

Pupil Premium 3-year plan strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

This **three-year plan** outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending (2022-23) of pupil premium had within our school.

School overview

Detail	Data
School name	The Oaks Academy
Number of pupils in school	595 (correct NOR when PP funding allocated)
Proportion (%) of pupil premium eligible pupils	44.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	April 2024 October 2024
Statement authorised by	Mr P Kingdom
Pupil premium lead	Mr J Newham
Governor / Trustee lead	Mrs L Hodgkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241,155
Recovery premium funding allocation this academic year	£64,308
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	£305,463

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of the curriculum.

The overarching aim of our strategy is to ensure disadvantaged students are supported to achieve their individual targets and goals. Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuality issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges faced by these students are varied, there is no 'one size fits all' and it is our intended aim to support their needs, regardless of whether they are disadvantaged or not.

In order to achieve this, we are adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment/ retention of high-quality teaching staff, especially in the core subjects.

Whilst our strategy adopts the recommended EEF tiered approach we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the schools' and students' priorities change. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for the outcomes of our disadvantaged students and raise expectations of what they can achieve
- Embed routines, positive behaviours, high levels of attendance and a welcoming and supportive learning environment
- Have consistency of approach in teaching and learning with greater expectations and challenge for all learners, including opportunities to develop reading and improved standards of written work.
- Utilise school systems that intervene at the earliest point need is identified

Our ultimate objectives are:

- To narrow the attainment gap between student and non-disadvantaged students.
- For all disadvantaged students to make or exceed nationally expected progress rates (P8 =0)
- For all disadvantaged students to have attendance of around national average of all students and not fall below national average for disadvantaged students.

- To provide opportunities to ensure that all disadvantaged students engage in the wider curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students, particularly from the lower and middle prior attainment band, are making less progress than other students from the same prior attainment band in some subjects in KS4.
2	A significant number of disadvantaged students have lower literacy skills than non-disadvantaged students; this prevents the disadvantaged students making good progress. A higher literacy level is required for new GCSE specifications.
3	Low aspirations and self-esteem for a number of pupil premium students across all year groups is having a detrimental impact on their academic progress.
4	Attendance for students eligible for pupil premium is below the target for all students (94%+) and persistent absence (10%). This reduces their school hours and impacts on learning and progress.
5	Parental engagement of some families is poor.

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 rates of progress, particularly for students from the middle and high band of prior attainment.	Progress 8 outcomes for our disadvantaged students will meet or exceed academy KPI's. In 2021/22 P8 will be -0.85 (cohort) or higher and -0.95 (disadvantaged) or higher. In 2022/23 P8 will be -0.75 (cohort) or higher and -0.75 (disadvantaged) or higher. In 2023/24 P8 will be -0.50 (cohort) or higher and -0.50 (disadvantaged) or higher. Work scrutiny shows disadvantaged students have high levels of challenge in their learning which demonstrates good or better progress. Students' work deepens their knowledge, understanding and skills
High levels of progress in literacy for students eligible for pupil premium.	Work scrutiny will show extended writing that is well structured, 'word rich' and accurate in line with age related expectations.

	<p>Reading ages will be in line with non-disadvantaged peers and will be in line or above chronological age</p> <p>Students will have the skills to tackle challenging texts suitable for their chronological age and end of key stage assessments, enabling them to make progress across both Key Stage 3 and 4.</p>
<p>Increased self-esteem, resilience and ambition for the future.</p>	<p>Students are confident, independent learners, with positive attitudes to learning as evidenced in quality assurance (pupil & staff voice and work scrutiny).</p> <p>Increased participation in extra-curricular activities and student leadership roles.</p> <p>Increased proportions of disadvantaged students progress to a higher level of further education courses, establishments, employment or training.</p>
<p>Increased attendance rates for students eligible for pupil premium.</p>	<p>Attendance is above national average or better for disadvantaged students.</p> <p>Persistent absence (10%) is in line with non-disadvantaged peers.</p>
<p>Parental engagement will improve.</p>	<p>A significant proportion of PP families will attend parents' evenings and school activities.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Y7 Baseline testing and reading tests for Y7-9 via GL assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will continue to deliver professional learning based on literacy.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools . Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 2
Dedicating KS3 English time to supporting a love of reading through LRC lessons and the use of the Accelerated Reader programme in Year 7 and Year 8.	Students using 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. Accelerated Reader EEF (educationendowmentfoundation.org.uk)	1,2
Recruitment and retention of key specialist teachers - Making sure students have teachers who are specialists,	DFE (2016) suggests that student attainment in core subjects such as maths is greater when delivered by a specialist teacher	1, 2

especially within Maths.		
CPD & T&L briefings implemented to develop and embed 'TEEP' Framework and Share, Build, Practice'. To develop high quality behaviour for learning techniques in all lessons.	EEF Toolkit – Metacognition and self-regulation +7 months impact EEF Toolkit – Behaviour interventions – support greater engagement through tracking the speaker - +4 months impact EEF Toolkit – Oral feedback +7 months impact. EEF Toolkit – Interleaving and questioning +7 months. EEF Toolkit – Assessment for learning / feedback - + 6 months	1, 2, 3
CPD on Quality First Teaching in providing effective feedback during school's QMF and QMS cycle.	EEF Toolkit – Metacognition and self-regulation +7 months impact. Oral feedback +7 months impact. Interleaving and questioning +7 months. Assessment for learning / feedback - + 6 months	1, 2, 3
CPD across the school on embedding Academic Literacy across the school.	EEF – Improving Literacy on Secondary schools guidance states 'acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject'. Oxford Language Report: Why Closing the gap matters – Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.	1, 2
EAL CPD for all staff to ensure students are fully supported during lessons to enable progression.	EEF Toolkit – Metacognition and self-regulation +7 months impact. Oral feedback +7 months impact. Interleaving and questioning +7 months. Assessment for learning / feedback - + 6 months	1,2
Develop of whole school systems to record and track assessments to identify underperforming students and to	Wider educational literature, e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes. EEF Tool Kit - effective assessment has a significant improvement in learning. +7 months impact	1, 2, 3

signpost interventions.		
SLT to support middle leaders with Curriculum Deep Dive process to drive up standards in teaching, learning and assessment.	DFE guidance on Teacher Standards states 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'. Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57)	1, 2, 3

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

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeting specific students with particularly low literacy levels to receive Lexia-based intervention.	The programme has a positive effect on skills that are important for further literacy development. Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk)	1, 2
Lexonik intervention effectively resolves phonics gaps for learners who find literacy particularly challenging and those for whom English is not their first language, rapidly progressing reading, spelling and oracy.	EEF: Children eligible for Free School Meals (FSM) who were offered Lexia made, on average, the equivalent of three additional months' progress in reading compared to other children eligible for FSM. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	1, 2
More Able workshops after school for KS3 for students identified as more able to ensure students are provided with challenge outside of lessons, especially for PP more able.	EEF Toolkit – extending the school day - +3 months impact.	1, 2, 3
Satchel: One Home Learning platform to set homework, revision, reading tasks,	EEF Toolkit – Homework - +5 months impact.	1, 2, 3, 4

and to communicate with students to improve progress.		
Targeted out of lesson catch-up, intervention and revision session, particularly for Y11 and Y10. E.g. Breakfast, lunch and out school sessions, 1:1 or small group, specific revision materials	EEF Toolkit – extending the school day - +3 months impact	1, 3, 4
Reading interventions for students below Trust Reading Age target, significantly below and just below chronological reading age.	EEF Toolkit – Reading comprehension - +6 months impact	1, 2, 3, 4
Increased 1:1 career adviser Interviews	CEC report (2020): highlights importance of careers guidance. Hattie (2016) - Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement	1, 3, 4, 5
A PSCHE programme to cover Mental health & Happiness, personal skills and qualities, work skills, making use of constructive criticism	EEF Toolkit – Social and Emotional learning - +4 months impact.	1, 3, 4

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

Budgeted cost: £ 100,463

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic coaching for year 11 students to improve progress and wellbeing during their final GCSE year.	EEF – Mentoring - +2 months impact	1, 3
CPD, T&L Briefings, Assemblies and	EEF – Behaviour interventions – approaches to develop a positive	1, 2, 3, 4

systems to develop a school culture to embed high expectations and standards for all.	school ethos and discipline which also aims to support greater engagement in learning - +4 months Impact	
Increased parental engagement through regular contact by form tutors and home visits by Pastoral Leaders.	EEF – Parental Engagement - +4 months impact	1, 3, 4, 5
Designated Attendance Team to closely monitor all PP students' attendance, build relationships with families and implement targeted strategies where needed.	DFE 2016 – found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. “Overall absence had a statistically negative link to attainment.” Welsh Assembly Government (2011) & Durrington Research School (2018) suggest that identified activities all have a significant impact on attendance outcomes for PP student	1, 2, 3, 4, 5
PP Capitation – hardship fund to prevent PP students from being unable to access school, enrichment opportunities, have resources and equipment required for learning.	EEF – Arts Participation +2 months impact EEF – Sports Participation +2 months	1, 2, 3, 4, 5
Homework club to support progress. Disadvantaged students, of all abilities, attend and receive support with homework completion and organisation	EEF Toolkit – extending the school day - +3 months impact	1, 2, 3, 4
Establish the Duke of Edinburgh (DofE) scheme to provide students to develop communication and leadership skills, increased social interaction and greater engagement	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning - +4 months Impact	3, 4

with peers, encourage a healthier lifestyle, whilst improving problem solving abilities (including high attaining students, especially preparation for College/ University application)	EEF – Arts Participation +2 months impact EEF – Sports Participation +2 months	
Increase Parents Evening engagement by: •Develop early online booking for PP parents •Where PP parents have not attended, encourage alternative contact via Pastoral staff, form tutors and subject teachers	Current anecdotal evidence suggests that many PP parents unaware of parents evening resulting in poorer attendance (approx. 10% gap) EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress	1, 3, 4, 5
Development of a student leadership team across all years groups and within key school priority areas	Research by the Armies families Federation (Noret, Mayor, Al-Afaleq, Lingard, & Mair, 2014) highlights the need to “Increase the number of activities to support children and young people’s integration into schools”.	1, 3, 4
1:1 Music lessons to increase cultural capital The PP fund is used to subsidise music lessons for any PP students.	EEF Toolkit - + 2 months	3
Increased Pastoral capacity alongside counselling to support social and emotional barriers and need as a result of impact of COVID-19	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning - +4 months Impact. EEF Toolkit Social & Emotional Support + 4 months	1, 2, 3, 4

Total budgeted cost: £305,463

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 2022 to 2023 academic year.

Pupil Premium Progress 2019 v 2023

DFE Guidance KS4 2023 Results:

School and college performance data for the 2022/2023 academic year should be used with caution:

- In 2022/23, qualifications returned to pre-pandemic standards. Performance measures that are based on qualification results will reflect this, and cannot be directly compared to measures from 2021/2022.
- ***There are ongoing impacts of the COVID-19 pandemic***, which affected individual schools, colleges and pupils differently

The table below shows the impact our pupil premium programme for 2022-23 had on progress and attainment across key headline measures. We have compared these results with the performance of PP students in 2019 as this was the last period where formal GCSE examinations took place without any adjustments due to the pandemic.

Measure	2019 All	2023 All	Improvement	PP 2019	PP 2023	Improvement
Progress 8	-1.05	-0.69	52.17%	-1.22	-0.63	93.65%
Attainment 8	28.5	32.52	14.1%	23.69	30.39	28.3%
English and Maths Standard Pass	24%	25%	4.2%	6.9%	20.69%	199.8%
5 GCSE's inc. English and Maths	21.67%	23.08%	6.5%	3.45%	17.24%	399.7%

It is clear from the data above that the range of PP strategies, in particular teaching and learning and literacy, has made a significant impact on the performance of PP students since 2019. This demonstrates the upward journey The Oaks Academy has achieved in recent years, despite the challenges of Covid-19. The overall progress of PP has increased by 93.65% (-1.22 in 2019 v -0.63 in 2023), this is a great

achievement and shows that our PP students are making better progress when compared to non-disadvantaged students (see table below).

This suggests our CPD programme, bespoke interventions, and wider PP strategies are having a positive impact in our setting (see evaluation for each strategy at the end of this report), especially when compared to 2019. 42.6% of this cohort was PP, so it is pleasing to see the interventions to narrow the gap in English and Maths at grade 4+ has improved by 199.8% since 2019. However, we wish this figure to be much higher; we are striving for stronger outcomes in English and Maths for 2024, current internal data shows we on track for success. Nevertheless, the improvement in disadvantaged outcomes in 2023 is sound; this is the result of all staff improving their knowledge of PP to better support students and staff. However, although these results for PP demonstrate strong progress been made since 2019, there is still a great amount of work to continue improving the attainment and progress of students to meet or exceed the national average and closing the gap further between disadvantaged and non-disadvantaged.

GCSE 2023 PP v Non-PP

Measure	2023 PP	2023 Non-PP	GAP
Progress 8	-0.63	-0.76	+ 0.13
Attainment 8	30.39	34.32	-3.85
Entered for Ebacc	27.59%	38.89%	-11.3
English and Maths Standard Pass	20.69%	27.78%	-7.1
5 GCSE's inc. English and Maths	17.24%	27.78%	-10.54

After the mocks in December, it was clear that there required further support for PP, A8 was 27.0 and P8 was -1.12. There was an intense period of support which included additional Maths and English intervention after school, including Saturday morning clubs to support PP and Non-PP students. Internal data for PP after the April mocks showed these interventions were having a positive impact with A8 at 28.1 and P8 at -0.93. Additionally, student voice data collected from PP shows that the majority of students feel the support from school has enabled them to make progress and improve their wellbeing. Students strongly stated that having access to a free breakfast helps them prepare for the day ahead and extra revision sessions after school and during some weekends ensured they were able to catch up and fully prepare for exams. Moving forward for 2023-24, we will continue to invest in reading intervention software in lower school to closely measure the impact of narrowing the reading gap for students

identified as weaker readers and those with weak literacy skills to improve their vocabulary. In addition to recruiting extra leadership capacity in English and Maths departments to drive up standards. In addition to the above specific intended outcomes, financial support offered through PP funding aimed to ensure that students of the PP cohort were able to access the same experiences, uniform and equipment etc. requiring the financial input of parents / carers, as other more socially advantaged students.

Through this allocation, students and their parents / carers have accessed:

- Support in the purchase of school uniform (a number of students have been supported in purchasing items of uniform including blazers and PE equipment)
- Support in the purchase of equipment and materials for school and the support of learning (a large number of students were provided, for example, with revision guides in a range of GCSE subjects both in Year 10 and 11). This has enabled these students to access support in their learning while at home, including support in the completion of their homework and revision ahead of examinations.

Attendance overall is really positive and above the national average for all students at 91.12% and persistence absence across the whole school is below the national average at 24.96%. Pupil Premium whole school attendance sits at 88.37%, which is line with the national average for disadvantaged learners, compared to non-PP at 93.50%. This demonstrates that students feel happy, safe and want to attend our school with pride. The pastoral structures we have in place are effective to support our most vulnerable students to attend school. This includes home visits, welfare checks, wellbeing interventions and working closely with families and the community. That said, we want to be ambitious to achieve our aim of disadvantaged being in line with non-disadvantaged; attendance will remain top priority to reduce the gap for 2023-24.

Attendance 2022-23.

The Oaks Academy Attendance										
<div style="float: right; border: 1px solid black; padding: 5px;"> Green Above National Average </div>										
Attendance Data										
	21/22 (Full Year)		22/23 (Full Year)		Autumn Term 22		Spring Term 23		Summer Term 23	
	Att.	PA	Att.	PA	Att.	PA	Att.	PA	Att.	PA
National	92.5%	27.7%	90.7%	28.3%	91.2%	27.4%	91.2%	25.2%	90.8%	27.4%
Whole School	92.77%	14.7%	91.12%	24.96%	94.18%	17.07%	90.00%	32.34%	89.15%	30.36%
Current Year 7	96.86%	1.65%	93.12%	18.71%	95.27%	9.90%	90.82%	34.45%	93.31%	22.40%
Current Year 8	95.46%	2.38%	92.37%	22.84%	94.25%	19.26%	91.30%	28.28%	91.38%	25.66%
Current Year 9	94.26%	12.2%	90.86%	24.35%	93.62%	19.78%	89.33%	33.66%	89.72%	35.14%
Current Year 10	95.34%	8.06%	89.65%	37.07%	92.57%	22.00%	87.62%	33.01%	89.01%	45.83%
Current Year 11	89.38%	31.6%	89.38%	20.00%	95.64%	12.31%	90.32%	34.33%	83.97%	22.73%
Year 11 data is calculated up to their leaving date before July 2023; hence why summer term is lower.										
*Termly data is given for a specified term only, not cumulative for year.										

Pupil Premium Attendance

	21/22 (Full Year)	22/23 (Full Year)	Autumn Term 22	Spring Term 23	Summer Term 23
Pupil Premium	93.62%	88.37% (National 88%)	94.69%	87.18%	86.29%
Non-Pupil Premium	92.18%	93.50%	96.48%	93.39%	91.55%

	Year 7	Year 8	Year 9	Year 10	Year 11
2018 - 2019	Non-PP = 95%	Non-PP = 93%	Non-PP = 91%	Non-PP = 93%	Non-PP = 81%
	PP = 91%	PP = 89%	PP = 87%	PP = 89%	PP = 80%
	Gap = -4%	Gap = -4%	Gap = -4%	Gap = -4%	Gap = -1%
2021-2022	Non-PP = 97.5%	Non-PP = 95.9%	Non-PP = 94.2%	Non-PP = 93.3%	Non-PP = 91%
	PP = 95.2%	PP = 92.9%	PP = 92.1%	PP = 91.3%	PP = 91.9%
	Gap = 2.3%	Gap = 3%	Gap = 2.1%	Gap = 2%	Gap = -0.9%
2022-2023	Non-PP = 94.34%	Non-PP = 93.72%	Non-PP = 95.29%	Non-PP = 93.87%	Non-PP = 89.17%
	PP = 93.31%	PP = 90.56%	PP = 87.27%	PP = 82.98%	PP = 85.14%
	Gap = 1.03%	Gap = 3.16%	Gap = 8.02%	Gap = 10.98%	Gap = 4.57%

Key To Attendance RAG

	Improvement from 2018/2019
	Increase in Gap from 2018 - 2019

As noted above, overall, our attendance for disadvantaged sits at national average. It is encouraging to see that gap in years 7 and 8 has improved since 2018-2019 (pre-covid) with year 7 the gap is only 1.03%. However, the gap has increased in years 9-11, in particular a gap of 10.98% for year 10 is a strong focus for 2023-24 as students are in their final year of study. We will a greater focus on PP in line with our attendance policy and systems to reduce the gap for 2023-24.

Suspensions 2022-23

Key to RAG suspensions

	Improvement from 2018/2019
	Increase in Gap from 2018 - 2019

Suspensions												
YR	2018/2019			2020/2021			2021/2022			2022/23		
	Non-PP	PP	Gap	Non-PP	PP	Gap	Non-PP	PP	Gap	Non-PP	PP	Gap
7	1	20	-90%	8	18	-38%	3	4	-14%	2	4	-34%
8	18	27	-20%	25	19	+14%	5	4	+11%	7	11	-22%
9	22	52	-40%	5	14	-37%	13	7	+30%	3	10	-47%
10	14	24	-26%	17	1	+87%	7	5	+17%	5	16	-52%
11	10	49	-50%	6	35	-71%	2	6	-50%	3	4	-13%
	243		-46%	148		-18%	56		-7%	65		-44%

Overall, the rate of suspensions has reduced significantly, from 104% in 2019 to 32% in 2023. For this academic year (2023-24) we forecast overall suspensions to be at or below the national average due to the school's strong culture of high expectations being embedded practice across the academy. The PP suspensions data shows there is still an improvement on the 2019 figures at -44% but is disappointing to see the number of PP students been suspended rise from the previous year; this is a priority area to tackle this year as we strive for excellent behaviour from all our students and we will look at how we can closely support and monitor those that have been suspended, especially the disadvantaged. In particular, we have invested further in our pastoral structure for this year with extra staffing to ensure there additional layers of support for our most vulnerable students and to reduce the number of repeat suspensions.

Destinations 2023

97% of PP (28/29) left school in either education, employment or training in comparison to 100% for non-PP (36/36) and 98% for the whole cohort (64/65). Unfortunately, we had one student who was PP in the whole cohort who didn't want to enrol at college after extensive support from school. Our aim for 2024 is to ensure 100% of disadvantaged students have secured education, employment or training.

EBacc Entry for PP students was the highest this summer since the measure was introduced at 28% (2023), in comparison to 18% in 2022, 24% in 2019, and 2.4% in 2018. This demonstrates how we are encouraging disadvantaged students to take a challenging and ambitious route at GCSE when appropriate for the individual student; we always look at the best fit for individual students to ensure they can thrive.

For 2023-24, we want to continue with PP strategies used for this year which have yielded many positive outcomes for disadvantaged learners. This will provide data over two years to judge the success for our next three-year plan.

Please find below additional comments for each PP strategy implemented during the 2022-23 academic year.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
Purchase of Y7 Baseline testing and reading tests	Standardised tests can provide reliable insights into the specific strengths and weaknesses of	1, 2	Baseline testing has completed for new year 7 intake via CATS and NRG. This data provides vital measure to select students

<p>for Y7-9 via GL assessments.</p>	<p>each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>		<p>for interventions and enable staff to adapt their teaching to suit the needs of each pupil, including PP</p> <p>The data has enabled all staff to use additional standardised data to identify gaps in literacy and numeracy.</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will continue to deliver professional learning based on literacy.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	<p>1, 2</p>	<p>Academic Language: Whole school approach to the teaching of the subject specific academic language. Recorded by pupils to support retention.</p> <p>Oracy and Articulacy: Ensuring all pupils contribute in full sentences using the subject specific terminology. CPD for staff on exploratory talk.</p> <p>Critical Literacy: Pupils lead their own learning. Teacher facilitates via the critical literacy structure. Professional development sessions for staff to ensure they are consistently teaching tier 2 and 3 vocabulary. All teachers to use the whole school reading framework when accessing subject specific texts.</p>
<p>Dedicating KS3 English time to supporting a love of reading through LRC lessons and the use of the Accelerated Reader programme in Year 7 and Year 8.</p>	<p>Students using 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.Accelerated</p>	<p>1,2</p>	<p>Year 7 and 8 have a reading period once a week to support the love of reading. Complimented by critical literacy to support the pupils comprehension and metacognition skills.</p> <p>Accelerated Reader: Accelerated Reader supports reading fluency. Every student in Year 7 and Year 8 are</p>

	<p>Reader EEF (educationendowmentfoundation.org.uk)</p>		<p>given a reading range to help support them in selecting a book which is at the right level for them to improve their reading fluency.</p> <p>A separate reading strategy has been devised with a particular focus on the lowest 20% of readers via small reading intervention groups. The Academic Literacy Intervention teacher has led targeted parental engagement sessions to ensure the parents are equipped to support their children with reading at home. Pupils are given appropriate books selected for them that meet their reading age, pupils read the book within two weeks with support from home; and then complete the quizzes that the programme provides during their literacy lessons. Each half term, students are star tested to track and monitor their progress.</p> <p>Lowest 20% of readers are supported in small intervention groups in the LRC.</p>
<p>Recruitment and retention of key specialist teachers - Making sure students have teachers who are specialists, especially within Maths.</p>	<p>DFE (2016) suggests that student attainment in core subjects such as maths is greater when delivered by a specialist teacher</p>	<p>1, 2</p>	<p>All teachers are subject specialists with the exception of two members of staff. One Maths teacher is following the SKE course. Both colleagues plan lessons collaboratively with subject specialist colleagues and shares best practice via peer observations and subject specific CPD.</p> <p>Fully recruited as of September 2023.</p> <p>Non specialists are supported via subject specialist ECT mentors. Subject specific CPD provided.</p>

<p>CPD & T&L briefings implemented to develop and embed 'TEEP' Framework and Share, Build, Practice'. To develop high quality behaviour for learning techniques in all lessons.</p>	<p>EEF Toolkit – Metacognition and self-regulation +7 months impact EEF Toolkit – Behaviour interventions – support greater engagement through tracking the speaker - +4 months impact EEF Toolkit – Oral feedback +7 months impact. EEF Toolkit – Interleaving and questioning +7 months. EEF Toolkit – Assessment for learning / feedback - + 6 months</p>	<p>1, 2, 3</p>	<p>EFA CPD – all staff CPD, personalised teaching and learning communities on embedding effective formative assessment whole school – ensure consistency of practice. Ensure pupils are getting high quality feedback to support pupil progress. CPD – Teacher Effective Enhancement Programme and 'Share, Build, Practice' to ensure consistency of practice across the school. Pupils to be aware of transferable skills to support their progress. All staff training on TEEP level 1 Sept 2023. EFA year 2 continues as of Sept 2023 QA to continue to ensure good practise is being embedded.</p>
<p>CPD on Quality First Teaching in providing effective feedback during school's QMF and QMS cycle.</p>	<p>EEF Toolkit – Metacognition and self-regulation +7 months impact. Oral feedback +7 months impact. Interleaving and questioning +7 months. Assessment for learning / feedback - + 6 months</p>	<p>1, 2, 3</p>	<p>Teachers enable pupils to make expected and better rates of progress by providing targeted/actionable feedback to move the learning forward. Quality assured via book looks and learning walks. Oral feedback in lesson to provide immediate impact. External QA of books. Trust Review quality assurance of books. Feedback provided to CTL's on a weekly basis via informal and formal learning walks. Continued CPD via staff briefings and ECT CPD.</p>
<p>CPD across the school on embedding Academic</p>	<p>EEF – Improving Literacy on Secondary schools guidance states 'acquiring</p>	<p>1, 2</p>	<p>Academic Literacy Intervention teacher and LRC Lead Teacher lead interventions targeted at the lowest 20% of pupils.</p>

<p>Literacy across the school.</p>	<p>disciplinary literacy is key for students as they learn new, more complex concepts in each subject’.</p> <p>Oxford Language Report: Why Closing the gap matters – Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p>		<p>Including:</p> <p>Small group reading</p> <p>Lexonik 6 week targeted intervention. 24 plus months of progress.</p> <p>Lexia – all pupils in years 7 and 8 follow the online intervention to support pupils literacy levels.</p> <p><u>Academic Literacy Intervention</u></p> <p>The Academic Literacy Intervention teacher works collaboratively with the Curriculum Team Leaders (CTLs) of core subjects to provide a literacy focused learning environment for low attainers in set 6, KS3. The pupils follow the same curriculum, ensuring the same Quality Marked Formative (QMF) and Quality Marked Summative (QMS) assessments are completed creating a smooth transition back into set 5 or above following the ‘All Achieve’ data collection points. All standards are the same, but there is a further emphasis on phonics, literacy and reading delivered through the curriculum that is to meet the learners needs.</p> <p>Feedback provided to governors half termly.</p> <p>Feedback provided to the Trust via the Trust reviews.</p>
<p>EAL CPD for all staff to ensure students are fully supported during lessons to enable progression.</p>	<p>EEF Toolkit – Metacognition and self-regulation +7 months impact.</p> <p>Oral feedback +7 months impact.</p> <p>Interleaving and questioning +7 months.</p>	<p>1,2</p>	<p>CPD for all staff to support with teaching of EAL students.</p> <p>EAL folder of resources <u>EAL</u></p> <p>EAL Pupil Progress records <u>EPP FPH</u></p> <p><u>English as Additional Language Intervention</u></p> <p>Students who have English as an Additional Language</p>

	<p>Assessment for learning / feedback - + 6 months</p>		<p>engage in specialist EAL software called 'FlashAcademy'. This software speaks to the students in their own native language (48 languages available) to teach them English. The software specialises in reading and writing skills, as well as subject specific vocabulary for example scientific words. Alongside other interventions including TEFL-style activities. EAL pupils are mid-way through being re-tested to check if their EAL banding has changed following the intensive intervention programmes.</p> <p>Focus:</p> <ul style="list-style-type: none"> • SEMH needs • Phonics • Reading fluency • Spelling and Grammar <p>EAL form created to provide additional intervention and support to the most vulnerable EAL pupils.</p> <p>Induction programme for EAL mid term entries.</p> <p>In lesson support in English lessons for the most vulnerable EAL students.</p> <p>EAL retested to check EAL banding as of Sept 2023.</p> <p>EAL small reading groups as of October 2023.</p>
<p>Develop whole school systems to record and track assessments to identify underperforming students and to signpost interventions.</p>	<p>Wider educational literature, e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes.</p>	<p>1, 2, 3</p>	<p>Effective tracking systems in place using Evidence Based Grades, inputted 3 times a year. New assessment framework using quality marked formative (QMF) and quality marked summative (QMS) every half term.</p>

	EEF Tool Kit - effective assessment has a significant improvement in learning. +7 months impact		
SLT to support middle leaders with Curriculum Deep Dive process to drive up standards in teaching, learning and assessment.	DFE guidance on Teacher Standards states 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'. Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57)	1, 2, 3	All staff CPD on Curriculum Deep Dives to ensure all staff are empowered to actively engage in the curriculum deep dive. SLT standardisation with Middle Leaders to ensure consistency in QA External QA by the Trust using the curriculum deep dive model. Trust Reviews July 2023 and September 2023 to support the QA process. Action plans generated following the Trust reviews to ensure consistent follow up.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review progress
Targeting specific students with particularly low literacy	The programme has a positive effect on skills that are im-	1, 2	All of year 7 and 8 pupils engage in the LEXIA intervention during form time. The data below illustrates the majority of pupils in year 7 and 8 are at foundation level – Reception -Year 3 for all three assessed skills. The Lexia intervention provides

levels to receive Lexia-based intervention.	portant for further literacy development. Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk)		targeted intervention to support the pupils skills development. Lexia intervention continues for year 7 and 8 Sept 2023. Parental engagement sessions to support pupils and parents.																					
Lexonik intervention effectively resolves phonics gaps for learners who find literacy particularly challenging and those for whom English is not their first language, rapidly progressing reading, spelling and oracy.	EEF: Children eligible for Free School Meals (FSM) who were offered Lexia made, on average, the equivalent of three additional months' progress in reading compared to other children eligible for FSM. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	1, 2	<p>Lexonik Advance: A unique, research-based literacy intervention programme, leveraging metacognition, repetition, decoding and automaticity. Lexonik Advance trains learners to develop phonological awareness and make links between unknown words using common prefix, stems and suffix definitions. Delivered by Academic Literacy Intervention teacher and EAL Lead in six one-hour sessions, Lexonik Advance works for all learners regardless of age or ability. Delivered on a 1:6 teaching ratio.</p> <ul style="list-style-type: none"> • Reading comprehension, fluency and automaticity • Explicit vocabulary instruction • Phonics and sounds • Spelling • Grammar and Punctuation • Reading comprehension, fluency and automaticity • Explicit vocabulary instruction • Phonics and sounds • Spelling • Grammar and Punctuation <p>Below outlines current progress that has been made through Lexonik sessions, with 100% of students improving their reading age -other than only one student who stayed the same. Students are selected for the program based off their NGRT reading age data; aiming to select those with lower reading ages initially to benefit from the provision.</p> <table border="1" data-bbox="774 1818 1417 2078"> <thead> <tr> <th>First name</th> <th>EA L</th> <th>SE N</th> <th>Year</th> <th>Reading Age Pre</th> <th>Reading Age Post</th> <th>Reading Age Gain (Months)</th> </tr> </thead> <tbody> <tr> <td>T</td> <td></td> <td></td> <td>8</td> <td>12.1</td> <td>13.6</td> <td>17</td> </tr> <tr> <td>K</td> <td></td> <td></td> <td>8</td> <td>11.7</td> <td>13.6</td> <td>23</td> </tr> </tbody> </table>	First name	EA L	SE N	Year	Reading Age Pre	Reading Age Post	Reading Age Gain (Months)	T			8	12.1	13.6	17	K			8	11.7	13.6	23
First name	EA L	SE N	Year	Reading Age Pre	Reading Age Post	Reading Age Gain (Months)																		
T			8	12.1	13.6	17																		
K			8	11.7	13.6	23																		

			E	X		8	14.2	16.9	31	
			N		X	8	11.3	14.2	35	
			T			8	11.7	14.2	31	
			M		X	7	8.1	8.3	2	
			M		X	7	11.7	12.6	11	
			M	X		7	8.6	8.6	0	
			A	X		7	11.3	13.1	22	
			C			7	13.1	13.4	20	
			B			7	13.6	14.8	14	
			E	X		8	14.2	16.2	24	
			V			8	11.7	13.1	18	
			S	X		8	9.6	11.7	25	
			L			8	12.6	13.1	7	
			A			8	10.4	14.2	46	
			M			8	9.6	13.1	43	
			C			7	13.1	16.9	44	
			P			7	14.2	15.5	15	
			I	X		7	7.1	7.5	4	
			K			7	11	14.2	38	
			M			7	8.6	9	6	
			C			7	12.6	18.5	71	
			C			7	11	11.11	3	
			M			8	10	10.6	6	
			H			8	10.6	12	18	
			R			8	11.1	15.6	53	
			Lexonik intervention continued as of September 2023 for the lowest 20% of readers.							
			More staff trained in Lexonik as of November 2023 to ensure greater impact.							
More Able workshops after school for KS3 for students identified as more able to ensure students are provided with challenge outside of lessons, especially for PP more able.	EEF Toolkit – extending the school day - +3 months impact.	1, 2, 3	More able masterclasses take place across KS3 after school. Year 7 and Year 8 take part in challenging workshops in geography and humanities. These are only for those students identified as more able, including PP. Student voice data suggests are applying higher order skills and are enjoying the workshops. Uptake of PP More Able was good overall during masterclasses: Year 7: 88% uptake Year 8: 75% uptake Year 9: 70% uptake							

<p>Satchel: One Home Learning platform to set homework, revision, reading tasks, and to communicate with students to improve progress.</p>	<p>EEF Toolkit – Homework - +5 months impact.</p>	<p>1, 2, 3, 4</p>	<p>Satchel: One has been launched to all students to ensure students receive regular homework and are able to undertake reading tasks. Engagement from students is good, including PP. Students communicate with their teachers to improve gaps in their learning. Low stakes formative quizzing and vocabulary testing is used widely to improve the progress of learners.</p> <p>Students engaging with home learning has improved. In term 1 it was 67.6% of the school population, by Term 2 it was 75.5% and in Term 3 84% were regularly engaging with homework based on average weekly engagement with online assignments. 67% of PP regularly with homework compared to 82% non-pp.</p>
<p>Targeted out of lesson catch-up, intervention and revision session, particularly for Y11 and Y10. E.g. Breakfast, lunch and out school sessions, 1:1 or small group, specific revision materials</p>	<p>EEF Toolkit – extending the school day - +3 months impact</p>	<p>1, 3, 4</p>	<p>An Easter revision intervention timetable was set up during the holidays to support Year 11 with revision for their subjects. A total of 19 sessions were offered by staff across two weeks.</p> <p>Year 11 went on a residential to Conway to complete a weekend of Science and Humanities revision to support in closing gaps in knowledge; this was a great success. Elevate Up (revision sessions) launched to year 11 students after school to support students. Mondays English, Tuesdays Science and Wednesdays Maths and Fridays foundation subjects 3.00pm – 4.00pm). National Tutoring Programme set up for English and Maths during evenings/weekend has been extended until May exams. Students receive additional tutoring by their English or Maths Teacher in groups of six for one hour after school / weekend. Staff are paid £30 per session (NTP covers 60% of tuition). Science have started to run weekend interventions recently.</p>
<p>Reading interventions for students below Trust Reading</p>	<p>EEF Toolkit – Reading comprehension - +6 months impact</p>	<p>1, 2, 3, 4</p>	<p>Academic Literacy – Supporting the bottom 20% of students with reading</p> <ul style="list-style-type: none"> Year 7 and 8 have one reading period per week during English curriculum time. Lessons alternate between a class read to support the love of reading and Accelerated Reader intervention in the LRC.

<p>Age target, significantly below and just below chronological reading age.</p>			<ul style="list-style-type: none"> • The lowest 20% of readers are supported by the Academic Literacy Intervention teacher and the LRC/EAL lead. Pupils attend the Lexonik sound training intervention and small reading group intervention. • Academic Literacy intervention teacher leads online parental engagement sessions to support parents with reading interventions for their children. • Age appropriate books are sent home with comprehension tasks for parents and students to complete. • Small reading group interventions with the LRC lead and the Academic Literacy Intervention teacher. • Parental Engagement session September 2023 to support parents with supporting their children at home with reading.
<p>Increased 1:1 career adviser Interviews</p>	<p>CEC report (2020): highlights importance of careers guidance. Hattie (2016) - Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement</p>	<p>1, 3, 4, 5</p>	<p>100% of year 11 have had a one to one careers guidance interview. Notes from meeting have been shared with the students and emailed home to parents.</p> <p>A reduction in NEET from 2022 – 2023 with only 1 leaver identifying as NEET in 2023 in comparison to 4 in 2022.</p> <p>Student voice conducted in summer 2023 demonstrates that students feel prepared for post16 opportunities</p> <p><i>' I feel school has helped me to be ready for college' Year 11</i></p>
<p>A PSCHE programme to cover Mental health & Happiness, personal skills and qualities, work skills, making use of</p>	<p>EEF Toolkit – Social and Emotional learning - +4 months impact.</p>	<p>1, 3, 4</p>	<p>PSCHE curriculum at TOA is divided in to 6 strands. Life Beyond School Celebrating Diversity and Equality Staying safe online and offline Health and Wellbeing Rights Responsibilities and British Values Relationships and Sex Education The spiral strands build across year 7-11 with students explicitly taught to think, reflect and engage in dialogue around these areas.</p> <p>Student voice conducted in summer 2023 demonstrates that students feel safe and that their wellbeing is a priority</p>

constructive criticism			<p><i>'Yes, we are made to feel this is a key feature of the school. We feel you care and we are allowed to raise concerns' Year 11</i></p> <p>External review of the PD curriculum conducted in September 2023 recognised that <i>'A new personal development curriculum 'the Character curriculum', which is ambitious and organised, is being taught well. The programme has clear endpoints, covers all required ground, is suitably ambitious and is led well.'</i> All external reviews conclude that the PSCHE curriculum is 'good'.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review Progress
Academic coaching for year 11 students to improve progress and wellbeing during their final GCSE year.	EEF – Mentoring - +2 months impact	1, 3	Progress Support Plans were introduced for year 11 students with an extremely negative P8 score. Parents were invited in to a meeting with the Deputy Headteacher to discuss their child's progress and actions moving forward.
CPD, T&L Briefings, Assemblies and systems to develop a school culture to embed high expectations and standards for all.	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning - +4 months Impact	1, 2, 3, 4	'3 Golden Rules' have been launched to students and parents with great success. Students are generally able to recall these when asked and explain the reasons why these 3 rules are key to progress. All year groups line up outside in their form groups before walking inside the building, this is where uniform checks take place. Students are

			<p>generally calm around the school, follow instructions and display positive attitudes to learning. Those students who fall short of our expectations are challenged</p> <p>All staff are using Satchel: One to record achievement and behaviour incidents - this information is shared regularly with Form Tutors and parents. Internal truancy policy has been launched this term; there is a clear three stage system to be implemented.</p>
<p>Increased parental engagement through regular contact by form tutors.</p>	<p>EEF – Parental Engagement - +4 months impact</p>	<p>1, 3, 4, 5</p>	<p>Half termly newsletter is shared with all parents. Current statistics show that approx 60% of the community are engaging with this. Form tutors are promoted as the first point of contact for parents.</p> <p>High profile social media activity with increasing numbers of followers (Facebook - 641 followers, Instagram – 392 followers, X – 1121 followers)</p> <ul style="list-style-type: none"> • 2,500 Facebook reach in last month • 423 Instagram reach in last month <p>Half termly newsletter – average reach 350 Revamped and improved school website Ofsted parent view – 17 reviews completed 2022 2023</p>

<p>Designated Attendance Team to closely monitor all PP students' attendance, build relationships with families and implement targeted strategies where needed.</p>	<p>DFE 2016 – found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. “Overall absence had a statistically negative link to attainment.”</p> <p>Welsh Assembly Government (2011) & Durrington Research School (2018) suggest that identified activities all have a significant impact on attendance outcomes for PP student</p>	<p>1, 2, 3, 4, 5</p>	<p>Teaching Assistants have a meaningful effect in supporting students being more independent and confident. We meet and greet the students in the morning and accompany them at the end of the school day.</p> <p>Other strategies include:</p> <ul style="list-style-type: none"> • The role of a key-worker to make daily contact with parents when child is absent. • Home visits conducted as appropriate. • Reviews of SEND paperwork as necessary to share with staff. • Referrals to external agencies for support e.g. medical needs. • Close liaison with LA who are overall responsible for EHCP. <p>The whole school attendance rate is still above the national average at 92.19% compared to the national average of 90.9% for secondary schools. Nationally, illness absence (which includes positive COVID cases) remained higher than pre-pandemic levels, at 3.7% during Spring term compared with around 2.5% pre-pandemic. With this in mind, our PP whole school is 89.43% and SEND is 89.85%,</p>
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			which is strong considering the national average for all students is 90.9%.
PP Capitation – hardship fund to prevent PP students from being unable to access school, enrichment opportunities, have resources and equipment required for learning.	EEF – Arts Participation +2 months impact EEF – Sports Participation +2 months	1, 2, 3, 4, 5	100% PP funding for Music for life instrumental tuition for PP students. 50% PP Funding provided for Ypes residential
Homework club to support progress. Disadvantaged students, of all abilities, attend and receive support with homework completion and organisation	EEF Toolkit – extending the school day - +3 months impact	1, 2, 3, 4	Homework club is open to all students every night in LRC. This has enabled PP students to attend, especially those who have no laptop at home. We have around 6 PP students who regularly attend to support their learning.
Establish the Duke of Edinburgh (DofE) scheme to provide students to develop communication and leadership skills, increased social interaction and greater engagement with peers, encourage a healthier lifestyle, whilst improving problem solving abilities (including high attaining students, especially preparation for College/	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning - +4 months Impact EEF – Arts Participation +2 months impact EEF – Sports Participation +2 months	3, 4	This year's D of E cohort has now been established. Emails have been sent to Form Tutors so that they can inform pupils in their groups that training sessions begin on the 3rd of May. The practice and qualifying expeditions will take place in June and September respectively. This will mean that pupils will take provide evidence that they have undertaken three months of voluntary work, developing a skill and maintaining a physical activity. Team work,

University application)			navigation and campcraft will be taught in school and on the practice expedition. This will be assessed on the qualifying expedition. 28% are PP which is below the school percentage, so made we should target key PP pupils next year to increase the engagement of PP pupils and build in cultural capital to their school experience.
Increase Parents Evening engagement by: •Develop early online booking for PP parents •Where PP parents have not attended, encourage alternative contact via Pastoral staff, form tutors and subject teachers	Current anecdotal evidence suggests that many PP parents unaware of parents evening resulting in poorer attendance (approx. 10% gap) EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress	1, 3, 4, 5	Targeted phone calls home by the admin team to all parents who have not made appointments. Phone calls home made as an alternative to online. Parents evenings 2022 – 2023 had the following attendance: Year 7- 75% face to face Year 8 – 65% online Year 9 – 70% online Year 10 – 82% online Year 11: - 86% online
Development of a student leadership team across all years groups and within key school priority areas	Research by the Armies families Federation (Noret, Mayor, Al-Afaleq, Lingard, & Mair, 2014) highlights the need to “Increase the number of activities to support children and young people’s integration into schools”.	1, 3, 4	Student leadership team for 2022 / 2023 established. Pupil Premium = 13 students (35%) PP Student leader engagement 35% in comparison to whole school PP cohort of 41.03%
1:1 Music lessons to increase cultural capital The PP fund is	EEF Toolkit - + 2 months	3	The value of instrumental lessons provided by Music for Life is significant for

used to subsidise music lessons for any PP students.		students. Learning an instrument not only sustains and feeds the brain, but it also improves many other cognitive and physical aspects of learning. It has been widely studied and proven that learning a musical instrument improves memory; it not only improves your cognitive memory but also muscle memory as well. In addition to these benefits it adds significant cultural capital for our students. The PP students having instrumental tuition are massively benefiting from this musically (improved levels of attainment on their chosen instrument) and also in other ways as well. It is of a massive benefit in many ways.
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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
LAC/PLAC co-ordinator	Virtual Schools
Work Placement	Safer opportunities
Higher Horizons	Keele University