

Pupil premium strategy statement 2022-23

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

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 academy.

School overview

Detail	Data
School name	St Peter and St Paul Catholic Voluntary Academy
Number of students Y7 to 11	479
Proportion (%) of pupil premium eligible students	34%
Academic year/years that our current pupil premium strategy plan covers	2021-22 to 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs C Hewerdine Headteacher
Pupil premium lead	Mr S Maye Deputy Headteacher
Governor lead	Mrs C Latimer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,600
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	£157,600

Part A: Pupil premium strategy plan

Statement of intent

It is our intention to remove barriers for our disadvantaged (DPP) students to enable them to achieve their aspirations. Achievement should not be determined by prior attainment or background. St Peter and St Paul Catholic Voluntary Academy use the Pupil Premium grant to support our students through quality first teaching, targeted support, either 1-1 or groups, as required, and other wider strategies to support attendance and engagement.

'It is for schools to decide how the Pupil Premium allocated to schools per Free School Meal pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.' Source DfE website

Our strategy focuses on providing high quality teaching within a well-designed curriculum, effective tracking enabling effective interventions and support to be put in place and also ensuring that our DPP students are supported through our whole academy drive to improve the learning culture of the Academy. We believe that what works best for 'all of our students' works for 'our DPP students' and so we aim to get the big things right and tilt our structures to ensure that our DPP students are supported within that. Therefore, our strategic aims are:

- To develop our learning culture further (in line with our school improvement priorities) to ensure that all students, including our DPP students, fully engage with their learning.
- To develop the quality of teaching in order to ensure that all students, including DPP students, learn effectively and make good progress in a curriculum that is tailored to their needs
- To use assessment, not assumptions, to respond to common challenges and individual need of our DPP students so that appropriate and timely interventions can be put into place.

At St Peter and St Paul Catholic Voluntary Academy, we adopt long term DPP strategies to tackle the challenges that are entrenched in our local communities and will likely take a generation to overcome. They are challenges that we will face each year. However, our DPP cohort needs change each year and therefore we believe it essential to set bespoke in-year DPP targets too which we realise could become multiyear targets after year 1.

Challenges

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

Challenge number	Detail of challenge																													
1	<p>Prior attainment: on average students who are eligible for DPP are below national average on entry to Y7, therefore, in general, having lower rates of numeracy and literacy compared to their peers.</p> <table border="1"> <thead> <tr> <th>2022</th> <th colspan="2">Average KS2 Reading</th> <th colspan="2">Average KS2 Mathematics</th> </tr> <tr> <th></th> <th>DPP</th> <th>All students</th> <th>DPP</th> <th>All students</th> </tr> </thead> <tbody> <tr> <td>Year 11</td> <td>100.6</td> <td>102.7(nat 105)</td> <td>97.8</td> <td>101.4(nat 104)</td> </tr> <tr> <td>Year 10</td> <td>100.8</td> <td>103.3(nat 104.4)</td> <td>102.4</td> <td>104.2(nat 105)</td> </tr> <tr> <td>Year 7</td> <td>103.9</td> <td>102(nat 104.4)</td> <td>102.7</td> <td>100.8(nat 105)</td> </tr> </tbody> </table>					2022	Average KS2 Reading		Average KS2 Mathematics			DPP	All students	DPP	All students	Year 11	100.6	102.7(nat 105)	97.8	101.4(nat 104)	Year 10	100.8	103.3(nat 104.4)	102.4	104.2(nat 105)	Year 7	103.9	102(nat 104.4)	102.7	100.8(nat 105)
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	<p>In addition, assessments with KS3 students indicate that DPP students generally have lower levels of reading comprehension than their peers. All of which impacts on learning across the curriculum.</p> <p><i>On entry to Year 7, approximately 30% of DPP students have a reading age of at least 11 years, In the last 2 years, GL assessment data suggests that 70% of Y7 DPP students score below national average for mean SAS for verbal, non-verbal, numerical and spatial reasoning compared to 65% of other students.</i></p>
2	<p>Organisation, preparedness and behaviour for learning: for some of our DPP students who have a lack of organisational and self-management skills, their attitude to learning and behaviour has a negative impact on their progress.</p> <p><i>Observations show that several of our lower/mid attaining DPP students do not have the metacognitive strategies to deal with more challenging tasks; this is most evident in Science and Mathematics.</i></p> <p><i>Internal tracking and analysis show that DPP students are overrepresented in detentions and exclusions.</i></p>
3	<p>Wellbeing: for some DPP students there are issues surrounding mental health and wellbeing that can impact on their progress.</p> <p><i>There is an increasing number of DPP students who are experiencing social and emotional issues, such as anxiety, depression, low self-esteem. Through observations, as well as discussions with students and families, the Pandemic has impacted further on this in a variety of ways: concern over Covid-19, loss of learning, fear of catching up linked to future examinations/careers.</i></p>
4	<p>Aspirations and motivation: for some students there are issues surrounding long term aspirations and/or awareness of future opportunities.</p> <p><i>Evidenced through student surveys in Years 10 and 11.</i></p>
5	<p>Attendance rates: on average students who are eligible for DPP have lower attendance rates compared to other students within the Academy. This reduces their school hours and causes them to fall behind on average.</p> <p><i>Our attendance data, over the last 3 years, indicates that attendance for our DPP students is approximately 8% lower than other students. Approximately 45% of DPP students have been persistently absent compared to 25% of other students.</i></p> <p><i>Our assessments suggest that absenteeism is negatively impacting the progress of DPP students.</i></p>
6	<p>Parental Engagement: in some cases, DPP families within our community do not attend key information events, including Parents' Evenings, which can have a detrimental effect on a child's educational experience.</p> <p><i>Evidenced through attendance at key information events and Parents' Evenings.</i></p>
7	<p>Resources for learning: a significant minority lack access at home to the resources which facilitate a positive educational experience. In addition, financial constraints impact on cultural capital for some DPP students.</p>
8	<p>Covid-19: the disruption to learning, due to the Pandemic, including school closure, online learning, self-isolation and illness are likely to widen the attainment gap between DPP students and their non-disadvantaged peers.</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
<p>Improved rates of progress across all key stages for students eligible for PP leading to improved attainment for DPP students at the end of KS4.</p> <p>DPP KS4 students complete both GCSE English Language and Literature; complete GCSE Mathematics; making good progress from their KS2 baseline.</p> <p>At Key stage 3, to develop more fluent literacy and numeracy skills for DPP students to ensure they are KS4 ready.</p>	<p>DPP students make at least similar progress as other students across a range of subjects, and abilities, in all years (evidenced through pathways at KS3, internal data in both key stages and external data including P8 in Y11).</p> <p>DPP students in Y7 progress at a greater rate to diminish the difference by the end of KS3 between DPP and other students in English and Mathematics (evidenced through the comparison of reading ages, internal assessment and Pathways). Alongside the quantitative data will be evidence through engagement in lessons, and with Accelerated Reader, quality of written work and teacher voice.</p>
<p>Improved organisation, self-management and attitude to learning as well as improved metacognitive and self-regulatory skills for most DPP students.</p>	<p>Declining number of DPP students attending REFOCUS and no more than the proportion of other students. The proportion of DPP students with significant behavioural incidents or FTEs are no more than the proportion of other students.</p> <p>Progress reports reflect DPP students have equally positive attitude to learning to other students evidenced by the attributes of effort and behaviour.</p> <p>Qualitative data reflects that during lesson observations, through work scrutiny and teacher voice, there is evidence to show that DPP students show more resilience and determination to complete tasks, especially those of a higher challenge and independent learning, to the expected standard.</p>
<p>Support in place for students with mental health or wellbeing issues</p>	<p>All students with wellbeing concerns are recorded and appropriate support and provision is in place.</p> <p>High levels of wellbeing are demonstrated through qualitative data from student voice, student and parent surveys as well as teacher observations and discussions with students.</p>
<p>High levels of motivation and aspirations for all DPP students</p>	<p>High levels of engagement in extracurricular activities and enrichment (Academy 'Get Involved Timetable') as well as educational visits including 'First Steps 2 Study' programme and work with Bishop Grosseteste University.</p> <p>DPP students are prioritised for pastoral mentoring and careers support and guidance interviews.</p>

	%NEET and destinations Post 16 is similar to other students.
Increased and sustained attendance rates for DPP students so that they are closer to the percentage of attendance for other students.	Continual improvement of rates of attendance so that: By 2024-25, overall attendance of DPP students improves to 95% and similar to other students. By 2024-25, reduce the number of persistent absentees among DPP students to 10% or below.
To have regular and meaningful contact with DPP parents, to include Parents' Evenings and key information events.	High levels of attendance at all key events and Parents' Evenings.
No DPP student will miss out on necessary materials/resources to support their learning or on opportunities that are important for cultural capital.	All students who are eligible for DPP have access to: <ul style="list-style-type: none"> • resources to support their learning, e.g., revision guides, text books, • a Chromebook for use at home • remote learning platforms, • materials to support their work in practical subjects, • academic trips or visits.
Any attainment gaps are swiftly identified with appropriate interventions implemented to support rapid progress.	1-2-1 and small group tuition in place to support recovery plan efforts. Students eligible for PP make similar progress to other students across the range of subjects and ages.

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: £115,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching: investment of research and time to continue to review and embed the new Quality of Education Framework (July 2020) including the implementation of the Accelerated Learning Cycle with a key focus on each element of introduce (reading), connect (retrieve), activate (receive), demonstrate (rehearse), and consolidate (review). In turn developing metacognitive and self-regulation skills in all students.</p> <p>Developmental CPD, and weekly T&L briefings, linked to supportive QA processes that monitor and assure the quality of education.</p> <p>ITT programme, for our Early Career Teachers, to provide robust support and specific guidance around DPP.</p>	<p>Classroom practice is the main medium through which teaching takes place, therefore a focus on quality first teaching will provide the best future chances for all our students.</p> <p>Drawing on guidance from the EEF and other evidence-based research, the Academy CPD is led by specialists and experienced staff. These expert staff are from various fields and will support the delivery of high quality CPD and bespoke training for staff.</p> <p>Self-evaluation processes including lesson observations and learning walks (academy and departmental)</p> <p>The EEF recommend schools take a tiered approach to Pupil Premium spending, but teaching should be the top priority, including professional development. 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium.' Effective use of the Pupil Premium, EEF report 2019</p>	<p>1</p>
<p>Continue to focus on the raising of standards of literacy, including the use of vocabulary across all subjects.</p> <p>Accelerated Reader programme will be maintained for all students in Y7 & 8.</p> <p>Tutor Read Aloud programme for all tutor groups from Year 7 to 13 (weekly).</p> <p>Embed the Accelerated Learning Cycle 'Introduce' phase where students read: this is a non-negotiable aspect of a lesson, designed to improve student reading and cultural capital.</p> <p>English teacher responsible for literacy across the curriculum to provide awareness and training for all staff through the T&L workshops.</p>	<p>'We have learnt that strong relationships between educators and young people are fundamental to improving outcomes for disadvantaged children. So too is developing language skills; the importance of conversational reciprocity and language acquisition are crucial for the developing brain.' Closing the Gap Project, Marc Rowland (March 2020)</p> <p>'Assessment is mostly language acquisition and language recall. Key words are a gateway to meaning. In class pre-learning and overlearning are good solutions.' (Daniel Sobel, CEO, Inclusion Expert)</p> <p>Accelerated Reader has been used for several years at SSPP with a positive impact on raising the reading age of individual students.</p> <p>Students need to be able to access a wide academic vocabulary to support them at KS4 and KS5 to access examination courses.</p>	<p>1</p>

<p>Additional teaching groups in English and Mathematics in Years 8 to 11.</p> <p>Subject leaders to effectively group the students to reduce group sizes in the middle and lower sets.</p>	<p>It has been shown in research (EFF & Hattie) that if the class size is reduced to below 20, or even better 15 then a positive impact is seen. (Hattie, Sutton Trust and EFF)</p>	<p>1, 2, 3, 8</p>
<p>EBacc qualification for any DPP student it is deemed suitable.</p> <p>To further develop the GCSE options process so that more DPP students are motivated to study a language and therefore complete their EBacc qualification.</p> <p>To provide a weekly conversational class in Spanish to encourage the take up of MFL at GCSE; invite and encourage DPP students, across the ability range, to attend.</p> <p>To provide cultural experience to engage DPP students.</p>	<p>Historically, DPP students, across the ability range, have been successful in humanities subjects, especially History, therefore the focus is to increase the uptake of MFL subjects.</p> <p>Increasing the cultural capital of DPP students through the conversation classes and the opportunity to speak in a more informal setting, will have a positive impact on their confidence and success in the subject.</p>	<p>4</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raising the reading age of DPP students to enable greater curriculum access.</p> <p>Accelerated Reader will be maintained for those students who need continued support in older years. Additional support will be targeted for those eligible for DPP, who are significantly below their reading age.</p> <p>Literacy intervention: SENDCo working with English teacher responsible for literacy and our Academy librarian to provide and coordinate a range of intervention, 1-2-1 and small groups: including volunteer readers, guided reading, and Sixth Form peer reading.</p>	<p>KS2 Reading scores and baseline reading tests: on entry to Year 7, approximately 30% of DPP students have a reading age of at least 11 years. Reading is identified as an area of weakness for some students and the impact it has, especially on boys, as they progress through key stages 3 & 4.</p> <p>NFER research identifies meeting individual learning needs as one of the seven building blocks to success.</p>	<p>1, 8</p>
<p>Using hard and soft data to refine support for DPP students</p> <p>Monitoring of DPP students in relation to non DPP students within the Academy, including:</p> <ul style="list-style-type: none"> • attainment • attitude to learning • behaviour reports • attendance 	<p>P8 for DPP students is improving but not at a fast enough rate: 2017 P8 -0.58, 2018 P8 -0.37, 2019 P8 -0.4.</p> <p>Hard data can eclipse soft data. It is felt that at certain stages bespoke solutions will be needed for individual students, especially if they are also SEND or EAL.</p> <p>Academic mentoring can also support students to build self-regulation/metacognition skills, established in EEF toolkit as having the highest gain in learning progress with a strong supporting evidence base (+8 months).</p>	<p>1, 2, 4, 5, 8</p>

<p>in conjunction with observations during our QA processes as well as staff and student surveys.</p> <p>Identify Year 11 Key Marginal students, with a clear focus on DPP students. These students to follow a programme of mentoring and interventions as required.</p> <p>To develop a more robust Year 11 mentoring programme in which senior leadership take ownership of up to 3 DPP students each - all of whom are capable of performing better than at present but due to attendance/behaviour/wellbeing challenges are at risk of underperforming.</p> <p>To develop partnerships with local businesses to raise aspirations for all students, but with bespoke follow-up for DPP students as required.</p>	<p>In addition, research suggests that DPP students often come from households who are 'time poor', leading to lack of motivation and engagement in education. Our mentoring programme aims to give students the time to consider their choices.</p>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for those students who have been significantly impacted on during the pandemic.</p> <p>Focus:</p> <ul style="list-style-type: none"> • English • Mathematics • EAL students who have been most impacted by the pandemic to develop fluency in literacy 	<p>'Identifying each individual's barriers to learning is the key to success with the pupil premium'. Effective pupil premium reviews, Teaching Schools Council.</p> <p>Some DPP students need targeted literacy support to make greater progress and catch up; especially those students with a reading age below 9.6 (functional literacy).</p> <p>In 2019, Mathematics P8 for DPP students was -0.9: some DPP students need targeted mathematics or numeracy intervention.</p> <p>It has been shown in EEF's Attainment Gap report that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p>	<p>1, 2, 3, 4, 8</p>

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increasing the rates of attendance for DPP students:</p> <p>Increased role and capacity of the attendance officer to focus on students at risk of not meeting 95% attendance or at risk of persistent absence.</p> <p>Interventions including personalised timetables, alternative provision, counselling, Faith in Families are put in place to support</p>	<p>NfER research identifies attendance as one of the seven building blocks to success. If students are not in school, they cannot learn and make progress.</p> <p>"Secondary level PP students are 3 times more likely than their peers to be classed as 'persistently absent'"</p> <p>'It is also claimed that children and young people who are absent from school to any extent are more likely to leave school with few or no qualifications and are more likely to be out of work, suffer mental health difficulties and become homeless.' British Psychology Society Behaviour Change: school attendance, exclusion and persistent</p>	<p>1, 5</p>

<p>individuals.</p> <p>Engagement of DPP families:</p> <p>Tutors to prioritise DPP students in tutor time and develop strong home-academy links.</p> <p>Prioritise PP families for Parents' Evenings to ensure that they can get suitable appointment times and are present.</p> <p>NPQSL Project to develop the communication with Year 7 families, with a clear focus on DPP families.</p> <p>KS2 to KS3 Transition: Provide support, including financial where needed, to DPP students during the transition programme to enable all DPP students to attend.</p> <p>Identify any DPP students who are struggling to settle into the Academy and arrange peer mentor support.</p>	<p>absence.</p> <p>Historical data shows that a larger proportion of DPP students do not have representatives at either Parents' Evenings or key information events.</p> <p>The association between parental involvement and a child's success is well established and according to the EEF toolkit it can increase progress.</p> <p>'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.' EEF Parental Engagement</p> <p>Our own experience demonstrates that good home-school relationships are invaluable in order to support student wellbeing and progress.</p>	<p>6</p>
<p>Attitude to Learning:</p> <p>To embed the new revised Academy behaviour system (from Sept 21) to ensure that both staff and students are fully aware of the policies and procedures.</p> <p>To continue to develop the new Pastoral systems to ensure REFOCUS, the Academy's reflective behaviour facility fully supports our DPP students who have become disengaged and are in need of significant academic and pastoral guidance.</p> <p>Identify targeted behaviour intervention for individual students, including restorative justice methods: to offer reflective behaviour opportunities for all students, including DPP students, so that 1 day inclusion does not repeat into more, therefore missed lesson time.</p>	<p>For 2018-19, there was a greater percentage of DPP students receiving fixed term exclusion compared to other students. Although the numbers are declining the proportions are still too high for DPP.</p> <p>"Pupil behaviour is key to the success of most classroom outcomes. What we call behaviour is actually the sum of an enormous number of habits and attitudes and skills that adults frequently take for granted. None of these factors are innate, and they must be imparted or taught in some way. Pupils vary enormously in these capacities due to their histories and circumstances." Tom Bennett, Lead behaviour adviser for DfE</p> <p><i>"PP students are 3 times more likely to receive two or more fixed-period exclusions across the year"</i></p> <p>EEF Toolkit suggests targeted interventions matched to specific students with particular needs or behaviour issues can be effective especially for older students.</p>	<p>1, 2</p>
<p>DPP Aspirations:</p> <p>Provide a Personal Development curriculum for all students, so that they have the opportunity to acquire the knowledge, understanding and skills to manage their lives, both now and in the future.</p> <p>Ensure all DPP students engage in the Academy CEIAG programme; to provide bespoke CEIAG 1-2-1 and small group support for DPP students as required.</p> <p>Use of student surveys to ensure students receive the support they need for their futures.</p>	<p>Our students are growing up in a rapidly changing society and period of time which can have a greater detrimental impact on DPP students, presenting them with a range of complex challenges.</p> <p>There is a need to maintain the profile of DPP students however we need to avoid referring to the collective of 'Pupil Premium students' as they do not have homogenous needs.</p> <p><i>'Labels can create unconscious bias and set limitations on what pupils can achieve.'</i> Closing the Gap Project, Marc Rowland (March 2020).</p> <p>Recent surveys, in Years 10 & 11, generally show that DPP have lower aspirations and ideas for the future.</p>	<p>1, 3, 4</p>

<p>Target DPP students to access relevant work experience placements (using bursary funding) for their future ambition, and fund where necessary (Springpod).</p> <p>Collaborate with Bishop Grosseteste University to provide First Steps to Study programme (postcode dependent).</p> <p>To encourage participation of DPP students in the 'Get Involved Programme' (academy enrichment timetable)</p>	<p>Arts and sports involvement lead to positive impact (+2 months) in EEF toolkit and broader qualitative impacts on cultural capital and personal development.</p>	
<p>Re-engaging students</p> <p>To work collaboratively with the Faith in Families Support Worker to:</p> <ul style="list-style-type: none"> • prioritise DPP students who are disengaging therefore at risk of underperforming. • work closely with families to improve attendance and to prioritise DPP students and families whose attendance is falling or who are persistently absent. • Work with DPP students who are experiencing wellbeing or mental health issues that are impacting on their learning. <p>To engage with alternative provision providers to support individual DPP students.</p> <p>To train 3 mental health first aiders within the Academy.</p> <p>To use the educational psychology service to help to address ongoing SEMH concerns.</p>	<p>Our own experience and evidence have seen students make good progress and re-engage with learning when working collaboratively with the Academy, external and alternative providers.</p>	<p>1, 2, 4</p>
<p>A lack of basic equipment for learning does not impact upon academic success</p> <p>Basic equipment is available free of charge to all DPP students who need it.</p> <p>Uniform and PE Kit are provided for those DPP students who need it.</p> <p>To subsidise educational trips and visits to enable all students to access the enrichment programme.</p> <p>The Academy will ensure that IT equipment, provided by the government, is quickly and efficiently given to the DPP students who need it.</p>	<p>Experience demonstrates that students require all resources necessary for learning to feel secure, part of the community and able to access learning: attendance can be adversely impacted if students do not have the correct uniform or PE Kit.</p> <p><i>A 2019 study exploring the cost of the school day ('The Cost of the School Day Toolkit') highlights that clothing and equipment put significant strain on families.</i></p>	<p>1, 3, 7</p>

Total budgeted cost: £176,690

Part B: Review of outcomes 2020 to 2021

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2020 to 2021 academic year.

Due to COVID-19, national school performance measures have not been published for 2020-2021, therefore please note that all attainment data within this statement is based upon Centre Assessed Grades (TAGs) students received.

From January 2020 full reviews were undertaken in both curriculum and behaviour and attitudes, which has led to the development of new practices and systems. 'The EEF Guide to Pupil Premium' and especially the statement '*most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.*' has provided guidance to ensure our systems allow our disadvantaged students to have the best opportunities for future success.

The curriculum review led to the implementation of the Quality of Ed framework (September 2020) which fully supports the intent to reconnect our students with learning and knowledge.

In particular, the following have had, and continue to have, the most impact on the educational journey of our disadvantaged students:

- KS3 is taught across 3 years from Year 7 to 9, allowing the Year 9 students the opportunity to develop further their knowledge, skills and learning before commencing KS4 courses;
- 2020 Year 10 (current Year 11) have reduced their options by one to maximise the time allocation for these subjects as well as to give students fewer subjects to study, revise, and prepare for examination.
- Clear options process at the end of Year 9, which supports students in making their choices through 3 pathways relevant to their ability and interests. There has been a more significant uptake, than seen in previous years, of EBacc subjects, principally modern foreign languages: from 16% (Year 11) to 41% (Year 10). Opportunities to work with native speakers and build students' cultural capital is being further developed for this year.
- Development of the Academy Teaching and Learning Strategy that puts knowledge, memory, reading and comprehension at the forefront and which is underpinned by Rosenshine's Principles (direct instruction), scaffolding and quality feedback.
- Assessment to promote learning and progress has been refined to help learners embed and use knowledge fluently as well as evidence pupil progress more readily.

Due to the disruption to learning during the last academic year, in particular the number of absence due to the pandemic in the latter half of the autumn term and the resulting lockdown at the beginning of 2021, our previous strategy was not fully realised and needed adjusting to meet the developing needs of our disadvantaged students. As evidenced across the country, partial closure was most detrimental to those students eligible for pupil premium funding, some more significantly so than others. The impact was reduced by our resolve to maintain a high-quality curriculum, including during periods of partial closure, by offering online learning both synchronous and asynchronous.

The quality assurance in July 2021, saw further refinement of the Quality of Education Framework and the development of the quality assurance process to ensure our systems and practices are meeting the needs of all of our students. It was evident that the Accelerated Learning Cycle is embedded across the vast majority of subjects, with observations reflecting more consistent progress across groups. These strong foundations are being developed to refine and share best practice across the Academy through CPD and weekly teaching and learning workshops.

As part of the recovery programme, interventions for small groups and individuals were provided in English and mathematics, including fluency in literacy for EAL students. Student voice confirmed this had a positive impact on their confidence as well as influencing their use of vocabulary: some students

referenced an increase in grades in specific subjects which they felt stemmed from the opportunity to work in small groups and consequently their gain in confidence.

Through a positive drive of recruitment in the last academic year, we have a fully staffed curriculum of subject specialist teachers who are a part of our community, support our ethos, virtues and have high expectations for our students regardless of their ability or background.

Numbers of Fixed Term Exclusions for all students were significantly down in 2020-2021 compared to previous years. Clear and regular tracking and interventions with students at risk of, or who have received, FTE is having a noticeable impact. The proportion of disadvantaged students, however, is still high when compared to their peers. The pastoral support systems developed in 2020-21, including the use of external and alternative providers will continue to be used to further support our young people re-engage with learning. In addition, a new, academy behaviour system has been implemented in September 2021, already displaying significant positive impact. Staff and students are now clear about the protocols that are followed and the sequence of events. The benefit of being taught the expected behaviours and consequences benefitted some of our disadvantaged student the most. The Academy has high expectations for students' behaviour and conduct. Low-level disruption is not tolerated and the Academy's new systems addresses this swiftly. Academy behaviour reviews by the Multi-Academy Trust in May 2021 and November 2021 demonstrate rapid progress in the behaviour of students, identifying that lesson disruption is rare, but that when it does happen the in-school systems deal with it proportionately.

The impact of our strategies on the attendance of our disadvantaged students is difficult to measure accurately due to the effect of the pandemic. The returning to the classroom after lockdown has been especially difficult for some of our disadvantaged students with the proportion of referrals for support being highest for wellbeing and mental health issues. Collaborative work with Faith in Families has had a positive impact on the confidence and self-esteem of some of our disadvantaged students. This will be maintained plus the addition of further strategies in place to continue to support them for their future success.

The NPQSL project, focusing on three key areas of relationships with home, use of tutor time and reading undertaken by a member of staff shows there is clear evidence, using both quantitative and qualitative data, reflecting a positive impact on our disadvantaged students. The strategies developed from this project will continue to be used, and reviewed, as part of our development as an Academy. The wider curriculum impacts on all subjects, especially improving reading which gives all students greater access to the curriculum, as well as supporting the most disadvantaged to gain a wider vocabulary and cultural capital.

Any student that requested support to have the resources to meet the curriculum, for example, individual requests for items of uniform, including PE kit, food technology ingredients, revision materials have been met. Our experience shows that students require the resources necessary for learning to feel secure, part of the community and able to access learning: we will continue to provide for all disadvantage students. In addition, disadvantaged students had access to a laptop or Chromebook during and after lockdown to support the continuity of independent learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

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

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.