

# Pupil Premium Strategy Statement - September 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022/23 and 2023/24 academic years) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Outwood Academy Normanby
Number of pupils in school	734
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mark Robinson
Pupil premium lead	Emma Beaumont
Governor / Trustee lead	Elaine Fryett

## Funding overview

Detail	Amount
Pupil premium funding allocation: <ul style="list-style-type: none"><li>academic year 2022/23</li><li>academic year 2023/24</li></ul>	£411,565 £416,639
Recovery premium funding allocation: <ul style="list-style-type: none"><li>academic year 2022/23</li><li>academic year 2023/24</li></ul>	£109,848 (Covid recovery) £107,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for the academic year 2022/23</b>	<b>£521,413</b>
<b>Total budget for the academic year 2023/24</b>	<b>£524,269</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*At Outwood Academy Normanby we are passionate about ensuring the highest quality provision is provided for all learners regardless of their starting points, their background or the challenges they face.*

*The Pupil Premium funding allows for additional funding for our most disadvantaged pupils, and we believe that this document not only identifies how we have planned to meet their needs but importantly it also provides Outwood Academy Normanby staff with a clear focus setting the achievement of all children as a priority for everyone.*

*Our vision:*

*“Students first: Raising Standards and transforming lives”*

*At Outwood Academy Normanby we believe that a child’s achievement should be determined by their ability and not by their contextual circumstance. In order to excel, we have a responsibility to support learners who are disadvantaged, providing them with opportunities to progress in line with non-Pupil Premium learners and achieve high attainment across the curriculum.*

*Pupil Premium allocation is defined as ‘the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most’ – DfE 2012.*

*The academy puts a significant emphasis on inclusion to ensure all students can access the curriculum and achieve. This strategy will support students academically, pastorally and from an emotional, mental health perspective, which is paramount in the current climate. We believe it is the responsibility of all staff for disadvantaged pupils’ outcomes and have the highest expectations of what all students can achieve.*

*We appreciate that high quality teaching and pastoral care has the greatest impact on our disadvantaged cohort, therefore our application of the Pupil Premium funding is to enhance teaching in the first instance and tailor support to quickly eradicate other barriers students may face. We do not offer a blanket approach for much of our intervention - different students require different forms of additional support. We find a bespoke approach achieves the best outcomes.*

*To ensure our approach is effective, we will:*

- *Ensure disadvantaged learners experience quality first teaching with appropriate levels of challenge to ensure they make rapid progress*

- *Intervene at the earliest opportunity (academically and in the wider sense)*

- *Provide a safe and caring environment in which children thrive*

*We have identified clear barriers for our students and have identified appropriate academy wide strategies to overcome the common barriers for our students as well as highly personalised interventions for specific issues some of our students face.*

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance for some is below national average and significantly impacts on their learning outcomes.</b></p> <p>Low attendance has a negative impact on: learning in academic lessons; the development of basic reading skills; the development of key personal skills which allow young people to fulfil their own aspirations.</p>
2	<p><b>Improving reading and literacy so that all students can access the curriculum</b></p> <p>The ability to read and confidently decode the texts offered is key to success within academic subjects and life in general. By investing in high quality reading programmes, delivered with focus and impact effectively measured we can ensure our students can access the work.</p>
3	<p><b>Socio - economic deprivation: area of significant deprivation/ families living on the poverty line</b></p> <p>In the latest Index of Multiple Deprivation (IMD):</p> <p>Grangetown was 55 out of 32,844 areas so is in the lowest 1% for income deprivation and 1% for employment and 1% for health.</p> <p><a href="#">Index of Multiple Deprivation - Grangetown</a></p> <p>South Bank was 6008 out of 32,844 areas so is in the poorest 15% for income deprivation and 10% for employment and 7% for health.</p> <p><a href="#">Index of Multiple Deprivation - South Bank</a></p>

	We therefore need to work hard to provide positive adult role models, outstanding careers aspirations and a quality enrichment offer. Together this would increase children's exposure to academic development and activities to increase progress, wellbeing and self-confidence.
4	<b>Social, emotional and wellbeing barriers of disadvantaged students</b> Students' decision-making skills, interaction with others and their self-management of emotions requires support. In addition to focusing directly on the academic and cognitive elements of learning, we need to improve the ways in which students work with (and alongside) their peers, teachers, family and community to support their progress.
5	<b>Parental engagement for key students</b> Working closely with parents to build strong relationships that support students. Strong parental engagement will build a sense of community and enable the academy and parents to work alongside each other to remove barriers linked to social deprivation.
6	<b>Personal development, learners' low aspiration, low motivation and low self-confidence impact on engagement and outcomes.</b> We need to raise students' aspirations by exposing them to rich experiences which enhance and improve Personal Development, underpinned by the academy's vision and values. We need to proactively prepare learners to be positive, active citizens with the skills, confidence and grades to succeed in their chosen endeavour.

## 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
Attendance for some of our students significantly impacts on their learning outcomes To ensure improved attendance to school and lessons for all students	Our attendance to the academy to improve to above 90% and our PA to reduce to below 30%.
<b>Improved reading and literacy so that all students can access the curriculum</b> The Reading ages of all our students to improve. For students to gain a functional level of reading to access the work set in lessons	Improve verbal fluency across all learners. Accelerated Reading programme to demonstrate improvements in reading comprehension and literacy across the KS3 cohort.

	<p>Lexia Reading programme to be deployed effectively to have a positive impact on Reading Comprehension.</p> <p>Rapid Reader to improve comprehension and confidence.</p> <p>Ruth Miskin Programme to demonstrate significant improvements for the weakest readers.</p>
<p><b>Social, emotional and wellbeing barriers of disadvantaged students</b></p> <p>The improvement of pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Improve the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	<p>Students have access to targeted, high quality SEMH support. The inclusion team is highly qualified and has the skills required to deliver interventions which meet the needs of our students.</p> <p>The SEMH TA to support our most vulnerable students, as identified through inclusion meetings, to ensure the personalised approach they need to succeed. This is through the use of the ELSA programme.</p> <p>All staff have access to relevant, high quality CPD.</p> <p>Students benefit from a core academic and PSHE/RSE curriculum. This is enhanced by personalised academic/SEND/therapeutic interventions allowing us to best meet the needs of our most vulnerable young people.</p> <p>We have a clear range of provisions delivered by experienced staff. Provision includes the Thrive programme, Lego therapy, Middlesbrough Football Club (female leadership, wellbeing check ins, youth social action projects, Premier League Inspires and Premier League ASDAN as well as equality, diversity and inclusion provision), social skills and anger management.</p> <p>Our enrichment offer is designed to help to improve emotional and physical wellbeing as students mix with others as part of their favourite activities.</p> <p>Attendance to enrichment is monitored to ensure disadvantaged learners have fair access without barriers as a result of financial hardship.</p> <p>A very small number of students access offsite alternative education.</p>

<p><b>Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line</b></p> <ul style="list-style-type: none"> <li>- removal or reduction of barriers to access education and experiences, including enrichment.</li> </ul>	<p>Barriers as a result of financial hardship are overcome through providing access to technology and homework clubs as part of our offer to all learners.</p> <p>We also aim to overcome barriers to personal development through experience of cultural capital by ensuring fair access to enrichment activities, educational visits and targeted interventions.</p> <p>Standards and expectations of academy uniform and equipment necessary to be ready to learn, are consistently high. Financial support given, as needed, for access to uniform.</p> <p>Wrap around care includes a free breakfast club everyday to ensure all students have access to a healthy breakfast with a warm and welcoming atmosphere.</p>
<p><b>Personal Development - academy vision - every student has a determination to succeed, a love of learning, pride in their academy and strength of character.</b></p> <p>To raise aspirations of students by exposing learners to rich experiences which enhance and improve Personal Development, underpinned by the academy's vision and values. To proactively prepare learners to be positive, active citizens with the skills, confidence and grades to succeed in their chosen endeavour.</p> <p>Improved careers and Post-16 offer which is directly informed by local context alongside national and global opportunities.</p>	<p>Full access to personal development experiences, funded for PP students, including both educational (curriculum enhancing) and character building experiences.</p> <p>100% of learners access Post-16 provision and are therefore not NEET.</p> <p>Applications are realistic yet ambitious.</p> <p>Personalised interviews with all Y11 students and support with completing applications where needed.</p> <p>Thorough post-16 programme of assemblies for all students to access from all providers in our area.</p>

## Activity in this academic year

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

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

Budgeted cost: £106,563 (for 2022-23, no significant change 2023-24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching and learning focusing on the Five Pillars methodology using evidenced based practice from John Hattie's research on effect sizes.</p> <p>Visualisers in each classroom to enable teacher modelling and sharing student work.</p>	<p>Clear structures enable learners to understand what they are learning and why.</p> <p><a href="#">EEF Mastery Learning</a></p> <p><a href="#">EEF Metacognition and self-regulation</a></p>	<p>2 and 3</p>
<p>Regular learning walks with constructive feedback to ensure high standards.</p> <p>Subject director support.</p>	<p>Learning walks support whole-school improvement, and/or provides evidence for a school improvement plan.</p> <p><a href="#">The Key Planning learning walks to to support and develop</a></p>	<p>2 and 3</p>
<p>Employment of Numeracy and Literacy TAs specialised to support the different elements of the curriculum, including a significant focus on phonics. To provide interventions across year groups.</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact</p> <p><a href="#">EEF TA interventions</a></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="#">EEF Phonics</a></p> <p><a href="#">EEF Lexia</a></p>	<p>2 and 3</p>

<p>Reciprocal reading and explicit teaching of Tier 2 vocabulary.</p>	<p><a href="#">EEF Read Write Inc. Phonics and Fresh Start</a></p> <p><a href="#">EEF Reciprocal Reading - evidence of impact - further studies underway</a></p> <p>Teaching students to have a rich vocabulary, including tier 2, supports access to the curriculum.</p> <p><a href="#">EEF Vocabulary</a></p>	
<p>Use of Classcharts, Edukey and oCloud to aid teacher knowledge of student needs.</p>	<p>Edukey is an online provision mapping tool which allows us to record, in one place, the special 'additional to and different from' provision, as described in the SEND Code of Practice, that is made for the children and young people in your setting. Allowing the appropriate interventions to take place. <a href="https://www.edukey.co.uk/blog/">https://www.edukey.co.uk/blog/</a></p>	<p>2 and 3</p>
<p>Weekly CPD for teaching staff</p> <p>Opportunity to access NPQ qualifications to support progression and succession management.</p> <p>Ruth Miskin Fresh Start Phonics training for Reading Leader and cascaded to TAs.</p> <p>Online Flick Training - regular updates for key policies.</p> <p>Director training for subject specialist input</p> <p>Thrive training to embed Thrive approach across the school including profiling and access to appropriate provisions.</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between PP and non PP students.</p> <p><a href="#">EPI The effects of high-quality professional development on teachers and students</a></p> <p>CPD programmes generally produce positive responses from teachers, in contrast to other interventions. Large, structural changes to the school system, while effective at improving pupil outcomes, incur substantial costs in terms of staff turnover and dissatisfaction.</p> <p><a href="#">EEF What are the characteristics of effective teacher professional development? A systematic review and meta-analysis</a></p>	<p>2 and 3</p>



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

Budgeted cost: £130,136 (for 2022-23, no significant change 2023-24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one tutors in maths, English and science to support students with gaps in knowledge and key skills.</p> <p>Core subject form classes for Y11 to embed prior learning and additional core teaching time.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2 and 3</p>
<p>Introduced small group teaching adopting key elements of KS2 teaching model to support learning and transition of students in years 7 and 8.</p> <p>Increased the number of sets within most year groups, this has allowed smaller teaching groups and more in class interventions to take place and support of closing the PP attainment gap.</p>	<p>Using group theory, <a href="#">Finn et al. (2003)</a> argue that students in small classes are more visible and more likely to engage in learning and social behaviours during class. Conversely, large classes permit students to reduce their visibility. Also, smaller classes encourage participation or interaction as students may receive more support from classmates. Because social and academic interactions are the focal point of higher education, these classroom dynamics are critical to positive learning outcomes (<a href="#">Demaris and Kritsonis, 2008</a>).</p> <p><a href="#">DfE Class size research report</a></p>	<p>2 and 3</p>
<p>Accelerated Reader delivered to Y7-9 - one hour per week during English lessons.</p> <p>Reciprocal reading for groups that cannot access independent reading.</p> <p>Literacy classes timetabled for students with low literacy levels</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">EEF Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p>	<p>2 and 3</p>

<p>in Y9 and enhanced literacy input for students in Y7 and Y8.</p> <p>Lexia programme to raise literacy levels.</p> <p>Keyword displays in classrooms</p> <p>LRC used for homework club every night after school supported by the librarian and TAs.</p> <p>The LRC Manager focuses on raising the profile of reading - competitions, prizes, tracking AR and supporting interventions.</p>	<p><a href="#">OUP Why Closing the Word Gap Matters</a></p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><a href="#">EEF Reading Comprehension Strategies</a></p> <p><a href="#">EEF Phonics</a></p> <p><a href="#">EEF Lexia</a></p> <p><a href="#">EEF Read Write Inc. Phonics and Fresh Start</a></p> <p><a href="#">EEF Reciprocal Reading - evidence of impact - further studies underway</a></p> <p><a href="#">EEF Vocabulary</a></p>	
<p>Designated members of staff appointed to DEEPs roles to drive the raising of literacy across the academy with a focus on reading. Embedding reading approaches and strategies into the tutor programme. From September 2023, we have introduced permanent TLR roles to our leadership structure to maintain the priority of literacy, with fortnightly discussion at literacy RAG meetings.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2 and 3
<p>Y11 academic enrichment - one hour per day after school on Monday, Wednesday, Thursday and Friday each week delivered by subject specialist teachers.</p> <p>Enrichment activities are available to students in all year groups after school four days per week to support the delivery of a rounded, culturally rich curriculum.</p>	<p>There is a strong evidence base for the provision of a curriculum beyond the academic, including the benefit of access to wider arts and physical activities.</p> <p><a href="#">EEF Life skills and enrichment</a></p>	3
<p>A range of software purchased to support students with 'out of lesson' learning e.g. Sparx, GCSE Pod, Accelerated Reader.</p>	<p><a href="#">EEF Using Digital Technology to Improve Learning</a></p>	3

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

Budgeted cost: £319,499 (for 2022-23, no significant change 2023-24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance team</i></p> <p>Increased capacity to make home visits, support families and pursue ACCs for persistent absentees.</p> <p>Appointment of a senior leader with attendance as a key strategic priority.</p> <p>Raise the profile of attendance through rewards schemes, parental engagement, promotion through social media and tutor/SLT mentoring.</p> <p>Attendance discussion weekly in tutor time - recorded in student planners and on signage around the academy.</p>	<p>Attendance interventions are delivered to students and/or parents. New knowledge/support/ skills. Short term outcomes - behaviour change of the student (increased attendance at school/reduced absenteeism). Long term outcomes/ impact - improved attainment and improved social, behavioural and youth justice outcomes.</p> <p><a href="#">DFE - Working together to improve school attendance</a></p> <p><a href="#">EEF Evidence brief on improving attendance and support for disadvantaged pupils</a></p>	<p>1, 4 and 5</p>
<p><i>Mental wellbeing</i></p> <p>Additional capacity to support mental health and raise the profile within school. Tutor and whole school activities to get students to gain a wider understanding.</p>	<p>It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning. Which in turn will enhance the attainment of our students and the progress they make on their secondary journey.</p> <p><a href="#">Children and Young People's Mental Health Coalition - Promoting children and young people's mental health and wellbeing</a></p>	<p>4 and 6</p>
<p><i>Pastoral team</i></p> <p>Learning Managers and Pastoral Leads are allocated to each year group. Their role is to track and effectively intervene in all pastoral and progress areas. They work</p>	<p><a href="#">DfE Promoting and Supporting Mental Health and wellbeing in Schools and colleges</a></p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at</p>	<p>1, 3, 4, 5 and 6</p>

<p>with the attendance team to improve attendance and the SLT and Inclusions teams to challenge underachievement and support changes in behaviour. They are instrumental in supporting students with SEMH and communicate with parents/carers daily with regards to student welfare.</p> <p>Capacity to support our students who are struggling to access the mainstay curriculum and lessons, through our Personal Development team.</p>	<p>reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p><a href="#">EEF Behaviour interventions</a></p> <p><a href="#">British Educational Research Association - the evidence of the impact of pastoral care.</a></p>	
<p><i>Thrive and inclusion provisions</i></p> <p>Provisions delivered within the Transporter and Infinity rooms are designed to support students who experience issues with attendance or disengagement. Staff work with vulnerable students on an individual basis to reintegrate them back into mainstream lessons on a full time basis.</p> <p>Educational Psychologist to support the identification of specific needs.</p>	<p><a href="#">DfE Promoting and Supporting Mental Health and wellbeing in Schools and colleges</a></p>	<p>1, 4 and 6</p>
<p><i>Pastoral support officer</i></p> <p>To support the work of learning managers with day to day tasks. They work with the attendance team to improve attendance, support with home visits and attainment in school.</p>	<p>Pastoral care: a whole school approach to creating the ethos of wellbeing that culminates in better engagement and improves academic achievement of learners.</p> <p><a href="#">British Educational Research Association - the evidence of the impact of pastoral care.</a></p>	<p>1, 4 and 5</p>

<p><i>Onsite independent careers advisor</i></p> <p>Progress Careers support our students to make informed choices about their next steps. With a priority list of students including PP. Holding interviews with individuals to allow them to discuss options for post 16.</p>	<p>Offering careers guidance can not only help pupils make more informed decisions, it can inspire them to achieve new goals. With more developed career-planning skills, pupils are inevitably more confident about making their post-16 choices, with a firm understanding of the requirements needed to pursue certain courses.</p> <p><a href="#">Benefits of Career Advice</a></p>	<p>6</p>
<p><i>The Brilliant Club</i></p> <p>To support students from less advantaged backgrounds to access the most competitive universities and succeed once arrived.</p>	<p>The Brilliant Club serves to transform university from a word to a reality for underrepresented pupils.</p> <p><a href="#">The Brilliant Club Programme</a></p> <p><a href="#">Brilliant Club Impact Statement 2020-21</a></p>	<p>3 and 6</p>

**Total budgeted cost: £556198** (for 2022-23, no significant change 2023-24)

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes - September 2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### ***1 Attendance is below national average***

Whole school attendance has improved in the year 2022-23 when compared to 2021-22 and demonstrates a positive trajectory into the new academic year.

The work of the expanded attendance team and the additional capacity that Pastoral Support Officers have brought has resulted in a significant reduction of persistence absence. Persistent absence in 2022-23 was 13% lower than in 2021-22 and is only slightly higher than national average (persistent absence in secondary schools nationwide has doubled in 2022-23 has compared to pre-pandemic levels).

The wider team has also worked with families and individuals to support school refusers back into the academy. An example of the effectiveness of this strategy would be the case of a PP student whose attendance increased by over 35% in the last academic year compared to the previous one.

#### ***2 Reading ages for many are below chronological age***

During the pandemic, many students missed out on vital teaching that enabled them to become competent, independent readers. We employed specialist teachers to deliver phonics reading programmes to plug the gaps that repeated lockdowns created.

48 Year 7 students were identified as needing this intervention using our whole school Accelerated Reader programme, 30 of whom were PP students. 27 of those students successfully completed the Ruth Miskin phonics programme and were able to make rapid progress onto whole school reading development strategies. 2 of those students were competent at phonics but will continue with further intervention with reading speed in the new academic year. 1 student will continue with phonics intervention this year so that they progress towards the age related expectation.

In addition to raising the profile of reading within the academy through the employment of a highly dedicated and efficient librarian, we use curriculum time with English teachers and the Accelerated Reading programme to support all students to improve their reading ages.

The table below demonstrates that PP students are making more rapid progress than the whole cohort in Year 7 due to the combined impact of Accelerated Reader and Miskin Phonics programmes.

Year	Group	Baseline	Latest test	
		Av NRSS	Av NRSS	Ratio gain
7	Male	98	98	0.88
7	Female	96	99	1.29
7	All	97	99	1.10
7	Dis	92	95	1.28

A ratio gain of 1 suggests that students are keeping up with or exceeding the expected gain for the time elapsed between tests.

The Learning Resource Centre has received investment so that it is a welcoming and resource rich environment that students can access during social times and after school for reading and homework clubs. The librarian is supported by an enthusiastic team of student librarians.

### ***3 Progress for students in core and EBacc subjects is below national benchmark***

A carefully constructed programme of strategies to develop the quality of teaching and learning - a three year plan - has resulted in a narrowing of the disadvantaged gap. The introduction of academic tutor groups, coupled with highly focused small group interventions, and well attended after school enrichments has enabled us to reduce the gap between the outcomes of PP students and non-PP students as shown in the following table.

	2021-22	2022-23	% PP gap reduction from 21/22 to 22/23
	PP vs non PP	PP vs non PP	
Attainment 8	-11.4	-7.3	4.1
Progress 8	-0.72	-0.61	0.11
Achieving basics 5+	-14.8%	-2.4%	12.4%
Achieving basics 4+	-26.0%	-18.1%	7.9%
Maths 4+	-33.4%	-14.9%	18.5%
Maths 5+	-20.9%	-4.8%	16.1%
English 4+	-29.4%	-15.7%	13.7%
English 5+	-32.1%	-4.8%	27.3%

#### ***4 Suspensions and consequences are high, impacting on learning of a minority***

Our determination to reduce fixed term suspensions to improve attendance, and maximise teaching time for all students is demonstrated by a range of strategies and their impact: the deployment of Learning Managers, newly appointed Pastoral Leads and the use of the Personalised Development Centre where students received bespoke interventions.

One student experienced significant success after a short focused intervention in the PDC and suspensions reduced 90% from term one to term three.

Another student in a similar position had a reduction of 100% having received no fixed term suspensions in the final term.

Following a review of how staff were deployed to support with inappropriate conduct, offer personalised interventions and supervise the reflection room, there was a reduction in the incidence of C6 suspensions by 16% (from summer half term one compared to summer half term two).

#### ***5 Parental engagement for key students needs to improve***

We have invested in a range of strategies to improve engagement and communication with parents and carers, for example by increasing the number of colleagues in our pastoral and leadership teams. We have invested in the way in which we share information, for example by the release of the Parent Portal, with which parents and carers can access live updates about their children's attendance, praise points, conduct, timetable and progress. At the last parents' evening of the 2022-23 academic year, a parental survey indicated that:

- 85% of parents and carers said that school kept them informed of their child's progress.
- 85% of parents and carers said that any concerns are dealt with appropriately and in a timely manner.
- 86% of parents and carers said that their child was happy at school.

#### ***6 Wellbeing/emotional and self-confidence issues are impacting on student progress***

Many students were seriously affected by the impact of covid and several lockdowns, suffering poor mental health and wellbeing as a result. This led to a reduction in attendance and an inability to cope in school and regulate their emotions. We engaged with many external agencies - such as Inside Out and



MIND - to support students to improve their mental wellbeing. Students reported that counselling opportunities were hugely beneficial to them.

One student said: "My counsellor was very understanding and provided strategies to help me remain calm and focused inside and outside the classroom. I used these strategies when I felt I was going to get angry and it helped me to calm down and remain in the classroom."

Another said: "I really enjoyed my sessions. I was having multiple panic attacks per day and feeling really anxious to attend lessons or even school. Through this support, I am now attending lessons and feel much more comfortable in that environment."

## Externally provided programmes

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

Programme	Provider
GCSE Pod	
Sparx	
MIND Counsellor	