

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	674
Proportion (%) of pupil premium eligible pupils	39.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2023-2027
Date this statement was published	Sept 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	
Pupil premium lead	Emily Clarke
Governor / Trustee lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,275
Recovery premium funding allocation this academic year	£73,416
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	£347,691

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.

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 extracurricular and community activities, personal development opportunities and pastoral care to support pupils in becoming confident, capable adults. We are committed to ensuring that children achieve their full potential.

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 persistent absenteeism,
- 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 consistent, common pedagogy
- Staff are aware of children's needs, including contextual data such as reading ages
- Children in receipt of pupil premium are carefully tracked, with targeted intervention
- We employ an ethos where we recognise the 'whole' child and their lived experience, recognising the importance of social and emotional support

Key Principles

Our strategy offers a balance between **improving teaching, targeted academic support, and wider strategies.**

Because of these strategies, a pupil at The Dukeries Academy, regardless of their socio-economic background, will:

- read and write fluently
- have good levels of attendance
- receive effective and timely support/intervention from well trained staff
- have successful outcomes (pastoral or academic)
- have access pathways for their individual needs beyond secondary education

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attendance and Persistent Absenteeism</u></p> <p>Pupils at The Dukeries Academy with over 95% attendance had a positive combined Progress 8 score at GCSE in 2023. Those with attendance below 95% had a negative combined score.</p> <p>In short, pupils who attend over 95% of the time at our academy are likely to make better progress compared to others from similar starting points in the country. Those who do not attend 95% of the time had worse progress than the others from similar starting points in the country. The pupils need to attend in order for us to best help them achieve good outcomes.</p> <p>Lower attendance for PP students is a historical issue at The Dukeries Academy. Our attendance data (16/17, 17/18, 18/19 to 20 Mar lockdown) indicated that attendance among PP pupils was 3-4% lower than for non-disadvantaged pupils.</p> <p>Attendance of all pupils was adversely affected by the impact of Covid-19. In part, this was due to a significant number of pupils having to self-isolate following positive PCR tests, but an increase in the number of</p>

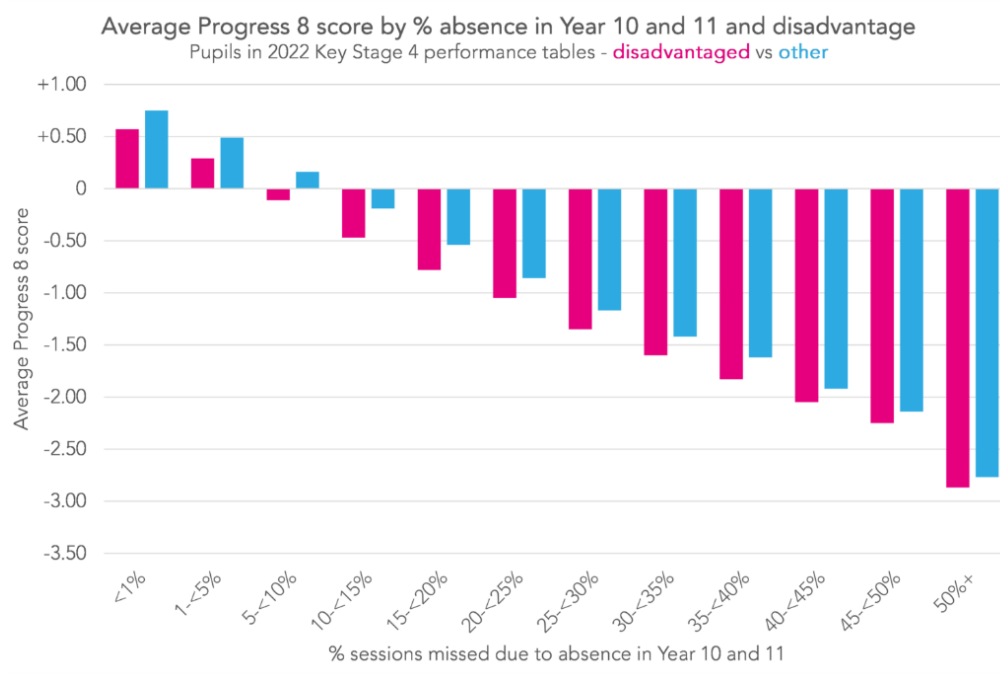
school refusers and pupils with mental health issues, such as anxiety, also played role.

Unfortunately, the negative impact of the pandemic saw the PP gap widen to 4-5% during 20/21 and 21/22. PP pupils also had higher levels of Persistent Absenteeism during 20/21, with 23.5% of PP pupils 'persistently absent' compared to just 6.5% of non-PP.

This data shows there is a higher proportion of PP pupils likely to have significant gaps in learning through absence.

2022-2023 data, our first full year post-pandemic, showed Non-PP at 91% versus PP attendance at 86%, showing that, unfortunately, **this widened gap has sustained post-pandemic**. The difference is evident across year groups **and was particularly pronounced in year 11**. (Year 7 93% v 89%, Year 8 93% v 87%, Year 9 90% v 87%, Year 10 89% v 86%, Year 11 91% v 84%)

This is particularly concerning as research indicates **absenteeism more negatively affects PP pupil progress (compared to non-PP pupils with the same absenteeism levels)**. Thus it is critical that **strategies targeting attendance need to focus more heavily on PP pupils**. <https://ffteducationdatalab.org.uk/2023/07/the-impact-of-absence-on-progress-8/>



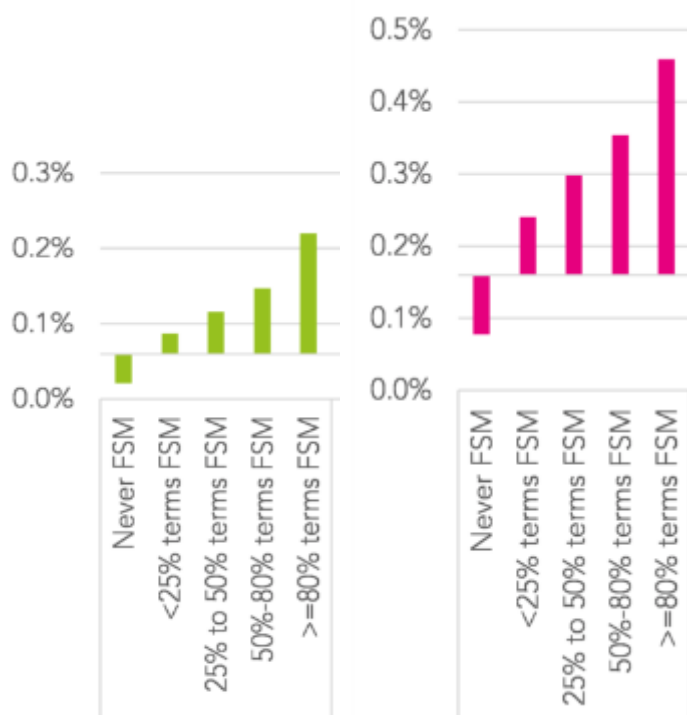
Attitudes to learning, behaviour and exclusion levels

The effect of the school closures meant that many of our pupils did not have access to a structured learning environment for prolonged periods. Some have since struggled to adapt to the routines and expectations of school with the necessary standards of behaviour for learning being an obstacle to some pupils making the good progress.

Academy data for 2022-2023 showed that PP pupils accounted for 42% of the positive behaviour points, which is an improvement on previous years and in line with our 39% PP cohort. However, **PP pupils accounted for 58% of the negative points despite making up only 39% of the cohort.** This indicates that PP funded children are far more likely to be receiving negative behaviour points than their Non-PP peers. **PP funded pupils have a positive to negative ratio of 4:1 with non PP at 9:1**

A higher proportion of PP pupils are also supported in our Specialist Support Facility, Alternative Provisions and receive Fixed Term Exclusions.

These trends match **the national picture of PP as a risk factor for permanent exclusion** of both girls (L) and, much more so, for boys (R) <https://ffteducationdatalab.org.uk/2023/09/risk-factors-of-permanent-exclusion/>



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Expectations and aspirations

Discussions, observations and pupil voice of students has identified that many of them have low aspirations regarding their attainment in exams, next steps in education and future careers. This can also be also prevalent among some parents/carers and the local community, linked to a legacy of deprivation and lack of employment.

These challenges particularly affect disadvantages pupils, impacting their attainment. **PP students, particularly boys, progress less than nationally and have lower attainment levels. In the past some have been NEET at the end of Year 11.** 2021-2022 and 2022-2023 The Dukeries Academy had no NEETs.

<https://ffteducationdatalab.org.uk/2022/10/key-stage-4-2022-the-national-picture/> Research shows this is an issue nationally.

Average grade per subject in Attainment 8 slots by disadvantage
State-funded schools in England

	Year	Disadvantaged	Not disadvantaged	Gap
English	2019	4.1	5.3	1.3
	2022	4.2	5.6	1.4
Maths	2019	3.5	4.9	1.4
	2022	3.6	5.1	1.5
Ebacc subjects	2019	3.4	4.9	1.5
	2022	3.5	5.2	1.6
Other subjects	2019	3.8	5.1	1.3
	2022	3.8	5.3	1.5

This shows that gaps in English and maths increased by around 0.1 of a grade (i.e. 10% of a grade). There was a slightly larger change (0.2) in the "open" slots consisting of subjects not counted in the English, maths and Ebacc slots.

Looking at other pupil characteristics, analysis of average P8 scores by gender and disadvantage suggests that girls have been particularly affected.

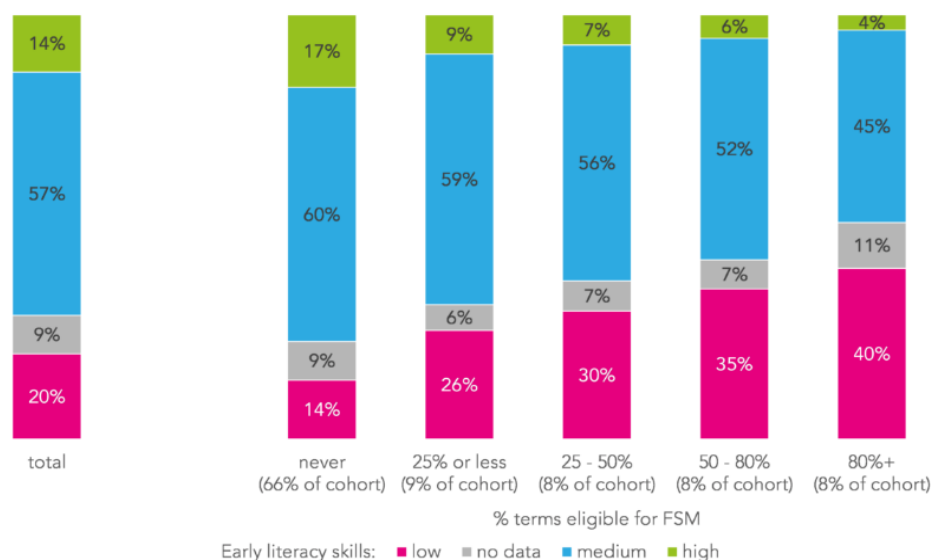
	<p>Average Progress 8 score by gender, disadvantage status and year</p> <table><tr><th>Gender</th><th>Year</th><th>Disadvantaged</th><th>Not disadvantaged</th><th>Total</th></tr><tr><td>Boys</td><td>2019</td><td>-0.70</td><td>-0.12</td><td>-0.27</td></tr><tr><td>Boys</td><td>2022</td><td>-0.72</td><td>-0.03</td><td>-0.21</td></tr><tr><td>Girls</td><td>2019</td><td>-0.19</td><td>0.38</td><td>0.22</td></tr><tr><td>Girls</td><td>2022</td><td>-0.37</td><td>0.34</td><td>0.15</td></tr><tr><td>Total</td><td>2019</td><td>-0.45</td><td>0.13</td><td>-0.03</td></tr><tr><td>Total</td><td>2022</td><td>-0.55</td><td>0.15</td><td>-0.03</td></tr></table> <p>The average score for disadvantaged boys has fallen by just 0.02, from -0.7 to -0.72. While the score for disadvantaged girls has fallen by 0.18, from -0.19 to -0.37.</p> <p>But girls' Progress 8 scores remain far higher than boys' on average.</p> <p>But we should sound a note of caution when comparing to previous years. Recent changes to free school meals eligibility mean that the group claiming free school meals isn't directly comparable across years.</p> <p>As a result (at least in part), the percentage of pupils nationally classified as disadvantaged this year (26.3%) was lower than in 2019 (26.5%). This seems rather surprising given the pandemic. Perhaps it just shows how stringent the eligibility criteria for free school meals are nowadays.</p>	Gender	Year	Disadvantaged	Not disadvantaged	Total	Boys	2019	-0.70	-0.12	-0.27	Boys	2022	-0.72	-0.03	-0.21	Girls	2019	-0.19	0.38	0.22	Girls	2022	-0.37	0.34	0.15	Total	2019	-0.45	0.13	-0.03	Total	2022	-0.55	0.15	-0.03
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4	<p><u>Wellbeing, mental health and safeguarding</u></p> <p>Our data indicates that the education and wellbeing of many of our PP pupils have been impacted by school closures to a greater extent. Our findings are similar to several national studies. This has resulted in significant knowledge gaps for PP pupils, resulting in them falling further behind age-related expectations.</p> <p>Our assessments have also 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/prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, affecting their attainment and attendance.</p> <p>During/after the pandemic, teacher referrals for support markedly increased. Supporting students through counselling and other wellbeing provisions has been shown to improve attendance and persistent absenteeism.</p>																																			
5	<p><u>Access to technology and education materials</u></p> <p>The education and wellbeing of many of our disadvantaged pupils was impacted by school closures to a greater extent than other pupils due to the lack of access to technology/educational materials at home. PP pupils were encouraged to continue coming to school to use the</p>																																			

	<p>computers to access remote learning and be provided with lunch, as students without technology/reliable internet were not able to access lessons during school closures or periods of absence.</p> <p>Post Covid closures, there continues to be a barrier to the completion of homework/revision tasks with disadvantaged students not having the same access to supporting resources online as non-disadvantaged peers.</p>
6	<p><u>Low levels of literacy, lexical field and reading at home</u></p> <p>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 become strong readers.</p> <p>PP students on entry to The Dukeries Academy have lower literacy levels, reading ages and comprehension than non-PP students. 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> <p>Studies show the negative impact of low literacy and how this impact is exacerbated by disadvantage.</p> <p>https://ffteducationdatalab.org.uk/2023/09/early-literacy-skills-and-longer-term-outcomes-part-one/</p> <p>https://ffteducationdatalab.org.uk/2023/09/early-literacy-skills-and-longer-term-outcomes-part-two/</p>

The relationship with disadvantage

Below we show the percentage of our cohort by early literacy skills and disadvantage. We quantify disadvantage as the proportion of pupils' school careers spent eligible for free school meals (FSM).

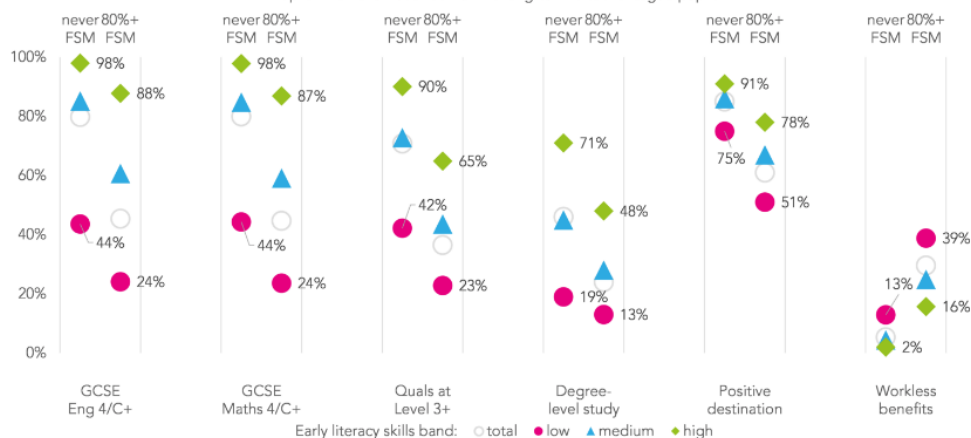
Percentage of pupils by disadvantage and early literacy skills band



These studies showed that disadvantaged pupils tended to achieve lower literacy scores than others. **Even those who were eligible for FSM for the shortest time – 25% of school terms or fewer – were almost twice as likely to score in the “low” band than those who were never eligible. Long-term disadvantaged pupils – eligible for FSM for at least 80% of school terms – had the lowest literacy scores. Less than half scored in the “medium” or “high” band, and 40% in the “low”.**

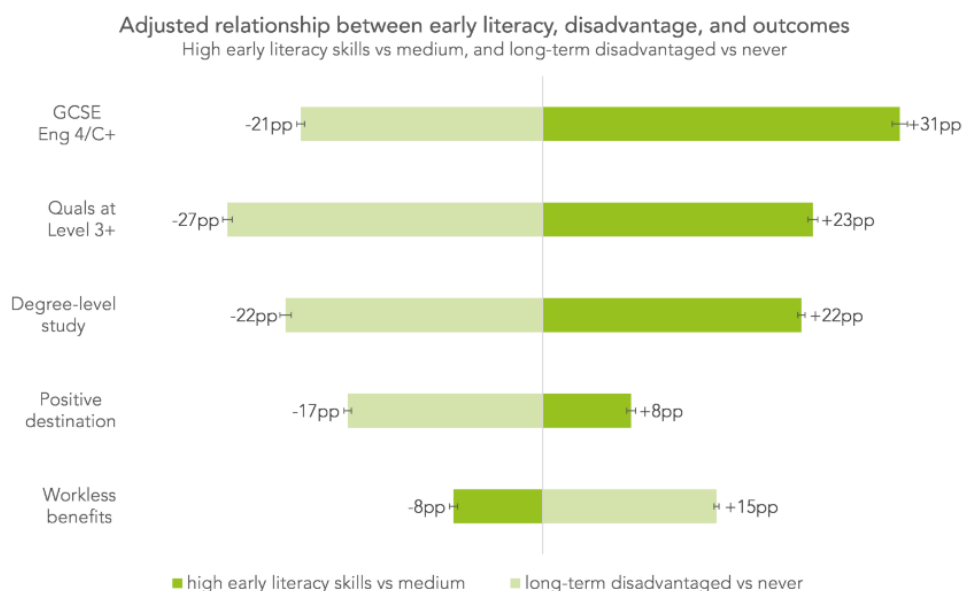
Below we plot the same outcomes we saw in the previous post, again split by early literacy band, but we show results for those who were never eligible for FSM on the left-hand side of each bar, and those who were long-term disadvantaged on the right-hand side.

Percentage of pupils by outcome at age 22 and early literacy skills band
Pupils who never received FSM vs long-term disadvantaged pupils



Although we see that long-term disadvantaged pupils tended to have worse outcomes than the never disadvantaged, the relationship with early literacy skills is still there.

A further study investigated how far high early literacy skills can mitigate the impact of disadvantage, by comparing the difference in outcomes between those with high (versus medium) early literacy skills (dark green bars) and comparing those who were long term FSM (versus never FSM) (light green bars).



In the three education outcomes – GCSE English pass, Level 3 qualifications, and degree-level study – the improvement in outcomes associated with having high early literacy skills rather than medium, is greater or equal to than the deficit associated with being long-term FSM rather than never. **This means that long-term FSM pupils with high early literacy skills had similar or better outcomes than never FSM pupils with medium early literacy skills.**

In the two broader outcomes – being in a positive destination and receiving workless benefits – the opposite is true, meaning that **long term FSM pupils with high early literacy skills had worse outcomes than never FSM pupils with medium early literacy skills.** The picture was similar when we compare medium literacy skills with low.

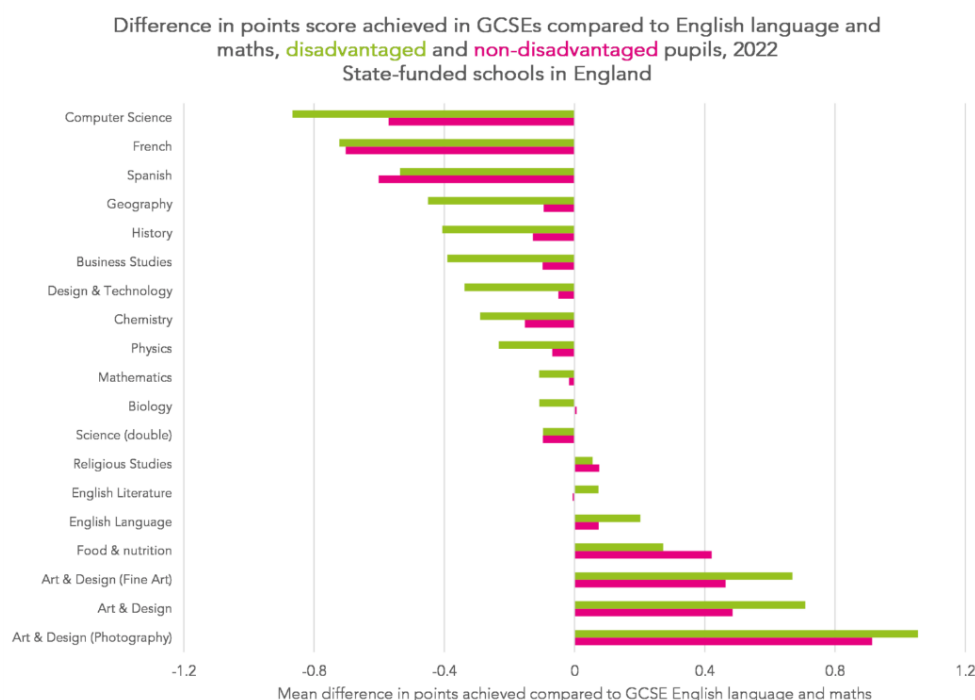
This shows that having higher early literacy skills can improve educational outcomes for PP pupils, however there remain boundaries regarding employment outcomes.

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Attainment and Progress

This is the overriding goal of our PP strategy: improving attainment and progress for PP pupils.

<https://ffteducationdatalab.org.uk/2023/08/how-grading-severity-varies-by-pupil-characteristics/>



Nationally, relative performance tends to be stronger among PP pupils in art and design and English language. By contrast, relative performance among disadvantaged pupils tends to be lower in sciences, humanities (geography and history), design and technology, and business studies.

All the challenges outlined above impact on academic outcomes. While we did not have external examinations for two years, our 2019 results showed a larger progress gap between PP and non-PP than national figures. 2019s outcomes show that PP student progress and attainment was lower than non-PP in all areas other than the vocational technology subjects. 2020 and 2021 were based on Teacher Assessed Grades due to Covid closures.

		2019 National	2019	2020	2021
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

2021-2022:

Overall Progress 8: -0.57. (-0.7 PP, -0.47 Non-PP). National PP -0.55.
 GCSEs PP v Non-PP: Both English and Maths Pass (29% v 57%), a gap 28%.
 The gap was similar for attaining a Strong Pass in English and Maths (18% v 40%), a gap of 22%. Progress Scores can be seen below, showing PP students progressed less than their non-PP peers across all baskets.

Name	Pupils	English	Maths	EBacc	Other
▼ Pupil Premium					
+ Pupil Premium	56	-0.73	-0.9	-0.94	-0.3
+ Non Pupil Premium	70	-0.36	-0.67	-0.78	-0.11
+ Pupil Premium Gap	-14	-0.36	-0.23	-0.16	-0.19

2022-2023:

Based on 2022-2023 Predicted End Grades, 27% less PP pupils were expected to attain a Pass in English and Maths (46% v 73%) and 33% less a Strong pass in both (18% v 51%). The P8 prediction was -0.96 v -0.23.

Actual grades from 2023 GCSEs showed the predicted deficit to be fairly accurate. PP v Non-PP: Both English and Maths pass (45% v 66%), a gap of 21% (7% narrower than the previous year). The gap is even more pronounced for attaining a Strong Pass in English and Maths (12% v 45%), a gap of 33% (11% wider than the previous year). Overall Progress 8 was -0.65 (-0.99 PP, -0.34 Non-PP).

Progress 8 Data can be seen below, again showing PP pupils are progressing less than their non-PP peers in all areas

Name	Pupils	English	Maths	EBacc	Other
▼ Pupil Premium					
+ Pupil Premium	57	-1.09	-0.73	-0.98	-1.1
+ Non Pupil Premium	77	-0.25	-0.46	-0.43	-0.21
+ Pupil Premium Gap	-20	-0.84	-0.26	-0.56	-0.89

Comparing 2022 and 2023 outcomes, we can see the improvements in maths for all, although the deficit remains similar. We can also see improvements in English and EBacc for Non-PP, however PP P8 was worse than 2022 resulting in a much larger deficit. The Open Bucket progress declined for all but the deficit was most pronounced for PP.

	English	Maths	EBacc	Other		English	Maths	EBacc	Other
	-0.73	-0.9	-0.94	-0.3		-1.09	-0.73	-0.98	-1.1
	-0.36	-0.67	-0.78	-0.11		-0.25	-0.46	-0.43	-0.21
	-0.36	-0.23	-0.16	-0.19		-0.84	-0.26	-0.56	-0.89

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
To achieve and sustain improved attendance for all our pupils, particularly those from disadvantaged backgrounds and a reduction in PA's.	Improved attendance: whole school 97% and persistent absence 10% for all groups. Sustained high attendance by 2023-24 demonstrated by: <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
Pupils demonstrate positive attitudes towards learning.	Improved attitudes to learning, increased achievement points, reduced behaviour points and reduced exclusion levels of PP pupils. Reduced behaviour incidents for all groups as shown by internal data and fixed-term exclusion rates Internal and external quality assurance processes. A reduction in the number of negative behaviour points given to disadvantaged pupils, and a reduction in FTEs and On Calls.
Pupils demonstrate higher expectations and aspirations for themselves and their futures	Number of PP NEET pupils maintained at zero. Improved PP attainment and progress outcomes.

<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 individual case studies.</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>Bi-annual 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 closing and a larger proportion of students 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 when 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>Students to fully immerse themselves in school lives, both in and out of the classroom. Pupils to become confident and responsible leaders and 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>

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)

Up to £10,000

Activity/ Challenge	Impact of this approach	Challenge numbers addressed
<p>Providing resources to develop, embed and maintain the coaching time reading programme. (Support from the National Literacy Trust)</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance, via whole staff training on best practice during PD.</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> <p>Key Stage 3 pupils will have access to high quality, reading-age matched books during each morning for approximately 15 minutes. Whole school foci on literacy, reading and comprehension.</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: https://www.oup.com.cn/test/word-gap.pdf</p>	<p>6</p> <p>£minimal (existing resources purchased in previous academic year)</p> <p>£0 (in house training)</p>
<p>Engagement of standardised diagnostic assessments.</p> <p>Engagement in trust wide standardised assessment.</p> <p>Identifying the need for, and when necessary providing, training for staff to ensure assessments are accurately marked and acted on.</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> <p>By engaging in trust wide standardised assessment in year 9 and above, The Dukeries Academy can benefit from a larger data pool to aid</p>	<p>6 & 7</p> <p>£0 for assessments</p> <p>Potential Training costs tbc</p>

	<p>comparisons and support from partner schools within the trust in order to improve outcomes.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-covid-19-and-catching-up</p>	
<p>High quality CPD, ensuring the recruitment and retention of the highest quality staff.</p> <p>Embedding instructional coaching as the key mechanism for improvement in teaching and learning.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support</p> <p>https://tdtrust.org/about/evidence/</p> <p>Informed by research undertaken by Rosenshine, which underpins effective approaches to teacher instruction and ensures strong outcomes for students.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786856/DFE_Teacher_Retention_Strategy_Report.pdf</p> <p>The Education Endowment Foundation (EEF) recommend that schools particularly focus their pupil premium funding on supporting high-quality teaching. High quality teaching has been shown to have the strongest impact on outcomes.</p>	<p>7</p> <p>Teacher release time cost tbc</p>
All Y11 students to be provided with high quality revision resources and preparation for all their exam subjects	<p>Year 11 all receive revision resources to prepare them for exams. An Extra 2 hours a week will be devoted within the time budget to “Accelerate” - targeted intervention for 2 x 35 mins a week and targeted x 45 mins after school.</p>	<p>3 & 5 & 7</p> <p>£5,500 RP for revision resources, budgeted at £40 per year 11 pupil.</p>

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

£100,000

Activity	Impact of this approach	Challenge number(s) addressed
Specialist Support Facility	Some of our disadvantaged students have highly complex needs, which can adversely affect their mental health, behaviour and attainment. When these pupils become at risk of becoming persistently absent or permanently excluded, despite our pastoral interventions, our Specialist Support Facility (SSF) can step in. The SSF provides a safe place and bespoke package for these pupils in order to avoid adverse outcomes and meet their individual needs. It keeps pupils in school, attending and learning. Our SSF provision is consistently highlighted as a strength by both Ofsted and Trust inspections.	1,2,3,4,7 £50,000
Internal Exclusion	To avoid fixed term exclusions (where our ability to safeguard and ensure learning is happening with pupils is reduced), we have an internal exclusion (IE) room and full time IE officer. This allows pupils to remain in school with access to appropriate work and technology in order to complete their studies and ensure their progress does not suffer. It is in alignment with our emphasis on attendance, as pupils can still attend while receiving a consequence for whatever action caused the sanction of IE.	1,2,3,4,5 £30,000
Small group literacy intervention and Catch Up Reading Programme	Based on the Education Endowment Foundation, research demonstrates small group intervention accelerates reading progress by 4+ months. Additionally, 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 & 7 £10,000
Bedrock Vocabulary	Bedrock Vocabulary in an online vocabulary curriculum which (in certain case studies) has demonstrated students can make 2+ years progress in 8 months. Our PP students that are close to age-related reading complete this to ensure they surpass the expected progress of their	6 & 7 Free trial until May 2024, then £11pp so would need

	age and thus narrow the reading gap between disadvantaged and non-disadvantaged pupils. https://edtechimpact.com/products/bedrock-vocabulary	£5000 to continue.
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and schooled tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition and in small groups: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	6 & 7 We have advertised, if an appropriate candidate is found the cost would be £20,000.
Intervention sessions with high performing subject specialists for targeted students	Groups of 30 pupils assigned based on data to a coach who conducts interventions covering specific skills and knowledge gaps highlighted by QLA of mock exams twice a week for 35 minutes. Smaller groups of pupils will also be selected for 45 minute sessions to accelerate their progress after school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	7 Within directed time GAG.
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 £13,500 (based on £50 budget per PP for the year).

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

£160,000

Activity	Impact of this approach	Challenge number(s) addressed
Pastoral leaders trained monitor students attendance and follow up quickly on	It is difficult to improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies	1 & 4 & 7 £100,000

<p>truancy. First day response provision.</p> <p>Embedding principles of good practice set out in DfE's https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities Improving School Attendance advice. Staff (Pastoral Lead's) will get training and release time to develop and implement new procedures.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>addressing attendance as a key step and our outcomes data supports this.... https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf ...with early intervention being key. https://ffteducationdatalab.org.uk/2023/09/how-likely-are-pupils-who-are-absent-in-the-first-week-of-term-to-become-persistently-absent/</p> <p>% pupils persistently absent by year group - pupils who were absent at the start of the year vs those who weren't Attendance Tracker schools - start of year to 9th Sep '22, whole year to 21st Jul '23</p> <p>■ R ■ Y1-6 ■ Y7-11</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Pupils who were not absent at the start of the year</th> <th>Pupils who were absent at the start of the year</th> </tr> </thead> <tbody> <tr> <td>Y1-6</td> <td>13%</td> <td>36%</td> </tr> <tr> <td>Y7-11</td> <td>21%</td> <td>58%</td> </tr> </tbody> </table> <p>% sessions missed (persistent absence threshold)</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Pupils who were not absent at the start of the year</th> <th>Pupils who were absent at the start of the year</th> </tr> </thead> <tbody> <tr> <td>Y1-6</td> <td>4%</td> <td>14%</td> </tr> <tr> <td>Y7-11</td> <td>2%</td> <td>12%</td> </tr> <tr> <td>Y1-6</td> <td>0.2%</td> <td>2.2%</td> </tr> <tr> <td>Y7-11</td> <td>0.1%</td> <td>2.4%</td> </tr> <tr> <td>Y1-6</td> <td>1.0%</td> <td>15.9%</td> </tr> </tbody> </table> <p>Overall, around 36% of Year 1-6 and 58% of Year 7-11 pupils who missed school at the start of the year went on to miss at least 10% of sessions across the whole academic year. This was true for 13% of Year 1-6 and 21% of Year 7-11 pupils who were ever-present at the start of the year. So pupils who missed school at the start of the year were 2.7 times more likely to be persistently absent than those who didn't.</p>	Year Group	Pupils who were not absent at the start of the year	Pupils who were absent at the start of the year	Y1-6	13%	36%	Y7-11	21%	58%	Year Group	Pupils who were not absent at the start of the year	Pupils who were absent at the start of the year	Y1-6	4%	14%	Y7-11	2%	12%	Y1-6	0.2%	2.2%	Y7-11	0.1%	2.4%	Y1-6	1.0%	15.9%	
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Improving attendance to events with guardians.	<p>Evidence shows that parental engagement is a positive step in raising the aspirations and engagement of students. https://www.nfer.ac.uk/publications/oupp02/oupp02.pdf Events where we offer food and refreshments have higher turnout.</p>	1, 2 £4000																											
Free Breakfast club provision for all students to support attendance and punctuality	To get all students into school on time, attending regularly and well-nourished to learn, we offer a free breakfast for all students.	1, 3, 4, 5, 7 £25,000																											
Staff training for issues such as Mental Health First Aid, Trauma, Attachment, Bereavement etc., to support staff expert knowledge in supporting individual students.	Pastoral Leaders and SEND staff as main focus, (SEND staff would be from SEND budget).	4 £3000																											
Provide a high-quality counselling service within the Academy setting to	Academy data shows the positive impact of counselling on attendance.	1, 4, 7 £28,000																											

enable students to access counselling with minimal disruption to their attendance and education.	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	
Provide bespoke interventions for individual students, including enhanced opportunities for support with a trusted adult, through the specialist support faculty.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1 2 4 7 Accounted for above. Contingency for provision being planned for a small group of year 8s requiring additional support.
Contingency fund for acute issues and provision of resources that children might individually need. For example, uniform, equipment and other activities relating to the learning journey	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 the need for resources.	All £20,000 (£80 budget per PP)
Train Pastoral leaders to work with vulnerable and disadvantaged students.	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	2 Accounted for above
Develop and implement clear strategy and process for behaviour interventions		2
Regularly monitor PP students and the amount of rewards etc that they are getting.		2 £5000

Total Budgeted Cost: approximately £246,000 PP and £73,000 RP already accounted for above this year allowing for a £30,000 contingency potentially for year 8 provision

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Teaching (for example, CPD, recruitment and retention)

Activity/ Challenge	Impact of this approach	Actual Spend
<p>Ensure that all children have access to high quality and age appropriate sex and relationships education utilising the Jigsaw PSHE/RSE Programme. PSHE RSE resources. PSHE coordinator role.</p> <p>Challenge:1,3,4,5.</p>	<p>Children who feel safe, have good mental health and wellbeing have better attendance at school.</p> <p>https://journals.sagepub.com/doi/full/10.1177/0004944118823576</p> <p>A reporting system is now set up and in use specifically for of Harmful Sexual Behaviour (HSB) and pupils are well educated on this as part of the pastoral curriculum. A rise in reports of HSB has been shown over the past 2 years showing pupils have more confidence in identifying HSB, reporting HSB and knowing the safeguarding team will deal with incidents of HSB.</p> <p>Pupils in all year group receive Sexions and Equations training on healthy relationships, consent and appropriate sexual conduct.</p> <p>A PSHCE coordinator was assigned who over saw the implementation and quality assurance of PSHCE as a timetabled one-hour slot for all year groups.</p> <p>External speakers come in to discuss areas identified as being risks to those who are disadvantaged in our community, including County Lines, Knife Crime, Substance Abuse, Grooming, "Cukooing", Radicalisation and Self Harm. Our local police officer comes in to talk to pupils/staff on identifying risk factors and reporting them, ensuring pupils are well educated to risks and vulnerabilities.</p>	<p>£1000 RP</p>

	<p>Although this may not have a measurable impact on pupil outcomes, it improves the physical and psychological safety amongst pupils. It also led to a rise in willingness to report incidents, allowing us to provide support to the child harmed as well as any potential child doing harm.</p> <p>Referrals from Pastoral Leaders and the Safeguarding Team to multi-agencies has also increased showing improved challenge and refinement to ensure progression. Children who feel psychologically and physically safe in school will be more likely to attend.</p> <p>This provision will continue but will no longer be coming from the PP budget.</p>	
<p>Providing resources to develop, embed and maintain the coaching time reading programme. Support from the National Literacy Trust</p> <p>Challenge: 6</p>	<p>All KS3 pupils were provided with a contemporary book matched to their reading age and given 20 minutes allocated reading time each day. This was to emphasise the importance of reading for pleasure and allow pupils the produce and time to do this daily. We also selected culturally diverse books chosen to meet the cultural capital agenda. The average reading Scaled score for PP pupils at KS3 is steadily increasing each year by 2/3SS, however the PP gap is remaining at -5SS so this activity needs refinement in targeting PP in order to minimise the gap.</p> <p>Ofsted Oct 2021 <i>"Leaders have prioritised literacy and reading for all pupils. Pupils receive support from English intervention teachers to help them become more fluent readers. Teachers ensure that pupils experience a wide range of authors, cultures and styles of text. There are planned reading opportunities."</i></p>	£1000 RP (the rest from English budget)
<p>Literacy 'Catch Up®' small group work</p> <p>Challenge: 6.</p>	<p>Catch Up® Literacy is a structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers. It uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes. It is suitable for all struggling readers whose Reading Age is</p>	£0

	<p>significantly below their Chronological Age and is designed for use with struggling readers aged 6-14.</p> <p>We have a good record of accomplishment in using 1 to 1 TA and Intervention Assistants to bring pupils up by an average of 2 years reading age across 2 years for pupils of reading age 7 and below who otherwise would have stagnated. These pupils went on to sit GCSEs achieve GCSE grades.</p> <p>We were unable to run it to its full potential this year due to lack of staff.</p>	
<p>Purchase of standardised diagnostic assessments.</p> <p>Engage in trust wide standardised assessment.</p> <p>Training provided for staff to ensure assessments are interpreted correctly and outcomes acted on.</p>	<p>Standardised GL tests and reading age tests are conducted for all in year 7 and identified pupils are re-tested yearly.</p> <p>Year 9s End of Year Assessment and GCSE Mocks were standardised Trust wide this year beginning Nov 22. This allowed for comparisons among the Trust and for faculties to take accountability for their performance.</p> <p>These provisions will remain in place but this objective will be removed from the PP plan going forward.</p>	<p>Standardised tests cannot be charged to PP.</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. It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities.</p>	<p>Reading interventions that took place this year include first story, catch up reading, book club, DEAL/R. All KS3 students have a reading book each day, there are weekly library lessons during English. The average reading Scaled score for PP pupils at KS3 is steadily increasing each year by 2/3SS however the PP gap is remaining at -5SS.</p> <p>Two members of staff have participated in the East Midlands Maths Hub and distributed this knowledge in CPD. Maths progress improved on the previous year. Maths had a pass rate of 61%, the smallest PP gap in progress.</p> <table><tr><th>Name</th><th>Pupils</th><th>English</th><th>Maths</th><th>EBacc</th><th>Other</th></tr><tr><td colspan="6">▼ Pupil Premium</td></tr><tr><td>+ Pupil Premium</td><td>57</td><td>-1.09</td><td>-0.73</td><td>-0.98</td><td>-1.1</td></tr><tr><td>+ Non Pupil Premium</td><td>77</td><td>-0.25</td><td>-0.46</td><td>-0.43</td><td>-0.21</td></tr><tr><td>+ Pupil Premium Gap</td><td>-20</td><td>-0.84</td><td>-0.26</td><td>-0.56</td><td>-0.89</td></tr></table> <p>These provisions will remain but objectives will be removed from the new strategy.</p>	Name	Pupils	English	Maths	EBacc	Other	▼ Pupil Premium						+ Pupil Premium	57	-1.09	-0.73	-0.98	-1.1	+ Non Pupil Premium	77	-0.25	-0.46	-0.43	-0.21	+ Pupil Premium Gap	-20	-0.84	-0.26	-0.56	-0.89	<p>£5000 RP</p> <p>£0</p>
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<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>All pupils have a "coach". At KS3 the focus is on pastoral and literacy. At KS4 the focus is pastoral and academic intervention. At KS4 all pupils were assigned a coach based on exam data to accelerate their progress in that area. Pupils saw their coach twice a day, 25mins a.m. and 35 mins p.m. There was a coach for English, Maths, Science, History and Geography.</p> <p>2023 overall results improved on 2019 in maths and science but dropped in English and Humanities.</p> <p>Our PP gap in passing both English and maths was 7% narrower than the previous year. PP v Non-PP: Both English and Maths pass (45% v 66%), a gap of 21%. However, the gap is even more pronounced for attaining a Strong Pass in English and Maths (12% v 45%), a gap of 33% (11% wider than the previous year). Overall Progress 8 was -0.65 (-0.99 PP, -0.34</p>	<p>£0</p>																														

	<p>Non-PP) a gap of 0.65, larger than the previous year's 0.37 gap.</p> <p>Progress 8 Data for 2023 can be seen below, again showing PP pupils are still progressing less than their non-PP peers in all areas. Each basket's gap is wider than the previous year.</p> <table><tr><th>Name</th><th>Pupils</th><th>English</th><th>Maths</th><th>EBacc</th><th>Other</th></tr><tr><td colspan="6">▼ Pupil Premium</td></tr><tr><td>+ Pupil Premium</td><td>57</td><td>-1.09</td><td>-0.73</td><td>-0.98</td><td>-1.1</td></tr><tr><td>+ Non Pupil Premium</td><td>77</td><td>-0.25</td><td>-0.46</td><td>-0.43</td><td>-0.21</td></tr><tr><td>+ Pupil Premium Gap</td><td>-20</td><td>-0.84</td><td>-0.26</td><td>-0.56</td><td>-0.89</td></tr></table> <p>Comparing 2022 and 2023 outcomes, we can see the improvements in maths for all, although the PP deficit remains similar. We can also see improvements in English and EBacc for Non-PP, however PP P8 was worse than 2022 resulting in a much larger deficit. The Open Bucket progress declined for all but the deficit was most pronounced for PP.</p> <p>Our strategy needs to be better targeted at PP pupils, we will address this through targeted, invite only, baseline driven, after school acceleration sessions in small groups of <12, prioritising PP.</p>	Name	Pupils	English	Maths	EBacc	Other	▼ Pupil Premium						+ Pupil Premium	57	-1.09	-0.73	-0.98	-1.1	+ Non Pupil Premium	77	-0.25	-0.46	-0.43	-0.21	+ Pupil Premium Gap	-20	-0.84	-0.26	-0.56	-0.89	
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Ensuring 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>A number of staff are undertaking NPQs at present. There were high levels of internal promotions.</p> <p>The Education Endowment Foundation (EEF) recommend that schools particularly focus their pupil premium funding on supporting high-quality teaching. High quality teaching has been shown to have the strongest impact on outcomes, thus ensuring staff can receive good training and CPD at TDA is critical for recruiting and retaining high quality staff.</p>	£0																														
Ensuring the recruitment and retention of the	Better staff retention at the end of this academic year than in the previous few years. There are strong	£30,000 PP																														

highest quality staff	<p>opportunities for internal promotion and promotions within the MAT.</p> <p>Children cannot learn when they do not have a teacher in front of them, and will not learn well without a high-quality teacher. Subjects where the highest quality teachers were prioritised for year 11 had stronger outcomes.</p>	
Use of PiXL approaches to improve outcomes across subjects	We remained a member of PiXL but the impact of this is predominantly at KS5 so this will be removed from the PP strategy going forward.	£3000 RP
<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>PD focus on Rosenshine's principles, cognitive science, cognitive load and memory and questioning.</p> <p>Regular whole staff training on quality first teaching and Blueprint strategies, with main focuses being Cold Calling, Tracking and Modelling.</p> <p>QA has shown these skills developing across departments and some faculties have been highlighted as this now being a strength.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p><i>"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial."</i></p>	£0

Development of TDA PD library to promote an evidence/research informed practice	<p>PD library of 90 books is in place and regularly utilised by staff. Time has also been allocated on 2 insets to read academic research related to IQs.</p> <p>IQs have allowed staff to take ownership over developing a new skill or investigating the efficacy of a strategy. For example, this IQ investigated the impact of strategic, carefully planned memory recall tasks and variation. Over a 8 week period. These results showed impact were then shared so impact could be replicated elsewhere and the evidence shared with pupils to encourage buy in to our strategies.</p> <div><div><h3>Baseline</h3><table><tr><th>solving equation</th><th>reflection diagonal</th><th>% of an amount</th><th>HCF context</th><th>Total</th><th>Number of questions attempted</th></tr><tr><td>0</td><td>1</td><td>1</td><td>1</td><td>3</td><td>3</td></tr><tr><td>1</td><td>1</td><td>1</td><td>0</td><td>3</td><td>4</td></tr><tr><td>0</td><td>1</td><td>1</td><td>1</td><td>3</td><td>3</td></tr><tr><td>0</td><td>1</td><td>1</td><td>1</td><td>3</td><td>4</td></tr><tr><td>0</td><td>1</td><td>1</td><td>1</td><td>3</td><td>3</td></tr><tr><td>0</td><td>1</td><td>1</td><td>1</td><td>3</td><td>4</td></tr><tr><td>0</td><td>1</td><td>1</td><td>1</td><td>3</td><td>4</td></tr><tr><td>0</td><td>1</td><td>1</td><td>1</td><td>3</td><td>4</td></tr><tr><td>0</td><td>1</td><td>1</td><td>1</td><td>3</td><td>4</td></tr><tr><td>0</td><td>0.5</td><td>1</td><td>1</td><td>2.5</td><td>3</td></tr><tr><td>0</td><td>0.5</td><td>1</td><td>1</td><td>2.5</td><td>3</td></tr><tr><td>0</td><td>0.5</td><td>0.5</td><td>1</td><td>2</td><td>3</td></tr><tr><td>0</td><td>0.5</td><td>1</td><td>1</td><td>2.5</td><td>3</td></tr><tr><td>0</td><td>0</td><td>1</td><td>1</td><td>2</td><td>3</td></tr><tr><td>0</td><td>1</td><td>1</td><td>0</td><td>2</td><td>3</td></tr><tr><td>0</td><td>1</td><td>0</td><td>1</td><td>2</td><td>4</td></tr><tr><td>0</td><td>0.5</td><td>1</td><td>0</td><td>1.5</td><td>3</td></tr><tr><td>0</td><td>0.5</td><td>1</td><td>0</td><td>1.5</td><td>2</td></tr><tr><td>0</td><td>0</td><td>1</td><td>0</td><td>1</td><td>3</td></tr><tr><td>0</td><td>0</td><td>1</td><td>0</td><td>1</td><td>3</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>2</td></tr><tr><td>0</td><td>1</td><td>0</td><td>0</td><td>1</td><td>1</td></tr><tr><td>0</td><td>0.5</td><td>0</td><td>0</td><td>0.5</td><td>4</td></tr><tr><td>0.5</td><td>1</td><td>1</td><td>0</td><td>2.5</td><td>4</td></tr><tr><td>n</td><td>n</td><td>n</td><td>n</td><td></td><td>0</td></tr></table></div><div><h3>Impact</h3><table><tr><th>solving equation</th><th>reflection diagonal</th><th>% of an amount</th><th>HCF context</th><th>Total</th><th>Number of questions 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all pupils attempted all 4 questions.</p><p>No-one got 100% the first time but 12 did the 2nd time</p><p>Huge improvement in solving equations and HCF in context.</p></div></div> <td>£0, books purchased previous year.</td>	solving equation	reflection diagonal	% of an amount	HCF context	Total	Number of questions attempted	0	1	1	1	3	3	1	1	1	0	3	4	0	1	1	1	3	3	0	1	1	1	3	4	0	1	1	1	3	3	0	1	1	1	3	4	0	1	1	1	3	4	0	1	1	1	3	4	0	1	1	1	3	4	0	0.5	1	1	2.5	3	0	0.5	1	1	2.5	3	0	0.5	0.5	1	2	3	0	0.5	1	1	2.5	3	0	0	1	1	2	3	0	1	1	0	2	3	0	1	0	1	2	4	0	0.5	1	0	1.5	3	0	0.5	1	0	1.5	2	0	0	1	0	1	3	0	0	1	0	1	3	0	0	0	0	0	2	0	1	0	0	1	1	0	0.5	0	0	0.5	4	0.5	1	1	0	2.5	4	n	n	n	n		0	solving equation	reflection diagonal	% of an amount	HCF context	Total	Number of questions 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This objective is continuing but will no longer feature on the PP strategy.							
	In stock	Book Title	Owner	Author	Staff Initial	OUT	Stat
1							
2		Rosenshine's Principles in Action	JM	Tom Sherrington			
3		Rosenshine's Principles in Action	GR	Tom Sherrington			
4		Radical Candor	CR	Kim Scott	GR		
5		The Curriculum: Gallimaufry to coherence	JM	Mary Myatt	EV		
6		Retrieval Practice: Resource Guide	JM	Kate Jones	TR		
7		Back on track	JM	Mary Myatt	TR		
8		The Science of Learning	JM	Bradley Busch and Edward Watson			
9		Love to Teach	JM	Kate Jones			
10		The Coach's Guide to Teaching	JM	Doug Lemov			
11		Leadership Matters 3.0	JM	Andy Buck			
12		The Early Career Framework Handbook	JM	The Chartered College of Teaching	JM		
13		Education Exposed 2	JM	Sam Stickland			
14		Retrieval Practice 2	JM	Kate Jones	ES		

<p>All Y11 students to be provided with high quality revision resources for all their exam subjects</p> <p>Challenge: 2,3,5</p>	<p>We held a “mock results” event for year 11 which was well attended (over 80%) by pupils and their carer. All pupils/carers results, received tailored revision resources, a presentation on how to interpret results (prior parent voice had shown confusion remaining with the new grading system). Pupils and carers were then able to attend intervention carousels to speak to teachers and receive help on advice on how to support the pupil at home.</p> <p>Attendance at parents evening is typically very low so this was a huge success in parental engagement.</p> <p>Results improved between the Spring Mocks/Mock Results day and the real GCSEs (in all areas except boys 5 9-7)</p> <table><tr><th></th><th colspan="2">All (134)</th><th colspan="2">Boys (70)</th><th colspan="2">Girls (64)</th></tr><tr><th></th><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th></tr><tr><td>5 Grade 9 To 7</td><td>12</td><td>8.96</td><td>4</td><td>5.71</td><td>8</td><td>12.5</td></tr><tr><td>3 Grade 9 To 7</td><td>21</td><td>15.67</td><td>6</td><td>8.57</td><td>15</td><td>23.44</td></tr><tr><td>5 Grade 9 To 6</td><td>19</td><td>14.18</td><td>5</td><td>7.14</td><td>14</td><td>21.88</td></tr><tr><td>5 Grade 9 To 5 ...</td><td>32</td><td>23.88</td><td>11</td><td>15.71</td><td>21</td><td>32.81</td></tr><tr><td>5 Grade 9 To 5</td><td>34</td><td>25.37</td><td>11</td><td>15.71</td><td>23</td><td>35.94</td></tr><tr><td>5 Grade 9 To 4 ...</td><td>59</td><td>44.03</td><td>29</td><td>41.43</td><td>30</td><td>46.88</td></tr><tr><td>5 Grade 9 To 4</td><td>61</td><td>45.52</td><td>30</td><td>42.86</td><td>31</td><td>48.44</td></tr><tr><td>5 Grade 9 To 1</td><td>121</td><td>90.3</td><td>63</td><td>90</td><td>58</td><td>90.63</td></tr></table> <table><tr><th></th><th colspan="2">All (134)</th><th colspan="2">Boys (70)</th><th colspan="2">Girls (64)</th></tr><tr><th></th><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th></tr><tr><td>5 Grade 9 To 7</td><td>10</td><td>7.46</td><td>2</td><td>2.86</td><td>8</td><td>12.5</td></tr><tr><td>3 Grade 9 To 7</td><td>23</td><td>17.16</td><td>7</td><td>10</td><td>16</td><td>25</td></tr><tr><td>5 Grade 9 To 6</td><td>22</td><td>16.42</td><td>6</td><td>8.57</td><td>16</td><td>25</td></tr><tr><td>5 Grade 9 To 5 ...</td><td>36</td><td>26.87</td><td>14</td><td>20</td><td>22</td><td>34.38</td></tr><tr><td>5 Grade 9 To 5</td><td>39</td><td>29.1</td><td>14</td><td>20</td><td>25</td><td>39.06</td></tr><tr><td>5 Grade 9 To 4 ...</td><td>63</td><td>47.01</td><td>30</td><td>42.86</td><td>33</td><td>51.56</td></tr><tr><td>5 Grade 9 To 4</td><td>69</td><td>51.49</td><td>31</td><td>44.29</td><td>38</td><td>59.38</td></tr><tr><td>5 Grade 9 To 1</td><td>126</td><td>94.03</td><td>66</td><td>94.29</td><td>60</td><td>93.75</td></tr></table>		All (134)		Boys (70)		Girls (64)			#	%	#	%	#	%	5 Grade 9 To 7	12	8.96	4	5.71	8	12.5	3 Grade 9 To 7	21	15.67	6	8.57	15	23.44	5 Grade 9 To 6	19	14.18	5	7.14	14	21.88	5 Grade 9 To 5 ...	32	23.88	11	15.71	21	32.81	5 Grade 9 To 5	34	25.37	11	15.71	23	35.94	5 Grade 9 To 4 ...	59	44.03	29	41.43	30	46.88	5 Grade 9 To 4	61	45.52	30	42.86	31	48.44	5 Grade 9 To 1	121	90.3	63	90	58	90.63		All (134)		Boys (70)		Girls (64)			#	%	#	%	#	%	5 Grade 9 To 7	10	7.46	2	2.86	8	12.5	3 Grade 9 To 7	23	17.16	7	10	16	25	5 Grade 9 To 6	22	16.42	6	8.57	16	25	5 Grade 9 To 5 ...	36	26.87	14	20	22	34.38	5 Grade 9 To 5	39	29.1	14	20	25	39.06	5 Grade 9 To 4 ...	63	47.01	30	42.86	33	51.56	5 Grade 9 To 4	69	51.49	31	44.29	38	59.38	5 Grade 9 To 1	126	94.03	66	94.29	60	93.75	£2000 RP
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	<p>Looking exclusively at PP we can see impact in the Progress scores for all buckets, and also see the PP gap also reduced in all areas (except the Open Bucket), and particularly so in English and Maths.</p>																																																																																																																																													

Name	Pupils	English	Maths	EBacc	Other
▼ Pupil Premium					
+ Pupil Premium	57	-1.2	-0.93	-1.36	-1.24
+ Non Pupil Premium	77	-0.1	-0.49	-0.68	-0.53
+ Pupil Premium Gap	-20	-1.11	-0.44	-0.68	-0.71
Name	Pupils	English	Maths	EBacc	Other
▼ Pupil Premium					
+ Pupil Premium	57	-1.09	-0.73	-0.98	-1.1
+ Non Pupil Premium	77	-0.25	-0.46	-0.43	-0.21
+ Pupil Premium Gap	-20	-0.84	-0.26	-0.56	-0.89
<p>The percentage of PP passing English rose from 11% (non-PP 7%) and the APS rose slightly for PP and the APS gap closed by 0.28. The percentage of PP passing Maths rose by 7% (non-PP fell by 3%) and those with a strong pass rose by 4% (non-PP 1.5%). The APS for maths rose from 3.16 to 3.35 whereas non-PP stayed the same. The APS gap closed by 0.18.</p>					

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

Activity	Impact of this approach	Actual Spend
Small group literacy intervention Challenge: 6	Small group English intervention taking place to support our weakest readers. These pupils all graded on their English GCSE with an average English attainment score of 3.54. With 50% of our PP pupils who attended this group achieving a 3.	£8000
Catch Up Reading Programme	The "Catch Up" Reading programme has shown gains in reading age for some of our lowest ability readers (<8RA) showing gains of up to 2.6 years. Accounted for above.	

	<table> <tr><td>7.6</td><td>9</td><td>1.8 yrs</td></tr> <tr><td>5.1</td><td>8.2</td><td>2.3 yrs</td></tr> <tr><td>6.11</td><td>9.1</td><td>2.3 yrs</td></tr> <tr><td>6</td><td>8.6</td><td>2.6 yrs</td></tr> <tr><td>4.8</td><td>5.3</td><td>0.8 mths</td></tr> <tr><td>9.8</td><td>11</td><td>1.4 yrs</td></tr> <tr><td>7.11</td><td>8.2</td><td>0.3 mnths</td></tr> <tr><td>8</td><td>10.07</td><td><u>2.07 yrs</u></td></tr> </table>	7.6	9	1.8 yrs	5.1	8.2	2.3 yrs	6.11	9.1	2.3 yrs	6	8.6	2.6 yrs	4.8	5.3	0.8 mths	9.8	11	1.4 yrs	7.11	8.2	0.3 mnths	8	10.07	<u>2.07 yrs</u>	
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8	10.07	<u>2.07 yrs</u>																								
Bedrock Vocabulary	Bedrock was not used this year but they have extended the contract for another year at no additional charge so we can make use this year.	£5000 RP																								
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and schooled tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	We did not engage with this this year as the parameters of the programme were too restrictive to our circumstances. We advertised but received no suitable candidates.																									
Intervention sessions with school-funded trained intervention assistants and high performing subject specialists for targeted students. Challenge: 3	<p>Intervention sessions took place for Year 11 three times a week, targeted students by high quality teaching staff.</p> <p>Maths and English small-scale interventions classes (<10 pupils) also took place targeting PP pupils near the pass boundary and Foundation/Higher borderline pupils. All the borderline pupils achieved a 5 but only 1 a 6 so our attempt for them to access Higher tier grades was unsuccessful. For the pupils who were at risk of not passing, 75% of the group were PP. 50% of the group went on to pass (60% of which were PP).</p>	<p>£0.</p> <p>English accounted for elsewhere, Maths £18,000</p>																								

<p>Raising aspirations through educational visits, leadership roles and Cultural Capital experiences</p> <p>Challenge: 2, 3, 5</p>	<p>Visits to National Space Centre, University of Nottingham, Ski Trip, Theatre Trips, Cambridge University. Priority/subsidy is given to trips which are directly linked to pupils' course outcomes, such as seeing plays of the English Literature texts or Drama performances.</p> <p>Extend and Enrich opportunities. All pupils in years 7 to 9 do a year-long activity/project and a half termly carousel. Ofsted October 2022 <i>"Pupils enjoy taking part in extended curriculum sessions at the end of the day. In these sessions, they can do activities which interest them and develop them beyond academic study. Examples include singing in a choir, gardening and learning Japanese. (...) The Extend, Enrich and Prepare programme supports pupils' wider development. All pupils select one activity which they complete for the year and another which changes every six to eight weeks"</i></p> <p>Careers interviews, Ofsted 2022: <i>"Pupils can have up to four one-to-one interviews with a careers adviser before they leave the school."</i></p>	<p>£10,000 RP</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Impact of this approach	Actual Spend
<p>Pastoral leaders trained monitor students attendance and follow up quickly on truanancies. First day response provision.</p>	<p>Updates and adaptations to the monitoring process of truancy and handling truancy related issues began mid-way through the academic year. PLs meet weekly to discuss highlighted issues.</p> <p>Each year group is carefully monitored and Pastoral leads are dedicated to safeguarding, attendance, truancy, mental health issues etc.</p> <p>Data from the first half term of the year showed PP attendance to be 2.24% lower on average than non-PP. The PP attendance was actually better for year 7 than non-PP by 0.69 and year 12 by 4.36. All KS3/4 non-PP had an average attendance of 91.9%+, whereas year 8, 9 and 11 for PP all were in the high 80%s. Both PP and non-PP were down on</p>	<p>£77,000 PP</p>

this time period for the previous year by about 2 and 1% respectively.

Pupil premium

30/8/2022 to 15/10/2022 comparing with 30/8/2021 to 15/10/2021

CATEGORY	ATTENDANCE (%)	COMPARISON
<i>NO Pupil premium</i>		
Year Yr10	92.45	93.29
Year Yr11	93.05	91.37
Year Yr12	89.88	93.36
Year Yr13	89.86	93.07
Year Yr7	94.76	0
Year Yr8	94.23	96.33
Year Yr9	91.88	96.94
	93.16	94.25
<i>Pupil premium</i>		
Year Yr10	90.97	92.78
Year Yr11	89.85	90.25
Year Yr12	94.28	94.89
Year Yr7	95.45	0
Year Yr8	88.8	94.82
Year Yr9	88.39	93.5
	90.92	92.96

The Pastoral Leaders focus on first response to absence and interventions/foci include: contacting home, home visits, letters home, attendance meetings, attendance reports, penalty notification letter, fixed penalty notices, law enforcement support, multi agency interventions (social care, MASH, CAMHS, etc) and referrals, counselling referrals, horse/draw and talk referrals, bespoke timetables and reintegration plans.

Trends and impact are reviewed weekly and filtered for key groups such as SEND and PP.

By May half term Female attendance was 1.5% better in general. This gender gap was slightly more for PP students with PP girls with 1.8% better attendance. However on average PP student attendance fell well below their non-PP peers. Most of these averages were affected by 1-3 extreme outliers (below 25%) with exceptional circumstances (school refuser, AP, permex but still on roll, etc). If these are removed the percentage attendance would be about 2-4% for all PP groups.

Y7 PP 87.8%, non PP 93.4%

	<p>Y8 PP 87.7%, non PP 93.3%</p> <p>Y9 PP 85.5%, non PP 92.2%</p> <p>Y10 PP 85.1% non PP 93.0%</p> <p>Y11 PP 85.5% non PP 91.6%</p>	
Increased positive contact through phone calls and emails. Encouraged attendance to parent's events with students/parents	<p>Positive interaction with parents is now monitored and actively promoted (38% of positive phone calls were to PP parents, roughly in line with our 40% of PP pupils).</p> <p>Parents eve attendance was low but attendance at Mock Results Day was high, impact discussed above.</p>	£350 RP
Free Breakfast club place for disadvantaged students to support attendance and punctuality	<p><i>Free breakfast club in place for all pupils and staff every morning. This encourages attendance and promptness to school and allows every pupil the opportunity to have breakfast.</i></p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737458/</p> <p><i>"The evidence indicated a mainly positive effect of breakfast on on-task behaviour in the classroom. There was suggestive evidence that habitual breakfast (frequency and quality) and SBPs have a positive effect on children's academic performance with clearest effects on mathematic and arithmetic grades in undernourished children. Increased frequency of habitual breakfast was consistently positively associated with academic performance. Some evidence suggested that quality of habitual breakfast, in terms of providing a greater variety of food groups and adequate energy, was positively related to school performance."</i></p>	£25,000 RP
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. This includes training for school staff,	<p>Counselling service adopted CBT as a new approach for students struggling with mental health issues.</p> <p>Draw and talk in place to help pupils open up about their anxieties and mental health struggles.</p> <p>·MASH referrals have been more targeted and effective due to the training provided to the safeguarding team. Stronger challenge is in place to external agencies meaning that cases that would previously have not progressed have progressed to CIN and CP plans.</p>	£20,000

collaboration with our local behaviour hub and teacher release time.	The Mental Health Strategy has been reviewed and updated with the wider safeguarding team to include involvement of Notts Mental health Support Team. There has also been a focus through the safeguarding curriculum on promoting strategies for wellbeing and positive mental health.	
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.	Pastoral Leader for each year group. Impact discussed above.	Accounted for above.
Provide a high quality counselling service within the Academy setting to enable students to access counselling with minimal disruption to their attendance and education.	Pupils can be referred for counselling, draw and talk, low self esteem girls group, low aspiration boys group, etc. Impact discussed above. Examples of PP % targeted by various provisions: Boxing, 67% PP Check in daily with trusted adult 40% PP Draw and Talk 65% PP Anger management 55% PP Entry Level Maths 100% PP Life for Living Skills 100% PP Lunch/Break Support 85% PP Meet and Greet each morning 45% PP 1-to-1 bespoke work around acceptable behaviour 100% PP Riding and horse care 56% PP Social skills 100% PP	Accounted for above
Provide bespoke interventions for individual students, including enhanced opportunities for support with a trusted adult,	SSF is a strength of our Academy and supports our most vulnerable pupils in attending school and accessing learning. Where SSF could not meet needs Alternative Provisions were utilised.	£100,000

through the specialist support faculty.	<p>This year we also had a Behaviour Intervention Officer so we have capacity for internal exclusion as a short-term consequence of serious behavioural issues.</p> <p>The number of students on a part time timetable has been reduced and eventually phased out last year. This was part of whole school strategy to ensure that all pupils have a full-time package, including those in AP who might access multiple strands as part of a bespoke education. Plans were put in place for Y8, 9 and 10 pupils to transition back into the Academy to go back up to full time hours and this was evident in the Summer term. By summer no pupils were on part time timetables as all needs could be met within our bespoke packages.</p> <p>3 of the year 11 attending AP had partly transitioned to TDA for additional support with their exams and were able to access mixed provision through Spring/Summer term.</p> <p>Pupils accessing the SSF are our most vulnerable pupils (vast majority PP) who at real risk of persistent absenteeism, school anxiety, repeated fixed term exclusion, permanent exclusion etc. The SSF allows them to continue attending our Academy, receiving a tailored package of TA support, personalised lessons, access to some mainstream lessons and mental health support to meet their needs and minimise these risks.</p>	
Provide Men at Work training/intervention to support boys mental health and social interactions.	Did not take place. Removed from future strategy.	
Provide Human Utopia intervention to support wellbeing and aspiration	Did not take place. Removed from future strategy.	
Staff training for Mental Health First Aid. Staff training for trauma and attachment to support staff expert knowledge of individual students. Staff training for EMR method.	Mental Health First Aiders are now in place. Pastoral Leaders have had mental first aid training. EMR routinely promoted and used by all staff. Staff voice says more training required regarding trauma.	Used SEND budget.

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	Have funded uniform and PE Kit for PP students. Up to £30 for PE kit and up to £50 for uniform costs when needed. Equipment is provided for PP pupils when required. This allows pupils to attend school ready to learn without the hindrances of not having the correct uniform or equipment, maximising their opportunities for learning and reducing barriers. This fund has also been used in emergencies when LAC have moved into the area and need to continue learning asap.	£5000 RP
Train Pastoral leaders to work with vulnerable and disadvantaged students.	Pastoral training includes mental first aid, trans youth, self-harm, suicidal ideation, Prevent training and Harmful Sexual Behaviour. The Lead Pastoral Leader has indicated more training on persistent absenteeism and bereavement would be beneficial for next year.	
Develop and implement clear strategy and process for behaviour interventions	We have a clear behaviour pathway and intervention strategies in place. Pastoral Leaders and Heads of Years support pupils and the Academy utilises partner schools for managed moves and part time suspensions. This allows for more scope and flexibility for exploring all possible avenues to ensure some of our more vulnerable pupils can be consistently in education and learning.	Accounted for elsewhere.
Regularly monitor PP students and the amount of rewards etc that they are getting. Reward first strategies.	There has not been a focus on PP exclusively. This needs to improve going forward.	£1650 RP

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	