

# Pupil premium strategy statement – Outwood Grange Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1911
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2025/26-2027/28
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Toby Rutter
Pupil premium lead	Rebecca Griffiths
Governor / Trustee lead	Helen Kilkenny

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£323,950
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£323,950

# Part A: Pupil premium strategy plan

## Statement of intent

- Raise the progress, attainment and wellbeing of pupil premium students to narrow the gap with their non- pupil premium peers.
- Ensure access to the curriculum of PP students by intervening to raise numeracy and literacy skills.
- Improve life choices and chances by raising aspirations and supporting next steps into education, training and employment.

The aim of our strategy is to remove barriers to ensure all PP students can access the full curriculum, eliminating the achievement gap between PP and non PP students  
Our key principles are;

- (i) Targeted intervention to 'fill' specific identified gaps in learning
- (ii) Targeted intervention to address numeracy and literacy gaps
- (iii) Whole academy strategies that support our ethos of aspiration and personal growth supporting all children to aspire and achieve especially those who are PP.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance concerns
2	Mental health issues
3	Lost learning or developmental issues due to poor attendance
4	Poor literacy skills
5	Poor numeracy skills

## 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
Close the attainment and progress gap	<p>Increase in P8 score and reduction in the gap between PP and non-PP</p> <p>Increase in A8 score and reduction in the gap between PP and non-PP</p> <p>Increase in EBacc APS and reduction in the gap between PP and non-PP</p> <p>Increased number of PP students going on to P16</p>
Improve attendance	Reduced number of students PA. Increase the overall attendance of PP students so that we close the gap with the national average.
Increased reading ages	<p>Reduced number of PP students performing below ARE for reading.</p> <p>Increased reading fluency and confidence supporting PP students to access the curriculum across all subjects</p> <p>Increased attainment and progress across pupil cohorts</p>
Raising aspirations and supporting next steps	<p>Reduction in NEETs</p> <p>Increased engagement in school i.e. attendance, enrichment, reduction in behaviour sanctions, increased praise data, raised attainment, reduction of PP attainment gap, P16 pathways recruitment and retention increase etc.</p>

## Activity in this academic year

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

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

Budgeted cost: £140,962

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>First wave quality teaching. CPD on quality first teaching based on the strategies that work with Pupil Premium students.</i>	<p><b>First Wave Quality Teaching:</b></p> <p>Quality first wave teaching is foundational to supporting the academic progress of all students, particularly those from disadvantaged backgrounds. We will provide Continuous Professional Development (CPD) focused on equipping our staff with effective strategies to enhance their teaching practices for pupil premium (PP) students. These strategies have demonstrated a significant positive impact, with evidence indicating that they can accelerate progress by up to +8 months within a condensed time frame.</p> <p>The CPD will encompass a range of evidence-based approaches that are tailored to meet the diverse learning needs of PP students. Our teaching staff will be guided in creating engaging and differentiated learning experiences that prioritise student engagement, comprehension, and skill development. By adopting these proven strategies, we anticipate a notable narrowing of the achievement gap between PP and non-PP students.</p> <p>Staff CPD includes the roll out of Step Lab to support teacher development in a range of pedagogical strategies, such as coaching and rehearsal. Staff are supported in developing inclusive classrooms to aid the most vulnerable students to succeed in our Academy.</p> <p>In addition, the academy has invested in the services of a highly skilled Key Stage 2 teacher to</p>	3, 4, 5

	work with vulnerable Y7 and Y8 students in an attempt to narrow the gap they have experienced in their earlier studies.	
<i>ACE, SEND, SEMH and Trauma informed practice implemented across the school to all staff.</i>	<p><b>ACE, SEND, SEMH, and Trauma-Informed Practice Implementation:</b></p> <p>Recognising the critical influence of a nurturing and supportive school environment on student outcomes, we will implement strategies aligned with Adverse Childhood Experiences (ACE), Special Educational Needs and Disabilities (SEND), Social, Emotional, and Mental Health (SEMH), and trauma-informed practices across the entire school staff. This holistic approach acknowledges the diverse backgrounds and experiences of our students, including those who are part of the pupil premium cohort. We have provided all staff in the academy with CPD training in MAPA de escalation techniques, alongside achieving an EBSA informed academy status, to enable staff to support all students effectively in times of need, particularly those with ACE, SEND and SEMH.</p> <p>The evidence supporting this approach emphasises the power of feedback and its role in shaping positive learning outcomes. Feedback that is task-specific, subject-focused, and encourages self-regulation has demonstrated substantial benefits across age groups, particularly in subjects such as English, mathematics, and science. By infusing our teaching practices with these strategies, we aim to enhance student engagement, learning, and emotional well-being. Our commitment to embedding these practices throughout the school community underscores our dedication to providing a safe, supportive, and inclusive environment that maximises the potential of all students, including those who are eligible for pupil premium support.</p> <p>By implementing these evidence-based strategies, we are confident in our ability to drive meaningful progress for pupil premium students, ensuring that</p>	1, 2, 3

	<p>they have equal access to quality education and the opportunity to thrive academically, socially, and emotionally. Through ongoing professional development and whole-school initiatives, we will create a culture of excellence that sets the foundation for student success and achievement. An example of high quality teaching and learning is the importance of feedback - hand in hand, with knowing the students.</p> <p><i>“Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.”</i></p> <p><i>“Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.” (Teaching and Learning Toolkit, 2021)</i></p>	
<i>English and Maths consolidation lessons</i>	<p><b>Approach and Rationale:</b></p> <p>In alignment with research-backed strategies, we will implement English and Maths consolidation lessons during Personal Development and Growth lessons, designed to enhance mastery learning among our pupil premium (PP) students. Mastery learning approaches have demonstrated a significant positive impact on student progress, with an average additional gain of five months over the course of a year. This approach is particularly effective in subjects like mathematics and science, where students can experience gains of up to six months, and it also yields improvements in reading, with an average gain of three months (Teaching and Learning Toolkit, 2021).</p> <p><b>Implementation Strategy:</b></p> <p>Our English and Maths consolidation lessons will be thoughtfully designed to foster a deep</p>	3, 4, 5

	<p>understanding of key concepts and skills. These lessons will go beyond surface-level learning and will encourage students to engage in in-depth exploration, critical thinking, and application of their knowledge. The following strategies will be incorporated to ensure the success of this initiative:</p> <p><b>Differentiated Instruction:</b> Lessons will be tailored to the diverse learning needs of PP students, ensuring that every student has the opportunity to engage and make progress at their own pace.</p> <p><b>Small Group Settings:</b> Consolidation lessons will be conducted in small groups, allowing for personalised attention and targeted support based on individual learning gaps and strengths.</p> <p><b>Problem-Solving and Application:</b> Lessons will focus on problem-solving, real-world application, and deeper understanding rather than rote memorization. This approach fosters a growth mindset and equips students with skills that extend beyond the classroom.</p> <p><b>Assessment for Learning:</b> Formative assessments will be embedded within lessons to gauge student understanding and identify areas for further support. This approach allows educators to adjust instruction in real-time to meet student needs.</p> <p><b>Feedback and Reflection:</b> Constructive feedback will be an integral part of the consolidation process, providing students with insights into their progress and guiding them toward continuous improvement.</p> <p><b>Expected Outcomes:</b></p> <p>By implementing English and Maths consolidation lessons rooted in mastery learning principles, we anticipate notable gains in student progress and achievement. Our goal is to empower PP students with a strong foundational understanding of core</p>	
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	<p>concepts, enabling them to confidently navigate more complex material. Additionally, these lessons will contribute to narrowing the achievement gap between PP and non-PP students in English and Maths subjects.</p> <p><b>Monitoring and Evaluation:</b></p> <p>The impact of these consolidation lessons will be regularly assessed through ongoing formative assessments, student performance data, and teacher observations. This data-driven approach will enable us to make informed adjustments to instruction, ensuring that each student is receiving the necessary support to succeed. The consistent tracking of progress will allow us to refine our strategies and continuously improve the effectiveness of these consolidation lessons in advancing student learning outcomes.</p> <p><i>“The impact of mastery learning approaches is an additional five months' progress, on average, over the course of a year.”</i></p> <p><i>“Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).”</i></p> <p>(Teaching and Learning Toolkit, 2021)</p>	
OGAT Trust Strategic Lead & School Standards and Improvement Partners	<p><b>Approach and Rationale:</b></p> <p>To provide comprehensive support and guidance to teachers and Heads of Department, we have strategically enlisted the expertise of Trust Strategic Leads as a key component of our pupil premium (PP) strategy. The role of Trust Strategic Leads, supported by School Standards and Improvement Partners, is to offer specialised assistance in curriculum design, pedagogical best practices, and the provision of additional capacity to enhance the educational experience of PP students. This approach aligns with research findings that</p>	3, 4, 5

	<p>emphasise the importance of targeted professional development and instructional leadership in improving student outcomes, especially among disadvantaged students (Education Endowment Foundation, 2021).</p> <p><b>Implementation Strategy:</b></p> <p>Our Strategic Leads will be assigned to specific subject areas and will work collaboratively with teachers and Heads of Department to ensure the following:</p> <p><b>Curriculum Enhancement:</b> Strategic Leads will leverage their subject-specific expertise to enhance curriculum content and design. They will identify opportunities to infuse engaging and culturally relevant content that resonates with PP students' experiences.</p> <p><b>Pedagogical Guidance:</b> Strategic Leads will provide guidance on effective teaching strategies, differentiated instruction, and the incorporation of evidence-based approaches that have proven successful in supporting PP students' learning.</p> <p><b>Data-Driven Insights:</b> They will analyse student performance data to identify trends, learning gaps, and areas that require targeted intervention. This data-driven approach will inform the development of tailored strategies to address specific needs.</p> <p><b>Professional Development:</b> Strategic Leads will facilitate professional development sessions for teachers, sharing insights, best practices, and the latest research in their subject area. These sessions will empower educators to refine their instructional techniques and adapt to the evolving needs of PP students.</p> <p><b>Collaborative Planning:</b> Collaboration between Strategic Leads, School standards and</p>	
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	<p>Improvement Partners, teachers, and Heads of Department will be encouraged to create cohesive and impactful strategies that span across grade levels and subject areas.</p> <p>Resource Allocation: Strategic Leads will contribute to identifying and sourcing appropriate teaching resources, including digital tools, materials, and texts, to support effective teaching and learning.</p> <p><b>Expected Outcomes:</b></p> <p>The introduction of Strategic Leads will result in multifaceted benefits for our PP students and the overall teaching community:</p> <p>Enhanced Instruction: Strategic Leaders expertise will contribute to the design of engaging and rigorous curriculum, fostering a deeper understanding of subject matter among PP students.</p> <p>Improved Differentiation: By providing guidance on differentiated instruction, Strategic Leads will enable teachers to tailor their teaching approaches to the diverse needs of PP students.</p> <p>Informed Decision-Making: Data analysis and insights from Strategic Leads will inform strategic decisions, ensuring that interventions are targeted and effective.</p> <p>Teacher Empowerment: Professional development led by Strategic Leads will empower teachers with new skills and strategies, enhancing their confidence and effectiveness in the classroom.</p> <p>Increased Collaboration: Collaborative efforts will foster a culture of shared knowledge and expertise, leading to more cohesive and impactful teaching practices across the school.</p>	
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	<p><b>Monitoring and Evaluation:</b></p> <p>The impact of the Strategic Leads support model will be assessed through ongoing teacher feedback, student performance data, and observations. Regular check-ins will allow for continuous improvement, adjustments, and refinements to the support provided by Strategic Leads. By closely monitoring the outcomes and gathering insights from teachers, we will ensure that this approach effectively contributes to narrowing the achievement gap and improving the overall educational experience of PP students.</p> <p><i>“The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.</i></p> <p><i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.”</i> (Teaching and Learning Toolkit, 2021)</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £127,953

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy Interventions and the use of Specialist Literacy &amp; Numeracy TAs</i>	<p><b>Approach and Rationale:</b></p> <p>To address the specific literacy needs of our pupil premium (PP) students, we are implementing targeted literacy interventions facilitated by Specialist Literacy &amp; Numeracy Teaching Assistants (TAs). This approach is grounded in evidence-based research demonstrating the significant impact of reading comprehension strategies on student progress and achievement</p>	3, 4, 5

	<p>(Education Endowment Foundation, 2021). By tailoring activities and texts to match students' reading capabilities, these interventions aim to provide a supportive yet appropriately challenging learning experience for PP students.</p> <p><b>Implementation Strategy:</b></p> <p>Our Literacy Interventions and Specialist TAs will operate within the following framework to effectively improve literacy skills among PP students:</p> <p><b>Assessment and Differentiation:</b> The intervention process will begin with a thorough assessment of each PP student's reading capabilities. This assessment will inform the selection of appropriate reading materials and activities that align with the student's current reading level.</p> <p><b>Targeted Intervention Plans:</b> Based on the assessment results, customised intervention plans will be developed for each PP student. These plans will outline the specific phonics strategies to be addressed, as well as the sequence of activities designed to enhance their reading skills.</p> <p><b>Tailored Activities and Texts:</b> Specialist TAs will utilise a range of texts and activities that match the reading level and interests of individual PP students. These activities will strike a balance between being challenging enough to promote growth while avoiding overwhelming difficulties.</p> <p><b>Small-Group and One-on-One Sessions:</b> Interventions will be delivered in both small-group and one-on-one settings, allowing for personalised attention and targeted support. Small-group sessions will promote peer learning and collaboration.</p> <p><b>Regular Progress Monitoring:</b> Throughout the intervention period, the progress of each PP student will be continuously monitored through</p>	
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	<p>assessments, observations, and performance feedback. Adjustments to intervention plans will be made based on progress indicators.</p> <p><b>Embedded Literacy Skills:</b> Specialist TAs will focus not only on the immediate improvement of reading but also on developing general literacy skills that can be applied across various subjects and contexts.</p> <p><b>Expected Outcomes:</b></p> <p>The implementation of Literacy Interventions and the engagement of Specialist Literacy &amp; Numeracy TAs are expected to yield several positive outcomes for PP students:</p> <p><b>Enhanced Reading Ability:</b> PP students' reading abilities are anticipated to improve significantly, as students complete the Fresh Start Phonics programme they will grasp the key speed sounds to enable them to decode texts. The Specialist Literacy TAs support students to work through the phonics, comprehension and fluency interventions, leading to a more profound understanding of texts and improved engagement with academic content.</p> <p><b>Increased Confidence:</b> Through tailored interventions and personalised support, PP students will gain confidence in their reading abilities, which can positively impact their overall attitude toward learning.</p> <p><b>Transferable Skills:</b> The development of essential literacy skills will extend beyond reading ability, benefiting students' performance in other subjects that require strong reading and comprehension abilities.</p> <p><b>Narrowing of Achievement Gap:</b> By providing targeted interventions, we aim to narrow the achievement gap between PP students and their peers, ensuring equitable access to quality education.</p>	
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	<p><b>Monitoring and Evaluation:</b></p> <p>Progress and effectiveness will be closely monitored through ongoing assessments, pre- and post-intervention comparisons, and regular communication between Specialist TAs, classroom teachers, and parents. Data collected will help identify trends, successes, and areas for improvement, enabling us to refine our approach and continuously enhance the impact of the Literacy Interventions on PP students' learning outcomes.</p> <p><i>"The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge."</i> (Teaching and Learning Toolkit, 2021)</p>	
<p><i>Intervention Mentors for English and Maths</i></p>	<p><b>Approach and Rationale:</b></p> <p>Recognising the potential impact of personalised instruction, we implement intervention tutoring sessions in English and Maths for our pupil premium (PP) students. This approach is grounded in strong evidence indicating that intensive tuition can lead to an average of five additional months' progress (Education Endowment Foundation, 2021). To ensure the effectiveness of this approach, we will ensure that tutoring is supplementary to regular classroom teaching and closely aligned with the curriculum, while also monitoring progress to maximise its benefits.</p> <p><b>Implementation Strategy:</b></p> <p>Curriculum Alignment: Tutoring sessions will be explicitly linked with the curriculum taught in regular classroom settings. Tutors will collaborate with classroom teachers to align the content and focus of tutoring sessions with ongoing</p>	<p>3, 4, 5</p>

	<p>coursework.</p> <p><b>Supplementary Support:</b> The tutoring approach will complement the regular classroom instruction, offering students additional support to reinforce concepts and skills covered during whole-class lessons.</p> <p><b>Progress Monitoring:</b> Regular assessment and monitoring of student progress will be a fundamental aspect of the mentoring process. Mentors will work collaboratively with classroom teachers to gather insights and feedback, ensuring that the sessions are yielding positive outcomes.</p> <p><b>Skill Reinforcement:</b> Mentors will focus not only on addressing immediate learning gaps but also on building foundational skills that will benefit students across various topics within the subject.</p> <p><b>Positive Relationships:</b> Mentors will establish positive relationships with PP students, fostering a safe and supportive learning environment where students feel comfortable asking questions and seeking clarification.</p> <p><b>Expected Outcomes:</b></p> <p>The incorporation of subject specialist personal development mentors for English and Maths is anticipated to yield several positive outcomes for PP students:</p> <p><b>Accelerated Progress:</b> PP students receiving mentoring are expected to demonstrate accelerated progress in the subjects of English and Maths, resulting in the closure of learning gaps and improved overall performance.</p> <p><b>Increased Confidence:</b> As a result of targeted support and personalised attention, PP students' confidence in their subject-related abilities is likely to increase, positively impacting their engagement and participation.</p>	
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	<p>Enhanced Learning Experience: The tailored nature of tutoring sessions will provide an enriched learning experience, catering to individual learning styles and preferences.</p> <p>Transferable Skills: The skills and concepts addressed in tutoring sessions will have a cascading effect, benefiting students' broader academic experiences within the subject areas.</p> <p><b>Monitoring and Evaluation:</b></p> <p>Ongoing assessment, communication between mentors and classroom teachers, and pre- and post-tutoring evaluations will be used to gauge the impact of mentoring on PP students' progress. By consistently monitoring the effectiveness of the approach, we will be able to make data-driven adjustments to ensure that the personal development sessions continue to support the academic growth and success of our PP students.</p> <p><i>“Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.”</i></p> <p><i>“Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.”</i></p> <p>(Teaching and Learning Toolkit, 2021)</p>	
<p><i>Revision, recap and recall software:</i></p> <ul style="list-style-type: none"> <li>● <i>Sparx maths</i></li> <li>● <i>Languagenut</i></li> <li>● <i>Accelerated Reader</i></li> <li>● <i>Lexia UK</i></li> <li>● <i>Ruth Miskin</i></li> <li>● <i>Flash Academy</i></li> </ul>	<p><b>Approach and Rationale:</b></p> <p>Our pupil premium (PP) strategy acknowledges the significance of effective revision, recap, and recall strategies in enhancing students' understanding, retention, and application of key concepts. To address the challenges posed by varying learning needs and to ensure equitable access to</p>	1, 3, 4, 5

<ul style="list-style-type: none"> <li>• <i>Unifrog</i></li> <li>• <i>ClassCharts</i></li> <li>• <i>StepLab</i></li> </ul>	<p>resources, we have integrated a range of software tools into our approach. These tools, including Sparx, Languagenut, Accelerated Reader, Lexia UK, Ruth Miskin, Step Lab and ClassCharts, are designed to facilitate personalised learning experiences, engage students and families, and support both in-school and remote learning environments.</p> <p><b>Implementation Strategy:</b></p> <p>Our approach to leveraging revision, recap, and recall software involves the following steps:</p> <p><b>Selection of Effective Tools:</b> We have carefully chosen software tools that are evidence-based and have demonstrated positive impacts on student learning and engagement.</p> <p><b>Sparx for Mathematics:</b> Sparx offers a visual and interactive approach to learning mathematics, enabling students to develop new skills through a variety of engaging exercises. It promotes active participation and supports students' progress by providing opportunities for continued learning at home</p> <p><b>Languagenut for Recap and Recall and Formative Assessment:</b> Languagenut serves as a formative assessment tool that allows students to consolidate their learning through practice quizzes and assessments. This helps identify areas of improvement and reinforces understanding.</p> <p><b>Accelerated Reader and Myon:</b> Both Accelerated Reader and Myon promote reading engagement and comprehension. Accelerated Reader is integrated into our curriculum and, alongside other strategies, contributes to accelerated progress (+5 months) in reading. Myon offers a wide range of digital books to cater to diverse reading levels and interests.</p> <p><b>ClassCharts:</b> ClassCharts aids in identifying</p>	
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	<p>specific student subgroups through seating plans, enabling teachers to tailor first wave teaching to address individual needs more effectively.</p> <p>StepLab: StepLab is a coaching tool to support effective feedback and coaching strategies to improve pedagogical practice, allowing teaching staff to fully support student needs through quality first teaching.</p> <p><b>Expected Outcomes:</b></p> <p>The integration of revision, recap, and recall software is expected to yield several positive outcomes for our PP students:</p> <ul style="list-style-type: none"> <li>- Enhanced Engagement: The interactive and visually engaging nature of the software tools is anticipated to captivate students' interest, motivating them to actively participate in their learning.</li> <li>- Improved Understanding: Through practice exercises, quizzes, and assessments, students can consolidate their understanding of key concepts, leading to improved retention and application.</li> <li>- Increased Autonomy: The software tools empower students to take charge of their learning, allowing them to revisit content, practice at their own pace, and track their progress.</li> <li>- Personalised Learning: These tools adapt to individual learning needs, providing targeted practice and resources to bridge learning gaps and challenge advanced learners.</li> <li>- Accessible Learning: The ability to access the software both within the school premises and remotely ensures that learning opportunities are not limited by location or circumstance.</li> </ul>	
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	<p><b>Monitoring and Evaluation:</b></p> <p>We will monitor the impact of these software tools through a combination of methods, including usage analytics, student feedback, and academic assessments. Regular engagement with teachers, students, and families will provide insights into the effectiveness of the tools and any areas for improvement. By closely monitoring the usage patterns and academic progress of PP students, we can ensure that the software interventions are contributing to their learning outcomes and wellbeing. Adjustments and refinements to the implementation will be made based on the feedback and data collected, ensuring that the tools remain effective and aligned with students' needs and goals.</p>	
<i>Music Tuition</i>	<p><b>Approach and Rationale:</b></p> <p>Our pupil premium (PP) strategy recognises the value of music education in fostering holistic development, enhancing cognitive skills, and promoting students' emotional well-being. Learning to play a musical instrument offers numerous cognitive, emotional, and academic benefits that can positively impact students' overall attainment and motivation.</p> <p><b>Implementation Strategy:</b></p> <p>Our approach to providing music tuition involves the following components:</p> <p><b>Qualified Music Instructors:</b> We collaborate with skilled and experienced music instructors who are proficient in teaching a variety of musical instruments. These instructors bring expertise and passion to their teaching, creating an environment conducive to learning and creativity.</p> <p><b>Instrument Selection:</b> Students are offered a choice of musical instruments to learn based on their interests. This personalised approach ensures that students engage with an instrument</p>	1, 2, 3

	<p>they are enthusiastic about, increasing their motivation and commitment.</p> <p><b>Regular Sessions:</b> Music tuition sessions are held on a regular basis, providing students with consistent opportunities to practise and improve their musical skills. These sessions are integrated into the school timetable to ensure accessibility for all students.</p> <p><b>Structured Curriculum:</b> Our music tuition programme follows a structured curriculum that encompasses both theoretical knowledge and practical skills. Students learn about music theory, notation, rhythm, and techniques specific to their chosen instrument.</p> <p><b>Expected Outcomes:</b></p> <p>The integration of music tuition into our PP strategy is anticipated to yield several positive outcomes for our students:</p> <p><b>Improved Cognitive Skills:</b> Learning to play a musical instrument has been shown to enhance cognitive skills such as memory, attention, problem-solving, and spatial reasoning. These skills contribute to overall academic performance across subjects.</p> <p><b>Emotional Wellbeing:</b> Music is a powerful outlet for self-expression and emotional release. Engaging in music can reduce stress, anxiety, and promote positive emotions, thereby contributing to students' overall well-being.</p> <p><b>Increased Motivation:</b> The joy and satisfaction derived from mastering a musical instrument can positively impact students' motivation and self-esteem. The sense of accomplishment in learning and playing music can extend to other areas of their academic journey.</p> <p><b>Enhanced Discipline and Focus:</b> Learning to</p>	
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	<p>play an instrument requires practice, discipline, and concentration. These qualities cultivated through music tuition can translate to improved study habits and focus in other academic pursuits.</p> <p>Cultural Enrichment: Exposure to music from diverse cultures and genres broadens students' perspectives and fosters an appreciation for cultural diversity.</p> <p><b>Monitoring and Evaluation:</b></p> <p>We will monitor the impact of the music tuition program through ongoing assessments, student feedback, and observations. Regular interactions with students and music instructors will provide insights into students' progress, engagement, and their emotional responses to the programme.</p>	
<i>After school sessions &amp; Holiday sessions</i>	<p><b>Approach and Rationale:</b></p> <p>Recognizing the importance of extended learning opportunities, our pupil premium (PP) strategy incorporates after school and holiday sessions. These sessions provide students, particularly those in Year 11, with additional time to reinforce their learning, build confidence, and enhance their ability to retain and apply knowledge effectively.</p> <p><b>Implementation Strategy:</b></p> <p>Our approach to implementing after school and holiday sessions is guided by research and evidence that underscores their positive impact on student outcomes:</p> <p>Extended Learning Time: Research indicates that additional learning time, such as after school and holiday sessions, positively affects student achievement (Cooper et al., 2006). By providing extra time for learning, students have more opportunities to delve deeper into subjects and consolidate their understanding.</p>	1, 2, 3

Targeted Support: Evidence shows that targeted interventions can significantly improve student performance (Higgins et al., 2017). For example, our sessions are tailored to the specific needs of Year 11 students, focusing on areas where additional support is most beneficial in the run up to exams.

Recap and Review: The science of learning emphasises the importance of spaced repetition and active recall in strengthening memory and retention (Brown et al., 2014). Our sessions incorporate recap and review activities to optimise students' ability to recall and apply knowledge.

Confidence Building: Extended learning opportunities have been linked to improved self-confidence and self-efficacy among students (Vukovic et al., 2013). Engaging in focused practice and review can enhance students' belief in their own capabilities.

Interactive Learning: Interactive learning experiences have been shown to enhance engagement and knowledge retention (Mayer, 2014). By incorporating discussions, activities, and collaborative tasks, our sessions aim to keep students actively involved in their learning.

Personalised Attention: Research suggests that personalised learning experiences positively impact student achievement (Pane et al., 2015). Our smaller group settings allow teachers to address individual questions and provide tailored support.

Continuity: Studies indicate that continuous learning during breaks mitigates learning loss and supports better retention (Kuhfeld et al., 2020). Our sessions aim to bridge the gap between term times, ensuring a smoother progression of learning.

	<p><b>Expected Outcomes:</b></p> <p>Incorporating after school and holiday sessions into our PP strategy is anticipated to yield the following positive outcomes for Year 11 students:</p> <p><b>Improved Academic Performance:</b> Research suggests that additional learning time positively impacts exam performance and academic achievement (Hattie, 2009). Our sessions aim to enhance subject mastery and boost performance in assessments.</p> <p><b>Enhanced Confidence:</b> Extended learning opportunities have been associated with increased self-confidence and reduced test anxiety (Hidi and Harackiewicz, 2000). By engaging in focused practice, students can build their confidence in tackling exams.</p> <p><b>Effective Recap and Recall:</b> Spaced repetition and active recall, key components of our sessions, are supported by cognitive research for improved memory and knowledge retention (Roediger and Karpicke, 2006).</p> <p><b>Higher Retention:</b> Continuity in learning during breaks has been found to prevent learning loss and improve retention (Kuhfeld et al., 2020). Our sessions aim to help students retain and apply concepts effectively.</p> <p><b>Motivated Learning:</b> Interactive learning experiences have been shown to enhance motivation and engagement (Ryan and Deci, 2000). By making sessions interactive and enjoyable, we aim to stimulate students' intrinsic motivation to learn.</p> <p><b>Personalised Support:</b> Personalised learning experiences have been linked to improved student outcomes (Pane et al., 2015). Our smaller group settings allow for tailored guidance and support to</p>	
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	<p>address individual learning needs.</p> <p><b>Smooth Transitions:</b> Research indicates that continuous learning during breaks supports smoother transitions between curriculum phases (Kuhfeld et al., 2020). Our sessions aim to maintain a consistent learning rhythm.</p> <p><b>Monitoring and Evaluation:</b></p> <p>We will monitor the impact of after school and holiday sessions by assessing students' performance in exams, their level of confidence, and their engagement in the learning process. Regular feedback from both students and teachers will guide adjustments to the content and structure of these sessions. By evaluating the outcomes of these extended learning opportunities, we can ensure that Year 11 students are well-prepared for their exams and equipped with the skills and knowledge they need for future success.</p>	
<i>Trips/ Music/ Materials</i>	<p><b>Approach and Rationale:</b></p> <p>Our pupil premium (PP) strategy emphasises the importance of enriching the curriculum through a variety of experiences, including educational trips, music education, and access to necessary learning materials. These opportunities are designed to broaden students' horizons, inspire their learning, and provide experiences that they might not otherwise have access to, thereby promoting motivation and engagement. The hardship grant is available to support families who would otherwise be unable to afford to access these opportunities.</p> <p><b>Implementation Strategy:</b></p> <p>Our decision to include enrichment activities such as trips, music education, and learning materials is grounded in research and evidence that highlight their positive impact on student motivation and engagement:</p> <p>Motivation and Engagement: Research</p>	1, 3

	<p>demonstrates that exposure to novel and enriching experiences can significantly enhance students' motivation to learn (Csikszentmihalyi, 1990). Enrichment activities like trips and music education can spark interest and curiosity, fostering a positive attitude toward learning.</p> <p><b>Broadening Horizons:</b> Enrichment activities are linked to the development of broader perspectives and improved understanding of the world (Hidi and Renninger, 2006). Educational trips and exposure to different forms of music and art can help students connect their learning to real-world contexts.</p> <p><b>Inspiration and Creativity:</b> Exposure to a variety of experiences, including cultural activities and creative outlets like music education, can inspire creativity and open new avenues for self-expression (Winner, 1982).</p> <p><b>Motivation to Succeed:</b> Students who engage in enrichment activities often develop a stronger sense of purpose and motivation to succeed academically (Mahoney et al., 2005). These experiences can help students see the value and relevance of their education.</p> <p><b>Equity and Inclusion:</b> Providing access to enrichment activities is particularly important for disadvantaged students to ensure equal opportunities (Gibson and Asthana, 2017). These experiences can mitigate the gap between different student groups and promote inclusivity.</p> <p><b>Expected Outcomes:</b></p> <p>Incorporating trips, music education, and learning materials into our PP strategy is expected to yield the following positive outcomes:</p> <p><b>Enhanced Motivation:</b> Research suggests that exposure to enriching experiences can significantly boost student motivation to learn</p>	
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	<p>(Csikszentmihalyi, 1990). Engaging in new and inspiring activities can reignite students' interest in their studies.</p> <p><b>Broadened Perspectives:</b> Enrichment activities can promote a broader understanding of the world and encourage students to think critically about different aspects of life (Hidi and Renninger, 2006).</p> <p><b>Inspired Creativity:</b> Exposure to creative activities, such as music education, can ignite students' creativity and provide an outlet for self-expression (Winner, 1982).</p> <p><b>Increased Engagement:</b> Enrichment activities are linked to improved student engagement in both academic and extracurricular contexts (Mahoney et al., 2005). Engaged students are more likely to participate actively and achieve better academic outcomes.</p> <p><b>Equitable Opportunities:</b> By offering enrichment activities to all students, regardless of their background, we aim to promote equity and provide equal opportunities for growth and development (Gibson and Asthana, 2017).</p> <p><b>Monitoring and Evaluation:</b></p> <p>We will monitor the impact of trips, music education, and learning materials through student feedback, engagement levels, and academic progress. We will assess whether these activities contribute to improved motivation, broader perspectives, and enhanced engagement. Regular feedback and assessment will guide adjustments to ensure that these enrichment opportunities continue to inspire and motivate our students.</p>	
<i>Behaviour Interventions</i>	<p><b>Implementation Strategy:</b></p> <p>Our behavioural interventions aim to cultivate a positive and nurturing school environment that enhances both behaviour and academic</p>	1, 2, 3, 4, 5

	<p>performance. Recognising the vital role of parental engagement, we collaborate closely with parents to establish a unified strategy for tackling behavioural challenges and fostering holistic student development.</p> <p><b>Communication and Collaboration:</b></p> <p>Consistent communication between school staff and parents is essential for mutual understanding of student behaviour. This allows for the development of effective behaviour management strategies, as supported by Epstein (2018).</p> <p><b>Addressing Behaviour Challenges:</b></p> <p>Evidence suggests that behavioural interventions can significantly improve student behaviour and academic achievement (Hawkins et al., 1992). We implement targeted support like Positive Learning Centres (PLC) with guest speakers to address specific behavioural issues.</p> <p><b>Targeted Support:</b></p> <p>Customised interventions are more effective in instigating positive behavioural changes (Reinke et al., 2011).</p> <p><b>Multi-Faceted Approach:</b></p> <p>We employ a comprehensive strategy that includes on-site sessions, amended timetables, external support like Alternative Provision (AP) spending, and coaching/mentoring to holistically address behavioural issues (National Center on Intensive Intervention, 2013).</p> <p><b>Expected Outcomes:</b></p> <p>Based on research evidence and practical insights, our behavioural interventions aim to achieve the following:</p>	
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	<p>Consistent Approach: Collaboration between parents and school staff ensures that students experience consistent behavioural expectations across various settings (Fan &amp; Chen, 2001).</p> <p>Improved Behaviour: Through targeted interventions like mentoring, we expect to see a decrease in disruptive behaviour and an uptick in positive conduct.</p> <p>Enhanced Learning Environment: Creating a positive behavioural culture contributes to a more conducive learning environment, leading to improved academic outcomes (Reinke et al., 2011).</p> <p>Academic Progress: Effective behavioural interventions have the potential to boost academic progress by over four months (Education Endowment Foundation, 2021).</p> <p>Supportive Relationships: EBSA aware strategies and emotionally aware coaching and mentoring can help students form positive relationships with adults, thereby improving behaviour and engagement (Hawkins et al., 1992).</p> <p><b>Monitoring and Evaluation:</b></p> <p>To gauge the effectiveness of our behavioural interventions, we will:</p> <ul style="list-style-type: none"> <li>- Regularly review behavioural data to identify improvements and trends.</li> <li>- Gather feedback from teachers, students, and parents on changes in behaviour and the overall school atmosphere.</li> <li>- Analyse academic progress data to see if behavioural improvements are correlated with enhanced learning outcomes.</li> </ul> <p>By incorporating these multi-faceted strategies, we aim to create a robust and effective behavioural intervention framework.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £61,055

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Transition</i></p>	<p><b>Approach and Rationale:</b></p> <p>Transitioning from primary to secondary school is a critical phase in a student's educational journey. Our pupil premium (PP) strategy recognises the challenges that can arise during this transition and aims to provide extra support to ensure a smooth transition process for disadvantaged students. The rationale behind this approach is based on both research evidence and practical considerations.</p> <p><b>Implementation Strategy:</b></p> <p>Our transition support strategy is informed by research evidence that highlights the potential negative impacts of a challenging transition and the benefits of targeted support:</p> <p>Negative Progress During Transition: Research indicates that students from disadvantaged backgrounds may experience negative academic and social outcomes during school transitions (Akos &amp; Galassi, 2004). Disruptions in learning and feelings of anxiety can hinder progress.</p> <p>Continuity and Positive Adaptation: Transition support programs that emphasise continuity in learning and positive social adaptation can mitigate the negative effects of the transition period (Eccles et al., 1993).</p> <p>Personalised Guidance: Transition programs that provide personalised guidance and individual attention can help students navigate the new environment more effectively (Webster-Stratton &amp; Reid, 2004).</p>	<p>1, 2, 3</p>

	<p><b>Expected Outcomes:</b></p> <p>Our transition support strategy aims to achieve the following outcomes, based on both research evidence and practical experience:</p> <p><b>Smooth Transition:</b> By offering extra support, we aim to facilitate a smooth transition for disadvantaged students, reducing the potential disruptions in learning and overall well-being.</p> <p><b>Mitigated Negative Effects:</b> Research suggests that targeted support can mitigate the negative effects of transitions, ensuring that students continue to make academic progress (Akos &amp; Galassi, 2004).</p> <p><b>Positive Social Adaptation:</b> Our approach includes strategies to help students adapt positively to the new school environment, fostering a sense of belonging and reducing feelings of anxiety (Eccles et al., 1993).</p> <p><b>Early Intervention:</b> By identifying potential challenges early on and providing appropriate support, we aim to prevent issues from escalating and impacting students' academic journey.</p> <p><b>Monitoring and Evaluation:</b></p> <p>To monitor the impact of our transition support strategy, we will:</p> <p>Collect feedback from students and parents about their experiences during the transition process.</p> <p>Monitor attendance, behaviour, and academic progress of students who receive transition support.</p> <p>Analyse the data to identify trends and assess whether the transition support has contributed to positive outcomes.</p> <p>Our evaluation will help us refine our approach and ensure that the transition support strategy remains effective in achieving its intended goals.</p>	
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<i>Alternative Provision</i>	<p><b>Approach and Rationale:</b></p> <p>Alternative provision (AP) offers a tailored approach to students who require a different learning environment due to academic, social, or emotional challenges. This approach recognises that traditional classroom settings may not be conducive to the success of all students. Our pupil premium (PP) strategy aims to provide alternative pathways that accommodate diverse learning needs.</p> <p><b>Implementation Strategy:</b></p> <p>Our approach to alternative provision is grounded in evidence that highlights the benefits of personalised learning environments for some individual students:</p> <p>Tailored Learning Plans: Research suggests that alternative provision can provide customised learning plans that cater to the specific needs and interests of each student, leading to improved engagement and outcomes (Leigh et al., 2020).</p> <p>Vocational Opportunities: Offering vocational courses within alternative provision can engage students who excel in hands-on learning and benefit from a more practical curriculum (OECD, 2021).</p> <p>Small Group Settings: Smaller class sizes in alternative provision settings can foster stronger teacher-student relationships and individualised attention (Education Endowment Foundation, 2018).</p> <p><b>Expected Outcomes:</b></p> <p>By providing alternative provision as part of our PP strategy, we anticipate the following outcomes:</p> <p>Improved Engagement: Students who struggled in traditional settings may find greater engagement and motivation in alternative provision, leading to</p>	1, 2, 3, 4, 5
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	<p>increased attendance and participation (Shaw et al., 2021).</p> <p><b>Holistic Development:</b> Alternative provision can address both academic and socio-emotional needs, helping students develop essential life skills and coping strategies (Hutchings et al., 2018).</p> <p><b>Enhanced Outcomes:</b></p> <p>Tailored approaches that accommodate different learning styles can lead to improved academic achievement and progression (Crawford, 2019).</p> <p><b>Successful Reintegration:</b> Students who receive support through alternative provision may transition back to mainstream education more successfully, armed with improved skills and a renewed sense of confidence (Crawford, 2019).</p> <p>We also use AP if we want to avoid a permanent exclusion and still allow a student to be on our roll and receive a full time education.</p> <p><b>Monitoring and Evaluation:</b></p> <p>To assess the impact of our alternative provision approach, we will utilise the following strategies:</p> <p>Regularly collect feedback from students participating in alternative provision to gauge their experiences and perceptions of the program.</p> <p>Track academic progress and attendance rates of students engaged in alternative provision compared to their peers in traditional settings.</p> <p>Collaborate with external agencies and partners to assess the success of vocational pathways and skill development.</p> <p>We will use the insights gained from ongoing evaluation to refine and expand our alternative provision offerings, ensuring that they remain</p>	
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	responsive to the evolving needs of our disadvantaged students.	
<i>RAG meetings</i>	<p><b>Approach and Rationale:</b> The importance of regular and targeted monitoring of students' progress and attainment are key to success. RAG (Red, Amber, Green) meetings and weekly sessions serve as essential tools to identify learning concerns, tailor interventions, and provide ongoing support to ensure that every student achieves their potential.</p> <p><b>Implementation Strategy:</b></p> <p>Our approach to implementing RAG meetings involve the following components:</p> <p><b>Regular Progress Reviews:</b> RAG meetings are conducted at regular intervals to review each student's progress against their attainment targets. These meetings use a colour-coded system to visually categorise students' performance.</p> <p><b>Multi-Disciplinary Approach:</b> RAG meetings involve key stakeholders, including teachers, support staff, and administrators. This multi-disciplinary approach ensures a comprehensive understanding of each student's needs and facilitates collaborative decision-making.</p> <p><b>Identification of Concerns:</b> During RAG meetings, teachers and support staff discuss students who may be falling behind in their studies or showing signs of struggling. These concerns are documented and prioritised based on urgency and potential impact on students' overall progress.</p> <p><b>Tailored Interventions:</b> Based on the identified concerns, a range of interventions is proposed to address specific learning gaps or challenges. These interventions may include targeted support, additional resources, modified teaching approaches, and extra learning opportunities.</p> <p><b>Weekly Meetings:</b> Weekly meetings are held to track students' progress. These sessions allow for timely interventions and adjustments to strategies based on immediate feedback and observations.</p>	1, 2, 3, 4, 5

	<p>RAG Reward Postcards: To recognise and motivate students, RAG reward postcards are sent out on a weekly basis to students who are making good progress or showing improvement. These small gestures of praise and encouragement aim to reinforce positive behaviours and academic efforts.</p> <p><b>Expected Outcomes:</b></p> <p>Early Intervention: Timely identification of learning concerns enables us to intervene early, preventing issues from escalating and ensuring that students receive the support they need promptly.</p> <p>Tailored Support: Through targeted interventions, students receive individualised support that addresses their specific learning gaps or challenges, enhancing their overall progress and achievement.</p> <p>Increased Engagement: Regular progress meetings and interventions demonstrate our commitment to each student's success, fostering a sense of engagement and motivation to improve.</p> <p>Collaboration: The multi-disciplinary nature of RAG meetings encourages collaboration among teachers and support staff, facilitating a holistic approach to student support and intervention.</p> <p>Personalised Feedback: Weekly RAG meetings provide ongoing feedback on students' progress, allowing them to understand their strengths and areas for improvement. This feedback promotes self-awareness and a growth mindset.</p> <p>Positive Reinforcement: RAG reward postcards celebrate students' achievements, boosting their self-esteem and reinforcing the importance of consistent effort and improvement.</p> <p><b>Monitoring and Evaluation:</b></p>	
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	<p>We will monitor the impact of RAG meetings and weekly sessions through the assessment of student progress, academic performance, and engagement levels. Regular feedback from teachers, support staff, and students themselves will inform ongoing improvements to the process. By consistently evaluating the effectiveness of these sessions, we can ensure that students are receiving the support and resources they need to thrive academically and personally.</p>	
<p><i>Mental Wellbeing &amp; Support through External Agencies:</i></p> <ul style="list-style-type: none"> <li>• <i>Compass</i></li> <li>• <i>Cross Project</i></li> <li>• <i>Future In Mind</i></li> <li>• <i>iSpace</i></li> <li>• <i>Future Self</i></li> <li>• <i>Well Women</i></li> <li>• <i>High Performance</i></li> <li>• <i>External speakers e.g Man Matters</i></li> </ul>	<p><b>Approach and Rationale:</b></p> <p>Recognising the profound impact of mental wellbeing on students' overall development and academic success, our pupil premium (PP) strategy includes providing targeted mental health support through external agencies. Evidence highlights that children from disadvantaged backgrounds often possess weaker Social Emotional Learning (SEL) skills, which can negatively affect their mental health and academic outcomes (Education Endowment Foundation, 2021). To address these challenges, we are partnering with reputable external agencies such as Compass, CROSS Project, and iSpace to implement SEL interventions that aim to enhance students' emotional regulation, social skills, and overall wellbeing.</p> <p><b>Implementation Strategy:</b></p> <p>Our approach to mental wellbeing support through external agencies encompasses the following key components:</p> <p><b>Partnering with Trusted Agencies:</b> We have established partnerships with Kooth, CROSS Project, and iSpace—renowned organisations specialising in mental health and wellbeing support for young individuals.</p> <p><b>Targeted SEL Interventions:</b> These agencies offer evidence-based SEL interventions designed to strengthen students' emotional intelligence,</p>	<p>1, 2, 3</p>

	<p>interpersonal skills, and ability to manage stress and emotions effectively.</p> <p><b>Supportive Framework:</b> The interventions are designed to create a safe space for PP students to explore their emotions, develop healthy coping mechanisms, and build positive relationships with peers and adults.</p> <p><b>Inclusive Approach:</b> The SEL interventions are tailored to meet the diverse needs of PP students, taking into account their unique backgrounds, experiences, and challenges.</p> <p><b>Collaborative Effort:</b> Our school staff will collaborate closely with the external agencies to ensure a seamless integration of SEL interventions within the school environment and curriculum.</p> <p><b>Engagement and Participation:</b> We will actively encourage PP students to engage in the SEL interventions, fostering a culture of openness and destigmatising discussions about mental health.</p> <p><b>Expected Outcomes:</b></p> <p>The implementation of SEL interventions through external agencies is anticipated to yield several positive outcomes for PP students:</p> <p><b>Enhanced Emotional Regulation:</b> PP students will develop improved emotional awareness and regulation, equipping them with valuable skills to manage stress and challenges effectively.</p> <p><b>Positive Social Skills:</b> Through SEL interventions, students will acquire enhanced interpersonal skills, enabling them to form healthier relationships and collaborate more effectively with peers and teachers.</p> <p><b>Boosted Wellbeing:</b> Participating in SEL interventions is expected to contribute to improved overall wellbeing, including reduced anxiety, increased self-esteem, and a more positive outlook.</p> <p><b>Academic Gains:</b> As SEL skills are associated with better academic outcomes, we expect that the improved emotional and social competencies will positively influence PP students' engagement and attainment.</p>	
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	<p><b>Monitoring and Evaluation:</b></p> <p>The effectiveness of the SEL interventions will be continuously monitored through various methods, including student feedback, progress assessments, and regular communication with the external agencies. By closely tracking the impact of these interventions on students' mental wellbeing, emotional intelligence, and academic performance, we can ensure that our efforts are making a meaningful difference in the lives of our PP students. Adjustments and improvements will be made based on the data and feedback received, ensuring that the interventions remain relevant and effective over time.</p> <p><i>“Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social Emotional Learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.”</i></p> <p><i>“SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.”</i></p> <p>(Teaching and Learning Toolkit, 2021)</p>	
<i>Inclusion and SEN Officer and wider inclusion team focusing on attendance and behaviour</i>	<p><b>Approach and Rationale:</b></p> <p>Our Pupil Premium (PP) strategy acknowledges the crucial role that attendance and behaviour play in shaping student outcomes. In response to these challenges, we have evolved our approach by expanding our inclusion team. We have appointed an Inclusion Officer, a Special Educational Needs (SEN) Officer, and a Special Educational Needs and Disabilities Coordinator (SENDCOs). This enhanced team collaboratively focuses on fostering</p>	1, 2, 3

	<p>regular attendance, encouraging positive behaviour, and creating a supportive school environment, particularly for students from disadvantaged backgrounds. Learning managers will complete attendance calls for students at 90-95% attendance to build relationships with families.</p> <p><b>Implementation Strategy:</b></p> <p>Our approach is informed by evidence that highlights the crucial role of a coordinated and proactive inclusion team in improving attendance and behaviour outcomes:</p> <p><b>Early Intervention:</b> Research indicates that early intervention is essential for addressing attendance and behaviour issues before they escalate (Education Endowment Foundation, 2021).</p> <p><b>Family Engagement:</b> Inclusion coordinators and learning managers can establish strong partnerships with families to identify barriers to attendance and behaviour and provide targeted support (Kercher &amp; Li, 2016).</p> <p><b>Behavioural Interventions:</b> Evidence shows that behaviour interventions, when consistently implemented and closely monitored, can lead to improved academic progress and a positive school environment (Education Endowment Foundation, 2021).</p> <p><b>Expected Outcomes:</b></p> <p>By implementing an inclusion coordination approach, we aim to achieve the following outcomes:</p> <p><b>Improved Attendance:</b> Targeted support and collaboration with families will contribute to increased attendance rates among disadvantaged students, fostering a more consistent learning experience (Goodman et al., 2013).</p> <p><b>Positive Behaviour Climate:</b> Through behaviour interventions and support, we expect to see a</p>	
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	<p>positive shift in the school's behaviour climate, leading to a safer and more conducive learning environment (Education Endowment Foundation, 2021).</p> <p>Enhanced Progress: The combined effect of improved attendance and positive behaviour is likely to contribute to better academic progress and attainment among disadvantaged students (Goodman et al., 2013).</p> <p><b>Monitoring and Evaluation:</b></p> <p>To assess the impact of our inclusion coordination approach, we will utilise the following strategies:</p> <p>Regularly review attendance data and behaviour reports to identify trends and areas for improvement.</p> <p>Collect feedback from students, families, and staff to evaluate the effectiveness of the inclusion team's support.</p> <p>Monitor academic progress and behaviour outcomes among students who receive targeted interventions.</p> <p>Hold weekly Inclusion team meetings to discuss students and families to monitor student wellbeing, raise concerns and discuss the most appropriate interventions to support them and their families.</p> <p>By continuously analysing data and seeking input from stakeholders, we will refine our inclusion coordination strategy to ensure that it remains responsive to the needs of our disadvantaged students.</p>	
<i>Enhancement Curriculum: Careers, Information, Advice &amp; Guidance Support</i>	<p><b>Approach and Rationale:</b></p> <p>Our pupil premium (PP) strategy recognises that supporting students' career aspirations and providing guidance is essential for their long-term success. To bridge the gap between aspirations and achievement, we have developed an Enhancement Curriculum that focuses on</p>	1, 2, 3

providing comprehensive careers, information, and guidance support to all students, particularly those from disadvantaged backgrounds.

Students will access enhanced daily Personal Development and Guidance lessons, providing robust CIAG support.

### **Implementation Strategy:**

Our approach is rooted in evidence that highlights the importance of raising aspirations and providing targeted support to help students make informed decisions about their future:

**High Aspirations:** Research suggests that most young people already have high aspirations, and the key lies in equipping them with the necessary knowledge and skills to turn those aspirations into reality (Education Endowment Foundation, 2021).

**Teacher Expectations:** Teachers' expectations play a crucial role in shaping students' outcomes. We are committed to fostering an environment where teachers believe in the academic potential of all students, irrespective of their backgrounds (Hattie, 2012).

### **Expected Outcomes:**

By implementing an Enhancement Curriculum focused on careers, information, and guidance support, we aim to achieve the following outcomes:

**Informed Decisions:** Students will have access to comprehensive information about various career pathways, higher education options, vocational training, and apprenticeships, enabling them to make well-informed decisions about their future.

**Increased Aspirations:** Through exposure to diverse career opportunities and success stories, students' aspirations will be elevated,

	<p>encouraging them to aim higher and set ambitious goals for themselves (Education Endowment Foundation, 2021).</p> <p><b>Empowered Decision-Making:</b> Equipped with the knowledge and skills needed to pursue their chosen paths, students will be empowered to navigate their academic and career journeys effectively.</p> <p><b>Monitoring and Evaluation:</b></p> <p>To assess the impact of our Enhancement Curriculum on careers, information, and guidance support, we will employ the following strategies:</p> <p>Regularly gather feedback from students to measure their engagement and satisfaction with the curriculum's content.</p> <p>Monitor the number of students participating in career exploration activities, work experience, and guidance sessions.</p> <p>Track the post-secondary education and employment outcomes of students who received enhanced career support.</p> <p>By collecting both quantitative and qualitative data, we will gain insights into the effectiveness of our approach and make necessary adjustments to ensure it meets the needs of our disadvantaged students.</p>	
<i>Uniform</i>	<p><b>Approach and Rationale:</b></p> <p>Our pupil premium (PP) strategy recognises the significance of creating an inclusive and cohesive school environment where all students, regardless of their socioeconomic background, feel a strong sense of belonging. To achieve this, we emphasise the importance of a standardised school uniform policy that ensures equity and fosters a positive school culture.</p>	1

	<p><b>Implementation Strategy:</b></p> <p>Research and evidence demonstrate the impact of a uniform policy on promoting a sense of unity and belonging among students:</p> <p>Inclusive Identity: A school uniform provides students with a visible and consistent identity, reducing social comparisons and enhancing a sense of belonging and pride (Bodine, 2003).</p> <p>Equality: By implementing a standardised uniform policy, we ensure that all students have equal access to appropriate attire, minimising any visible disparities and supporting a fair and inclusive environment.</p> <p><b>Expected Outcomes:</b></p> <p>Through the implementation of a standardised school uniform policy, we aim to achieve the following outcomes:</p> <p>Sense of Belonging: Students will experience a stronger sense of belonging to the school community, fostering a positive and supportive atmosphere for academic and personal growth (Smith &amp; Cooper, 2010).</p> <p>Reduced Stigma: Standardised uniforms eliminate the socioeconomic distinctions that can arise from varied clothing choices, promoting inclusivity and reducing stigma related to financial differences.</p> <p>Enhanced School Culture: A cohesive and unified appearance contributes to a positive school culture, where students focus on their learning and interactions rather than external appearances (Bodine, 2003).</p> <p><b>Monitoring and Evaluation:</b></p>	
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	<p>Regularly survey students to gather their perceptions of how the uniform policy affects their sense of belonging and overall school experience.</p> <p>By combining qualitative and quantitative data, we will gain insights into the effectiveness of the uniform policy in promoting a positive and inclusive school environment for all students.</p>	
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**Total budgeted cost: £329,970**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Assessments/Exams

*Our evaluation of the approaches delivered last academic year indicates that there are areas requiring significant improvement, particularly in ensuring that our disadvantaged pupils' achievements align more closely with their targets.*

*We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.*

- Attainment 8 Score was 36.37 for PP students, and 49.76 for non-PP students; a difference of +13.39 in favour of non-PP students.
- EBacc APS was 3.1 for PP students, and 4.3 for non-PP students; a difference of +1.2 in favour of non-PP students. Reducing the gap on previous AY.
- Studying EBacc was 16.4% for PP students, compared to 27.7% for non-PP students; a difference of 11.3% in favour of non-PP students. Significantly reducing the gap on previous AY.
- Achieving Basics (5+) was 27.4% for PP students, and 59.4% for non-PP students; a difference of +32.0% in favour of non-PP students.
- Achieving Basics (4+) was 52.1% for PP students, and 79.3% for non-PP students; a difference of +27.2% in favour of non-PP students.
- English Basics (5+) was 50.7% for PP students, and 76.4% for non-PP students; a difference of +25.7% in favour of non-PP students.
- English Basics (4+) was 63.0% for PP students, and 86.0% for non-PP students; a difference of +23.0% in favour of non-PP students.
- Maths Basics (5+) was 31.5% for PP students, and 62.7% for non-PP students; a difference of +31.2% in favour of non-PP students.
- Maths Basics (4+) was 60.3% for PP students, an increase of 0.7% pts on previous AY, and 84.9% for non-PP students; a difference of +24.6% in favour of non-PP students. Reducing the gap on previous AY.

## **Post 16**

Around 10% of current year 13 students are classed as pupil premium. Their entry level KS4 prior attainment is 0.9 of a grade lower than non-pupil premium students. However, the current average point score for year 13 pupil premium is 23.5, compared to 33.5 for non pupil premium students.

Actions taken in Post 16 to support disadvantaged students include support applying for the post 16 bursary by identifying KS4 PP students and offering direct support liaising with home to complete. All students in receipt of the bursary have access to resources such as text books, laptops, and curriculum trips. Students have opportunities to visit universities and employers such as law firms, to raise aspirations. There are work experience programmes to gain experience and confidence in the workplace. The academy's focus on literacy has led to improvements in literacy for students, by increasing teacher-led reading, use of keyword lists, and etymology embedded in lessons. An increase in strategies to engage students has decreased PA among the cohort, with increased parental involvement at an earlier stage of absence. Students from years 11-13 have robust IAG from Progress Careers and the Post 16 team, especially during their transition to Post 16 and Post 18 to ensure students are on the correct subject pathway. Post 16 students are involved in mentoring younger pupils, for example KS3 Reading Mentor programme and maths support. P16 have access to regular catch up sessions across all subjects, and have a study support session embedded in their timetable. PP and disadvantaged students are targeted with a half termly intervention meeting with their learning manager to support their progress. Support for mental health has been a priority for P16, with 1:1 support, workshops and assemblies provided by Future Selph. All students that need mental health support are seen within a few weeks, with continuous support throughout the school holidays. Persistent absenteeism has significantly reduced in Post 16 throughout the last 3 years.

## **Attendance**

The overall academy attendance was 91.6%, a slight decrease of 0.2% points from 91.8% the previous academic year. This is above national attendance 91.4% and above Wakefield 91%.

PP attendance was 85.3%, a slight increase of 0.9% from 84.3% last year, but still above the previous AY. The PP gap is 6.4%.

Overall Academy PA attendance was 21.5% compared with 22.1% from 2023 . PP PA was 40.0% a gap of 17.9%

A weekly attendance meeting is completed to focus on supporting the PP cohort

and to further break down barriers to attending school.

Actions such as an attendance focus in Personal Development and Guidance time, attendance assemblies and weekly and termly rewards for excellent attendance have helped to highlight the importance of school attendance and have helped to improve the overall academy attendance. In addition we hosted a parent and student evening for PA students and the attendance team continued to implement a number of strategic interventions working closely with students and their families. We will implement training to support students with Emotionally Based School Avoidance, and have qualified as an EBSA aware academy.

### Mental Wellbeing & Support

Our assessments demonstrated that pupil behaviour, wellbeing and mental health have been significantly impacted in recent years, primarily due to COVID-19-related issues and the cost of living crisis. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan. In response to parent voice, we are providing more information, support and signposting to parents so that they can support their young people at home. We had a successful parent information evening where we had external speakers and staff based counsellors provide an update on the services and support we provide and we plan to hold these more frequently this academic year. We are working closely with Wakefield CAMHS to constantly review our provisions and to ensure wellbeing support is available at all parent/student information evenings.

### Literacy Interventions

179 PP students accessed Literacy Interventions in 24/25 - their average ratio gain annum was +0.63

7 PP students were identified for Ruth Miskin support - average ratio gain +0.44

35 PP students were identified for Lexia intervention - average ratio gain +2.26

Success stories:

- 1 student in Miskin +4.56
- 5 students in Miskin average ratio gain of +2.24
- 15 students in Lexia ratio gains between +2.55 and +3.89
- Additional 14 students in Lexia ratio gains between +0.98 to +2.05

## **Raising aspirations and supporting next steps**

We provide students a range of opportunities to raise aspirations including a weekly focus on careers during tutor lessons. Students are provided with information on a range of careers from all different sectors to support students making informed choices.

Interactions with employers, colleges and universities are organised through the year to support students with thinking about how they can achieve their aspirations or introduce students to new possibilities. In addition to the interactions students receive during the school day, our annual careers fair and information evening also encourages our parents to be involved in the decision making process.

Students are also encouraged to attend an appointment booked for them to meet with a qualified career advisor. At this meeting, the advisor will talk students through their interests and support their next steps. We always invite PP students first for appointments and a further appointment is booked further down the line to make sure they are fully aware of all the options available to them. Unless there are exceptional circumstances, all of our pupil premium students have a destination secured for the next stage of their education or start employment.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
BLM	iSpace
RSE	Spectrum

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year*

We offer each student an iSpace (internal school counsellors) sessions to support the students.

### **The impact of that spending on service pupil premium eligible pupils**

All students attended the iSpace sessions offered and the peer mentoring has continued.

## Further information (optional)

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