Students First
OUTWOOD
ACADEMY FREESTON

Supported by the Normanton Freeston Foundation

Pupil Premium Strategy Statement

Pupil premium strategy statement – OUTWOOD ACADEMY FREESTON

This statement details our school's use of pupil premium (and recovery 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	1019
Proportion (%) of pupil premium eligible pupils	28.6% (2023/24)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/25 Current year 2023/24
Date this statement was published	8th December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lisa Allott
Pupil premium lead	Tom Daniels - Vice Principal Deep Support & Elizabeth Coultous - SENDCO
Governor / Trustee lead	Ben Thaler and Leah Huddlestone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£277,380
Recovery premium funding allocation this academic year	£69,000
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£346,380

Part A: Pupil premium strategy plan

Statement of intent

Our intent is that all students in the academy make good progress irrespective of their starting points and barriers they may come across. We use robust diagnostic assessments as appropriate and have early intervention strategies as appropriate for the student and the need. All staff in the academy are accountable for standards and expectations and the outcomes of young people both academic and wider personal development.

That students improve their reading and literacy skills, specifically during Year 7 to Year 9 to support improved progress and achievement in all subjects and that students improve their numeracy skills during KS3 to achieve 5+ or better in maths in Year 11.

To improve and support attendance figures for all Pupil Premium students.

To increase the number of parents and carers engaging in supporting Pupil Premium Students education to promote better education and outcomes.

To support Pupil Premium students Social, Emotional & Mental Health needs (a recognised area of concern following the recent pandemic). Therefore, improve life chances by raising aspirations and supporting next steps into education, training and employment.

To support transition into the academy in Year 7 and next steps after Year 11.

The aim of our strategy is to remove barriers to ensure all PP students can access the full curriculum, eliminating the achievement gap between Pupil Premium and non Pupil Premium students.

Challenges

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

Challenge number	Detail of challenge
1	Literacy skills entering Year 7 are lower for students who are eligible for Pupil Premium than for other students, which prevents them from making good progress. Post pandemic there are visible gaps in Pupil Premium students reading ages and access to learning.

2	Numeracy skills entering Year 7 are lower for students who are eligible for Pupil Premium than for other students, which prevents them from making good progress, this has been increased significantly following the pandemic.
3	Attendance rates for students who are Pupil Premium are lower than for other students, which reduces their number of school learning hours and as such impedes their progress. Persistent absence figures for Pupil Premium students have increased.
4	Parental engagement for our Pupil Premium Parents/Carers is significantly lower. Finding a variety of ways to support their engagement and overcome possible lack of access to technology is important.
5	Increased social isolation and anxiety and a reduction in levels of basic communication skills with others.

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
Students improve their reading and literacy skills, specifically during Year 7 to Year 9 to support improved progress and achievement in all subjects.	● Students eligible for Pupil Premium in Years 7 - 9 make more progress by the end of the year than 'other' students so that at least 50% exceed progress targets and 100% meet expected targets. ● Other students still make at least the expected progress. This will be evidenced using accelerated reader assessments and Praising Stars data, English assessments in December, April and July and increased reading ages of Pupil Premium students.
Students improve their numeracy skills during KS3 to achieve 5+ or better in Maths in Year 11.	● Students eligible for Pupil Premium in Years 7 - 9 make more progress by the end of the year than 'other' students so that at least 50% exceed progress targets and 100% meet expected targets.

	● Other students still make at least the expected progress. This will be evidenced using maths assessments and Praising Stars © maths assessments.
To improve and support attendance figures for all Pupil Premium students	● Reduced number of persistent absentees (PA) among students eligible for Pupil Premium from 55.7% to at least 43.7%. ● Overall attendance among Students eligible for Pupil Premium improves from 83.6% and the current gap of 7% difference compared to non Pupil Premium students reduces by at least 2%.
Increase number of parents engaging in supporting Pupil Premium Students education to promote better educational and outcomes	● Parental engagement increases and parents are better informed about how to support student learning at home. ● Parents are able to access their child's learning at home through the use of Google classrooms and Guardian summaries in order to better understand and support learning. ● Increased number of Pupil Premium Parent/Carers enrolled in Guardian Summaries and Parent Portal. ● Ofsted questionnaire shows a good percentage of parents are happy with the academy. ● Continued support with access to technology (where applicable).
To support Pupil Premium students Social, Emotional & Mental Health needs (a recognised area of concern following the recent pandemic). To increase confidence, self esteem and resilience preparing students for further education, training and employment.	● Students needing support are identified early and have support in place from transition to leaving in Year 11. ● Pastoral support and mentoring increases students' resilience, confidence and self esteem which improves outcomes.

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

Budgeted cost: £65,696

Activity	Evidence that supports this approach	Challenge number(s) addressed
A high emphasis placed on the quality of teaching and learning. CPD on quality first teaching based on the strategies that work with Pupil Premium students. *ACE, SEND and Trauma informed practice implemented across the school to all staff.*	**Approach and Rationale** We want to offer high quality teaching and specific teaching and support strategies to all students. These strategies have been proven to improve the amount of progress by +8 months over a shorter time period. **Implementation** We support Continued Professional Development (CPD) for all staff in the academy across a range of evidence based approaches, specifically tailored to support our young people, in particular our PP students. We recognise the importance of implementing strategies to support young people who have suffered Adverse Childhood Experiences (ACE), Special Educational Needs and Disabilities (SEND and Social, Emotional and Mental Health (SEMH) and support trauma informed practices. We will continue our development of using THRIVE assessments and strategies from a specialist delivery perspective and how we continue to develop this practice across the academy. We have delivered de-escalation techniques and will continue to support the practice of this. Feedback to students, in lessons and in books, in particular to PP and SEND students will be a priority this year with dedicated CPD sessions looking at shared good practice and ways to move this forward. **Expected outcomes**	1, 2, 3, 4, 5

	Students' knowledge of how to move forward in their learning, understanding and articulation of the application of this understanding. Safe, welcoming and supportive learning environments for all students which supports their learning outcomes - academic and personal. Student outcomes and their accessibility to learning is improved. Differentiation is maintained so students can access learning at their level. **Monitoring and evaluation** SLT learning walks, reduced incidences of poor behaviour, student voice, visits from colleagues external to the academy, subject reviews.	
Consistent use of Accelerated Reader in the classroom. *Catch up interventions for targeted students*	**Approach and Rationale** Literacy life skills are vital in ensuring that students can not only access education whilst at Freeston but wider into further education and into their career and life in general. Catch up interventions help to close the gap and narrow the divide in literacy skills in Pupil Premium students. Specific literacy programmes identify gaps in literacy skills to support literacy and improve knowledge, skills, reading ages and attainment. Some interventions can be supported and accessed from home. **Implementation** We will implement strategies using externally verified to support literacy and numeracy for students requiring support across all levels, in particular our PP students. Ruth Miskin Fresh Start will be used to test at the very lowest level of support required for phonics. Students will have a timetable of support from a specialist TA and weekly sessions to ensure they are confident and secure in these early building blocks. Accelerated Reader was shown to have a positive impact across our Trust. It has been used by the academy for 5 years. On average this is shown to accelerate progress by +5 months. Other external intervention packages eg Rapid Reader plus, Numicon, IDL, Lexia etc will be used to support student as they progress through the levels of securing knowledge.	1, 4, 5

	Small group tutors utilising the funding from NTP will support our PP students in developing their confidence in understanding and practising knowledge across English and maths in all year groups. **Expected outcomes** Students will master the learning principles and progress through the knowledge gaining security and confidence in building these life skills. Reading ages will improve and therefore access to wider material and a growing love of reading for pleasure and wider reading around subject areas will develop. **Monitoring and evaluation** Regular assessment will take place to ensure that knowledge is being consolidated via formative assessments, student data and teacher observations. The literacy RAG will review progress and next steps. Strategies will be refined as required. The Progress and Attainment RAG in Y11 will support rotation and recycling of interventions, PP students are clearly identified on this system and progress checked regularly for further targeting needs.	
Consistent use of Numeracy Ninja & Maths Mastery *Sparx* *Numicon*	**Approach and Rationale** Numeracy life skills are vital in ensuring that students can not only access education whilst at Freeston but wider into further education and into their career and life in general, for example handling money and leading an independent life. Catch up interventions help to close the gap and narrow the divide in numeracy skills in Pupil Premium students. Specific numeracy programmes identify gaps in numeracy to improve knowledge and attainment. Some interventions can be supported and accessed from home. **Implementation** Numeracy Ninja has proven to have a positive impact and has been used by the academy this academic year. The approach is similar to that of accelerated reader where student's use 15 minutes of their lesson time to review their numeracy skills and within Y8 to consolidate learning in Maths Mastery. Sparx supports consolidation of learning and reviewing previous learning. The approach used is engaging to students and can be accessed at home.	2, 4, 5

	Numicon helps students with the very basics of numbers in a more tactile way. Small groups of students are assessed and then follow a programme of support. **Expected outcomes** Students will master the learning principles and progress through the knowledge gaining security and confidence in building these numeracy life skills. **Monitoring and evaluation** Regular assessment will take place to ensure that knowledge is being consolidated via formative assessments, student data and teacher observations. The Progress and Attainment RAG in Y11 will support rotation and recycling of interventions, PP students are clearly identified on this system and progress checked regularly for further targeting needs.	
Director support from OGAT made available to departments to ensure Pupil Premium students make the required progress. *Weekly RAG sessions identify any areas of concern or support required*	**Approach and Rationale** As a Trust we are supported via a group of subject specialists (Subject Directors) with a proven track record of expertise. This specialist subject assistance in curriculum design, pedagogical best practice and additional capacity enhances the educational experiences for all students, but in particular our PP students. This approach aligns with research findings that emphasise the importance of targeted professional development and instructional leadership in improving student outcomes, especially among disadvantaged students (Education Endowment Foundation, 2021). **Implementation** Our Subject Directors will be assigned to specific subject areas and will work collaboratively with teachers and Heads of Department to ensure the following: <u>Curriculum Enhancement:</u> Subject Directors 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. <u>Pedagogical Guidance:</u> Subject Directors 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. <u>Data-Driven Insights:</u> They will analyse student performance data to identify trends, learning gaps, and areas that require targeted	1, 2, 3, 5

	intervention. This data-driven approach will inform the development of tailored strategies to address specific needs. Professional Development: Subject Directors 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. Collaborative Planning: Collaboration between Subject Directors, teachers, and Heads of Department will be encouraged to create cohesive and impactful strategies that span across grade levels and subject areas. Resource Allocation: Subject Directors will contribute to identifying and sourcing appropriate teaching resources, including digital tools, materials, and texts, to support effective teaching and learning. **Expected outcomes** The introduction of Subject Directors will result in benefits for our PP students and the overall teaching community: Enhanced Instruction: Subject Directors' expertise will contribute to the design of engaging and rigorous curriculum, fostering a deeper understanding of subject matter among PP students. Improved Differentiation: By providing guidance on differentiated instruction, Subject Directors will enable teachers to tailor their teaching approaches to the diverse needs of PP students. Informed Decision-Making: Data analysis and insights from Subject Directors will inform strategic decisions, ensuring that interventions are targeted and effective. Teacher Empowerment: Professional development led by Subject Directors will empower teachers with new skills and strategies, enhancing their confidence and effectiveness in the classroom. Increased Collaboration: Collaborative efforts will foster a culture of shared knowledge and expertise, leading to more cohesive and impactful teaching practices across the school. **Monitoring and evaluation** The impact of the Subject Director 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 Subject Directors.	

	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. Weekly Y11 Rag sessions identify any learning concerns and create a whole school approach to all learning, identifying any concerns and gaps to boost learner performance and implement interventions.	

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

Budgeted cost: £134,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy supportive interventions: *Small group work that focuses on Phonics, Spellings, handwriting and fundamental literacy and numeracy skills.* *IDL, Lexia 1-1 targeted programmes* *Peer mentor reading programme*	**Approach and Rationale** To address the specific literacy needs of our PP students, we are implementing targeted literacy interventions facilitated by Specialist Literacy Teaching Assistants (STAs). This approach is grounded in evidence-based research demonstrating the significant impact of reading comprehension strategies on student progress and achievement (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. A range of supportive packages as appropriate to need will then be used to support the next steps of progress and success. **Implementation** Numeracy needs of PP students will be supported via a specialist KS3 tutor group run by a maths teacher with primary teaching experience in using Numicon. Our Literacy Interventions and Specialist TAs will operate within a framework to effectively improve literacy skills among PP students:	1, 2, 4, 5

	● Assessment and Differentiation: 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. ● Targeted Intervention Plans: 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. ● Tailored Activities and Texts: 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. ● Small-Group and One-on-One Sessions: 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. ● Regular Progress Monitoring: Throughout the intervention period, the progress of each PP student will be continuously monitored through assessments, observations, and performance feedback. Adjustments to intervention plans will be made based on progress indicators. ● Embedded Literacy Skills: 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. Our peer reading programme will be supported by reading ambassadors supporting targeted students on a morning listening to them read and supporting their confidence with this within a supportive and positive environment. Other supportive packages eg Rapid Reader, IDL, Lexia etc will be delivered and progress monitored via our PLC and 121 tutors. **Expected outcomes** The implementation of interventions and the engagement of a Specialist Literacy TA are expected to yield several positive outcomes for PP students: ● Enhanced Reading Ability: 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 TA 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. ● Increased Confidence: Through tailored interventions and personalised support, PP students will gain confidence in their reading abilities, which can positively impact their overall attitude toward learning. ● Transferable Skills: The development of essential literacy skills will extend beyond reading ability, benefiting students' performance in other subjects that require strong reading and comprehension abilities. ● Narrowing of Achievement Gap: By providing targeted interventions, we aim to narrow the achievement gap between PP students and their peers, ensuring equitable access to quality education. **Monitoring and evaluation** Progress and effectiveness will be closely monitored through ongoing assessments, pre- and post-intervention comparisons, and regular communication between Specialist TA, 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.	
All Pupil Premium students have access to one to one tuition within English and maths. *Promoted use of external and Internal resources to aid learning.*	**Approach and Rationale** Recognising the potential impact of personalised instruction, we implement 1-to-1 tutoring sessions in English, Maths, and Science for our pupil premium (PP) students. This approach is grounded in strong evidence indicating that one-to-one 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. **Implementation** Our approach to 1-to-1 tutoring for PP students in English, Maths, and Science will encompass the following key components: ● 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 coursework.	1, 2, 5

	• Supplementary Support: The tutoring approach will complement the regular classroom instruction, offering students additional support to reinforce concepts and skills covered during whole-class lessons. • Progress Monitoring: Regular assessment and monitoring of student progress will be a fundamental aspect of the tutoring process. Tutors will work collaboratively with classroom teachers to gather insights and feedback, ensuring that the tutoring sessions are yielding positive outcomes. • Skill Reinforcement: Tutors 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. • Positive Relationships: Tutors will establish positive relationships with PP students, fostering a safe and supportive learning environment where students feel comfortable asking questions and seeking clarification. **Expected outcomes** The use of 1-to-1 tutors for English, Maths, and Science subjects is anticipated to yield several positive outcomes for PP students: accelerated progress, increased confidence, enhanced learning experience and transferable skills benefiting students' broader academic experiences within the subject areas. **Monitoring and evaluation** Ongoing assessment, communication between tutors and classroom teachers will be used to gauge the impact of 1-to-1 tutoring on PP students' progress. By consistently monitoring the effectiveness of the tutoring approach, we will be able to make data-driven adjustments to ensure that the sessions continue to support the academic growth and success of our PP students.	
Revision, recap and recall software	**Approach and Rationale** Our 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 resources, we have integrated a range of software tools into our approach. These tools, including Sparx, ExamPod, Accelerated Reader, MyOn, and ClassCharts, are designed to facilitate personalised learning experiences, engage students and families, and support both in-school and remote learning environments **Implementation** Our approach to leveraging revision, recap, and recall software involves carefully chosen software tools that are evidence-based	1, 2, 3, 4, 5

	and have demonstrated positive impacts on student learning and engagement. **Expected outcomes** The integration of revision, recap, and recall software is expected to yield several positive outcomes for our PP students: ● 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. ● Improved Understanding: Through practice exercises, quizzes, and assessments, students can consolidate their understanding of key concepts, leading to improved retention and application. ● 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. ● Personalised Learning: These tools adapt to individual learning needs, providing targeted practice and resources to bridge learning gaps and challenge advanced learners. ● 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. **Monitoring and evaluation** 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.	
Enrichment to the curriculum, eg Trips, Music Tuition, after school sessions and holiday sessions	**Approach and Rationale** Our 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. Recognizing the importance of extended learning opportunities, our PP strategy incorporates after school and holiday sessions. These sessions provide students, particularly those in Year 11,	1, 2, 5

	with additional time to reinforce their learning, build confidence, and enhance their ability to retain and apply knowledge effectively. Our PP strategy emphasises the importance of enriching the curriculum through a variety of experiences, including educational trips 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. **Implementation** Our approach to providing music tuition involves the following components: ● Qualified Music Instructors: 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. ● Instrument Selection: Students are offered a choice of musical instruments to learn based on their interests. This personalised approach ensures that students engage with an instrument they are enthusiastic about, increasing their motivation and commitment. ● Regular Sessions: 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. ● Structured Curriculum: 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. Our approach to implementing after school and holiday sessions is guided by research and evidence that underscores their positive impact on student outcomes: ● Extended Learning Time - such as after school and holiday sessions ● Targeted Support - 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 - emphasises the importance of spaced repetition and active recall in strengthening memory and retention	

	● Confidence Building - extended learning opportunities have been linked to improved self-confidence and self-efficacy among students ● Interactive Learning - interactive learning experiences have been shown to enhance engagement and knowledge retention ● Personalised Attention - personalised learning experiences positively impact student achievement. Our smaller group settings allow teachers to address individual questions and provide tailored support. Our decision to include enrichment activities such as trips and learning materials is grounded in research and evidence that highlight their positive impact on motivation and engagement, broadening horizons, inspiration and creativity, motivation to succeed and equity and inclusion. These experiences can mitigate the gap between different student groups and promote inclusivity. **Expected outcomes** The integration of music tuition into our PP strategy is anticipated to yield several positive outcomes for our students: improved cognitive skills, emotional wellbeing, increased motivation, enhanced discipline and focus and cultural enrichment. Incorporating after school and holiday sessions into our PP strategy is anticipated to yield the positive outcomes for Year 11 students in their performance, confidence, recap and retention of knowledge and application of knowledge, motivations and transition into Post16. Supporting trips and resources will ensure that our PP students experience the same experiences and opportunities as all our students. **Monitoring and evaluation** 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. After school and holiday sessions will be monitored by classroom teachers and Heads of Department with regards to uptake ad impact seen in the classroom and through review of progress. We will monitor the impact of trips and learning materials through student feedback, engagement levels, and academic progress. We will assess whether these activities contribute positively to the intended outcomes expected.	

Behaviour Interventions including Alternative Provision	**Approach and Rationale** Our behavioural interventions aim to cultivate a positive and nurturing environment that enhances both behaviour and academic 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. For instance, we utilise our school coach, Thrive and Bridge Programmes. We will work with external agencies to utilise their knowledge and strategies. 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 PP strategy aims to provide alternative pathways that accommodate diverse learning needs. **Implementation** ● We have commissioned a Safer School Partnership Officer two days a week to support personal and small group intervention strategies. ● We buy into the Educational Psychology service. ● We work actively with local Alternative Provisions who can provide tailored learning plans, vocational opportunities and smaller group settings. ● We work closely with the LA Inclusion Panel to work with students at risk of permanent exclusion and those requiring supportive packages to re-engage in education (eg EET, EIT, RESET, ECT, BEAM etc) ● We use every range of behaviour support strategy within the academy we can identify and utilise others we come across creating a multi-faceted approach. **Expected outcomes** Students improved behaviour, reduced sanctions, positive engagement with learning with further education. Consistent and collaborative approach between the academy and parents/carers regarding expectations. Supportive relationships between school, students and parents. **Monitoring and evaluation** To gauge the effectiveness of our behavioural interventions, we will: ● Regularly review behavioural data to identify improvements and trends.	1, 2, 3, 4, 5

	• Gather feedback from teachers, students, and parents on changes in behaviour and the overall school atmosphere. • Analyse academic progress data to see if behavioural improvements are correlated with enhanced learning outcomes. By incorporating these multifaceted strategies, we aim to create a robust and effective behavioural intervention framework.	

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

Budgeted cost: £175,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise the Inclusion Officer, EWO and Attendance admin to target students who are eligible for Pupil Premium funding and are in danger of becoming PA or are already PA. Implement a range of interventions to support students who are identified as PA.	**Approach and Rationale** Our PP strategy acknowledges the crucial role that attendance and behaviour play in shaping student outcomes. In response to these attendance and behaviour challenges, we have evolved our approach by expanding our inclusion team. While we no longer have an Inclusion Coordinator, we have appointed an Inclusion Officer and a Special Educational Needs (SEN) Officer.. This enhanced team collaboratively focuses on fostering regular attendance, encouraging positive behaviour, and creating a supportive school environment, particularly for students from disadvantaged backgrounds. **Implementation** Our approach is informed by evidence that highlights the crucial role of a coordinated and proactive inclusion team in improving attendance and behaviour outcomes. We aim for early intervention, family engagement, behavioural interventions. In addition, both of our EWO's will receive training in EBSA. **Expected outcomes** By implementing an inclusion coordination approach, we aim to achieve the following outcomes: improved attendance, reduced PA, positive behaviour climate and enhanced progress.	3 ,4, 5

	Monitoring and evaluation To assess the impact of our inclusion coordination approach, we will utilise the following strategies: ● Regularly review attendance data and behaviour reports to identify trends and areas for improvement. ● Collect feedback from students, families, and staff to evaluate the effectiveness of the inclusion team's support. ● Monitor academic progress and behaviour outcomes among students who receive targeted interventions. ● 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. 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.	
Empowering parents/carers to work with their children and maintain good relationships and open lines of communication with the academy through strategies such as: Guardian summaries Parent meets and phone calls, Use of Edukey, Parent Portal, Principal's Blog	**Approach and Rationale** Our PP strategy recognises that different parents/carers will liaise with the academy via different routes. We aim to support all parents and carers in engaging with our academy and feedback back to us on their thoughts and ways to improve/ **Implementation** We will engage with parents and carers (*not an exhaustive list*): ● during subject reviews via an online survey ● when reviewing aspects of the academy eg best ways to hold parents meetings, use of praise, use of home learning etc ● in writing One Page Profiles which are utilised by teaching staff ● provide monthly updates as to what all subjects are learning this month ● provide regular newsletters on literacy and numeracy, safeguarding etc ● reading club activities ● provide regular (weekly where possible) Principal Blog one page sheets updating parents on what is happening in the academy including a weekly theme for staying safe and positive wellbeing ● encourage use of Guardian Summaries so they can engage in learning and work outstanding ● use of Parent Portal to view attendance, timetable, praise, honours received ● utilise Groupcall - free texting service ● text parents when a student has been sent to Step-Out with a follow up phone call **Expected outcomes**	4, 5

	Parents and carers feel more engaged with the academy and their knowledge of what is happening with their child. That they feel a part of the conversation and the solution. **Monitoring and evaluation** We will monitor the responses from parents as to what communication they feel is working and what requires further improvement. We will in 2023/24 start our journey on the Leading Parent Partnership Award.	
Transition into Year 7 and post Year 11	**Approach and Rationale** Transitioning from primary to secondary school is a critical phase in a student's educational journey. Our PP strategy recognises the challenges that can arise during this transition and aims to provide extra support to ensure a smooth transition process for PP students. We also recognise that transitioning to Post 16 also has its challenges and that some students will require support with this stage of independence, to support aspirations and guidance. **Implementation** Our transition support strategy highlights the potential negative impacts of a challenging transition and the benefits of targeted support We aim to minimise negative progress during the transition, reduce feelings of anxiety and create a positive and supportive transition. Our careers programme has a whole academy approach setting high aspirations, prepares students for their next steps and also provides personalised guidance which can help students navigate the new environment more effectively. We expect all staff in the academy to set high aspirations and to not limit success. **Expected outcomes** Our transition strategy aims to achieve the following supportive outcomes: ● Smooth Transition: By offering extra support, we aim to facilitate a smooth transition for disadvantaged students, reducing the potential disruptions in learning and overall well-being. ● Positive Social Adaptation: Our approach includes strategies to help students adapt positively to the new school environment, fostering a sense of belonging and reducing feelings of anxiety	1, 2, 5

	• Early Intervention: By identifying potential challenges early on and providing appropriate support, we aim to prevent issues from escalating and impacting students' academic journey Our external unbiased careers advisor will support students to plan, apply using informed decisions and secure their next steps, meeting with individuals on multiple occasions to support this. We will ensure that students have access in school to research and apply for the most appropriate courses and support students in visiting establishments. **Monitoring and evaluation** To monitor the impact of our transition support strategy, we will: • Collect feedback from students and parents about their experiences during the transition process. • Monitor attendance, behaviour, and academic progress of students who receive transition support. • Analyse the data to identify trends and assess whether the transition support has contributed to positive outcomes. Our evaluation will help us refine our approach and ensure that the transition support strategy remains effective in achieving its intended goals. We will work with the colleges and support them in their knowledge of our students in how to support them the best way possible. We will review our NEET and over time retention figures. We will in 2023/24 have our final review for the Careers Award.	
Student Uniform	**Approach and Rationale** Our 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. **Implementation Strategy** Research and evidence demonstrate the impact of a uniform policy on promoting a sense of unity and belonging among students: • Inclusive Identity: A school uniform provides students with a visible and consistent identity, reducing social comparisons and enhancing a sense of belonging and pride. • 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.	2

	Expected Outcomes Through the implementation of a standardised school uniform policy, we aim to achieve the following outcomes: ● 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 ● Reduced Stigma: Standardised uniforms eliminate the socioeconomic distinctions that can arise from varied clothing choices, promoting inclusivity and reducing stigma related to financial differences. ● 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 **Monitoring and Evaluation** Gain student voice to gather their perceptions of how the uniform policy affects their sense of belonging and overall school experience. 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.	
Wellbeing support	**Approach and Rationale** Recognising the profound impact of mental wellbeing on students' overall development and academic success, our 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. To address these challenges, we are partnering with reputable external agencies such as an external counsellor, Kooth and iSpace to implement SEL interventions that aim to enhance students' emotional regulation, social skills, and overall wellbeing. **Implementation Strategy** Our approach to mental wellbeing support through external agencies encompasses the following key components: <u>Partnering with Trusted Agencies:</u> We have established partnerships with Kooth, an external counsellor and iSpace—renowned organisations specialising in mental health and wellbeing support for young individuals. <u>Targeted SEL Interventions:</u> These agencies offer evidence-based SEL interventions designed to strengthen students' emotional intelligence, interpersonal skills, and ability to manage stress and	1, 2, 5

	emotions effectively. Supportive Framework: 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. In addition, our Bridge Manager will provide small group and personalised support packages working to the needs of our young people. Inclusive Approach: The SEL interventions are tailored to meet the diverse needs of PP students, taking into account their unique backgrounds, experiences, and challenges. Collaborative Effort: Our school staff will collaborate closely with the external agencies to ensure a seamless integration of SEL interventions within the school environment and curriculum. Engagement and Participation: We will actively encourage PP students to engage in the SEL interventions, fostering a culture of openness and destigmatising discussions about mental health. We will engage with external opportunities as they arise which we feel engage students in a range of activities in their own reflection of their wellbeing and allow them to celebrate their achievements. For example with musical performances promoting wellbeing. **Expected Outcomes** **T**he implementation of SEL interventions through external agencies is anticipated to yield several positive outcomes for PP students: Enhanced Emotional Regulation: PP students will develop improved emotional awareness and regulation, equipping them with valuable skills to manage stress and challenges effectively. Positive Social Skills: Through SEL interventions, students will acquire enhanced interpersonal skills, enabling them to form healthier relationships and collaborate more effectively with peers and teachers. Boosted Wellbeing: Participating in SEL interventions is expected to contribute to improved overall wellbeing, including reduced anxiety, increased self-esteem, and a more positive outlook. Academic Gains: 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. **Monitoring and Evaluation** 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.	

Total budgeted cost: £375,790

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The measures in place have shown an impact on student's reading ages with many pupil premium students improving their reading age. The new systems have allowed us to identify students more quickly and to be able to put in support where it is required. The students are reviewed regularly to ensure that students are getting the right support that they need.

The gap between PP and non PP still remains but it is getting narrower. The early intervention in lower years is aimed to ensure that students are reaching KS4 with skills needed to access the GCSE curriculum. Results for all students:

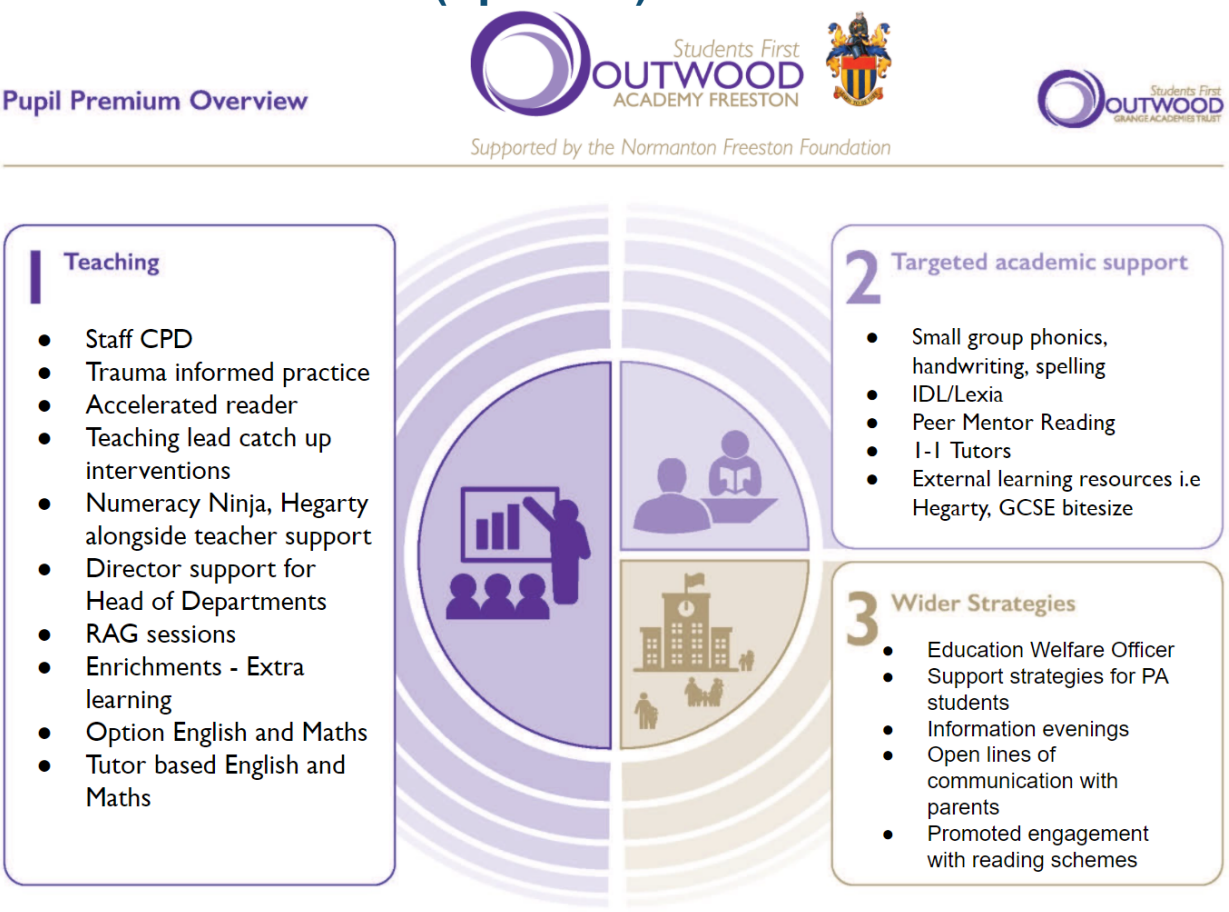
- P8: 2018 = -0.52, 2023 = -0.1
- Attainment 8: 2018 = 41.81, 2023 = 39.55
- 5+ EM: 2018 = 30.9%, 2023 = 39.7%
- 4+ EM: 2018 = 52.2%, 2023 = 55%

Externally provided programmes

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

Programme	Provider
Science Homework	GCSE Pod
Maths Homework	Sparx
MFL Homework	Language Nut

Further information (optional)



Covid Recovery Premium - Plan for 2023/24

Covid Recovery Premium funding allocation for 2023/24= £69,000

Covid catch up cohort = Those children who have fallen behind as a result of the extended school closure period due to Covid 19 and are in need of some specific targeted catch up work to address these gaps.

Catch up cohort = Those children who are below their ARE expectations irrespective of the time lost to Covid 19. These children probably joined the academy in this position and are in need of some intensive catch up work, likely to be in the key areas of literacy and/or numeracy.

Many children fall into both groups.
In attempting to 'catch up' all those students who are below their ARE, the strategy has 3 strands:
(i) Targeted intervention to 'fill' specific gaps in learning
(ii) Targeted intervention to address issues with basic numeracy and literacy
(iii) Whole academy strategies that benefit whole cohorts of children

Catch up plans

Identify

Identify the students who have fallen behind as a result of time lost due to Covid 19.

Gather information from HoDs, teachers and Learning Managers.

Establish what the gaps are

- Be specific - subject, topic, key learning points etc
- Is the issue more related to confidence than subject content?

Quality first wave teaching remains the most effective way for students to catch up but for some, specific targeted intervention will be required.

Challenges

Challenge number	Detail of challenge
1	Poor Literacy / Numeracy Skills
2	Disadvantaged pupils make less progress and attain lower than their non-disadvantaged peers
3	Low attendance – high number of Persistently Absent (PA) students
4	Lost Learning or development issues due to Covid-19 school closures.
5	Student wellbeing and mental health issues
6	Attitudes to learning, aspiration, ambition, confidence and resilience
7	Access to resources

Intended outcome	Success criteria
Improved attendance	Less students PA. Attendance of PP closing the gap with national average
Increased reading ages	Less students below ARE. Increase in English results and P8 score
Increased numeracy skills	Increase in Maths results and P8 scores
Improve aspirations	Enrichment data. Reduction in NEETs

(A) Teaching -Deep Learning

Activity	Evidence that supports this approach	Challenge number(s) addressed
NA		

Budgeted cost = £0

(B) Targeted academic support -Deep Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Worker: To support the academy in maintaining behaviour and attendance, including daily attendance calls inc support and challenge, monitoring of key students for behaviour and truancy, liaise with alternative provision. Year 2 for this role, huge impact in year 1.	£23,834	3-6
Family Support Worker: To work within the local community with key partners, supporting families including those with a range of needs, in addressing identified needs and empowering them to make sustainable change. Coordinating packages of support for families, taking on the role of key worker. Delivery of proven, evidenced based interventions. Year 2 for this role, huge impact in year 1.	£28,432	2-6
Police Office buy in days (2 days a week) to do targeted support work with individuals and groups of students	£10,877.93	2,5,6
Thrive project (balance to end of Feb 2024)	£750	5
SEN Chromebooks to support targeted interventions	£2,000	1,2,4,6,7

Budgeted cost = £65,894

(C) Wider strategies-Deeps

Activity	Evidence that supports this approach	Challenge number(s) addressed
Praise culture - incentives to aspire and achieve	£4,607.27	

Budgeted cost = £4,607.27

Covid Recovery Premium funding allocation for 2023/24= £69,000

Total anticipated cost = £70,501.20

Difference of £1,501 to be sourced through academy budget