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	SBL Academy
Number of pupils in school	968
Proportion (%) of pupil premium eligible pupils	20.9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Guy Jones
Pupil premium lead	Tracy Hart
Governor / Trustee lead	Jane Ware

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,805
Recovery premium funding allocation this academic year	£29,725
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£33,875
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	£265,405

Part A: Pupil premium strategy plan

Statement of intent

It is our aim for all disadvantaged students at SBL Academy to make progress in line with their peers both at SBL Academy and nationally. Our Pupil Premium Strategy seeks to do this in two important ways:

1) *By ensuring that all lessons at SBL Academy are exceptional: Lessons will meet the individual needs of all students and enable them to make exceptional progress. Our classroom-based PP strategy summarises the expectations we have for all lessons.*
2) *Removing all barriers to learning: Our strategy outlines all the ways in which we will seek to do this within a 3-tiered approach.*

Teachers use diagnostic assessment to identify the needs of their students, adapt sequences of lessons accordingly and carry out appropriate interventions. Leaders work with teachers to identify any additional needs that students might have, ensure that the right students are selected for the right interventions and then evaluate the impact of these. Our Pupil premium strategy is highly detailed and is therefore 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 that have emerged during or prior to lockdown. Engagement during lockdown was identified as being a particular issue with boys, LAPs and SEND students.
2	Weak literacy/oracy skills effecting progress in all subjects.
3	Issues with self-esteem, confidence, motivation and resilience.
4	A lack of cultural capital and low aspirations for higher education. Along with other factors, this has led to a low number of students being entered for the EBacc.
5	Mental health issues.
6	Family engagement.
7	Lack of equipment/resources.
8	Attendance/Behaviour for Learning.

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
Ensure disadvantaged students continue to make good progress in line with their peers	Disadvantaged students to achieve a positive progress 8 score that is also in line with their peers both at SBL Academy and nationally.
Improve attainment of disadvantaged students	Achieve an average attainment 8 score of 50 for all students. National average for 2019/20 was 49.9%.
	49.7% of students to achieve a grades 9-5 in English and Maths (FFT 20). National average for 2019/20 was 49.4%.
	78.7% of students to achieve a grades 9-4 in English and Maths (FFT 20). National average for 2019/20 was 70.8%.
Improve attendance of disadvantaged students	Maintain a level of attendance that is above national average and in line with non PP students.
A higher proportion of disadvantaged students entered for the EBacc	The % of disadvantaged students entered for the EBacc to be in line with all students.
Improve Behaviour for Learning of disadvantaged students	The proportion of FTEs and referrals to isolation to be in line with the proportion of disadvantaged students in the school

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: £36,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Who	Cost
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).	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" EEF PP Guidance 2019 Studies conclude that the quality of teaching will have a disproportionate impact on disadvantaged students. From experience we know that teachers need to be afforded the time and support to plan effective lessons.	1,2,3,4,8	KDE	£3,000
Regular progress meetings with PP Champions in Maths, English, Science, Humanities and a new link in MFL focussing on the progress of PP students in these subject areas.		All	THA,DJO, RWD,ETH, PFU	£0
Overstaffing in Maths and English in order to reduce class sizes.		1,2,3,4,8	LCO, JRR	£25,000
Individual action plans and sharing of successful strategies with all staff,		All	THA	£0
Additional chrome-books for use in lessons and in some cases available for loan (targeted academic support).		7	CSM	£3,000
95% timetables for NQT+1s.		1,2,3,4,8	GJS	£5,000
Appointment of a literacy lead to support staff in developing the ways in which they meet the literacy needs of their students.	Language and literacy provide students with the building blocks for academic success. The evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class.	2,3	LRI	Catch-up
The implementation of our whole-school literacy and oracy approach (quality assured through Developmental Drop-Ins).		2,3	LRI/ KDE	£0
Tier 2 language identified in each subject area and referenced in lessons where appropriate.		2,3	LRI	£0
All Curriculum Team Leaders to develop a recovery curriculum that focuses on the key 'pillars' of their subject areas.	"The curriculum should also address typical gaps in pupils' knowledge and skills" Ofsted	1	CTLs	£0
Ensure that all curriculum teams highlight relevant career opportunities to students as they work through the curriculum.	"Excellent careers guidance unlocks potential and transforms outcomes for people of all ages." DfE Careers Strategy 2017	4	CTLs, SWH	£0

Activity	Evidence that supports this approach	Challenge number(s) addressed	Who	Cost
Feedback stickers	A diagnostic approach of low-stake assessment and re-teach is an important part of our strategy to support students with their educational recovery.	1,2	KDE	£500

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

Budgeted cost: £100,219

Activity	Evidence that supports this approach	Challenge number(s) addressed	Who	Cost
Additional staffing capacity in SEND to provide bespoke interventions and support for students. 2 days/week spent mentoring students which was seen to have an even more significant impact than tutoring last year. One member of the team will have specific responsibility for literacy and numeracy catch-up.	Establishing and overcoming barriers to progress for individual students is effective in supporting students to achieve. (DfE Supporting disadvantaged pupils, November 2015). The mentoring carried out by SBL staff last year was seen to have had a more positive impact than targeted tutoring. "In order to achieve this state of personal fulfilment, the person must first satisfy the preceding needs." Maslow's Hierarchy of Needs	1,2,3,8	SCO	£49,000
Targeted tutoring. Carried out in person and in school time where possible. Appointment of two academic mentors.	"Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average." EEF "Students leaving primary school this year may have missed a significant proportion of key stage 2 face-to-face teaching. They are likely to need additional support with English and maths to make it easier for them to access the secondary curriculum." DfE	1,2,3,4,8	THA,GJS, HRA,LCO, JRR	£15,000 (£15,000 also from catch-up)
Targeted Curriculum Team Support (CTLs) • Maths: Calculators and additional independent work • English: Purchase of Revision guides and Revision cards • Science: Purchase of Revision guides and Revision cards, Renewal of Kerboodle subscription • Art: Basic Art packs (drawing pencils, watercolours, brushes) • Music: Additional independent work	Empowering all leaders to drive school improvement is central to our approach. The evidence increasingly points towards a positive relationship between distributed leadership, organisational improvement and student	All	CTLs	£15,000

• Photography/Media: SD cards, black presentation books for coursework and examination units • PE: PE kit, Revision guides, Revision flash cards, CPD, additional printed resources • MFL: KS3 Knowledge organisers • History: Revision guides and additional independent work • Geography: Revision guides and Revision flash cards. Additional independent work and fieldwork funding • RS: Revision guides and additional printed booklets • Social Sciences: Revision guides and additional printed support materials • IT: Laptop loans and competition rewards • Technology: Additional resources required in lessons (e.g. materials and food). Purchase of revision guides	achievement (Hallinger & Heck, 2009; Leithwood & Mascall, 2008). Actions and strategies bespoke to individual subjects will allow curriculum teams to better select specific actions to meet the needs of students. "Outstanding schools used targeted interventions and robust tracking systems." Articulating success and good practice 2015, Ofsted			
Accelerated reader (3 year licence): Reading age assessments for all Students in KS3 to be completed 3 x per Year to inform Accelerated Reading sessions in English and inform literacy interventions needed.	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. For pupils eligible for free school meals the figure was 5 months' additional progress.	2,3	LCO,LRI, RUR, RCO	£13,818
Lexia (Targeted intervention with Years 7, 8 and 9)	Seen to have a positive impact in previous academic years	2,3	KWI,SCO	£3,000
Book buzz (free books provided for Year 7 students)	Extremely positive feedback received from parents and student.	2,3,4,7	LRI	£1,401
Read Write Inc. (targeted students in KS3 have 1 x 1hr lessons 4 days per week to teach phonics and comprehension).	An EEF efficiency trial using 10 secondary schools found a positive impact of 3 months over the course of an academic year.	2,3	LCO	£3,000
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).	2,3,4	KDE,LRI	Catch-up

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

Budgeted cost: £122,400

Activity	Evidence that supports this approach	Challenge number(s) addressed	Who	Cost
Counselling provided for all students who need it	"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.	5	GLY	£6,000
Year 11/Sixth form transition pastoral support role (4 days)		5	LAS	£15,000
Employment of an attendance officer	Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lesson. DfE study 2016	8	LAP	£10.000
Uniform vouchers for disadvantaged students	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.	7	THA	£5,000
Classroom equipment (stationary)	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 lessons.	7	THA	£2,000
Breakfast club	Access to the correct equipment in school will provide smoother starts to lessons and enable better progress during lessons. Providing students with equipment to take home will encourage home work to be completed to a high standard.	7	THA	£2,000
Support of the nurture group through supplies and snacks	Positive student voice from students attending the 'Nurture Group'. Students feel more settled and supported.	3,5,8	SCO	£100
Resources for young carers group	This group contains a high proportion of disadvantaged students.	3,5,6,8	SCO	£400
Alternative provision for students who require it		3,8	DKN	£6,000
Horse-world	Students visiting and working at Horse-world have improved in terms of attitude, had their aspirations raised and become more positive in their outlook.	3,5,8	SCO	£900
Flux mentoring (support managing emotions/behaviour mentoring)	Student voice extremely positive. Student behaviour and attitudes seen to improve.	3,5,8	DKN	£10,000

Future Quest programme for selected students in Years 9, 10 and 11 live in specified postcodes	Very positive student voice from previous cohorts. Students gain valuable insights into the careers options available to them.	3,4,5,8	EGI	£0
Careers interviews for students in Years 9,10 and 11	"Excellent careers guidance unlocks potential and transforms outcomes for people of all ages." DfE Careers Strategy 2017	3,4	CMU	£0
Student leadership and sports leadership opportunities	There is little data to quantify the impact of student leadership opportunities but in recent years we have seen it to have a positive effect on confidence, self-esteem and the wider culture of the school.	3,4	GJS,MSS	£0
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	Nationally, a significant proportion of students eligible for FSM don't actually claim them. Parents may not always be aware of the ways in which we are able to support them.	6	GJS/THA	£0
Subsidisation of learning trips	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).	3,4	CTLs,HoHs	£3,000
Music lessons		3,4	FHA	£1,000
Extra-curricular curriculum		3,4	Various	£1,000
Dedicated staffing/contingency			DAN	£60,000

Total budgeted cost: £ *259,119*

- Teaching: £36,500
- Targeted Academic Support: £100,219
- Wider strategies: £122,400

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 2020 to 2021 academic year.

Aim	Outcome
Disadvantaged students to achieve a positive progress 8 score that is also in line with their peers.	P8 for PP students 0.35 (non PP 0.58). This represents a huge improvement on the previous year and a greatly narrowed gap
Achieve national average for attainment for disadvantaged pupils	Attainment continues to improve for all students. Attainment 8 for PP students 44.04 (national average 38.6). An attainment gap still exists however (non PP 54.39).
Achieve national average for the % of students achieving a grades 9-5 in English and Maths	43.2% for PP students. This is in line with the national average for 2019 but slightly below 2020. Attainment for all students continues to improve but a gap remains between PP and non PP students that is not fully justified by differences in prior attainment.
Achieve national average for the % of students achieving a grades 9-4 in English and Maths	65.9% for PP students. This is in line with the national average for 2019 but slightly below 2020. For this measure, the gap between PP and non PP students has increased.
Maintain a level of attendance that is above national average and in line with non PP students	Attendance for PP students above national average. Whole school attendance above national average

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	Programme	Provider
Behaviour mentoring	Flux Mentoring	Tutoring	Bristol Tuition
Tutoring	Action Tutoring	Mental Health Support	CAMHS
Tutoring	Teaching Personnel	Mental Health Support	Off The Record
Personal development	Horseworld	Support/Alternative provision	Creative Youth Network
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 provided classroom equipment for PP students in all year groups (stationary, scientific calculators etc). Pastoral teams were responsible for their distribution during and after lockdown. PE kit was also provided for students in cases of high need. Total cost £1,860
What was the impact of that spending on service pupil premium eligible pupils?	Access to required equipment and uniform is never a barrier to learning at SBL Academy. Students are able to engage with their learning immediately and any conflict over missing materials is removed. Positive feedback was received from parents, carers and students.

Further information (optional)

2021-21 Impact review

Teaching		
Activity/Approach	**Implementation**	**Impact/Review**
Ensure that all teachers consistently deliver lessons of the very highest quality with a focus on the practical implementation of Rosenshine's principles of instruction.	Provide training materials for CTLs on Rosenshine's principles of instruction and how they can be applied in each subject area. Provide additional support /external CPLD for teaching staff where necessary. Ensure that all staff have access to a visualizer in all lessons.	Despite being in lockdown for the academic year, we have been able to deliver our CPLD programme remotely and in socially distanced curriculum team bubbles. All staff have access to a visualizer, have been provided with CPLD and access to Tom Sherrington's materials. Evaluations from 70% of teaching staff are positive. Exemplar feedback comment: *'Rosenshine's Principles have been an aid for the development of T&L and I feel I have been provided with good strategies to implement in the class. The videos have also been helpful as a guide during remote learning.'*
	Set out clear expectations and strategies for all teaching staff that will enable planning to overcome specific barriers to learning. Provide training on our expectations.	Clear expectations and strategies set out for staff and training provided remotely for all Curriculum Teams.
	Carry out quality assurance with CTLs to ensure that our expectations become a reality in the classroom. Cover provided where necessary.	Robust QA Programme in place. Developmental Drop in schedule in place with teaching stuff provided with Target Takeaways and Actionable. Steps to enable marginal gain. Term 5 74% of teaching good or better increasing to 78% good or better in Term 6. Exemplar feedback comment from our evaluation of QA Programme:

		'The DDIs are very useful as they are short and you are able to focus on one area of improvement and then I feel I am able to chive this on the next DDI'
	Appoint Pupil Premium co-ordinators in Maths, English, Science and Humanities to focus on the effective implementation of our classroom-based strategy in each of their subject areas.	PP Coordinators have been appointed in Science, English, Maths and Humanities. Coordinators have met at key points in the academic year and worked alongside CTL's specifically to reinforce the teaching element of the PP strategy. PP Coordinator for English implemented the Accelerated Reader programme during lockdown.
Implement a whole-school approach to Literacy and Oracy in the classroom. This will include the development of opportunities for talk in lessons and the use of questioning encourage students to speak confidently and articulately.	The implementation of our whole-school literacy and oracy approach to be quality assured through Developmental Drop-Ins.	Literacy strategy is being implemented. Reading is becoming more prominent in our curriculum with Accelerated Reader being delivered across Years 7 and 8. Oracy is improving with relentless expectation for higher quality questioning QA'd through DDIs. Term 6 - 78% of teaching good or better - 51% of teachers have an 'actionable step' to improve questioning - I believe through a renewed focus on CPLD with the introduction of Walkthru materials following our most recent RAV. Class sizes have been reduced to allow more targeted teaching of those students where there has been the greatest impact of lockdown on literacy (Year 8)
Whiteboards for all indoor PE learning spaces	Whiteboards to be put in all indoor teaching spaces so that learning objects, keywords can be seen throughout the lessons in these practical spaces.	Whiteboards are now up in all indoor spaces. (2 in the sports hall, 1 in the gym and 1 in the dance studio). These have been used in a number of ways during lessons. They have been used to display the learning objectives so that they can be referred back to throughout the lesson and during the plenary at the end. Keywords are displayed and I have seen best practice in which groups of students (PP targeted) are brought to the board throughout the lesson to both check understanding and further develop both substantive and disciplinary knowledge.
CTLs to develop a recovery curriculum that focuses on the key 'pillars' of their subject areas.	The PP coordinators will meet with their CTLs and CT teams to discuss and coordinate support for students eligible for the Pupil Premium.	This has been a feature of our work in 2020/21 and a full audit has been kept on progress.
Purchase of specialist Art and Photography equipment and Geography fieldwork kit.	GCSE Art - all PP students provided with basic Art kit (drawing pencils, water colours, brushes). GCSE Photography - All PP student provided with SD cards and black presentation book	Art: Students provided with materials and therefore able to complete Art work at home (particularly important during lockdown). The work formed part of their Unit 1 portfolio used as the basis for TAGs. Photography: Students had access to their own SD card for storage of images for photoshoots. Work presented with greater sense of pride when using black presentation books.
Individual Action Plans put in place to enable us to remove barriers to learning for all Pupil Premium students.	Individual meetings held with students to explore barriers to learning. Relevant information gathered and assimilated in one document for every student and shared with all teaching staff. UPR staff with a PP appraisal target will also facilitate this work. IAPs to include a focus in SEND and CIAG and to be	IAP's have been written for top 10 PP concerns in Yr10 & Yr 11. Mentors communicated with subject teachers / pastoral staff and identified targets for improvement. Case Study: Student A (Year 10) - as a result of working with his mentor, began to focus much more carefully in studies improving English grade from 3 to 4 in 2 terms. Student voice: Student C repeatedly asks when the next mentor session is. When asked - do the sessions help / how the student responded *"It's good to know I have that person dedicated to me. They help me with some good ideas and I feel more confident. Some of my teachers have put ideas in that have helped me"*

	regularly reviewed based on the progress that students are making.	
Ensure all PP students have access to technology in the event of self-isolation or lockdown. Use BT Wi-Fi hotspot codes to ensure that all students have access to Wi-Fi	Develop and up-to-date spreadsheet that summarises all the access to technology issues that students have and enables them to be solved.	This is an ongoing and dynamic sheet. Data from 2020/21 is available and can be rolled forward and as need arises can be updated. During lockdown, the parent helpdesk allowed parents to identify issues and directs those issues to the most appropriate person to enable loans or fixes as required.
Purchase a set of 16 chrome-books and charging trolley that can be booked for use in lessons. The Chrome-books can also be used to ensure that all students have access to technology when learning remotely.	Set up a booking system to ensure that Chrome-books are used productively in Maths, English and Science lessons.	There has been a year group bubble system for 2020 / 2021, with the additional devices that were acquired during lockdown distributed. These were made available on a booking system (sets available for all year groups). Next year, devices will be based in department areas / library (for Accelerated reader) but will be available for staff to book.

Targeted Academic Support

Activity/Approach	Implementation	Impact/Review
Specific interventions will be tracked through Individual Action Plans and a whole-school tracker.	Tracking sheets will show interventions and the subsequent progress of Pupil Premium students.	Tracking sheets have allowed a clear snapshot of the bespoke support offered to each PP student. As the tracker is shared with CTL's and other key middle leaders this has raised the profile of PP interventions across subject areas. Increased awareness has in turn generated greater focus from CT's that traditionally did less with PP students.
Appraisal targets given to 5 UPR teachers involving the supporting and mentoring of a range of PP students. Staff with this target will act as a liaison to home in order to build and develop the home school relationship.	Staff with this appraisal target will support and monitor the progress of the identified PP students and inter-vene with CTLs as necessary where progress is falling behind.	Having been identified by the staff audit of additional needs that students have beyond the classroom-based PP strategy, 11 students in years 7, 8 and 10) were mentored in term 6 by trained mentors. 7 of the 11 students made 'significant' progress between terms 2 and 6 (progress being above what might be expected normally). Feedback from the students involved was positive.

Targeted tutoring in Science, Maths, English and MFL. The trust will look to appoint subject specialist tutors in Maths, Science and English (x2). The tutors will work at all trust schools with selected students.	The work of the Maths, English and Science tutors will be overseen by THA and GJS. The students involved in tutoring and the curriculum support provided will be organised by CTLs and overseen by THA/GJS. The progress of the students involved will be tracked and monitored by CTLs.				
		Tutoring provider/type	**No. Stud.**	**% with positive attend.**	**% making 'enhanced progress'**
		Action Tutoring: Year 10 Maths (after school)	20	35%	25%
		Action Tutoring: Year 10 English (in school)	20	65%	45%
		Action Tutoring: Year 7 Maths (in school)	20	60%	30%
		Teaching Personnel (online tutoring, Eng, Sci and Geog, Years 7/8/9/10)	31	61%	23%
		In-person Maths tutoring with Sian Tyers (Years 8/9/10)	36	Yr 8 - ? Yr 9 - ? Yr 10 - ? Total - ?	Yr 8 - 20% Yr 9 - 29% Yr 10 - 20% Total - 25%
				In years 8 and 9, the gap between PP and non PP progress has reduced	
		General Mentoring	11	N/A	63%
		IAPs (Year 10/11)	21	N/A	41%
	SEND Wave 3 Numeracy intervention provided by Sian Tyers and overseen by JRR	See above: PP students in these groups are making progress because their recent Y8 end-of-year assessment shows them only a marginal distance behind their non-PP peers (e.g. 27% Exceeding v 31% non-PP, 58% Meeting+ v 66% non-PP, and 92% Working+ v 92% non-PP). In Year 9 this is similar, with 25% of PP students 'exceeding', 62% Meeting+ and 93% Working+. In Year 10 we are awaiting the outcomes of the mocks to see the true impact but Paper 1 and 2 suggest an insignificant gap between PP and non-PP			
	Additional mentoring and catch up sessions in MFL	This has not taken place due to staff illness			

Read, write inc: Targeted Year 7 students have 1 x 1hr lessons 4 days per week to teach phonics and comprehension.	The progress of students participating in Read, write inc will be monitored and evaluated by the English Curriculum team.	Year 7 data shows an improvement in reading age that ranges from 4 months to 1 year 6 months. The students I have worked with have responded positively. One student remarked that she has enjoyed the sessions and that she feels working in a small group has improved her confidence to read out in class. Year 8 data shows an improvement in reading age for all students, with an average improvement in their reading age of 5 months. The students have responded really positively to the programme. One student said' without these lessons' I wouldn't have been able to read the books that I can now'. Another student said that the sessions have given her the 'confidence to write detailed sentences' and 'read better books'. Year 9: Both Year 9 students have improved their reading fluency and accuracy and are applying phonic strategies to decode unfamiliar words. Both have increased confidence when tackling literacy tasks. Both have successfully trialled using the reading pen during Year 9 assessments. All students have improved their reading accuracy and fluency and reading with expression. All show increased confidence in reading aloud. All are consistently working through the modules and applying skills learned.
Lexia: An online reading, comprehension and spelling programme which enables the students to work at their own pace and increase their phonic skills.		Pupils have all made progress in Lexia over the last year at their own individual levels. There are 72 pupils working on Word study which is made up of 33% working at the foundation stage, 61% at the intermediate stage and 6% at the advanced stage. For Grammar there are 72 pupils working on this which is made up of 38% in the foundation stage, 61% in the intermediate stage and 1% in the advanced stage. Then 68 pupils are working on comprehension with 38% at the foundation level, 58% in the intermediate level and 4% at the advanced level.
Book buzz: Students are given a book of their very own, to read for pleasure	One free fiction title for every Year 7 student to keep and take home to read for pleasure - organized by LRI and distributed via the English Curriculum Team.	All Year 7 students ordered one of a selection of fiction titles for free in September 2020 and students received their own copies of chosen titles in October 2020. Students enjoyed the process of choosing a book and were excited to receive it. Many discussions were held about which books they had chosen and students were enthusiastic when asked about their books.
Accelerated reader: A program aimed at improving reading comprehension and the ability to access more demanding texts in order to access all areas of the curriculum.	Scrutiny of Accelerated Reader data. Improved reading ages. A prominent culture of reading at the Academy.	AR relaunched in-class from March 2021 onward, with all classes enjoying fortnightly AR lessons with regular AR quizzing via access to "bubble" laptops purchased through PP funding. Most students in Year 7 completed diagnostic STAR tests at the beginning and end of the cycle; Year 8 students completed a diagnostic STAR test at the beginning of the cycle to be followed by further diagnostic testing at the beginning of Year 9. KDE/LCO/LRI/RUR/RCO received additional AR training via Renaissance Learning during May/June 2021 Measurable outcomes may be summarized as follows: Year 7 STAR testing growth report: Mean-average standardised score for the whole cohort increased by +70 over the cycle, meaning that the mean average reading age increased from 10:10 to 11:05, an increase of +7 months over approx. 5 calendar months of AR delivery in lessons.

Curriculum Teams provided with additional funding to be used for resources that they believe will have the biggest impact on the progress of Pupil Premium students. E.g. Revision guides/flashcards, Support to access sessions, Specialist equipment, Low stakes quizzing apps.	**English:** Seneca learning, Year 11 Option D withdrawal intervention, Year 11 revision website, GCSE Pod	Purchased revision guides and flashcards made available to all PP students in Years 10 and 11 ahead of PPEs and summer assessments for Year 11. All KS4 students were also supported through development of a bespoke revision site (https://english.sbllearning.org.uk/), after-school boosters and Easter revision sessions. PP students were targeted in terms of their engagement with the above. Measurable outcomes may be summarized as follows: Year 11 English Language TAGs: • Mean-average attainment Grade 4 for PP students compared to Grade 5 for non-PP students • +0.17 residual for PP students compared to -0.14 residual for non-PP students and -0.06 residual for cohort as a whole Year 11 English Literature TAGs: • Mean-average attainment Grade 4 for PP students compared to Grade 5 for non-PP students • +0.01 residual for PP students compared to -0.14 residual for non-PP students and -0.10 residual for cohort as a whole Year 10 English Language PPEs: • Mean average attainment Grade 3 for PP students compared to Grade 4 for non-PP students • +0.03 residual for PP students compared to -0.02 residual for non-PP students and -0.01 residual for cohort as a whole Year 10 English Literature PPEs: • mean average attainment Grade 3 for PP students compared to Grade 4 for cohort as a whole • -0.13 residual for PP students compared with -0.14 residual for non-PP students and -0.13 residual for cohort as whole In summary, raw attainment for PP students is approximately one grade below that for non-PP students for both English Language and English Literature, although residuals compare positively against other subjects in school.
	Maths: Year 10 students are given extra tasks based on their weaknesses. 7-11 revision guides and calculators given if needed. Dr Frost Maths. PLCs in year 10/11. After school revision for years 9-11 with PP students encouraged to attend and phone calls home made.	All PP students in years 7-11 were asked if they had a scientific calculator and were given one to use if not. PP students in year 10 were allocated extra tasks on Dr Frost Maths that were individualised based on their needs. Many of these students used the after school maths sessions to complete these with help. The average grade for PP students in the year 10 mock was a 3- and for non-PP was a 4. Both of which are 1 grade behind the FFT20. This shows that the gap between PP and non-PP is marginal. Year 10 and 11 PP students were given a PLC so that they could see what topics they needed to work on and where they could find resources on this. Many of these came to after school sessions to work on them. Year 11 PP student's average grade on FFT20 was 4+ and this is what the PP students averaged. Ensuring they had the correct equipment and a list of topics they needed to work on along with the after school support helped them achieve this.

	Science: KS4 revision guides and workbooks, flashcards for Year 11, GCSE Pod, Digital resources, tutoring	Revision guides and workbooks were made available to all KS4 PP students. Flash-card resources were provided for year 11 students to assist with revision. Mid-year data analysis identified underachieving PP students, these pupils were recommended for a tutoring programme. Targeted KS4 students were contacted, to encourage at-tendance at after school science revision sessions. Year 11 Teacher Assessed grades from 2020-21 show a similar value added score for both PP and non PP students. Difference in target and FFT20 is -0.11 for PP and -0.12 for non PP. Specific resources were selected by teachers and provided for KS3 students. Year 8 end of year exam data show the same residual for PP and non PP students. Information was provided to staff on how to implement the 'quality teaching first model' in Science. DDI's with PP focus show evidence of this model being used effectively in the classroom.
	PE & Sport: PLC's for every topic, Revision guides & 'Topic on a page' booklets, keyword cards for use in conjunction with whiteboards, GCSE Pod	All PP students have received revision guides, copies of any revision resources and class materials that they would need. Current data suggests that these students are doing well and the ease of access to these resources has helped to allow them to properly prepare for any tests or mock exams.
	MFL: KS3 Memorise app + Knowledge organiser booklets. Revision guides and department produced support materials, GCSE Pod	All GCSE PP students have received revision guides and paper versions of all additional revision resources and class materials. Revision sessions were offered and conducted at Easter and on Fridays after school.
	RS: Seneca revision, revision workbooks, GCSE Pod	GCSE PP students have been provided with bespoke revision resources and workbooks in order to prepare for the Summer Assessments. Revision sessions for year 11 and Easter revision sessions were valued by students in preparing for exams.
	History: Kerboodle work book, Seneca revision, GCSE Pod	GCSE PP students have benefitted from revision guides- especially with the increased nature of working from home this year. Students have been encouraged to use online revision platforms to support learning with clear PLCs hyperlinked to Seneca and GCSEPod. Revision sessions for year 11 and Easter revision sessions were valued by students in preparing for exams.
	Geography: Revision guides & booklets, GCSE Pod	GCSE PP students have benefitted from revision guides- especially with the increased nature of working from home this year. PP students have been funded to attend a GCSE fieldwork trip- gaining crucial skills and experience of Geography in action.
	D&T: Knowledge organisers, product design and engineering materials. Revision booklets for food technology, GCSE Pod	GCSE PP- students have all been given revision books and KO. Food has been purchased for both KS3 and KS4 students in practical lessons. This has ensured they have resources both in and out of school. Textiles students were provided with a resource pack to work at home.

	Art and Photography: Specialist materials	GCSE Art: All PP students provided with basic Art kit (drawing pencils, water colours, brushes) enabling them to complete art work at home. This became particularly important during lockdown. GCSE Photography: All PP students provided with SD cards and black presentation book for presentation of coursework portfolio. The quality of presentation demonstrated pride in their work and had a positive impact on TAGs

Wider approaches

Activity/Approach	Implementation	Impact/Review
Provide access to the school counsellor & mentor.	School counsellor used appropriately and effectively.	Triage system in place: pastoral staff gain parental permission then refer. This is then triaged by MKe/GLy. The referral document has a column to record whether a student is PP or not, so referral numbers, engagement and effect of counselling can be tracked.
Further training for key staff (AMO/SCO/GLY)	Staff have the appropriate training to fulfil their role effectively	AMo and GLy have received Advanced Inter-Agency Training from the Access and Response Team. This has a focus on more vulnerable students. Please see GLy's professional development record.
Utilise the existing student Mental Health Ambassadors (COVID-19 compliance necessary).	Student Leadership Team to publicise the work of the Mental Health Ambassadors through school assemblies	Assembly delivered by the student leadership team on well-being and mental health. The student leadership team also organised a non-uniform day to raise awareness of mental health.
Flux Mentoring	Student Voice. Analysis of referrals to IR and FTEs. Progress of students involved in the mentoring and sports leadership programs.	The number of key students on Academy behaviour stages has fallen from 14 last academic year to 8 this term. The number of students receiving FTEs continues to fall year on year and term on term.
Continue with Future Quest programme for selected students in Years 9, 10 and 11 who live in specified postcodes (Year 9 currently on hold due to Covid-9). Students in Year 11 will receive 6 mentoring sessions over the course of the year with a variety of foci including raising aspirations and increasing confidence/motivation. Students are also given information on careers and FE pathways ensuring that they are able to make informed decisions in the future.	Analysis of the academic attainment of the students involved. Students involved to continue on to Post-16 courses, ideally at SBL Academy. Student voice used to assess the efficacy of the mentoring students have received.	Some Year 11 PP Students have benefited from the Future Quest mentoring programme by having one-to-one meetings with a designated mentor. They implemented a strategy, personalised for their mentee, following a pre-mentoring survey. This was designed to account to identify their strengths and weaknesses to ensure a supportive plan was put in place. Students received support in areas such as revision timetables/techniques, support with Post-16 options, personal matters. Flynn Britton is an example where I believe the FQ mentoring helped him as he created a revision timetable and was given support on techniques to improve. He had 3 subjects where he was 1-2 in 3 subjects. Ryan Owens was also supported in this area, where he achieved 4 grades higher in Eng Lit and Eng Lang and 2 grades higher in Science.

Introduce Sports Leadership courses into the curriculum to engage difficult to reach students and to raise their self-esteem.	Sports council was set up to give leadership opportunities for students. Students applied and have met a number of times already with some planning activities for next year.	We have a number of PP students on the sport council and they have been good contributors to the meeting so far. We have seen the qualities that they will bring to the role and opportunities to develop these will be given in the coming months.
Ensure that our Post-16 offer encourages students to stay at SBL Academy raising their aspirations and preparing them for their future lives.	An audit carried out of the courses that students in Year 11 would like to take	Students were given several opportunities to express interests, e.g. through initial options process which featured a very wide range of subjects. As a result, we are offering more courses at SBL to suit our students. 24/31 PP students in Y11 intend to come to Post-16.
Provide Creative and Media access to 'live' music and theatre performances during COVID restrictions.	Possible virtual C & M sources explored, but many made access free as a result of Covid restrictions so funding not required.	This has not taken place.
Music / instrument lessons.		Only 1 PP student (taking piano lessons) has requested PP funding support for terms 5 & 6. No lessons occurred during terms 3 & 4 due to lockdown.
Provide uniform vouchers for parents/carers of students eligible for the Pupil Premium.		Uniform vouchers were provided to all Pupil Premium students allowing them to engage with school life to the same expectation as non-disadvantaged peers. This removes issues in the morning with tutor and detentions - thus getting the day off to a positive start and not allowing uniform to become a negative experience throughout the day.
Provide equipment for PP students who struggle to organise themselves. Provide PE kit in cases of high need.		Equipment packs and pencil cases were purchased for every year group. DHoY were responsible for distributing this to students in need. This allows students to engage with learning immediately and removes any teacher / student conflict over missing materials.
Breakfast club and FSM lunches provided to PP and Non FSM in cases of high need. Fair share used to lower cost.		Eligible students were provided with FSM and some non FSM disadvantaged students to ensure that all students were able to focus on their learning instead of being distracted by poor food intake / lack of fluid. Case study - student K (Year 7) who comes from a busy, chaotic home environment regularly arrives without having eaten breakfast. This is noticeable due to behaviour and mood first thing in the morning. This student is always grateful of this being notices (sensory issues prevent them from noticing themselves) and will settle to learning immediately they have eaten a small breakfast in the canteen.
Provide appropriate alternative provision where necessary.		Alternative provision for students who hit behaviour stages and trigger points has avoided the need for any permanent exclusions this academic year. The number of students receiving FTEs continues to fall year on year and term on term.

Organise and pay for the transport of students to Horseworld.	Student voice. Feedback from Horseworld	Positive feedback from students and adults working with students
Support the existing 'Nurture Group' through the purchase of art supplies.	Student voice. Progress of students attending 'Nurture Group'	Positive feedback from students and adults working with students