

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding over the next 3 years.

School overview

Detail	Data
School name	The Dukeries Academy
Number of pupils in school	609
Proportion (%) of pupil premium eligible pupils	40.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2024-25
Date this statement was published	Dec 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Ged Rae Academy Principal
Pupil premium lead	James Robinson Assistant Principal
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234,453
Recovery premium funding allocation this academic year	£35,743
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£270,196

Part A: Pupil premium strategy plan

Statement of intent

Ultimate Objective

Our vision is to inspire excellence and maximise opportunities for all. Our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, including in EBacc subjects.

As a high performing academy, at the heart of the Ollerton community, we aim to support every student to achieve the qualifications they need to progress confidently to the next stage of learning, training or employment.

Sir Kevan Collins, former CEO of the EEF explains: 'Literacy is fundamental for success in school and beyond. Young people who leave school without good literacy skills are held back at every stage of their lives' Therefore, our expectation at The Dukeries Academy is that all students, irrespective of background or the challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting, citizens. The approaches we adopt complement each other to help students to excel.

Although academic achievement is at the core of what we do, we believe that school should be about more than just passing exams. To complement their qualifications, we also develop the skills and attributes which will allow pupils to become positive change makers in their own and other people's lives. We provide a broad range of extra-curricular and community activities, personal development opportunities and pastoral care to support pupils in becoming confident, capable adults.

We are committed to ensuring that children within all pupil groups achieve their full potential and our pupil premium strategy aims to ensure all pupils have access to the same wider experiences and do not miss out due their background or disadvantage.

Overarching strategy

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged students from attaining well. These include:

- Attendance and PA,
- attitudes to learning, behaviour and exclusion levels,
- expectations and aspirations,
- wellbeing, mental health and safeguarding,
- access to technology and education materials,
- reading comprehension and vocabulary.

Our approach will be responsive to both common challenges and our students' individual needs.

In order to pupils to achieve, our strategy ensures that:

- There is a clear focus on Quality First Teaching, through our approach to a consistent common pedagogy
- Staff are aware of children and their needs, including wider contextual data such as reading ages
- Children in receipt of pupil premium are carefully tracked, with targeted intervention in place
- We employ an ethos where we recognise the 'whole' child and their lived experience, recognising the importance of social and emotional support
- Our intended outcomes feed into our school development plan and therefore remain at the heart of our improvement journey.

The activities we have outlined in this statement are also intended to support pupil needs, regardless of whether they are disadvantaged or not.

Key Principles

Our strategy follows a tiered approach to Pupil Premium spending. We aim to offer a balance between improving teaching, targeted academic support, and wider strategies.

As a result of our strategies, pupil at The Dukeries Academy:

- can read and write fluently, regardless of their socio-economic background
- can access the right pathway for their individual needs to be successful at and beyond secondary education
- have good levels of attendance
- receive effective and timely support from trained staff
- receive targeted intervention when needed, which leads to successful outcomes (pastoral or academic)

Challenges

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

Challenge number	Detail of challenge																																																									
1 ER	<p>Attendance and PA</p> <p>Our attendance data over the last 3 full years (16/17, 17/18, 18/19 to 20 Mar) indicates that attendance among disadvantaged pupils has been between 3-4% lower than for non-disadvantaged pupils. The negative impact of the pandemic has seen the gap widen to between 4-5% during 20/21 and 21/22. During 20/21 23.5% of disadvantaged pupils have been 'persistently absent' compared to 6.5% of their peers.</p> <p>Attendance of all pupils has been adversely affected by the impact of Covid-19. In part this is due to a significant number of pupils having to self-isolate following positive PCR tests, but an increase in the number of school refusers and pupils with mental health issues, such as anxiety, has played a major role. As can be seen in the table below, PP attendance is a concern in all year groups and particularly Year 11.</p> <table border="1"> <thead> <tr> <th colspan="3">Attendance breakdown</th> </tr> <tr> <th colspan="3">1/9/2021 to 16/2/2022</th> </tr> <tr> <th>CATEGORY</th> <th>SUBCATEGORY</th> <th>ATTENDANCE (%)</th> </tr> </thead> <tbody> <tr> <td>Year Yr7</td> <td>NO Pupil premium</td> <td>93.47</td> </tr> <tr> <td>Year Yr7</td> <td>Pupil premium</td> <td>91.53</td> </tr> <tr> <td></td> <td></td> <td>92.89</td> </tr> <tr> <td>Year Yr8</td> <td>NO Pupil premium</td> <td>94.76</td> </tr> <tr> <td>Year Yr8</td> <td>Pupil premium</td> <td>90.61</td> </tr> <tr> <td></td> <td></td> <td>93.42</td> </tr> <tr> <td>Year Yr9</td> <td>NO Pupil premium</td> <td>93.37</td> </tr> <tr> <td>Year Yr9</td> <td>Pupil premium</td> <td>91.25</td> </tr> <tr> <td></td> <td></td> <td>92.42</td> </tr> <tr> <td>Year Yr10</td> <td>NO Pupil premium</td> <td>91.66</td> </tr> <tr> <td>Year Yr10</td> <td>Pupil premium</td> <td>87.9</td> </tr> <tr> <td></td> <td></td> <td>90</td> </tr> <tr> <td>Year Yr11</td> <td>NO Pupil premium</td> <td>92.81</td> </tr> <tr> <td>Year Yr11</td> <td>Pupil premium</td> <td>83.37</td> </tr> <tr> <td></td> <td></td> <td>88.35</td> </tr> <tr> <td></td> <td>TOTAL</td> <td>91.38</td> </tr> </tbody> </table> <p>Our outcomes data indicates that absenteeism is negatively impacting disadvantaged pupils' progress. Pupils with attendance above 93% have a predicted progress 8 score of +0.17 while pupils below 95% have a predicted progress score of -0.45. (Using 2018/19 coefficients)</p>	Attendance breakdown			1/9/2021 to 16/2/2022			CATEGORY	SUBCATEGORY	ATTENDANCE (%)	Year Yr7	NO Pupil premium	93.47	Year Yr7	Pupil premium	91.53			92.89	Year Yr8	NO Pupil premium	94.76	Year Yr8	Pupil premium	90.61			93.42	Year Yr9	NO Pupil premium	93.37	Year Yr9	Pupil premium	91.25			92.42	Year Yr10	NO Pupil premium	91.66	Year Yr10	Pupil premium	87.9			90	Year Yr11	NO Pupil premium	92.81	Year Yr11	Pupil premium	83.37			88.35		TOTAL	91.38
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2	<p>Attitudes to learning, behaviour and exclusion levels</p> <p>The effect of the school closures has meant that many of our pupils have not had access to a structured learning environment for prolonged periods of time. Some have struggled to adapt to the routines and expectations of school with standards of behaviour for learning being an obstacle to some pupils making the good progress. Academy data on indicates that pupils who are eligible for Pupil Premium funding attract 64% of the C2s despite only making up 40% of the cohort. They are also only getting 35% of the positive points, despite, again, making up 40% of the cohort. PP students also make up 70% of the FTE, so they are much more likely to be excluded from school than their non-PP peers.</p>
3	<p>Expectations and aspirations</p> <p>Our discussions with and observations of students have identified that some of them have low aspirations regarding their attainment in exams, next steps in education and their future careers. This is often also prevalent with their parents or carers. This is partly a historical issue within the community, linked to deprivation and lack of employment. These challenges particularly affect disadvantages pupils, including their attainment. We have experienced small numbers of students being NEET at the end of Year 11 in the past.</p>
4	<p>Wellbeing, mental health and safeguarding</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. During the pandemic, teacher referrals for support markedly increased. During the academic year 2021/22 106 pupils (50 of whom are disadvantaged) currently require additional support with mental health with 70 (30 of whom are disadvantaged)</p>

	aving accessed our Academy counselling service this year and the remainder accessing mental health first aid support from a staff member.																																	
5	<p>Access to technology and education materials</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils due to the lack of access to technology at home. Students without technology are not able to access lessons during school closures or periods of Covid absence. This impacts on progress and attainment. In addition to this, it can create a barrier to the completion of homework tasks with disadvantaged students not having the same access to supporting resources online as non-disadvantages peers.</p>																																	
6	<p>Low levels of literacy, lexical field and reading at home. PP students on entry have lower literacy levels and reading ages than non-PP students on entry.</p> <p>Assessments, observations and discussion with staff indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7 in the last year, 90% of our disadvantaged pupils arrive below age-related expectations compared to 61% of their peers. This gap remains steady during pupils' time at our school.</p>																																	
7	<p>Attainment and Progress</p> <p>All of these challenges impact on academic outcomes</p> <p>While we have not had external examinations for the last two years, our 2019 results show a larger progress gap between PP and non-PP than national figures. 2019's outcomes show that PP student's progress and attainment is lower than non-PP in all areas other than the vocational technology subjects.</p> <table border="1"> <thead> <tr> <th colspan="2"></th> <th>2019</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> <tr> <th colspan="2"></th> <th colspan="4">National</th> </tr> </thead> <tbody> <tr> <th rowspan="4">Progress 8</th> <th>All</th> <td>-0.03</td> <td>+0.24</td> <td>+0.41</td> <td>+0.47</td> </tr> <tr> <th>PP</th> <td>-0.45</td> <td>-0.17</td> <td>+0.13</td> <td>+0.2</td> </tr> <tr> <th>Non-PP</th> <td>+0.13</td> <td>+0.46</td> <td>+0.53</td> <td>+0.69</td> </tr> <tr> <th>Gap</th> <td>-0.58</td> <td>-0.63</td> <td>-0.4</td> <td>-0.49</td> </tr> </tbody> </table>			2019	2019	2020	2021			National				Progress 8	All	-0.03	+0.24	+0.41	+0.47	PP	-0.45	-0.17	+0.13	+0.2	Non-PP	+0.13	+0.46	+0.53	+0.69	Gap	-0.58	-0.63	-0.4	-0.49
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	Attainment 8	All	46.7	49.05	46.88	44.8
		PP	36.7	40.34	39.94	40.44
		Non-PP	50.3	53.82	49.93	48.75
		Gap	-13.6	-13.48	-9.99	-8.31

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
<p>To achieve and sustain improved attendance for all our pupils, particularly those from disadvantaged backgrounds and a reduction in PA's</p>	<p>Improved attendance: whole school 97% and persistent absence 10% for all groups. Sustained high attendance by 2023-24 demonstrated by:</p> <ul style="list-style-type: none"> • The overall attendance rate for all pupils is no less than 97% • The gap between disadvantaged pupils and their non-disadvantaged peers is no more than 3.5% and reduces to zero over three years.
<p>Pupils demonstrate positive attitudes towards learning</p>	<p>Improved attitudes to learning, increased achievement points, reduced behaviour points and reduced exclusion levels of PP pupils</p> <p>Reduced behaviour incidents for all groups as shown by internal data and fixed-term exclusion rates Internal and external quality assurance processes.</p> <p>A reduction in the number of negative behaviour points given to disadvantaged pupils, and a reduction in FTEs and referrals to On Call</p>
<p>Pupils demonstrate higher expectations and aspirations for themselves and their futures</p>	<p>Number of PP NEAT pupils is reduced</p>
<p>Students feel safe and that their social and emotional needs are being met. They feel supported both inside and outside of the academy.</p> <p>Students with barriers to learning feel included and make progress academically as a result.</p>	<p>Sustained improvements in wellbeing and behaviour will be evidenced by pupil wellbeing surveys and case studies.</p> <p>Academic progress for PP students is above national evidenced by achievement data.</p> <p>Reduced exclusions for PP students evidenced by exclusions data and</p>

	<p>individual case studies. (internal exclusion and suspension)</p> <p>PP attendance is above national.</p> <p>Class charts points ratios for PP students are in line with non PP ratios.</p>
<p>All pupils are able to access learning from home and have the facilities and resources to do so</p>	<p>Pupil and parent feedback show all students have access to a device to complete home learning, this includes internet access where this isn't already available in the home.</p> <p>Classcharts shows that home learning submission and engagement are improving and the number of incidents of students not completing work is minimal.</p>
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Biannual reading tests in September and July to highlight reading and lexical field interventions have been successful. The reading age gap between PP and non-PP is closing and a larger proportion of students are at age related reading age or higher.</p> <p>Reading for pleasure is embedded in the curriculum and a positive culture towards reading is experienced by all our students in the school. This has a positive effect on our disadvantaged pupils as they are guided towards appropriate material to read and are allocated curriculum time to develop their reading skills.</p>
<p>Improved Academic Outcomes for all disadvantaged students</p>	<p>By the end of our current plan in 2023-24, KS4 outcomes demonstrate that:</p> <ul style="list-style-type: none"> • On average disadvantaged pupils achieve Progress 8 of no less than 0.0. • The progress and attainment gap between disadvantaged pupils and their non-disadvantaged peers is at least in line with national average <p>Data drops demonstrate an improvement throughout the academic year (AP1 > AP2 > AP3) of the progress of pupil premium students</p>

<p>Cultural Capital for all disadvantaged students</p>	<p>We want our students to fully immerse themselves in school lives, both in and out of the classroom. We want them to become our confident and responsible leaders and we want for them to experience activities that stretch them beyond the routines of school learning and improve their cultural capital. We want for their parents to fully engage with school and work in a partnership with us to support their child in their secondary school journey.</p>
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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: £ 44,126

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that all children have access to high quality and age appropriate sex and relationships education utilising the Jigsaw PSHE/RSE Programme.</p> <p>PSHE RSE resources.</p> <p>PSHE coordinator role.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships Education Relationships and Sex Education RSE and Health Education.pdf</p>	4 JF
<p>Providing resources to develop, embed and maintain the coaching time reading programme</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say</p> <p>Support from the National Literacy Trust</p>	6 SD
<p>Literacy catch-up small group work</p>	<p>Testing of students on entry highlights students with below age literacy skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	6 SD
<p>Purchase of standardised diagnostic assessments.</p> <p>Engage in trust wide assessment</p>	<p>As reported by the EEF, Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p>	7 JR

<p>standardised assessment</p> <p>Training provided for staff to ensure assessments are interpreted correctly and outcomes acted on.</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-covid-19-and-catching-up</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	6 SD
<p>Embedding instructional coaching as the key mechanism for improvement in teaching and learning, including teacher release time, working with external expertise, subscription to WalkThrus, and a commitment to 20 sessions a week of coach availability</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support</p> <p>https://tdtrust.org/about/evidence/</p> <p>Walkthrus is informed by research undertaken by Barak Rosenshine, which underpins effective approaches to teacher instruction and ensures strong outcomes for students.</p>	7 JM
<p>Ensuing material access to a wide range of Continuing professional Development for all staff, by funding lesson cover so that staff can attend training courses, such as NPQs and MEd courses</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	7 JM

<p>Ensuing the recruitment and retention of the highest quality staff</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786856/DFE_Teacher_Retention_Strategy_Report.pdf</p>	<p>All GR</p>
<p>Use of PiXL approaches to improve outcomes across subjects</p>	<p>Being part of the PiXL partnership, our subject leaders are able to access practical strategies and ideas that will help to ensure our students make progress, across all of their subjects.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803916/What_works_in_delivering_school_improvement_through_school_to_school_support_May2019.pdf</p>	<p>7 JR</p>
<p>Implementing the TDA Tenets of Excellence and the ATTi Teaching and Learning blueprint across the school to ensure best practice through:</p> <ul style="list-style-type: none"> • Knowledge Acquisition • Knowledge Recall (Short and Long-term) • Knowledge Application • Skills Development • Questioning 	<p>Use of Rosenshine’s principles of instruction and Walkthrus.</p> <p>EEF Cognitive Science approaches in the classroom.</p> <p>EEF Special Educational Needs in Mainstream schools.</p> <p>Sweller’s Cognitive Load Theory</p> <p>Willingham’s Simple Model of Memory</p> <p>Lemov’s Teach Like a Champion</p>	<p>7 JM</p>
<p>Development of TDA PD library to promote an evidence/research informed practice</p>	<p>Staff are able to access evidence and research informed approaches to develop pedagogy and achieve maximum gains with student progress and achievement.</p> <p>Morrin, J cited in Jones, K (2022) <i>The Teaching Like</i> The value of edu-book clubs on teacher professional development</p>	<p>7 JM</p>

<p>Whole staff CPD on development of Tenet's of Excellence and ATT Blueprint for Teaching and Learning.</p>	<p>By investing in staff to raise the quality of what happens in the classroom is likely to have a greater impact upon the quality of learning.</p> <p>Metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Walkthrus https://www.walkthrus.co.uk/ Rosenshine https://teacherofsci.com/principles-of-instruction/ Instructional Coaching https://www.ambition.org.uk/blog/what-instructional-coaching/</p>	<p>7 JM</p>
<p>Time and resources to develop, undertake and reflect on Inquiry Questions</p>	<p>John Tomsett's 'Putting Staff First' looks at developing Inquiry Questions to develop rich conversations about Teaching and Learning. Through this approach – staff will develop their pedagogy so that maximum student progress and attainment are evident.</p>	<p>7 JM</p>
<p>All Y11 students to be provided with high quality revision resources for all their exam subjects</p>		<p>7 JR</p>

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

Budgeted cost: £ 87,912

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group literacy intervention	Based on the Education Endowment Foundation, research demonstrates small group intervention accelerates reading progress by 4+ months.	6 SD
Catch Up Reading Programme	Based on the Improving Literacy in Secondary Schools recommendations, a targeted reading programme for students not making age-related progress enables students to make significant progress. The programme focuses on developing student ability to decode at word level and developing appropriate reading strategies for comprehension such as prediction and questioning.	6 SD
Bedrock Vocabulary	https://edtechimpact.com/products/bedrock-vocabulary Bedrock Vocabulary in an online vocabulary curriculum which (in certain case studies) has demonstrates students make 2+ years progress in 8 months. Our disadvantaged students that are close to age-related reading complete this in during coaching time to ensure they surpass the expected progress of their age and thus narrow the reading gap between disadvantaged and non-disadvantaged pupils.	6 SD
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	7 JR

tutoring will be disadvantaged.		
Intervention sessions with school-funded trained intervention assistants and high performing subject specialists for targeted students	Small group interventions covering specific skills and knowledge gaps highlighted by QLA of mock exams. Additional interventions including supervised/supported study rooms open at lunch and after school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	7 JR
Raising aspirations through educational visits, leadership roles and Cultural Capital experiences	'Aspiration' interventions such as talks from successful former students, exposure to leadership experiences, university visits and cultural visits.	3 JR

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

Budgeted cost: £ 138,158

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral leaders trained monitor students attendance and follow up quickly on trancies. First day response provision</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf</p>	<p>1 ER</p>
<p>Increased positive contact through phone calls and emails. Encouraged attendance to parent's events with students/parents</p>	<p>Evidence shows that parental engagement is a positive step in raising the aspirations and engagements of students.</p> <p>https://www.nfer.ac.uk/publications/oupp02/oupp02.pdf</p>	<p>1, 2 ER</p>
<p>Free Breakfast club place for disadvantaged students to support attendance and punctuality</p>	<p>To get disadvantaged students into school on time and attending regularly we offer a free breakfast for all disadvantaged students.</p>	<p>1, 2 ER</p>
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>2 ER</p>

<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1 ER</p>
<p>Provide a high quality counselling service within the Academy setting to enable students to access counselling with minimal disruption to their attendance and education.</p>	<p>Evidence from Academy data showing positive impact of counselling on attendance.</p> <p>https://www.roehampton.ac.uk/psychology/news/school-counselling-can-help-young-people-manage-mental-health-issues-despite-costs-first-ever-research-into-the-subject-reveals/#:~:text=%E2%80%9CCounselling%20provides%20a%20safe%20space,better%20in%20their%20daily%20lives.</p>	<p>4 JF</p>
<p>Provide bespoke interventions for individual students, including enhanced opportunities for support with a trusted adult, through the specialist support faculty.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>4 JF</p>
<p>Provide Men at Work training/intervention to support boys mental health and social interactions.</p>	<p>https://menatworkcic.org/feedback/</p>	<p>4 JF</p>
<p>Provide Human Utopia intervention to support wellbeing and aspiration</p>	<p>https://www.humanutopia.com/impact/</p>	<p>4 JF</p>
<p>Staff training for Mental Health First Aid.</p> <p>Staff training for trauma and attachment to support staff expert</p>		<p>4 JF</p>

<p>knowledge of individual students.</p> <p>Staff training for EMR method.</p>		
<p>Contingency fund for acute issues and provision of resources that children might individually need. For example, uniform, additional free school meals, school trips and other activities relating to the learning journey.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All JR</p>
<p>Train Pastoral leaders to work with vulnerable and disadvantaged students.</p>	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. EEF Behaviour Intervention Toolkit</p>	<p>2 ER</p>
<p>Develop and implement clear strategy and process for behaviour interventions</p>		<p>2 ER</p>
<p>Regularly monitor PP students and the amount of rewards etc that they are getting. Reward first strategies.</p>		<p>2 ER</p>

Total budgeted cost: £270,196