression and how this can impact on students' progress. (EEF Evidence review 13-Improving mathematics in KS3, 2018) In the 2020/21 academic year lesson observation showed an improvement in the quality of teaching with 77% of lessons judged to be good or better. Disadvantaged students in Year 11 achieved 68% 4+ in 2021, an improvement on 2020 4+ for disadvantaged students of 58%, and in 2019 4+ for disadvantaged students 52%.	2
Part funding of Class Charts (incl. seating plan aspect) All staff clearly identify students with pupil premium funding and /or SEN on annotated seating plans.	Facilitating classroom teachers improved awareness of disadvantaged students will allow for improved support and attainment. The seating plan aspect enables staff to clearly identify disadvantaged students, so that they can receive the necessary support and challenge. Seating plans also supports targeting of questions and checking of understanding in lessons.	1,2,

Part funding of Assistant head teacher for personal development including careers and partnerships	This role will ensure all disadvantaged students engage in wider school life and have the values to flourish in modern Britain. Disadvantaged students attendance will be tracked to monitor participation in extra-curricular activity. This post will deliver a PHSE curriculum to support personal development for disadvantaged students.	4,5,6
Part-funding of Head of Careers, education information, Advice and Guidance to support disadvantaged students making aspirational choices for their next steps in their academic journey. We will focus on the following Gatsby benchmarks: A stable careers programme, Addressing the needs of each pupil and linking the curriculum learning to careers.	Gatsby Benchmarks include having named Head of CEIAG. Strong CEIAG throughout school is essential to mitigating any risk of disadvantaged students becoming NEETS. The Head of CEIAG works to ensure careers is an integrated part of school life working to meet all Gatsby bench marks and to develop partnerships and links with universities and other external organisations (e.g. Into University, local employers) that can provide support for aspiration-raising and career development activities for disadvantaged students. EEF research (9 careers education, 2016) into careers education states that students receiving careers education go on to achieve greater academic attainment.	4,5
Part funding of Assistant head to lead on Pupil Premium funding. They are responsible for strategic oversight of pupil premium plan, spend and impact evaluation.	Evidence from SSAT research (Quality and equity: the twin goals for a successful school, 2015) demonstrates the importance of having a named SLT member as having overall responsibility for disadvantaged funding. This helps to ensure all parts of the plan are carefully executed to ensure biggest impact.	1,2,3,4,5,6
Part funding of Assistant head teachers progress year leaders salary to support students in achieving positive outcomes and securing appropriate destinations. They will do this through regular learning walks, book trawls and data analysis.	School data highlights the gap in progress between disadvantaged and non-disadvantaged students. To close this gap, the use assistant head progress year leaders will work with students on daily basis to support their academic progress, well-being and future pathways. Evidence from the Education development trust (Successful school leadership,2014) supports the use of leaders for progress in schools where they are implemented to set clear directions for students within their year groups, develop and support the effective delivery of high-quality learning within their zones through regular book trawls, learning walks and by establishing a clear vision and track progress using timely interventions	3,4,5

| | when required. These staff bridge the gap between the pastoral and academic aspects of school life and by knowing their students really well can ensure that all interventions have the greatest possible impact. Especially in areas such as revision and self-regulated learning and structured academic reflection strategies (for example Assertive Mentoring). | |

Recovery premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Career Teacher Twilight sessions Bespoke twilight sessions for ECTs offering subject specific training.	These sessions will be based around key focuses for each ECT. The Key focuses will be derived from the feedback from observations and learning walks. Evidence from previous years NQT's has shown these sessions have supported their development and improved their quality of teaching.	1-6
Key leader online web site for CPD SLT to be given access to the 'KEY' portal, allowing for latest pedagogical developments to be shared with all staff.	The key leader website provides the school with the latest pedagogical developments as well as keeping up to date with the latest policies and procedures.	1-6
Year 10 revision guides – all subjects Purchase of revision guides for all students to support Knowledge retention. Each subject area is identified an appropriate guide suitable for their subject.	Based on Baseline data we have identify significant gaps in knowledge. CGP books are a useful revision tool to support the closing of knowledge gaps. These have been used effectively used in the previous year as evidenced by our improving outcomes, for example our Maths and English outcomes have improved by 22 percentage points for students achieving a grade 4 or more.	4

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

Budgeted cost: PP £28,230 plus Recovery Premium £64,094

Activity	Evidence that supports this approach	Challenge number(s) addressed
GL Assessments to check impact of literacy and numeracy in year 7.	GL assessments are nationally recognised assessments and include a breakdown by disadvantaged and non-disadvantaged students. The results from these tests will support the monitoring and evaluation of the impact of the different strategies as well as providing diagnostic information about the subject specific areas of strength and weakness for disadvantaged students. GL assessments can be used to identify focus areas for students to improve their academic journey.	1
Literacy Assessment Online for years 7, 8 and 9	This strategy provides regular reading age data for all students. This provides diagnostic information on each individual child reading age against chronological age. In the 2020/21 academic year 50% of students in key stage 3 made a minimum of 6 months reading age progress. This improvement will have long-term impacts on outcomes at the end of year 11 as students will a higher reading age will have greater access to the curriculum.	1
Maths masterclasses for year 8 and 9 maths students with targeted intervention assistants - The focus will be on bespoke maths skills and knowledge so that disadvantaged students make rapid gains in progress and meet age related expectations in maths	The EEF recognises that small group work with targeted students (+4 EEF) is effective in students making progress. This allows teachers to provide bespoke support for students to help support greater progress. Developing maths masterclasses is an effective way of creating curriculum enrichment and impact the progress of disadvantaged students	2
Reading club to targeted disadvantaged students who have a	The EEF evidence review on reading programmes for secondary students (15 EEF evidence. Review of secondary literacy, literacy	1,5,6

reading age below their chorological age.	development,2015) states that extra time for reading is important and in turn increase course grades and standardisation tests especially for low ability pupils.	
Holiday school. Payment for teachers delivering sessions in holidays.	Provides students with additional revision sessions and opportunities to complete coursework, supporting disadvantaged students who may not have access at home to revision materials including IT equipment. EEF research (EEF Summer schools-what the evidence tells us and what it doesn't, 2021) on summer schools states that students who take part in holiday schools can make up to 2 months' progress over their peers.	1,2,5,6

Recovery premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Tutoring - 7 (form time) and 8 and 9 (after school) Tutoring programme to support the developing of numeracy skills for years 7-9 in conjunction with targeted workbooks.	This programme will focus on the lowest attaining following the GL assessments in September. The programme will focus on core numeracy skills needed to help support success throughout KS3 and 4.	2,4
MFL tutoring Year 10 mentoring pro-gramme for MFL stu-dents with academic mentor. This will be 1 hour additional tutoring per week to support out-comes	MFL outcomes are below national average and are a focus area for the Academy. The targeted intervention has supported student progress over time and MFL is now on an upward trajectory	4
Half term school for foundation sub-jects yr 11 (options) Half term school offered to all students on set range of subjects	The outcomes for options subjects have improved over time by using this approach for example 4+ in Geography has increased by 25% in the last two years.	4

Reading group (Year 7-9) Mentoring to work on improving literacy across the school. With a focus on improving the reading ability of a core group of students.	An academic mentor gives additional capacity to focus on a core group of students with low reading ages and improve literacy helping them access the curriculum. The selection of students will be the lowest 20% of readers in each year group only. The students will continue to be pupil premium students rather than all of those in the 20% category in order to broaden their cultural capital via diverse text choices.	1
Primary teacher x 1.5 – yr 7-10 Targeted intervention for those consistently underperforming with SEND needs.	By having primary teachers in school supports the transition from primary to secondary. This has allowed gaps in skills and knowledge to be closed and supports students making greater level of progress. This approach has shown success as students' knowledge and skills have improved over time.	1,2 and 4
Bush craft teacher – yr 7-8 Targeted intervention to encourage engagement and nurture a love of lifelong learning.	Pyramid of need analysis has shown that key students are particularly vulnerable and despondent with education. By offering this extra-curricular activity supports engagement in lesson and builds confidence in turn reducing poor attainment, attendance and behaviour.	3,6
Academic tutoring in English, Maths and Science - year 7-9 - During school	Baseline data, pyramid of need analysis and reading age data indicates that there is a knowledge gap. National tutoring programme shown to have great success in closing gaps. Research from the DFE shows that academic tutoring in schools is effective way of supporting students closing the gap.	1,2,4
Malachi Targeted therapeutic support	Targeted support for students whose needs need specialist intervention to aid them returning back into fulltime education. Outcomes from last year shows this approach has been successful as students mental health needs are being met, in turn improving engagement in learning.	3

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

Budgeted cost: PP £299,127 plus Recovery Premium £17,956

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hegarty Maths' to support with students understanding of mathematical concepts.	Supporting maths homework and lesson starters. We are using Hegarty maths because is a widely respected platform which offers a range of mathematical concepts to support students learning. It is also frequently used for setting homework in maths. Hegarty maths is used by over 1000 schools to improve attainment in maths and supports students' progress away from the classroom	2
Part funding of a home school liaison officer. Produces daily attendance, reports and evaluative figures weekly of focus groups and tackles school refusal	Second day absence home visits for vulnerable and disadvantaged students. Supporting disadvantaged students to attend school and reduce persistent absence improves their attainment chances. Through the analysis of the daily attendance support can be put in place for student with poor attendance quickly. In the 2020/21 academic year 906 home visits were carried out including 720 visits to homes of disadvantaged students supporting the attendance of students	3
Part funding of one SLT salary for role relating to attendance. Part funding of PSMs. Part funding of two attendance officers.	Research shows (Persistent absence: what can schools do, 2020, https://www.headteacher-update.com/best-practice-article/persistent-absence-what-can-schools-do/224973/) that students eligible for pupil premium funding are more likely to be persistently absent. Supporting disadvantaged students to attend school and reduce persistent absence improves their attainment chances. Attendance assemblies and support for students with attendance concerns. Robust tracking of potential persistent. Implementation of SOL. Parental engagements events such as coffee mornings. Strategies implemented in the previous academic year resulted in attendance rising in line with national average.	3
Continue to develop the use of the SOL attendance so that all stakeholders (students, teachers, leaders) have weekly access to up-to-date attendance data.	SOL attendance is quick, efficient analysis of attendance patterns to enable prompt intervention when attendance is poor or declining. SOL attendance is simple and engaging for students as well as teachers and leaders so it will act as motivational tool for students as well as an analysis tool for teachers and leaders.	3

	SOL attendance allows for early identification of falling attendance and allows for rapid intervention to be put in place at all levels in the academy. SOL helps students understand what their current attendance is and how thi impacts on their learning.	
Attendance rewards to improve the engagement and positive self-esteem of disadvantaged students, driving a culture of celebrating success.	Using small rewards increased disadvantaged student's attendance and a reduction in persistence absence for disadvantaged students. This was significantly important post lockdown as the rewards supported our attendance being above the wider community average.	3,4
Personalised attendance mentoring for students who are persistently absent. Daily contact between designated academy leader and each individual student. Text messages sent daily for absence for parental	Increased tracking and engagement with students who are at risk of persistent absence. There's a clear link between poor attendance and lower academic achievement. We know from Department for Education studies into the effects of absence on pupils' progress and attainment levels (Birmingham city council, education legal intervention team, An early help approach to improving pupil attendance, 2021) that absence has a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome. It's clear from the data that being absent from school for any reason has an impact on a child's progress in school. The impact on poor attendance is not just at an educational level but also a social level, as evidence also suggests students with low attendance can struggle to make and keep friends. In addition, EEF evidence (How can schools support parents' engagement in their children's learning? Research and practice, 2019) indicates the importance of keeping parental engagement through text messages helps to raise attendance and attainment.	3,4,5
Supporting mental health curriculum to support students with social issues.	Research evidence shows that education and health are closely linked. Promoting the health and wellbeing of pupils and students within schools has the potential to improve their educational outcomes and their health and wellbeing. Supporting student's mental health and wellbeing is crucial in helping students to succeed, impacting both attendance and attainment and informs our duty to keep children safe in school. Pupils with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated	4,5

	with greater health and wellbeing, and better achievement. The rationale for this is clearly justified in the Public Health England report: The link between pupil health and wellbeing and attainment (The link between pupil health and wellbeing,2014)	
Part-funding of School Counsellor- increased to 3 days a week. (EEF +3)	The school counsellor has positive impacts on vulnerable disadvantaged students. This has led to improvements in attendance and improved outcomes. Following lockdown there has been a greater need for SEHMH/MHWB support for young people (both in terms numbers and extent) which supports the rationale for this action.	3,4,5
Part funding of alternative provision placements to support academic achievement suited to student's needs.	Alternative provision is commonly defined as education outside school, arranged by local authorities or schools themselves. Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education. Effective use of an alternative provision can impact positively on the life chances of a student who is in danger of not achieving their true potential due to attendance, behaviour, or other reason. Book trawls and weekly visits to each alternative provision provider show that students who were at risk of permanent exclusion are making good progress. EEF teacher toolkit (EEF teacher toolkit, 2020) indicates that appropriate alternative provision can improve student learning both for students in the academy and the students at alternative provision.	3,4,5
Part funding of Assistant head teacher for responsibility for behaviour and ethos. (EEF +3)	Data from previous years and analysis of the Pyramid of Need shows that there is a clear correlation between disadvantaged students and students who exhibit challenging behaviour in school. There is a wealth of evidence to support the importance of a systematic and whole school approach to behaviour: one of the most significant and widely shared pieces of evidence to support this approach to Hattie's Visible Learning, 2012 which states that of the top 5 school-based factors that have an above average impact on achievement, four of them are related to behaviour and ethos: classroom behavioural; classroom cohesion; peer influence and classroom management. As shown elsewhere in this document, an approach to conduct must also be one that includes rewards for those who do well; as well as sanctions for those who cross boundaries. EEF teacher toolkit, 2021 indicated	1,2,4,5

	appropriate intervention on behaviour is important and can help raise attainment across the school.	
Development of the positive use of reflection room for students requiring additional support through the part funding of behaviour and interventions manager. The behaviour manager is to plan interventions to support students making the right choices. (EEF +3)	No school can expect behaviour to improve through a system of consequence and award alone. And in their report on behaviour in schools, the EEF (evidence review 14 Improving behaviour in schools, 2019) suggest one of the themes that can have a significant positive impact on student's behaviour is support with stress and coping (including support with emotional regulation and other affective aspects of behaviour). Whilst all staff can support with this through their teaching and everyday relationships with students, there are students for whom it is clear that a more formal and structured approach would be required. It is this role that will fill that niche. The EEF state: (Improving behaviour in schools, 2019) 'monitoring behaviour is important to limit long term outcomes like peer rejection and school failure if behavioural difficulties become entrenched.	4,5
Rewards week Develop rewards week for the end of the academic year to reward those students who have excelled in the current academic year	A positive ethos and culture can have positive impacts on self-confidence, self-efficacy and motivation leading to a greater attendance and attainment, Rewards for students in final week to experience opportunities they may not have otherwise been able to access will also support students access to cultural capital and support are school values. Termly awards presented in awards assemblies by year group. A good rewards policy enriches the lives of students and has a positive impact on progress over time. The use of MAGNA's and badges have proved to be really positive with students. EEF research on student motivation (Increasing pupil motivation ,2015) indicates that rewards can have a positive impact on effort in lessons and academic attainment.	1,2,3,4,5,6
Motivational assemblies and speakers to raise aspirations.	Motivational speakers and assemblies are used to motivate and provide additional direction to vulnerable disadvantaged students. Previous guest speakers have been received positive student voice feedback in previous years. Guest speakers can help mitigate the risk of becoming NEET, add to cultural capital and improve academic attainment. Motivational speakers in different fields gives students the opportunity to see their curriculum come to life, ultimately impacting positively on enrichment within the curriculum. EEF research	4,5,6

	on raising aspirations suggest that these techniques help to raise motivation. EEF evidence 12 Employment engagement in education, 2018, states that by 'engaging with employers helps to raise academic attainment'.	
Careers events on the academic calendar as per Careers bid: • Forward Thinking Programme • Transport to post-16 uni. Events • BITC Service level agreement (provider of free events throughout the year from KPMG)	Low levels of NEETS in the past year gives a clear rationale for investing in an outstanding CEIAG provision. EEF evidence 12 Employment engagement, 2018 states that by 'engaging with employers helps to raise academic attainment'.	5,6
Uniform subsidy provided to disadvantaged students who are suffering hardship.	The uniform subsidy is offered to a small number of disadvantaged students who are suffering hardship. This is assessed on case by case basis. By offering this subsidy it encourages disadvantaged students to attend school regularly.	3,5
Subsidy of trips and hardship fund to ensure wider cultural exposure.	Subsidy of trips and hardship fund to ensure wider cultural exposure. The school's commitment to supporting greater opportunities to develop cultural capital within school has aligned with the school's wider strategy in narrowing the gap for disadvantaged students. A clear link between cultural capital and raised aspirations, access to curriculum has been established through research. furthermore, In September 2019, educational watchdog Ofsted created a new inspection framework that requires schools to develop their students' cultural capital.	4,5, 6
Implementing the Duke of Edinburgh programme.	The Duke of Edinburgh programme helps to support a growth in student's cultural capital. The award helps to develop skills and confidence which can support disadvantaged students achieving more. The programme also supports with raising aspirations. through extra-curricular activities, such as communication, commitment, leadership and teamwork.	5,6

Curriculum enrichment opportunities to support the development of students.	The purpose of enrichment is to provide extended learning prospects – it gives students the opportunity to study concepts with greater depth, breadth and complexity, while also helping students to pursue their own areas of interest and strengths Students are to be given the opportunity to experience a real-life curriculum by visiting institutions. A report on enrichment in the curriculum states 'a successful enrichment programme enhances students' lives, increase motivation and achievement' (Enrichment of the curriculum, 1996)	5,6
Young enterprise	Participation in Young Enterprise and Young Money programmes develops key employability and financial capability skills beyond the classroom environment. Students get the opportunity to run their own company programme for up to an academic year. Other activities throughout the year include: Fiver challenge to learn more about financial management, employability masterclass, team programme for students with mild learning difficulties and Learn to Earn. These types of extra-curricular programs have a 'positive effect on both education and career outcomes' (Sutton trust, Extra curricula inequality, 2014)	5,6
Literacy trust membership	Improvements in Literacy are important for any student improving their access to the curriculum. The literacy trust provides a wealth or resources designed to improve reading ages.	1
Extra-curricular clubs being offered to students.	Extra-curricular clubs are an excellent way in which to develop curriculum enrichment and evidence suggests students who participate in extracurricular activities demonstrate higher levels of academic achievement, greater character development, greater social development and a greater sense of the importance of community involvement. These opportunities have 'a positive effect on both education and career outcomes' (Sutton trust, Extra curricula inequality, 2014)	3,4,5,6

Recovery premium		
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
GL assessment credits – year 7	A need to monitor the progress of reading ages/ numeracy skills to ensue targeted intervention where needed and ensure the intervention programme is having an impact. GL assessments	1,2

CAT 4, PTM (Numeracy) PTE (English) GL assessments for Reading and Numeracy	can also be used to inform teaching allowing teachers to plan effectively to meet student's needs.	
Board games for year 7 and 8 Purchasing of games to improve engagement at lunchtimes.	To improve engagement and behaviour to facilitate the seated dining experience. This is to embed a calm and focused learning environment when returning to lessons. This strategy has improved engagement in lessons.	3,6
TIA intervention To target key students following evidence of progress gaps in pupils	To give academic and SEMH support to targeted SEND students. Evidence shows that this support enables students to have greater access to the curriculum in order to enrich their educational experience.	1-6
LEGO league Building and programming through LEGO	To improve the attendance of girls and disadvantaged students to extracurricular activities. For them to have another outlet where they are inspired to try programming and coding.	6

Total budgeted cost: PP £574,433 Plus Recovery Premium £86,275 total £660,708

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 2020 to 2021 academic year.

1. **Low levels of Literacy on entry – to shorten the gap between our disadvantaged and non disadvantaged students in literacy areas**.
   The outcomes of the last academic year show that disadvantaged students made at least 12 months' progress in reading age in KS3 which supported in closing the gap between the reading age and chorological age. The outcomes in English language GCSE indicated that 77% of disadvantaged students achieved a grade 4 or higher with 56% receiving a 5+. Furthermore, the reviewing on the marking and feedback policy that supported the improvements in literacy indicates that the quality and depth of student's work has increased alongside the quality of the reteach activities. This has also seen students taking a sense of pride in their work.

2. **Low levels of numeracy on entry – to shorten the gap between our disadvantaged and non disadvantaged students in numeracy.**
   The outcomes for maths GCSE indicates that disadvantaged student's outcomes increased by 10% from the previous academic year with 68% of pupils achieving a grade 4+. In addition, the quality of teaching in maths has improved through the careful of planning of the curriculum. Observations show that nearly 80% of lessons were graded emerging mastery or above. The catch up programme in year 8 and 9 has been successful with student's outcomes increasing significantly from the baseline assessment. These intervention sessions have also supported enrichment opportunities within maths. Furthermore the use of Hegarty maths has supported students completing maths homework with over 80% of students regularly accessing the programme.

3. **Some disadvantaged students struggle to attend school regularly.**
   The home school liaison officer has played a key role in improving attendance for disadvantaged students with 720 home visits for disadvantaged students.
   This strategy has supported attendance move towards the national average. Pastoral staff have consistently supported the attendance drive through daily calls to reduce absence and remove parental and student anxiety driven from Covid. The use of the SOL tracker has helped to raise the profile of attendance in the school with students understanding more what poor attendance means and how this impacts on their learning. Rewards have used effectively to reward students whose attendance has improved with 54% of the students rewarded were disadvantaged students. The attendance monitoring of persistent absent

students had some success with a number of students being removed from the persistent absent register.

4. **Some disadvantaged students in particular lack social and study skills, along with lack of maturity which negatively impacts how effectively they self-regulate their attitude to learning.**
The school councillor programme has had success with 90% of students accessing the service have been disadvantaged, this has helped to reduce the number of negative logs and social incidents. Students who are accessing alternative provision are making good progress as monitored through regular book trawls and lesson observations. These programmes are helping students reengage with education. Through the intervention programme offered by the behaviour manager we have seen zero permanent exclusions. We have also seen a reduction in the number of negative behaviour incidents logged and an increase in the number of positives.

5. **Some disadvantaged students have not had access to high quality social and cultural experiences, which can limit their access to the curriculum and which can also limit the range and scope of their future aspirations. There is also a lack of parental engagement with some Pupil Premium Students.**
Disadvantaged students have received access to a full PHSE curriculum which has supported raising pupil aspirations this has resulted in zero NEET students last academic year. Disadvantaged students have benefited from a one on one careers appointment which has been tailored to support them in choosing the appropriate provision for the next steps in their academic journey. Students have benefited from a large range of extra curricula clubs including Lego club and science club. These programmes have helped to develop confidence in pupils and engage them in thinking about their future aspirations. Parental engagement has increased through a number of parental meetings, text messages and letters home, this has helped parents to gain greater understanding of the opportunities available for their child.

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
Literacy trust membership	Literacy Trust

Service pupil premium funding (optional)

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

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.