

## 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	Montgomery Academy
Number of pupils in school	1162
Proportion (%) of pupil premium eligible pupils	41
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 - 2023/2024
Date this statement was published	26 <sup>th</sup> November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Stephen Careless
Pupil premium lead	Marc Taylor
Governor / Trustee lead	Nick Harrop

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£435,480
Recovery premium funding allocation this academic year	£66,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£501,600

# Part A: Pupil premium strategy plan

## Statement of intent

At Montgomery Academy we have the highest **expectations, hopes, dreams and ambitions** for every student regardless of their starting points in life. All students irrespective of their background should be provided with the same experiences and opportunities to improve their academic outcomes and experiences to ensure they take their place in the world as active citizens.

We believe that the best way to enhance student's curiosity and learning is to provide consistent access to high quality teaching and learning. This is a key focus of this strategy and of the school, we feel this will further disadvantaged students' ability to learn over time and improve their academic outcomes in the future.

At Montgomery Academy we have a reading rich curriculum, believing that developing student literacy levels will not only further their ability to access the curriculum but also provide disadvantaged students with confidence to read effectively through their school life and beyond.

We appreciate that students from all backgrounds have challenges that may affect their ability to learn, at Montgomery we understand the importance of pastoral support and the positive impact this can have on the progress students are able to make, as a result we provide a range of pastoral strategies to help improve student attendance, well-being and behaviour for learning helping to ensure students are able to be the best they can be.

Students at Montgomery Academy have different experiences of cultural opportunities and opportunities to help them develop outside the classroom. We believe that all students should have opportunities to develop their personal experiences to help them mature into curious and ambitious learners. We aim to provide students with a variety of experiences that students can recall and utilise on their journey through life.

## Challenges

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

Challenge number	Detail of challenge
1	Observations of student attainment indicate that disadvantaged students do not attain in line with non-disadvantaged students, this is supported further with research and national data. Although compared with national non-disadvantaged data, in school data related to student outcomes indicate that non-disadvantaged students have higher levels of attainment than disadvantaged students. Despite rising over previous academic year, the percentage of disadvantaged students gaining 5+EM and 4+EM is lower than non-disadvantaged students.
2	Through analysis of data there is a difference in the behaviour for learning between disadvantaged students and their peers. Data analysis indicates that although reducing there is a large difference in the number of school

	<p>consequence points issued to disadvantaged students when compared with non-eligible students. Although reduced by 2.4% from the previous academic year, disadvantaged students gained 19.9% more consequence points than non-disadvantaged students.</p> <p>Similarly, in school data analysis, supported by national figures indicate that disadvantaged students are more likely to lose days in school to fixed term exclusions. The percentage of days lost to fixed term exclusions when compared to their peers reduced by 11% over the last academic year, however 60% of the total days lost to fixed term exclusion in the previous academic year were attributed to disadvantaged students.</p>
3	<p>Analysis of data indicates that differences exist in the attendance rates of disadvantaged students in school compared to their non-eligible peers. Disadvantaged student's attendance rates have remained static over previous academic years. COVID-19 affected attendance figures however differences of 7% exist between disadvantaged students and their peers.</p> <p>Observations of disadvantaged student attendance would indicate that this is having a negative impact on the attainment outcomes of this group of students.</p>
4	<p>Observations from staff and the analysis of data, corroborated by national research indicates that disadvantaged students have lower literacy levels in comparison to their non-disadvantaged peers. The analysis of NGRT assessment data gained in October 2021 as part of the National Literacy Project indicates the disadvantaged students have lower average SAS scores with differences in Y7 of 5.6, in Y8 of 3.1, Y9 of 0.6 and Y10 of 11.2.</p> <p>Observations and research would indicate that this will have a significant impact on both disadvantaged student confidence and behaviour in school but also on the attainment outcomes of these students.</p>
5	<p>Observations of extra-curricular attendance data, discussions with staff and the completion of student voice indicates that there is a discrepancy amongst the number of opportunities experienced to aid the development of cultural capital between disadvantaged students and non-disadvantaged students. This therefore limits the experiences of disadvantaged students to draw upon within their learning which has a detrimental impact on their ability to link subject matter and skills to contextual understanding, as a result this could negatively impact on their attainment.</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
Improved attainment of disadvantaged students at the end of Key Stage 4, with A focus on students gaining 4+EM and 5+EM	<p>By the end of the current strategy plan, the percentage of disadvantaged students gaining a grade 4 in both English and Maths to increase by 15%.</p> <p>By the end of the current strategy plan, the percentage of disadvantaged students gaining a grade 5 in both English and Maths to increase by 15%.</p>

	By the end of the current strategy plan, the percentage of disadvantaged students that enter the English Baccalaureate (EBacc) to increase by 25%. In the academic year 2020/21 6% of disadvantaged students entered the EBacc
The reduction of school consequence points issued to disadvantaged students with a focus on C1 and C2 awarded for low level behaviour incidents	By the end of the strategy plan the number of school consequence points issued to disadvantaged students to reduce by 25% when compared to the last full academic year in 2018/19.  The number of C1 and C2 behaviour incidents attributed to disadvantaged students to reduce by 10%.
A reduction in fixed term exclusions issued to disadvantaged students with a focus on the number of days lost to exclusions by disadvantaged students	At the end point of the strategy document: <ul style="list-style-type: none"> <li>the % of days lost to fixed term exclusion experienced by disadvantaged students to reduce by 5% compared to non-disadvantaged students.</li> <li>The total number of days lost to fixed term exclusion by disadvantaged students to reduce by 5%</li> </ul>
To achieve and maintain improved attendance figures for disadvantaged students.	Improved and maintained attendance rates by the end of the current strategy plan in 2024: <ul style="list-style-type: none"> <li>the overall attendance rate for disadvantaged students will increase by at least 5% when compared to 2021 HT5 data</li> <li>existing differences that exist in attendance rates between non-disadvantaged students and their peers to close by 5%</li> </ul>
The improvement of reading skills and reading confidence amongst disadvantaged students, with focus on students in Y7-10	Average SAS NGRT data illustrates an improvement amongst disadvantaged students in years 7-10 by the end point of the current strategy plan in 2024 with average SAS scores improving by 2.  Student voice data indicates that disadvantaged students feel more confident in their ability to read and comprehend texts.
Disadvantaged students to be provided with a wider range of cultural experiences to draw upon within their learning	By the end of the current strategy plan in 2024 the school's Cultural Capital Entitlement Menu will be embedded within the school resulting in: <ul style="list-style-type: none"> <li>disadvantaged students being provided with more experiences to develop their cultural capital and draw upon this in their learning.</li> <li>The percentage of ambition points awarded to disadvantaged students in school for extra-curricular participation increases by 5%</li> </ul>

## 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: £106,396

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retaining a member of staff TLR position to improve the attainment of disadvantaged students in Maths	The EEF Guide to The Pupil Premium states that <i>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”</i> Historical school data for disadvantaged students shows differences exist between disadvantaged students and non-disadvantaged peers in Maths. This activity will help ensure that a member of staff is in place in Maths to support the quality of teaching within the curriculum area to ensure disadvantaged students make progress in line with their peers.	1
Developing High Quality First Teaching across all staff through the provision of a CPD programme to develop and further embed the school’s EXCEL vision for teaching and learning.	The EEF Guide to The Pupil Premium states that <i>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”</i> Also, the EEF Guidance Report on Effective Professional Development states that <i>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</i> This activity will ensure that a structured programme for professional development is in place and staff receive continuous professional development opportunities that are aligned to the school’s priorities with emphasis on disciplinary literacy and the effective implementation of the school’s EXCEL model for teaching and learning, with particular focus on effective explanations, questioning, modelling and learning over time.	1, 2 and 4
The provision of technology to provide staff with up to date information on progress and learning needs of students	This activity will provide staff members with up to date information regarding student progress, behaviour and attendance. This will be used to implement effective feedback and plan lessons to build on current priorities for learning to help ensure disadvantaged students learn effectively over time.	1, 2, 3 and 5
The provision of Assistant Headteacher in	Through the assessment of national statistics on a range of issues such as attainment, attendance and behaviour and the comparison to in school data which	All

place to support the delivery of the Disadvantaged student strategy	highlights similar differences exist between disadvantaged students and their peers. This activity will help focus and direct the implementation of this strategy to assist in maximising the impact it has to help achieve the success criteria within this document.	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £174,351

Activity	Evidence that supports this approach	Challenge number(s) addressed
The provision of a tutor trained in Lexonik to deliver small group tuition to develop reading skills and reading confidence	<p>The EEF Guidance Report "Improving Literacy in Secondary Schools" recommendation 7 states that <i>"schools should expect and proactively plan to support students with the weakest levels of literacy,"</i> and that schools should <i>"provide high quality literacy interventions for struggling students."</i> The EEF Teaching and Learning tool kit also suggests that phonics-based interventions can make up to 5 months additional progress and that <i>"studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches."</i></p> <p>In 2020-21 this approach had a positive impact on the reading ages of the students that accessed the provision with the average reading age gain for disadvantaged students being 20.6 months. In data gained from NGRT assessments in October 2021 disadvantaged students average SAS reading scores are lower than non-disadvantaged students in years 7-10</p>	4
The provision of in school small group tuition through the NTP Programme	<p>The EEF Teaching and Learning Toolkit states that <i>"small group tuition has an average impact of four months' additional progress over the course of a year."</i> The EEF in 2021 stated that the rationale for the NTP was that <i>"research has shown that pupils learning has been affected by school closures"</i> and that <i>"there is a large body of evidence that tutoring and small-group tuition is effective and that it can be particularly effective for disadvantaged pupils."</i></p> <p>In 2020-21 the disadvantaged students that participated in the NTP programme made more progress than their peers who did not access the provision, this was targeted on students based on their individual needs and progress.</p>	1
The provision of additional Educational Psychologist time	The EEF Guidance Report on Special Educational Needs in Mainstream Schools states that <i>"pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are</i>	1 and 2

to provide specific strategies to improve the attainment of pupils with SEN	<p><i>entitled to provision that supports achievement” and that “the disadvantage gap means finding better ways to support pupils with SEND”</i></p> <p>Within this guidance report recommendation 2 suggests that schools should <i>“Build an ongoing, holistic understanding of your pupils and their needs.”</i></p> <p>By increasing the amount of information and therefore understanding of a child’s needs it will help provide staff with a greater understanding of the child and help them support their learning over time.</p>	
The provision of two Life Coaches in school to support student’s mental health and well-being	<p>The EEF Teaching and Learning Toolkit suggest that providing successful support for students with social and emotional learning can have an impact on <i>“of an additional four months’ progress over the course of a year.”</i></p> <p>However careful monitoring of how this impact on academic progress is needed to ensure that the approach has an impact on the students who access this. For disadvantaged students the toolkit states that <i>“evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers”</i> and that <i>“SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.”</i></p>	2, 3
The provision of Progress Managers in all year groups to monitor, track and support the progress of students.	<p>The EEF produced information on the <i>“Best Evidence on impact of COVID-19 on pupil attainment.”</i> Within this information the evidence gained from a large evidence base is that the research shows a consistent pattern that <i>“there is a large attainment gap for disadvantaged students which seems to have grown.”</i></p> <p>This approach will ensure each year group has a member of staff who works closely with the year group tracking and monitoring the progress of students to ensure they receive the necessary support to improve the progress they are able to make.</p> <p>Attainment gaps exist between disadvantaged students and their peers in all year groups, this is corroborated with national data on the attainment of disadvantaged students</p>	1

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

Budgeted cost: £277,249

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
The provision of key pastoral support for	The EEF Teaching and Learning Toolkit suggests <i>“the average impact of behaviour interventions is four additional months’ progress over the course of a year”</i>	2 and 3

<p>students, including the retention of:</p> <p>Pastoral Managers in each year group to provide targeted support to students in each year group.</p> <p>Deputy Designated Safeguarding Lead</p>	<p>and that <i>“targeted interventions and universal approaches have positive overall effects (+4 months)”</i></p> <p>A large percentage of disadvantaged students at Montgomery Academy have barriers that affect them outside of the school environment that affect their ability to make progress in school. This impacts on both behaviour for learning and attendance, in which differences exist in the data between disadvantaged students and non-eligible students</p> <p>DfE data produced on 16<sup>th</sup> September 2021 with the <i>Permanent exclusions and suspensions in England for the Academic Year 19/20 Report</i> states that <i>“The permanent exclusion rate for pupils eligible for FSM is 0.16, compared to 0.04 for those not eligible and that “the suspension rate is also higher at 9.34 for pupils eligible for FSM, compared to 2.58 for those not eligible.”</i></p>	
<p>The provision of Lead Attendance and Behaviour Managers to improve the attendance and behaviour for learning of students, helping to maintain the school’s SMART model for behaviour.</p>	<p>The EEF Teaching and Learning Toolkit suggests <i>“the average impact of behaviour interventions is four additional months’ progress over the course of a year”</i> and that <i>“targeted interventions and universal approaches have positive overall effects (+4 months)”</i></p> <p>A large percentage of disadvantaged students at Montgomery Academy have barriers that affect them outside of the school environment that affect their ability to make progress in school.</p> <p>DfE data produced on 16<sup>th</sup> September 2021 with the <i>Permanent exclusions and suspensions in England for the Academic Year 19/20 Report</i> states that <i>“The permanent exclusion rate for pupils eligible for FSM is 0.16, compared to 0.04 for those not eligible and that “the suspension rate is also higher at 9.34 for pupils eligible for FSM, compared to 2.58 for those not eligible.”</i></p> <p>This approach has shown to have had a positive impact on the behaviour of disadvantaged students. The % of incidences of Fixed Term Exclusions experienced by disadvantaged students and % of days lost to Fixed Term Exclusions both reduced over the previous academic year. In 20/21 the % of days lost to Fixed Term Exclusions by disadvantaged students reduced by 11.12% and the % of total number of incidences of FTE experienced disadvantaged students reduced by 8.1%.</p>	2 and 3
<p>The Provision of a Pupil Welfare Officer to improve</p>	<p>DfE data gained from the Pupil absence in schools in England: autumn and spring terms 2020/21 report states that <i>“57.5% of sessions in the Spring term 2021</i></p>	3

<p>student attendance data, with focus on the reduction of students whose attendance its classed as being “Persistent Absence”</p> <p>This will also include the appointment of another Pupil Welfare Officer to help enhance the improvement of student attendance figures to combat the effect of COVID-19 on this data.</p>	<p><i>were recorded as not attending due to circumstances related to coronavirus. This includes the period of lockdown from 4 January 2021 where only children of critical workers and vulnerable children could attend school.”</i></p> <p>In school attendance data shows a reduction in school attendance last year which is attributed to the national circumstances around COVID-19. With attendance rates reducing by 3.78% amongst disadvantaged students compared to 19/20 data.</p>	
<p>The provision of a Careers Advisor to provide targeted careers support and develop the in-school careers provision across all year groups in school</p>	<p>School NEET figures have risen slightly due to the national circumstances with 5 students being identified as NEET active in 20/21 compared to 1 active NEET student in 19/20.</p> <p>This approach has previously ensured low levels of active NEET students from Montgomery upon leaving at the end of Year 11.</p> <p>COVID-19 situation has meant that previous interventions and support around careers has been delivered remotely or been unable to go ahead due to Government restrictions.</p>	
<p>The embedding of the school’s Cultural Capital Entitlement Menu to provide students with additional experiences outside of the classroom across all year groups.</p>	<p>Student voice completed in 2019 indicated that disadvantaged students had lower levels of direct experiences that would increase their cultural capital. For example, 22% of disadvantaged students had been to a museum or 35% of disadvantaged students had seen a show at a theatre. A programme of experiences was drawn up to develop these opportunities for students to utilise in and enhance their learning. This was affected by COVID-19 and unable to be delivered.</p>	5
<p>The securing of “Alternative Provision” for students with a range of issues, with a particular focus on those students at risk of permanent exclusions.</p>	<p>DfE data produced on 16<sup>th</sup> September 2021 with the <i>Permanent exclusions and suspensions in England for the Academic Year 19/20 Report</i> states that “<i>The permanent exclusion rate for pupils eligible for FSM is 0.16, compared to 0.04 for those not eligible and that “the suspension rate is also higher at 9.34 for pupils eligible for FSM, compared to 2.58 for those not eligible.”</i></p>	3

	In school data shows that disadvantaged students have more incidences of permanent exclusion than their non-eligible peers. The securing of "Alternative Provision" and the dual registering of students in previous academic years has seen the number of disadvantaged students "permanently excluded" from school reduce, however disadvantaged students have experienced a higher proportion of permanent exclusions in comparison to their peers.	
Contingency fund to support students throughout the academic year e.g. support with educational supplies, uniform	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond to specific needs to support them in school	All

**Total budgeted cost: £557,996**

## 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.

In light of National Lockdown, strategies were implemented to ensure the safeguarding of students and their families. Weekly phone calls were made to students by staff to ensure access to online learning and family well-being were being monitored and supported. These were more frequent in nature for vulnerable families and daily contact was made to identified SEND students. In order to support families, access to laptops and internet provision was sourced, food parcels and meal vouchers were provided to families in need. Additional home visits were made within government guidance were made to ensure that students were safe and were able to access online learning.

Strategies to improve low level disruption in school appear to have made positive progress. The difference in total consequence points gained by students reduced by 2.4% between disadvantaged and non-eligible students in the 2020-21 academic year. The difference in average consequence points per student reduced by 2.43% between the same cohort of students. In the academic year 2020-21 disadvantaged students gained a larger percentage of the total ambition points awarded for good conduct in school with this figure rising by 3% compared to the academic year 2019-20.

In 2020/21 strategies that were implemented to reduce the impact of Fixed Term Exclusions appear to have had a positive effect. In 20/21 the % of days lost to Fixed Term Exclusions experienced by disadvantaged students reduced by 11.12% and the % of total number of incidences of FTE reduced by 8.1% compared to the previous academic year for these students.

The implementation of the provision of the Lexonik programme for students was affected by COVID-19 and government guidance restricted the number of students that we were able to work with, however for the students who completed the Lexonik programme this had a positive impact on the reading ages of disadvantaged students, with students reporting an average gain of 20.6 months on their reading ages. This was corroborated with findings from NGRT assessments with disadvantaged students appearing to be less impacted by the lockdown in some year groups with regards to their average reading SAS score when compared to non-eligible students. Although students were impacted by COVID-19 and average SAS points reduced in year 8, disadvantaged students average reading SAS score reduced by 0.4 compared to non-disadvantaged students which reduced by 3.7 points. In year 9, disadvantaged students maintained their average SAS points score compared to non-disadvantaged students which reduced by 3.

The NTP programme was utilised at Montgomery to target disadvantaged Y11 students on the build up to the summer assessment during the Centre Assessed Grades process. Students that accessed the provision made more progress from previous assessments compared to their disadvantaged peers that did not access the provision. In Maths this equated to an average increase of 0.88 of a grade in Maths, in English an average increase of 0.38 and in Physics an average increase of 0.33. This approach was extended to target disadvantaged students in Y10 and will be implemented on a wider scale during the academic year 2021/22.

In the previous academic year emphasis has been placed on the development of teaching and learning in order to improve disadvantaged student progress. In a recent Academy Trust wide survey completed in 2021. 78% of the staff at Montgomery Academy agreed or strongly agreed

that the “Continuous Professional Development (CPD) I have completed has helped me to learn and perform better in my job role.”

### 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)

### High Quality First Teaching:

We recognise, through evidence gained from research and utilising the EEF's "Guide To The Pupil Premium" that there are a range of activities that can be adopted to enhance the attainment, attendance and well-being of disadvantaged students. However, we feel that access to high quality teaching will have the biggest impact on student attainment.

In order to embed this within our school community and ensure that all students have access to consistent high-quality teaching we have developed our "EXCEL" model for teaching and learning built on evidence and adapted from FCAT's Core Characteristics for Teaching. This was created and developed in 2018, with specific focus on embedding each specific component of the model to ensure staff understanding of the research and rationale and aiding successful implementation through CPD. The model and rationale are as follows:

E - Entry Tasks – visible and present at the start of every lesson and strategically spaced to ensure sufficient recall opportunities of earlier topics and skills.

X – Excellent Relationships - all staff contribute positively to a climate of mutual trust and respect within the classroom.

C – Challenge Questions – CQs present in lessons to focus, assess and direct learning ensuring an ambitious curriculum offer for all. CQ responses are written independently, on the whole, and offer students the opportunity to apply content and practise skills modelled within the lesson

E - Effective Explanations/modelling/questioning – teachers present subject matter clearly and promote discussion through well planned/constructed/adaptive questioning whilst ensuring new skills and concepts are modelled to students in the 'novice' stages of their learning.

L – Learning Over Time – LIFT lessons are mapped out following key assessment points and provide opportunities for more personalised feedback and improvement time to ensure longevity of learning.

Staff have received focused CPD opportunities from highly respected and expert practitioners, including Tom Sherrington focussing on entry tasks and challenge questions, Tom Bennett focussing on excellent relationships, Oli Caviglioli on dual-coding and effective explanations, Alex Quigley on disciplinary literacy, Ross Morrison -McGill focussing on the implementation of the model through Plan, Mark and Teach and Mary Myatt focussing on ensuring an ambitious curriculum through challenge questions and learning over time.

A Teaching and Learning Handbook has been created to guide staff through the rationale and research behind the EXCEL model and also signposts opportunities to develop pedagogy and enhance the quality of their teaching. This was sold with all proceeds going to charity across 72 countries worldwide.

<https://www.montgomeryschool.co.uk/news/2021-06-21-boom-in-worldwide-sales-of-montgomery-academy-s-teaching-resource>

### Additional Activity:

Our disadvantaged student strategy statement will be supported by additional activities that are not being funded by the pupil premium or recovery premium but will enhance the provision and experiences of students. These include:

- The continuation and embedding of the school's "Literary Canon." This is a programme designed to develop student reading and comprehension skills. Students across the year groups 7-10 experience guided reading sessions which occur three times a week within designated time in registration periods. The canon encompasses carefully selected books to stimulate student interest and provide further opportunities to develop

their cultural capital. Staff have received training to deliver this effectively and further subject specific CPD opportunities will be provided during this academic year to enhance disciplinary literacy.

- Ensuring students use, understand and act upon the school's SMART model for behaviour. This has been developed to support students display behaviour that is; Safe, Mature, Ambitious, Thoughtful and Respectful. This has been shared with staff and students and is regularly revisited to ensure all students are aware of its meaning and how it can be applied to improve the behaviour they display on a daily basis.
- Offering a wide range of extra-curricular activities to help develop student well being and help improve attendance and behaviour. We aim to offer opportunities to create life long memories and develop skills students can draw upon through their life through provision of the school's extra-curricular programme and the completion of external awards such as the Duke of Edinburgh and NCS. We also provide students with opportunities to develop leadership skills through positions of responsibility such as House Captains, School Council Representatives, Anti-Bullying Ambassadors, Sports Captains and the Student Leadership Team. Disadvantaged students are to be encouraged and supported to participate and take advantage of the opportunities available to them