

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	Shenley Academy
Number of pupils in school	848
Proportion (%) of pupil premium eligible pupils	71%
Academic year/years that our current pupil premium strategy plan covers	2022-2024
Date this statement was published	22/09/22
Date on which it will be reviewed	22/09/23
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	£ 572,778
Recovery premium funding allocation this academic year	£163,530
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	£736,308

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.

<p>Reduce the attendance gap between disadvantaged and non-disadvantaged students and be in line with national average.</p>	<p>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.</p>
<p>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</p>	<p>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.</p>

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 £240,734 plus Recovery Premium £34,352

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of teacher of English. Ensuring that they provide high quality teaching for disadvantaged students to ensure the best possible progress.	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.	1
Funding of teacher of science. Ensuring high quality teaching for disadvantaged students ensuring they make the best possible progress.	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)	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,	1,2,4

	<p>timing, focus and tone. High quality feedback which involves student reflection 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.</p>	
<p>Funding of the SEMH lead. This role includes supporting disadvantaged students to have the best possible support in both social and emotional health to support their educational needs.</p>	<p>The role of SEMH lead in the academy is key to support pupils making the highest academic progress. The SEMH lead can build positive relationships helping them engage with their learning. SEMH blog supports this 'relationships between staff and students need to be positive too. SEMH schools who get this right will focus on mentoring, extra-curricular activities, restorative practices, positive language, opportunities for interactions built into the timetable, pastoral needs prioritised and a support given for behaviour in place of a need to control' (https://semh.co.uk/social-emotional-and-mental-health-semh/opinion/semh-schools-what-makes-a-good-semh-school)</p>	1,2,4,
<p>Funding of a teacher of Maths. Ensuring that they provide intervention for disadvantaged students to ensure the best possible progress.</p>	<p>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 2021-22 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%.</p>	2
<p>Use of Class Charts (incl. seating plan aspect) All staff clearly identify students with pupil premium funding and</p>	<p>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</p>	1,2,

/or SEN on annotated seating plans.	and challenge. Seating plans also supports targeting of questions and checking of understanding in lessons.	
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-	3,4,5

	quality learning within their zones through regular book trawls, learning walks and by establishing a clear vision and track progress using timely interventions 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
Teacher of Maths – intervention lead Small group intervention to work with disadvantaged student who are below target in Maths.	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 2021-22 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

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

Budgeted cost: PP £18,198 plus Recovery Premium £94,188

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths masterclasses for year 8 and 9 maths students with	The EEF recognises that small group work with targeted students (+4 EEF) is effective in students	2

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	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	
Recovery premium		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and Reading strategy Whole school focus on improving the reading ability collectively and within a targeted group of students.	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
MW Fitness Targeted self esteem and life coaching	Targeted support for students whose emotion regulation and behavioural routines require coaching and reflection to enable them to make the right choices for education and life. This approach has proven to reduce logs, raise attendance and to promote positive aspirations for when the students leave school.	3
School counsellor Targeted therapeutic support	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/MHWP support for young people (both in terms numbers and extent) which supports the rationale for this action.	3,4,5
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.	3,4,5

<p>Holiday school. Payment for teachers delivering sessions in holidays.</p>	<p>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.</p>	<p>1,2,5,6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: PP £313,846 plus Recovery Premium £34,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part funding of a home school liaison officer.</p> <p>Part funding for a home school liaison office to focus on supporting disadvantaged student's attendance. Produces daily attendance, reports and evaluative figures weekly of focus groups and tackles school refusal</p>	<p>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.</p> <p>In the 2021/22 academic year 906 home visits were carried out including 720 visits to homes of disadvantaged students supporting the attendance of students</p>	<p>3</p>
<p>National Tuition programme</p>	<p>The national tutoring programme has real benefits in supporting disadvantaged students to catch up. This programme focuses on working with students in core subjects. The EEF states these types of programmes are very successful for disadvantaged students and helps them progress quicker. (National Tutoring Programme: NTP Academic Mentoring EEF (educationendowmentfoundation.org.uk))</p>	
<p>Part funding of one SLT salary for role relating to attendance.</p>	<p>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</p>	<p>3</p>

<p>Part funding of PSMs.</p> <p>Part funding of two attendance officers.</p>	<p>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.</p>	
<p>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.</p>	<p>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.</p> <p>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.</p>	<p>3</p>
<p>Supporting mental health curriculum to support students with social issues.</p>	<p>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 with greater health and wellbeing, and better achievement.</p> <p>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)</p>	<p>4,5</p>
<p>Part funding of alternative provision placements to support academic achievement suited to student's needs.</p>	<p>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</p>	<p>3,4,5</p>

	<p>in danger of not achieving their true potential due to attendance, behaviour, or other reason.</p> <p>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.</p>	
<p>Part funding of Deputy head teacher for responsibility for behaviour and ethos. (EEF +3)</p>	<p>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 appropriate intervention on behaviour is important and can help raise attainment across the school.</p>	1,2,4,5
<p>Rewards week</p> <p>Develop rewards week for the end of the academic year to reward those students who have excelled in the current academic year</p>	<p>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.</p>	1,2,3,4,5,6

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
Literacy trust membership	Improvements in Literacy are important for any student improving their access to the curriculum. The literacy trust provides a wealth of 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
SEND events Events held to celebrate student achievements and to promote active parental engagement.	A need to promote parental engagement through positive circumstances such as celebrations, rewards, internal events and information sharing. Positive parental engagement improves parent and teacher relationships working on a collaborative approach to meet their needs of the children.	4,5,6
SEND cultural capital Events aimed at raising the cultural capital of disadvantaged SEND students.	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,	4,5, 6

	In September 2019, educational watchdog Ofsted created a new inspection framework that requires schools to develop their students' cultural capital.	
<p>Motivational assemblies and speakers</p> <p>To raise aspirations.</p>	<p>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.</p> <p>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 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'.</p>	4,5,6
<p>Attendance rewards</p> <p>To improve the engagement and positive self-esteem of disadvantaged students, driving a culture of celebrating success.</p>	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
<p>Curriculum enrichment opportunities</p> <p>To support the development of students' cultural capital.</p> <p>Including the continued running of the Duke of Edinburgh Programme.</p>	<p>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</p> <p>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)</p> <p>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.</p>	5,6

	through extra-curricular activities, such as communication, commitment, leadership and teamwork	
<p>Pastoral support officer</p> <p>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)</p>	<p>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.</p>	4,5

Total budgeted cost: PP £572,778 Plus Recovery Premium £163,530 total £736,308

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

1. Students eligible for pupil premium funding are given cultural experiences they wouldn't otherwise had

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, boxing club and a theatre group which has been able to produce a production delivered to parents and students. 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. In addition, the academy has hosted a range of cultural capital events which have included sessions on mindfulness and wellbeing.

Students have also been able to experience the curriculum coming to life through being able to see a production of a Shakespeare play and events within science looking at crime scenes and how forensic are used to within the workplace. These types of programmes have enhanced the cultural capital experience each student receives within the academy. The academy has also invested into providing extra curricula clubs which have been designed to encourage disadvantaged students to attend such as archery and golf. This has seen an increase of over 100% of disadvantaged students regularly attending an extra curricula provision. Furthermore, some disadvantaged students have received the opportunity to learn outside the classroom with visits to universities and taking part in fieldtrips. These types of events help to develop cultural capital experiences for disadvantaged students.

The SEND awards is a new initiative aimed at increasing SEND parental engagement with the school by celebrating and shining the light on those that have a SEND need through information sharing and awarding rewards. The event had 135 parents attend which is 78% of the SEND register. Student and parental voice was incredibly positive following the event with 88% confirming they would attend such an event again.

{78% is based on 174 students on register 2021-22}

2. Disadvantaged students are given opportunities to study independently within the academy.

Disadvantaged students have been given a wealth of opportunities to study independently through a range of teaching techniques this has been developed through the constant focus on the quality of reteach across the Academy allowing students to evaluate and reflect on their work and move forward in a positive manner. This has also been supported by mentoring provided by Assistant heads of progress, the focus of this mentoring had been to support students in learning techniques to increase their academic progress. Through this academic progress we have seen an increase in the quality of work produced. The quality of work has been monitored through regular book trawls within all subjects. In addition, within lesson observations we have seen greater independence from students accessing their own learning.

3. 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

Disadvantaged students at the academy have received a wealth of support to develop their health and wellbeing. This has been provided by an extensive PHSE programme which has helped students understand sensitive topics such as sexual health and racism. Furthermore, students have received a number of assemblies relating to current topics to enable them to have a greater understanding where they are able to seek support for events which impact their wellbeing such as Bullying. Furthermore, there has been an investment within the academy in student wellbeing ambassadors. These ambassadors have taken part in extensive training to help them support the wider student body with their wellbeing issues. This programme has proved to be important as it has enabled students to feel comfortable in discussing sensitive topics with their peers. Within the Academy we have seen an increase of over 8000 MAGNAS been given to disadvantaged students based on the previous year (2020-21) This has supported students' wellbeing through the constant focus on positivity and students feeling their efforts are rewarded. 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 within the academy. This programme has enabled some disadvantage students regulate their behaviour.

4. Reduce the attendance gap between disadvantaged and non-disadvantaged students and be in line with national average.

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 supporting parents in allowing their child to return to school following the first day of absence. In addition, the pastoral support given has even allowed some disadvantaged students to return to the academy the same day. 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 a number 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.

5. Low levels of Literacy on entry – to reduce the gap between our disadvantaged and non disadvantaged students in literacy.

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 chronological age. The outcomes in English language GCSE indicated that 72% of disadvantaged students achieved a grade 4 or higher with 53% receiving a 5+ This is 21 percentage point increase on 2019 for 4+ and 5+ and 18 percentage point increase . 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. Alongside the academy has developed an intensive literacy programme which has supported students progress by encouraging the teaching of literacy in all subjects.

6. Low levels of numeracy on entry – to reduce the gap between our disadvantaged and non-disadvantaged students in numeracy.

The outcomes for maths GCSE shows that disadvantaged student's outcomes increased by 19% from 2019 with 72% of pupils achieving a grade 4+ and an increase of 15% of 5+ from 33% in 2019 to 48% in 2022. 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 online programmes has supported students completing maths homework with over 80% of students regularly accessing the programme.

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Literacy trust membership	Literacy Trust
SEMH provision	Malachi

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.