

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 in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	King Edward VI Sheldon Heath Academy
Number of pupils in school	1193 (1051 KS3/4)
Proportion (%) of pupil premium eligible pupils	54.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21 to 2023/24
Date this statement was published	11/10/21
Date on which it will be reviewed	Summer 2024 (with regular interim reviews)
Statement authorised by	R Elcocks
Pupil premium lead	R Orton
Governor / Trustee lead	H Townsend

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£522K
Recovery premium funding allocation this academic year	£137K
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	£659K

Part A: Pupil premium strategy plan

Statement of intent

At KESH Academy we recognise our pupil premium students may face additional barriers to learning. It is through the pupil premium fund that we attempt to remove those barriers by providing additional academic support as well as broader life experiences. Our staff are deeply committed to our core values of compassion, aspiration respect and equality, which drive our intent to ensure both inside, and outside the classroom we provide an inclusive, caring environment where every pupil has the opportunity to achieve their best.

Through quality first teaching and a wide range of extra-curricular activities, we endeavour to engage students in the joy of learning. It is with the efforts of all staff members that we provide the foundations for all students to prepare for life beyond the academy. Form tutors build strong relationships with their students and deliver a range of sessions to build aspiration towards further education and careers. Alongside PSHE to prepare students to manage the challenges of healthy lifestyles, relationships and mental health. Through internal data collections and swift intervention from teaching staff and pastoral managers, underachieving students are identified and effective support and intervention put into place.

Challenge

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

Challenge number	Detail of challenge
1	<p>Low aspirations</p> <p>Our observations and Behaviour For Learning data evidences that a significant proportion of our disadvantaged pupils receive detentions for poor effort and incomplete classwork. In comparison, their non-disadvantaged peers are more likely to receive house points for good effort or academic achievement. This suggests that our pupil premium students may have limited self-confidence in engaging with classroom discussion or low aspirations. We will address this by ensuring all pupil premium students are identified on seating plans to secure their contributions to the classroom culture. Our focus on quality first teaching will ensure strategies to engage are used consistently across the curriculum. In addition, a range of programmes are in place to support careers, confidence building and emotional resilience through form time activities and structured intervention.</p>
2	<p>Social Skills</p> <p>BFL and observation data upon transition, evidence that for our Year 7/8 pupils, long periods of time out of a well-structured primary setting has led to a limited ability to deal effectively with social situations. Further support and intervention focusing on the development of social skills and managing emotions is important in addressing this successfully. This will be achieved through our PSHE programme and targeted support through our tiered intervention system.</p>

3	<p>Narrow life experiences – limited enrichment</p> <p>COVID 19 restrictions have meant that opportunities for trips, visits and other enrichment have been minimal. For some students their understanding of the wider world is limited to Sheldon. This has a direct impact on the development of cultural capital. All departments will lead at least one extra-curricular club, visit/trip or enrichment activity across the 2021-22 academic year to ensure opportunities for enrichment are rebalanced. The proportion of disadvantaged pupils participating in these opportunities will be carefully monitored to maximise engagement.</p>
4	<p>Pupil Progress and Outcomes</p> <p>2019-20 validated data shows that outcomes for disadvantaged pupils are not in line with their peers. Limited space to study at home, lack of aspiration, poor resilience and reduced cultural capital all directly impact outcomes for disadvantaged pupils. Our target for disadvantaged P8 is 0. A focus on quality first teaching coupled with support through targeted intervention is intended to reduce the gap between disadvantaged and non-disadvantaged pupils. In addition, underachieving students will be swiftly identified and mentoring programmes put in place to improve academic resilience. Further promotion of homework club where students can use laptops and resources from the library will ensure all pupils are equipped to complete independent work.</p>
5	<p>Attendance</p> <p>Attendance for disadvantaged pupils remains below that of their non-disadvantaged peers. We aim to reduce the gap to 2% through targeted support and ensuring good attendance has a high profile across the academy through consistent promotion and reinforcement.</p>

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
The progress gap between disadvantaged pupils and their non-disadvantaged peers is closed.	<p>Improved outcomes for disadvantaged pupils across GCSE subjects.</p> <p>Gap between disadvantaged and non-disadvantaged reduced.</p> <p>Basics Target:</p> <p>9-5 gap reduced to 8% 9-4 gap reduced to 5%.</p> <p>Progress 8 score in line with national benchmarks</p>
A range of comprehensive support programmes developing self-confidence, social skills and careers are effective in addressing low aspirations of disadvantaged pupils.	<p>Improved outcomes at GCSE for disadvantaged pupils.</p> <p>Basics Target:</p> <p>9-5 gap reduced to 8% 9-4 gap reduced to 5%.</p>

	<p>Reduction in behaviour incidents relating to poor social skills.</p> <p>Increase in homework completion rates.</p> <p>All disadvantaged pupils move onto appropriate destinations post 16 and beyond.</p>
Attendance for disadvantaged pupils is in line with their non-disadvantaged peers.	<p>Reduce PP non-PP gap in attendance to 2.5%</p> <p>Reduction in persistence absence gap for disadvantaged pupils to 3%</p>
Opportunities for disadvantaged pupils outside the academic curriculum are broad.	<p>Increased number of disadvantaged pupils accessing clubs, trips, events and extra-curricular activities target: 50% of attendees</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £89k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training and CPD to support quality teaching and learning through the KESH signature strategies / feedback and reflection	Supporting the attainment of disadvantaged pupils (2015) identified that one of the key strategies for successful schools was a focus on high quality teaching. EEF Toolkit – the impact of teacher feedback is 5+ additional months progress over the course of the academic year in secondary schools. Metacognitive and self regulatory strategies provide high impact. Our focus is to build opportunities for pupils to reflect on and monitor their own strengths and weaknesses.	1,2,3,4
Recruitment of pupil premium lead to drive strategy	EEF Report: A schools Guide to Implementation - key strand: identify and cultivate leaders of implementation.	1,2,3,4,5
Recruitment of Learning Mentors to support with targeted tuition and intervention	EEF Toolkit: The average impact of small group tuition is two additional months' progress, over the course of a year (secondary).	1,4
Recruitment of Intervention lead to monitor and quality assure tiered intervention programmes	EEF Report: A schools Guide to Implementation – key strand: support staff and monitor progress.	1,2,4,5
Cognitive Behavioural Therapy training for our Inclusion team as an approach to underpin all behaviour interventions.	EEF Toolkit –average impact of behaviour interventions is 3 additional months progress over the course of the year (in secondary schools). Most impact from programmes spanning 2-6 months	1,2,4

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

Budgeted cost: £399k

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 maths and English tutoring through MyTutor for Year 10/11 to address gaps in skills at KS4		
Small group intervention for maths and English. Targeted pupils have access to smaller group support in some lessons to provide more personalised and focused provision.	As above	1,4
Internal tiered intervention programmes adopting CBT as approach to support: Social skills Anxiety workshops Anger management Behaviour programmes	EEF Report; Improving Behaviour in Schools ‘For pupils with more challenging behaviour the approach should be tailored to individual needs.’ EEF Toolkit: Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Interventions which focus on improving social interaction tend to be more successful (6+ months). 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: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	1,2,5
School counsellor support. Providing pupils with access to an experienced counsellor forms part of our strategy to support the development of coping skills and resilience.	Internal data shows a significant impact from COVID 19 on family circumstances, structure and poverty, with the number of disadvantaged pupils in our Year 7 cohort greater than any other year group.	1,2,5

<p>Independent careers advice and support:</p> <p>Personalised 1:1 support to pupils and their families to secure progression to appropriate post-16 / post-18 placements.</p> <p>This will also include assemblies, careers fairs, work experience and university visits.</p>	<p>Good Career Guidance: Gatsby Benchmarks</p>	<p>1,4</p>
<p>Library provision</p> <p>Homework Club</p> <p>Accelerated reader</p> <p>Introduction of IDL to support pupils with weakest literacy skills</p>	<p>EEF Toolkit: The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p>	<p>4</p>
<p>Holiday Revision sessions and targeted support</p>	<p>Questionnaires and discussion evidence that many of our pupils do not have the space to study at home. Targeted holiday revision provides a quiet space and support from specialist teachers</p>	<p>4</p>
<p>Introduction of academic breakfast clubs</p>	<p>Creating a calm structured start to the day and providing students with suitable food and academic support in small groups.</p>	<p>1,4</p>
<p>Peer tutoring sessions led by 6th Form students including training and support</p>	<p>EEF Toolkit: The average impact of peer tutoring strategies is +5 months progress (+6 for lower attaining pupils)</p>	<p>1,4</p>

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

Budgeted cost: £169k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 support for persistent absentees.</p> <p>Provision led by our Family Support Officer which includes meetings, personalised plans, home visits and liaison with external agencies</p>	<p>Attendance directly relates to academic attainment. Supporting the attainment of disadvantaged pupils (Nov 2015) clearly states that children have to be in school before they can access their learning.</p> <p>DfE research published in 2016 (Absence and Attainment at Key Stages 2 and 4) found that:</p> <p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the</p>	<p>5</p>

	likely level of attainment at the end of KS2 and KS4 Pupils cannot access the range of other support available if they do not attend school regularly.	
Extra –curricular clubs and activities. The facility to offer a broad range of extra-curricular trips and events will enhance the social and cultural experiences of our disadvantaged pupils Music peripatetic provision.	EEF Report: Life Skills and Enrichment. In line with limited research guidance these activities will either include a learning focus or be in addition to (not instead of) academic support. EEF Toolkit: The average impact of arts participation on other areas of academic learning appears to be about an additional three months progress.	2,3,4
Provision of outside speakers, theatre groups and training to deliver PSHE. This will support wider personal development and support pupils understanding of safe behaviours and self-regulation	EEF Toolkit: Self-regulation strategies have high impact (7+ months)	1,2,3
Engagement with ‘Girls On Board’ project to support social behaviours and friendships.	EEF Toolkit: Interventions which focus on improving social interaction tend to be more successful (6+ months).	2
Alternative provision: Alternative provision placements are sought for a minority of pupils who require a much more specialist vocational offer to secure continued engagement in education.	EEF Report; Improving Behaviour in Schools ‘For pupils with more challenging behaviour the approach should be tailored to individual needs.’ Internal data shows pupils accessing AP over the past 2 years have been successful in completing their education.	4,5
Rewards and House System: Events to focus on inclusion of disadvantaged pupils to promote engagement and attendance.		1,3,4,5
Parental and Community involvement – see Academy Development Plan	EEF Toolkit; parental and community involvement programmes are associated with improvements in school ethos or discipline	1,4,5

Total budgeted cost: £657k

Part B: Review of outcome in the previous academic year

Pupil Premium Strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

Intervention	Intended Impact	Outcome
Staff Training and CPD	<p>To create a shared strategy in the ways we support all students access to the curriculum.</p> <ul style="list-style-type: none"> ● To provide and embed the KESH signature strategies within teacher practice. ● To incorporate retrieval, stretch and reading into short term and medium term plans. ● Students to use glossaries to learn tier 2 and 4 vocabulary. ● Students to complete independent tasks differentiated to their target grades. 	<p>CPD has focused on the KESH signature strategies, specifically recall it, stretch it and adapt it. As a result, quality assurance evidences that these strategies are now used routinely in lessons to support learning. Book scrutiny shows that glossaries supporting Tier 2 and 3 vocabulary are in all books and that teachers flag key vocabulary in their delivery. Book monitoring also shows that recall is used consistently between subjects, reading tasks have been added into midterm plans and stretch is being used more frequently. Pupil voice evidence clearly shows that pupils recognise recall as a focus of all silent starters. Learning walks show that learning behaviours in the vast majority of lessons are positive and engagement is good. Stretch, recall and adapt remain key priorities for 2022-23. The average attainment 8 score per disadvantaged pupil has improved from 38.52 in 2019 to 42.63 in 2022. The % of disadvantaged pupils achieving grade 5 or above in English and Maths has increased from 34% in 2019 to 36.79% in 2022. The progress 8 score for disadvantaged students has improved from -0.2 in 2019 to -0.13 in 2022. Progress 8 score for the open element (disadvantaged) has improved from -0.84 in 2019 to -0.32 in 2022. Our academy aims are to reduce the gap between PP and NPP students. By 2024: 9-5 gap reduced to 8% 9-4gap reduced to 5%. 2022 results show it is currently 16.8% for grades 9-5 and 17.2% for 9-4 .</p>
Academic Intervention	<p>Identified gaps in skills and knowledge are closed (as evidenced by internal data and external examinations)</p>	<p>Interventions run by the Academic Mentor and in class support in key stage 3 English lessons shows an average improvement of half a grade in reading and writing assessments.</p>

- A greater proportion of high prior attainers, SEND and disadvantaged pupils achieve targets
- Pupils feel more confident in their subject knowledge

Eng KS3	On T or +	Average Prog
Writing	22	0.5
Reading	19	0.6

In KS4

3 students were identified to sit functional skills exam with support from the Academic Mentor. 2/3 of those students were EAL and arrived in Y11, this has ensured they have left KESH with a qualification. 3 students were given timetabled support with English skills in advance of GCSEs. All students received grade 4s in English Literature

Maths:

KS3: Targeted students have been supported with timetabled class support, this has been primarily aimed at year 8 groups. 50% of those students have made improvements and are closer to their target grade as a result.

KS4 Interventions:

Easter sessions were run by subjects targeting support for their exam groups. Data analysis by HODS informed which students which included a number of PP students. The average attendance for Y11 was 68%.

Departments also ran period 7 intervention, where Heads of Departments, targeted students for additional support with their class teachers. This ran throughout the academic year with different students and subgroups selected after analysis of departmental data. Departments such as history specifically focused on pupil premium students in the lead up to examinations.

		<table border="1"> <thead> <tr> <th></th> <th>Mocks</th> <th>Exams</th> <th>Mocks</th> <th>Exams</th> </tr> <tr> <th></th> <th>9-5</th> <th>9-5</th> <th>9-4</th> <th>9-4</th> </tr> </thead> <tbody> <tr> <td>English Literature</td> <td>39</td> <td>48</td> <td>64</td> <td>69</td> </tr> <tr> <td>English Language</td> <td>34</td> <td>52</td> <td>54</td> <td>70</td> </tr> <tr> <td>Maths</td> <td>20</td> <td>42</td> <td>41</td> <td>62</td> </tr> <tr> <td>Biology</td> <td>71</td> <td>90</td> <td>91</td> <td>100</td> </tr> <tr> <td>Physics</td> <td>71</td> <td>85</td> <td>86</td> <td>100</td> </tr> <tr> <td>Chemistry</td> <td>43</td> <td>90</td> <td>71</td> <td>100</td> </tr> <tr> <td>History</td> <td>10</td> <td>60</td> <td>25</td> <td>74</td> </tr> <tr> <td>Geography</td> <td>27</td> <td>27</td> <td>33</td> <td>39</td> </tr> <tr> <td>MFL</td> <td>57</td> <td>80</td> <td>66</td> <td>93</td> </tr> <tr> <td>Sociology</td> <td>31</td> <td>46</td> <td>46</td> <td>77</td> </tr> <tr> <td>RE FC</td> <td>40</td> <td>58</td> <td>50</td> <td>67</td> </tr> <tr> <td>RE SC</td> <td>2</td> <td>45</td> <td>6</td> <td>61</td> </tr> <tr> <td>Citizenship</td> <td>22</td> <td>40</td> <td>33</td> <td>50</td> </tr> <tr> <td>Business</td> <td>50</td> <td>58</td> <td>58</td> <td>67</td> </tr> <tr> <td>PD</td> <td>23</td> <td>60</td> <td>69</td> <td>92</td> </tr> <tr> <td>Textiles</td> <td>0</td> <td>25</td> <td>12</td> <td>69</td> </tr> <tr> <td>Art</td> <td>25</td> <td>75</td> <td>83</td> <td>83</td> </tr> </tbody> </table> <p>Intervention and support had a significant impact on the performance of disadvantaged pupils between their mock assessment and their GCSE examinations. Most notably in Maths, Science, History, MFL and PD.</p>		Mocks	Exams	Mocks	Exams		9-5	9-5	9-4	9-4	English Literature	39	48	64	69	English Language	34	52	54	70	Maths	20	42	41	62	Biology	71	90	91	100	Physics	71	85	86	100	Chemistry	43	90	71	100	History	10	60	25	74	Geography	27	27	33	39	MFL	57	80	66	93	Sociology	31	46	46	77	RE FC	40	58	50	67	RE SC	2	45	6	61	Citizenship	22	40	33	50	Business	50	58	58	67	PD	23	60	69	92	Textiles	0	25	12	69	Art	25	75	83	83
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Internal Pastoral Intervention	<p>Reduction in negative logs</p> <ul style="list-style-type: none"> ● Number of sessions in 'the hub' decrease ● Decrease in fixed term exclusions ● Engagement in extra-curricular activities increase ● House point logs increase 	<p>Our pastoral provision expanded over the course of the academic year and pastoral managers have delivered a number of bespoke interventions including: mentoring, anger management, mental health support, anxiety, behaviour, aspirations, social skills, attendance and talkabout.</p> <p>Since January 129 students have received targeted intervention 89 of those were PP. 57% of all students have seen improvements, data wise this is reflected in reduced BFL, increased attendance and higher positive achievement points. Pupils who did not show progress were escalated to Tier 3 of our intervention support. Training through the 'Girls On Board' project to support social behaviours and friendships was completed by Intervention Lead Vicky Giffin. She has gone on to deliver sessions to 25 students between Feb and June 2022. 16 were PP. 5 of these students have received the training twice and sessions have been adapted to combat bullying issues that arose and other friendship challenges. As a result of these sessions, students showed greater ability to</p>																																																																																															

		<p>emphasise with their peers and resolve conflict as a friendship group.</p> <p>Due to the successful rollout of Girls on Board – one persistent absentee was able to return to Academy and eventually transitioned successfully from 1-1 mentoring and work in the reflection hub to back to lessons. This student has now completed all of their exams and applied for college.</p>
Counsellor	<p>1-1 counselling support for students who require additional support</p> <ul style="list-style-type: none"> ● Positive feedback from pupils and families ● Increase in attendance ● Increase in engagement in learning (measured through monitoring reports and behaviour logs) 	<p>73 pupils across the academic year received support in the 2021-22 academic year. Of these, 48 were disadvantaged pupils.</p> <p>The support given to students has ranged from mental health, body dysmorphia, depression, parental issues, self-esteem, and grief.</p> <p>A sample of 13 students who received counselling completed an evaluation of their experience. Those students sampled had finished their sessions. All students said they felt happy about the service they received and all students responded that the difficulty which they had come to the session with had significantly reduced due to counselling. Comments from students expressed the importance of having someone to talk to, being trained to think positively and trial new coping methods and feeling like they were in an environment which would not judge them. The data trends from those students sampled showed over time their BFL count had improved, alongside house points. This shows greater engagement in their lessons. 3 students had more than doubled their house point totals by term 3B. All but 2 students sampled had better attendance statistics by the end of term 3B, attendance for all of those students had been monitored and interventions put in place when required.</p>
Independent Careers Advisor and Support	<p>Year 11 and 13 students to receive independent careers advisor to ensure education and employment is gained post 16-18.</p> <ul style="list-style-type: none"> ● All Year 11 receive 1:1 sessions to support Post-16 progression (to achieve 100% grade for Gatsby Benchmark 8 – personal guidance) ● Careers fair held with positive feedback from stakeholders 	<p>Final destinations for year 11</p> <ul style="list-style-type: none"> ● 98% of students are in education, employment or training ● Number of NEET 1 + 3 unknown pr ● 36% retained at KESH ● 47% gone to college ● 12% at other 6th forms ● 2% apprenticeships 2% ● 0.5% T levels ● 41% engaged in A Levels

	<ul style="list-style-type: none"> ● Targeted CEIAG sessions and events calendared and evaluated ● The proportion of pupils progressing to and remaining in appropriate post-16/post-18 placements increase 	<ul style="list-style-type: none"> ● 28% in Level 3 BTEC (includes mixture A level and BTEC) ● 25% in Level 3 BTEC only (25%) ● 30% of Level 3 (not including A Level and T Level) <p>The school hosted a University Fair attended by year 11 and sixth form students as well as a Careers fair for all year groups. Both of which received positive feedback from students who were able to make more informed choices on their GCSE options and post 16/18 destinations.</p> <p>We have now achieved 100% for Gatsby Benchmark 8</p>												
Alternative Provision	<p>Provision of a needs driven, personalised curriculum for disadvantaged pupils disengaged in school</p> <ul style="list-style-type: none"> ● Alternative Provision courses enable pupils to progress to appropriate post-16 provision ● Pupils are re-engaged in education ● Attendance increases 	<p>Last year a total of 13 students attended Alternative Provision in the following year groups:</p> <table border="1" data-bbox="842 898 1197 1211"> <thead> <tr> <th>Year</th> <th>Number</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>3</td> <td>3</td> </tr> <tr> <td>10</td> <td>4</td> <td>4</td> </tr> <tr> <td>11</td> <td>6</td> <td>6</td> </tr> </tbody> </table> <p>All of the 13 students have had a significant range of support and interventions put in place prior to getting to the point of us choosing AP with their families. The students that are selected for AP tend to have a wide range of behavioural/emotional issues that are preventing them from accessing education and achieving in a mainstream environment. Some of the students had not been engaged in any form of education for a period of time prior to engaging with AP and all of those in year 11 had numerous outside agencies working with them including YOT, SENAR, Aquarius, FSW's and in one case the virtual school. Our preferred AP providers all have a maximum of a 1:10 teacher to pupil ratio and additional staff</p>	Year	Number	PP	9	3	3	10	4	4	11	6	6
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9	3	3												
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		<p>enabling each child to have a dedicated mentor.</p> <p>Outcomes for the year 11 cohort demonstrated that they achieved better grades on average than those that they were predicted to achieve before that provision was in place, and all students had managed to secure places on courses at post 16 colleges. All students achieved grades in 5-7 GCSE's except one who was awarded grades in Maths and English.</p>														
<p>Intervention Support Lead Family Liaison Officer Student Support Manager Graduate Assistant</p>	<p>Reduce the number of disadvantaged pupils who are persistent absentees</p> <ul style="list-style-type: none"> • Close the gap in attendance between disadvantaged pupils and their peers • Successfully signpost vulnerable families to Support • Improve engagement of disadvantaged pupils (evidenced through behaviour logs, positive points, reduction in fixed term exclusions) • Improve attendance of target groups • Increase learner confidence and aspirations (as evidence through learner surveys and progress) 	<p>Attendance for PP students in the Academy for 2021-2022 was 89.6%. The national figure for PP students was 85.8%. Despite this strong performance against the national figure the gap between PP and non PP within the Academy was 3%, higher than the ambitious target of 2.5% which we had set at the start of the Academic year. This still compares favourably to the national gap which was 6.3%.</p> <p>5 rounds of intervention took place over the course of the Academic year which prioritised PP students that were in the PA category. As a consequence of these interventions a number of students improved their attendance as shown below:</p> <table border="1" data-bbox="842 1352 1407 1939"> <thead> <tr> <th>Intervention Group</th> <th>Number of PP Improved</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>78</td> </tr> <tr> <td>2</td> <td>63</td> </tr> <tr> <td>3</td> <td>70</td> </tr> <tr> <td>4</td> <td>23</td> </tr> <tr> <td>5</td> <td>22</td> </tr> <tr> <td>Totals</td> <td>256</td> </tr> </tbody> </table>	Intervention Group	Number of PP Improved	1	78	2	63	3	70	4	23	5	22	Totals	256
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Totals	256															

		<p>Home visits were conducted daily throughout the course of the academic year prioritising vulnerable students and those in year 11.</p>
<p>Library Provision</p>	<p>Library provision encourages students to read for pleasure and support the increase in reading ages.</p> <ul style="list-style-type: none"> ● Increase in books loans / ebook usage ● Support for the academy literacy strategy through accelerated reader ● Reading ages increase in line with chronological age 	<p><u>Book loans per year group</u></p> <ul style="list-style-type: none"> ● Y7 PP: 3954 ● Y7 NPP: 2503 ● Y8 PP: 2224 ● Y8 NPP 2077 ● Y9 PP: 413 ● Y9 NPP: 233 ● Y10 PP: 130 ● Y10 NPP: 83 ● Y11 PP: 69 ● Y11 NPP: 52 <p>Library records show that consistently across all year groups PP students in each year group used the library facilities more than their non PP peers. Lunch time visits to the library has increased considerably across all year groups since 2020-2021.</p> <p>The library has been well attended during the course of the year and students regular attend homework club to access the timetabled support from teaching assistants. Laptops and computers are well used as students access their homework on Microsoft Teams and Classcharts. Throughout the exam period an increased number of year 11s accessed the quiet room to study independently. Revision guides and supplies have been frequently topped up to support study sessions.</p> <p><u>IDL Reading Intervention</u></p> <p>Data Collection 1:</p> <p>180 students participated in IDL interventions. 107 of those students were PP.</p> <p>PP reading showed an average increase of 8.9 months, and spelling an increase of 4.4 months</p>

		<p>Data Collection 2: 167 students have participated in IDL interventions. 117 of those students were PP. PP reading showed an average increase of 9.8 months and spelling 4.1 months.</p>
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