

Sir Bernard Lovell Academy - Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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	Sir Bernard Lovell Academy
Number of pupils in school	1197
Proportion (%) of pupil premium eligible pupils	18% (192 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	D Anderson (Principal)
Pupil premium lead	Tracy Hart (Assistant Principal)
Governor / Trustee lead	Claire Banks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,175
Recovery premium funding allocation this academic year	£29,725
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	£221,900 (£43,505)

Part A: Pupil premium strategy plan

Statement of intent

It is our ambition at SBL Academy that all disadvantaged students are supported to flourish and to achieve their academic potential. We aim for our disadvantaged students to make progress in line with their peers, both within the academy and nationally. Our Pupil Premium strategy seeks to do this in three key ways:

- 1). By ensuring that all lessons at SBL Academy are exceptional lessons. Our classroom strategy for academically vulnerable students highlights those aspects of our SBL teaching & learning expectations which we know to have considerable positive impact on the progress of vulnerable learners. Lessons will meet the needs of all students and enable them to make exceptional progress.*
- 2). Removing all barriers to learning. Our strategy outlines all the ways in which we seek to do this within a three-tiered approach. Leaders work with teachers & support staff to identify barriers to progress, ensure the right students access the right interventions and then evaluate the impact of these.*
- 3). Ensuring that SBL Academy is a great place to learn for our vulnerable students. Leaders and staff from all teams across the academy communicate high expectation and high ambition for all learners. Adults encourage vulnerable students to be ambitious, take up opportunities and step out of their comfort zone in order to reach their true potential.*

Our Pupil Premium strategy is highly detailed. It is reviewed on a year-by-year basis.

Challenges

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

Challenge number	Detail of challenge
1	Knowledge gaps remaining from and exacerbated by lockdown.
2	Weaker Literacy & Oracy skills
3	Underdeveloped Self-regulation & Metacognitive skills
4	Lower levels of self-esteem, motivation, confidence and resilience
5	Higher incidence of mental-health issues
6	Lower attendance / higher proportions of behaviour referrals for academically vulnerable students
7	Dampened aspiration / less advice & guidance and support from significant others
8	Under-representation of vulnerable learners in wider school life / Develop cultural capital
9	Lower levels of family engagement

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 (review September 2023)
Ensure disadvantaged students continue to make good progress in line with their peers.	Disadvantaged student achieve a positive progress 8 score that is also in line with their peers both at SBL Academy and nationally.
	50% of PP students to achieve grades 5-9 in English & Maths.
	67% of PP students to achieve grades 4-9 in English & Maths.
Ensure that the attendance of disadvantaged students reaches the same high standard as non-PP students.	The attendance gap between PP and non-PP is no greater than 3%.
Ensure that disadvantaged students are supported to follow Academy expectations so that they reach their full potential in the classroom.	The % of students referred to IR and Fixed Term Excluded is no greater than 18%.
A higher proportion of disadvantaged students consider the EBACC option as a route to P16	10% of disadvantaged students enrol for the EBACC pathway at KS4 (2021 = 4.7%).
A higher proportion of disadvantaged students accessing Level 3 Courses	The % of disadvantaged students accessing Level 3 Courses is in line with non-PP students.
Ensure that disadvantaged students are fully represented in all wider aspects of school life, including enrichment and leadership opportunities.	Enrichment and leadership groups consist of minimum 25% disadvantaged students. All PP students access at least one enrichment or leadership opportunity throughout the year.

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: £31,850

Activity	Evidence that supports this approach	Challenge number(s) addressed	Who	Cost
CPLD resources and individualised training/support focussed on the practical implementation of Rosenshine's Principles of instruction.	<p>"Supporting high quality teaching is pivotal in improving children's outcomes. Indeed research tells us that high quality teaching can narrow the disadvantage gap".</p> <p>(EEF Effective Professional Development)</p> <p>Evidence suggests that disadvantaged students are less likely to spontaneously use skills to monitor and evaluate their learning. (EEF Metacognition & self-regulated learning).</p> <p>The most effective schools create the capacity and provide the expertise and support for teachers and other staff to better meet the needs of their disadvantaged learners" <i>(Addressing Educational Disadvantage, Marc Rowland, 2021)</i>,</p>	1,2,3,4,5,6,7	KDE	£2,000
CPLD resources & CPLD time to develop metacognitive activity that supports PP students in their use of PLC's / Progress Trackers so that they are empowered to take ownership of their own progress.		1,2,3,4,5,6,7	KDE / THA / CTL's	£0
Regular progress meetings with PP Champions in Maths, English, Science, Humanities, MFL, D&T and Computing. Actions of the group focus on supporting QFT in the classroom and removing barriers to learning for disadvantaged students.		ALL	THA; KSA; RWS; PFU; MWO; DJO; JOA	£0
Overstaffing in Maths and English in order to reduce class sizes.		1,2,3,4,6	JRR/LCO	£25,000

Roll out of Literacy Coordinator role to support staff in developing ways in which they meet literacy needs in the classroom.		1,2,4	EHA	Catch-Up
Implementation of our whole school literacy & oracy approach (assessed through Developmental Drop-Ins). Roll out of sentence starters in all lessons. Development of whole school approach to disciplinary writing.		1,2,4	EHA/KDE	£0 (catch-up)
Tutor Reading Programme and Curriculum Reading Programme to promote literacy skills at all points across the whole curriculum.	Developing students' ability to read more complex texts, and unpacking tier 2 vocabulary are two aspects of key literacy interventions. EEF Literacy Interventions .	2, 8	EHA/KDE	£0
Continued use of feedback stickers – Whole school marking & feedback policy.	Effective feedback gives very high impact (+6 months) for very low cost. EEF Feedback .	1,2,3,4	KDE	£500
Replacement iPads to support learning in lessons.		1, 2, 4,	CMS	£3,000
Ensure that all Curriculum Teams highlight relevant career opportunities as they work through the curriculum.	High quality careers education is critical to young people's futures. Schools should challenge the stereotypes and inequalities that exist to ensure that students from all backgrounds, consider the widest possible range of careers. DfE statutory Guidance 2022	7, 4	GJO/CTL's/ CMU	£0
Reading Pens to support students in assessments and external examinations.	Reader pens can improve GCSE English grades for dyslexic students and improve emotional well-being, confidence and attitude to learning. (Strand et.al 2015) .	4	GJO / CMU	£600
Coloured overlays for use in examinations.		4	GJO	£750

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

Budgeted cost: £ 102,474

Activity	Evidence that supports this approach	Challenge number(s) addressed	Who	Cost
Additional staffing in SEND to provide 2 days per week mentoring for disadvantaged students. Mentoring has had a significant impact on the confidence and engagement of our disadvantaged students (2020-22).	Establishing and overcoming barriers to progress for individual students is effective in supporting students to achieve. <i>(DfE Supporting disadvantaged pupils, November 2015).</i>	ALL	THA / SCO / CST / SKT / CTA	£49,000
School Led Tutoring. Carried out in person and in school time where appropriate.	“Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.” EEF	1, 2, 3, 4,	THA/CTL'S	£25,000
Targeted Curriculum Team Support: Maths (Gridded whiteboards for classrooms. In class intervention. Calculators. Exam practice books for PP students that are underperforming). English (Purchase of CGP/Flipsco revision resources. Support with costs of photocopying to enable PP students, to have copies of set texts for annotation). Science (Revision guides for PP students, Kerboodle)	“Successful schools build teams where their vision is understood and pursued by the entire school community with relentless energy” <i>(An updated practical guide to the Pupil Premium – Marc Rowland 2015 p75).</i> All leaders have responsibility for driving school improvement. Distributed leadership of the PP agenda is a more effective method than the PP agenda being the remit of one person. “Outstanding schools used targeted interventions and robust tracking systems.” <i>Articulating success and good practice 2015, Ofsted</i>	All	CTL's	£17,000

<p>subscription, STEM club, KS3 class set of knowledge organisers and revision guides.)</p> <p>MFL (Knowledge organiser booklet, vocabulary & grammar lists).</p> <p>D&T (Additional resources required in lessons e.g. materials and food. Purchase of revision guides)</p> <p>PE (PE kit, revision guides, revision resources)</p> <p>Art (Art packs, water colours, sketch books, portfolio cases drawing pencils, brushes)</p> <p>Music (music lessons).</p> <p>Media/Photography (SD cards, black presentation books for coursework and examination units)</p> <p>Humanities (blank cue cards available for students to go with independent learning. Highlighters. Topic revision guides to be purchased alongside last year- but also workbooks for GCSE. Paper KS3 revision guides to support FLP assessment)</p> <p>Social Sciences: (Revision guides, knowledge organisers)</p>				
<p>Accelerated Reader (3-year licence)</p>	<p>An EEF study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils.</p>	<p>1, 2, 4,</p>	<p>EHA/KDE</p>	<p>£0 (Fully purchased)</p>

Reading age assessments for all KS3 students to be completed 3 x per year to inform reading sessions and to inform literacy interventions.	For pupils eligible for free school meals the figure was 5 months' additional progress. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader			
Lexia (Targeted interventions with Year 7,8 and 9)	End of course evaluations showed that significant numbers of PP students performed at or above the expected level at the end of their Lexia Course.	1, 2, 3, 4,	KWA/SCO	£2,073
Bookbuzz (free books provided for Year 7 students).	Positive feedback from students & from parents. Students take home their very own copy of a book they have chosen. For some this may be the first book they have ever owned. "the strongest predictor of reading growth from age 10 to age 16 is whether a child reads for pleasure (Sullivan & Brown, 2013)" https://www.booktrust.org.uk/what-we-do/impact-and-research/Research/	1, 2, 3, 4,	LRI/JRO	£1,401
Read Write Inc. (targeted students in KS3 have 1 x 1hr lessons 4 days per week to teach phonics and comprehension).	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start	1, 2, 3, 4	RUR/RCS/ KDE/LCO	£3,000
Continuation of Tutor Time Reading Programme.	Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).	1, 2, 3, 4, 6	EHA/KDE	£0
Continuation of Curriculum Reading Programme.		1, 2, 3, 4, 6	CTL's / EHA / KDE	£0
Summer School	Carefully designed Summer Schools have a positive impact on student progress (3 months). EEF Summer Schools.	ALL	THA / EHA	£5,000

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

Budgeted cost: £87,100

Activity	Evidence that supports this approach	Challenge number(s) addressed	Who	Cost
Counselling provided for students with need.	“Promoting physical and mental health in schools creates a virtuous circle reinforcing children’s attainment and achievement that in turn improves their wellbeing, enabling children to thrive and achieve their full potential.” Brooks F (2013). Life stage: School Years, in Chief Medical Officer’s annual report 2012.	3, 4, 5, 6	GLY	£10,000
Attendance Processes. Support House Teams to provide enhanced support plans for PP students with high levels of absence.		4, 6	DKN / HoH	£0
Providing uniform vouchers for disadvantaged families on a case-by-case basis.	We have seen a consistent school uniform to improve learning by reducing distraction, sharpening focus on schoolwork and making the classroom a more focused environment.	3, 4	THA	£3,000
Providing classroom equipment (stationary)	Access to the correct equipment in school provides a smoother start to lessons, increased learning time and enables better relationships between students and staff. Providing students with equipment to take home will encourage home work to be completed to a high standard.	3, 4	HoH / THA	£2,000
Breakfast club	A free healthy breakfast can encourage students to come to school regularly and arrive on time. A good meal at the start of the day will help students to focus in	4, 5, 6	THA	£2,000

	lessons. Time spent at the start of the day 'down-regulating' supports students being ready to learn.			
Support of the nurture group through supplies and snacks	Student voice from students attending the 'Nurture Group' show that students feel more settled and supported.	3, 4, 5	KWA	£100
Resources for young carers group	Student voice shows that students feel supported, with reduced anxiety about issues such as lack of equipment / home study completion – as a result of attending these sessions.	3, 4, 5	SKT	£100
Alternative provision to build resilience, motivation, self-confidence and engagement so that students re-engage with mainstream lessons, achieve well and reach their potential.	A number of risk factors associated with poor mental health/lower standards of behaviour are prevalent amongst families from lower socio-economic backgrounds. (Mental Health & Behaviour in Schools DfE 2018)	4, 5, 6, 7	DKN	£10,000
Flux mentoring (building resilience, motivation, self-confidence and engagement)	Where appropriate, students have access to alternative provision placements that help build resilience and boost self-confidence so that students can fully engage in mainstream lessons.	4,5,6,7	DKN	£10,000
Horseworld	"Reducing disruptive behaviour & exclusions are important priorities for schools. However there is relatively little good evidence on this topic". <i>EEF 'Engage in Education'</i>	4, 5, 6, 7	SCO/AMO	£900
Disadvantaged students are prioritised for careers interviews in Year 7-11.	High quality careers education and guidance in school or college is critical to young people's futures. It helps improve	3, 4, 7	CMU/GJO/MMI	£0

Where appropriate, PP Mentors support students in these sessions.	<p>their life opportunities and contribute to a productive and successful economy. Schools should challenge the stereotypes and inequalities that exist to ensure that students from all backgrounds, consider the widest possible range of careers. DfE statutory Guidance 2022</p> <p>“Excellent careers guidance unlocks potential and transforms outcomes for people of all ages.” DfE Careers Strategy 2017</p>			
Student Leadership and Sports Leadership	Has a positive impact on confidence and self esteem	4, 6, 7	GJO/MSS /HJO	£0
Home Study support. Additional capacity for Librarian to support home study in the library.		2, 3, 4	GJO / LRI	£1,000
A monthly bulletin sent to all parents/carers of disadvantaged students ensuring that they are aware of their eligibility and summarising everything the school is doing to support all students	Parental engagement has a positive impact on average of 4 months’ additional progress. (EEF Parental Engagement).	9, 8, 7, 6	THA	£0
Subsidy of Trips & Visits	The Social Mobility Commission report ‘An Unequal Playing Field’ uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks. Whilst there is no direct focus on cultural capital within the EEF T&L toolkit, there are evaluations of approaches which are linked to it (Sports Participation +2 months progress).	1, 4, 5, 6, 7, 8	CTL’s / HOH	£5,000
Music Lessons			FHA	£1,000
Extra-Curricular Curriculum			Various	£2,000

Dedicated staffing / contingency		DAN	£40,000
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Total budgeted cost: £ 221,424

- Teaching - £31,850
- Targeted Support - £102,474
- Wider Strategies - £87,100

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 2021 to 2022 academic year.

Aim	Outcome
Disadvantaged student achieve a positive progress 8 score that is also in line with their peers both at SBL Academy and nationally.	P8 for PP (indicative) students is -0.07 (2022) compared to -0.62 (2019). This represents a significant improvement in P8 score year on year. The National Average P8 score -0.45. Showing that PP students have done better at SBL compared to nationally.
Achieve the National Average for the % of students achieving a grade 9-5 in English and Maths	32% of PP students achieved a grade 9-5 in English & Maths. This demonstrates a 12% increase on 2019. The NA of PP students achieving 5-9 was 25% showing that PP students have done better at SBL Academy compared to nationally.
Achieve the national average for the % of students achieving grades 9-4 in English & Maths	57% of PP students achieved a grade 9-4 in English & Maths. This is a 2.7% increase on 2019 (54.3%). The NA is 45% showing that students at SBL Academy did better than PP students nationally.
Maintain a level of attendance that is above national average and in line with non PP students.	Attendance of PP students averages 5% below non-PP students towards the end of 21-22.
The % of disadvantaged students entered for the EBacc to be in line with all students.	EBACC entry 2023 4.7%. This increased from 0.7% (2022)
The proportion of FTE's and referrals to isolation to be in line with the proportion of disadvantaged students in the school (20%)	IR referrals for PP students has reduced term on term throughout 21-22 however remains at 30%.

Externally provided programmes

Programme		Provider	
Behaviour Mentoring	Flux Mentoring	Mental Health Support	CAMHS
Tutoring	Action Tutoring	Mental Health Support	School Counsellor
Tutoring	Teaching Personnel		
Mentoring	Impact Mentoring		

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?	We used service pupil premium to provide equipment and uniform so that students had access to everything they needed for a smooth experience in school.
What was the impact of that spending on service pupil premium eligible pupils?	Access to equipment and uniform means that students attend lessons with confidence, feel a sense of equity and relationships between students and teachers are strong. Students and parents / carers are positive about this provision.

Further information (optional)

Teaching		
Activity	Implementation	Impact / Review
Ensure that all teachers deliver consistently high quality lessons. A focus on the practical application of Rosenshine's principals.	CPLD resources and individualised training/support focussing on the practical implementation of Rosenshine's principles of instruction (with an expansion of support using the Walkthru materials).	The purchase of the Walkthru materials for all teaching staff, reinforcing high-quality T&L strategies known to support disadvantaged learners, has had a high demonstrable impact on improved outcomes for PP students. Although a gap between PP and all students persists. PP P8 2019 – 1.10. PP P8 2022 – 0.07.
	Hold regular progress meetings with PP champions in Maths, English, Science, Humanities, languages. Focus on the performance of PP students and actions taken to remove barriers to learning.	Regular meetings were held throughout the academic year. The group conducted book look activities and shared data updates. Champions provided regular training reminders at CT meetings to secure the use of both the classroom strategy and targeted approaches. Staff voice showed that the wider group benefited from shared best practice. DDI QA Term 6 demonstrated clear use of classroom strategy across CT's and Champions were repeatedly referred to as a source of support for staff.
	Over staffing in Maths / English in order to reduce class sizes. Additional capacity was used in maths to reduce class sizes in targeted groups.	Year 11 data demonstrates that reduced class size resulted in neutral/positive P8 scores for PP students in these sets (Set 6 0.0; Set 5 0.2) and the overall PP P8 0.14. End of Year data for Year 10 (21-22) showed that students PP students are performing at or above their FFT50 targets at September 2022.

	<p>Additional capacity was used in English to generate a 5th teaching group in Year 7.</p>	<p>Additional teaching groups in English allowed for smaller 'nurture' classes which increased teacher / student ratio and allowed for the curriculum to be differentiated to a suitable level.</p> <p>P8 score for PP remains positive 0.12 (2022) a vast improvement on (2019) -0.82.</p>
	<p>95% timetables for ECT's +1</p>	<p>All ECT's + 1 benefitted from 95% timetables to allow additional time for planning/feedback to meet the needs of all students in their classrooms. Staff voice indicated that this had a positive impact on well-being which in turn allowed the staff to be better prepared for delivering for the needs of their PP students.</p>
<p>Individual Action Plans for students in Year 10 & 11.</p>	<p>Individual meetings held with targeted students in Year 10 & 11. Conducted by PP mentors. Relevant information is gathered around P16 options, readiness for examinations and barriers to learning. Information assimilated into one document and shared with staff.</p>	<p>IAP's have been written and reviewed to top 10 PP concerns in Year 10 and 11. PP mentors communicated with subject teachers and identified targets for improvement. Case Study: Student A (Year 11). As a result of working with his mentor this student devised a revision plan and a set of revision techniques that worked for him. He was better able to use his PLC's to focus on areas of weakness. He started to attend after school revision sessions and improved his Science grade from 3/3 to 4/4.</p>
<p>Appointment of Literacy Lead to support staff in developing the ways in which they meet the literacy needs of their students.</p>		<p>Appointment of Literacy Lead provided SLT Literacy Lead with additional capacity to drive forwards the literacy strategy. OFSTED report November 2021 reported 'Leaders have prioritised reading'. Literacy Lead provided additional capacity to support the Curriculum Reading Programme.</p>
<p>Implementation of our whole school literacy & oracy approach (quality</p>		<p>DDI data is strong and PP student voice and work scrutiny undertaken evidences that students are positive about their experience in the</p>

assured through Developmental Drop Ins).		classroom. DDI data shows implementation of our PP strategy in the classroom. Following CPLD being positively evaluated CTL's have been able to create bespoke oracy stems for their subject to support students to develop their oracy skills.
Feedback stickers		Student voice is strong. Students are confident and able to articulate how our A&F policy enables them to improve their work across all subjects. During Inspection in November 2021 OFSTED reported 'Staff use assessment information about pupils to adapt the curriculum so that pupils learn well'. This can be triangulated with much improved outcomes in the final 2022 examination series of PP students. An increase of 17.1% from 2019-2022 for the English and Maths 9-4 measure. 2019 EM9-4 40% 2022 EM9-4 57.1%.
Ensure that all curriculum teams communicate relevant career opportunities to students as they work through the curriculum.		This is currently being implemented but further work needs to be done moving forwards. Sharing good practice so that this priority covers all subjects across the academy.

Targeted Academic Support		
Activity	Implementation	Impact / Review
Additional capacity in SEND to provide 2 days per week mentoring.	3 mentors were appointed from within the existing staff body. All work within the TA team. Mentors were trained by GJO and their work overseen by GJO and THA. The students involved in the mentoring were identified according to their data 'average distance from	103 PP students were mentored across the year. 50% made good progress towards target grades. (51 students). Students voice feeling more 'visible'. Comments included: Student X (Yr9) "After meeting my PP Mentor, it gives me confidence when I go back into the classroom. It's nice having someone at school

	<p>target'. With the exception of two who were identified through the Mental Health triage process. Impact was monitored following academy data points and successful students were praised.</p>	<p>looking out for me and taking an interest in my achievements. Being told where I need to focus on getting better really helps me to improve.”</p> <p>Student Y (Yr11) - “Having a PP Mentor is really helpful as I have time to go over things. My mentor can support areas of need like planning revision, provide extra resources and talk to my teachers if I’m struggling.”</p> <p>Student Z (Yr9) “During my PP Mentoring sessions, I can put my thoughts into words. It’s great because I have time to reflect on how well I’m doing in my lessons. My mentor takes an interest in how well I’m doing, and this gives me confidence.”</p> <p>Year 11 – 21 students mentored (38% making good progress)</p> <p>Year 10 – 18 students mentored (44% making good progress)</p> <p>Year 9 – 20 students mentored (50% making good progress)</p> <p>Year 8 – 25 students mentored (80% making good progress)</p> <p>Year 7 – 19 students (26% making good progress)</p>
<p>Additional staffing in SEND to provide bespoke tutoring for students in maths.</p>	<p>SEND HLTA provided numeracy nurture input under the guidance of the whole school numeracy coordinator. The curriculum was designed by the numeracy coordinator.</p>	<p>Students who followed the nurture maths support on average increased their in-class topic test scores by 10%. By addressing these skills gaps, students were enabled to access the learning in mainstream lessons with confidence.</p>
<p>Targeted tutoring carried out in person and in school time.</p>		<p>English: Targeted tutoring has improved students ‘soft skills’, for example growing confidence, encouraging risk taking and making their viewpoint heard in lessons. This has had a positive impact on</p>

		<p>achievement in the classroom when students have returned to the mainstream classroom lesson</p> <p>Maths: All Year 11 students who were identified for small group tutoring improved their grade from 3 to 4. PP P8 score remains positive at 0.13 (2022) an improvement on (2019) -0.4.</p> <p>Science: Students who attended targeted tutoring reported it to be beneficial helping them to build confidence and gain clarity on skills and content they felt unsure about. PP P8 remains positive 0.03 (2022) an improvement on (2019) -0.06).</p>
<p>Targeted Curriculum Support.</p> <p>Curriculum Teams provided with funding to be used for subject specific resources that they believe will benefit PP students. E.g. flash cards, revision booklets, vocabulary lists.</p>	<p>English</p> <p>Maths – All students have access to a scientific calculator, to revision resources and are given practice tasks on the basis of their areas of weakness. PP students are able to describe how to use their PLC's to identify areas of focus. PP students are targeted for attendance at after school revision.</p>	<p>Purchased revision guides and flashcards for Year 11 and Year 10 students. All Year 11 students have access to the English revision website, after school revision sessions and Easter Workshops. PP students were targeted to attend.</p> <p>Year 10 mocks indicates a residual of -0.13 for English Language and a residual of -0.02 for English Literature when comparing PP students against their non-PP counterparts.</p> <p>Maths: Y11 outcomes were positive for PP (0.14). In all the classes that benefitted from reduced class size P8 was positive / neutral. (Set 6 P8 0.0, Set 5 P8 0.2).</p> <p>Y10 PPE data shows PP students on track to achieve positive P8 in Y11. Students performing AT their FFT50 targets in September 2022.</p>

	<p>Science – GCSE revision guides, knowledge organisers and access to Kerboodle online resource.</p>	<p>Science: Revision guides were purchased for all Year 10 and 11 students. Students reported that these were useful. The department used Kerboodle to allow access to high quality differentiated resources.</p> <p>2022 results showed that the Subject Progress Index for PP students was + 0.17 compared with +0.15 for non-PP students. Overall there was better performance of PP students against their non-pp counterparts. This same cohort of PP pupils, were behind non- pp pupils in year 10, demonstrating accelerated progress.</p>
	<p>Art – Specialist materials.</p>	<p>Students benefitted from a range of equipment beyond the basic equipment needed for school. Photography display folders, water colours and brushes allow students to feel proud of their work and get a better quality finish. Students are enabled to work from home as a result of having access to this equipment.</p>
	<p>PE - PE kit to ensure that all students are able to participate in lessons; revision guides.</p>	<p>All students had access to kit meaning that they were not prevented from taking part in lessons. All examination students had access to revision guides which they found helpful in preparing for exams.</p>
	<p>MFL – Knowledge organisers, revision booklets and booster sessions.</p>	<p>All students received topical knowledge organisers which they stick into their books at the beginning of each term. They are also available on insight to revise from in the lead up to assessments. Revision sessions were offered after school and at Easter Revision club.</p> <p>(2019) PP P8 -0.68 improved to (2022) PP P8 -0.23. Whilst P8 remains value negative steps are being made to move this cohort towards value neutral.</p>

	Humanities – Revision guides and additional independent work.	Student revision guides were invaluable in setting independent work and utilised in class. Moving forwards we will look at the nature of independent work and how it can be managed to make it even more effective for student without increasing staff workload.
Accelerated Reader	Reading assessments completed throughout the year and a reading programme which supports learners to progress their reading using zones of proximal development.	80% of students made progress in line with expectation. Student voice shows students enjoy the reading programme and like to be able to see improvements in the STAR reading scores.
Lexia	An online reading, spelling and comprehension programme which allows students to improve their phonics skills.	In the end of course evaluations, students showed the following levels of performance: <ul style="list-style-type: none"> • Year 7 – 86% were performing at the expected level 14% were performing above the expected level. • Year 8 – 55% were performing at the expected level 45% were performing above the expected level. • Year 9 – 33% were performing at the expected level and 50% were performing above the expected level.
Read Write Inc		OFSTED November 2021 reported “leaders have prioritised reading’ and targeting our most vulnerable learners with the lowest reading ages with a phonics programme has been a key element of our reading strategy. Case Studies available include the most improved student increasing their Reading Age by 2+ chronological years. Student voice is very positive about their experience of becoming a more accomplished reader and this has been triangulated with DDI data as students are demonstrably more confident as they develop better reading comprehension, fluency and improved accuracy in spelling and grammar.

Tutor Time Reading Programme		OFSTED November 2021 reported “leaders have prioritised reading”. Students across Years 7-11 had an opportunity to engage in reading with their tutor, appropriate to age related expectations, thus providing an opportunity to experience expertise and fluency in a text being read aloud. Additionally an opportunity to promote cultural capital by discussing and reflecting on any issues or life experiences raised in the texts.
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Wider Strategies		
Activity	Implementation	Impact / Review
Counselling.	DSL triages students who are referred via CPOMS. Where appropriate students are referred to the counsellor.	41.66% of students currently being seen by the counsellor are PP eligible. Triage system and meetings are working well. Moving forwards we will explore additional capacity for counselling.
Uniform vouchers		Uniform vouchers have been provided to PP families allowing disadvantaged students to attend school dressed in the same smart attire as their non-disadvantaged peers. Students feel comfortable as they fit in, learning is not delayed as a result of uniform conversations and relationships between students and staff are enhanced.

Classroom Equipment		Classroom equipment is available and provided for PP students. Sometimes this is an item, in many cases students are provided with a whole fully equipped pencil case. Lessons start more smoothly, and more rapidly and relationships are enhanced between staff and students.
Breakfast Club		Eligible students were provided with free breakfast items to get their day off to a positive start. In many cases this ensures that students are on site in good time and have time to down-regulate and become ready to learn. Canteen staff keep close communication with key staff and will alert staff if they feel a member of the student community needs additional support.
Young Carers Group		Young carers benefitted from a visit to Chew Valley animal park. The students found the visit relaxing and a welcome respite from their chaotic and busy home lives. Being able to stoke and pet the animals was a calming sensory experience and the students were able to bond with each other and share their personal experiences in a non-threatening environment.
Nurture Group		Positive feedback from students and adults as part of this group.
Alternative Provision		Referrals from PP eligible students continue to reduce from T5 = 40% to T6 30%. T1 (22/23) 28%.

Music Lessons		Following targeted advertisement, the number of PP students benefitting from instrumental lessons increased by almost 50%. An acoustic guitar was purchased for 2 PP students who did not have their own instruments. This allowed these students to participate and practice from home.
Student Leadership		42 students have served as part of the Year 11 leadership team and student council. Over 20% of these were PP students. Students have helped develop a new Praise Points system that will benefit the whole school. They have also participated in school events, student voice activities, and interviews. This cohort provides an important voice in the academy, representing the views of our disadvantaged students. More importantly, it provides these students with
Subsidy of school visits.		PP students have benefitted from a range of school visits organised by Humanities and Creative & Media. These trips help to provide an enjoyable experience and exposure to cultural environments that help students to better understand the world around them.
Extra-Curricular Clubs		Students have had access to a range of enrichment clubs this academic year including debate club, chess and scrabble, board games and makerspace. Four students benefitted from entrance to and equipment for the DofE award.