

Pupil Premium 3-year plan strategy statement (2022-2025)

Annual update completed Autumn Term 2024

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 (2023-24) of pupil premium had within our school.

School overview

| Detail | Data |
|---|---|
| School name | The Oaks Academy |
| Number of pupils in school | 611 (correct NOR when PP funding allocated) |
| Proportion (%) of pupil premium eligible pupils | 47.4% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2022/2023 2023/2024 2024/2025 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | April 2025 October 2025 |
| 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 | £304,500 |
| Recovery premium funding allocation this academic year | NA |
| 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 | £304,500 |

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 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. In 2024/25 P8 will be 0.00 (cohort) or higher and -0.25 (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. |

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| | <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. 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. 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 |

| | | |
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| 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 |

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|---|---|---------|
| 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 |

| | | |
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| 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: £99,500

| 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: £304,500

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 2023 to 2024 academic year.

Pupil Premium Progress 2019 v 2024


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 2023-24 had on progress and attainment across key headline measures. We have compared these results with the performance of PP students in 2019 and 2023 as this was the last period where formal GCSE examinations took place without any adjustments due to the pandemic.

| Measure | 2019 All | 2023 All | 2024 All | PP 2019 | PP 2023 | PP 2024 |
|---------------------------------------|-------------|-------------|-------------|------------|------------|------------|
| Progress 8 | -1.05 | -0.74 | -0.49 | -1.22 | -0.63 | -0.98 |
| Attainment 8 | 28.5 | 32.52 | 34.59 | 23.69 | 30.39 | 26.65 |
| English and Maths Standard Pass | 24% | 25% | 40% | 6.9% | 20.69% | 23.53% |
| 5 GCSE's inc. English and Maths (9-4) | 21.67% | 23.08% | 34.74% | 3.45% | 17.24% | 14.71% |

 Improvement from previous year.

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 almost a third of grade (-1.22 in 2019 v -0.98 in 2024), this is sound progress, showing our PP students are making better progress. It should be noted that in 2023 PP students outperformed non-PP with P8 sitting at -0.63, showing our overall PP strategy is working. However, it is disappointing the overall P8 this year was lower than 2023, including PP attainment (2024 in 26.65 v 30.39) but still better than historical PP data in 2019. Nevertheless, the number of PP achieving the standard English and Maths pass rate is the highest this year at 23.53%, in 2019 this was just 6.9%. This data is encouraging because research shows that students who leave with grade 4 in English and Maths are more likely to thrive in the community and seek out better opportunities in employment, education or training.

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. 35.79% 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 significantly since 2019. However, we wish this figure to be much higher; we are striving for stronger outcomes in English and Maths for 2025, current internal data shows we on track for success. Nevertheless, the improvement in disadvantaged outcomes in 2024 is sound; this is the result of all staff improving their knowledge of PP to better support students and staff. 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 2024 PP v Non-PP

| Measure | 2024 PP | 2024 Non-PP | GAP |
|---|------------|----------------|---------|
| Progress 8 | -0.98 | -0.16 | -0.82 |
| Attainment 8 | 26.65 | 39.02 | -12.37 |
| Entered for Ebacc | 17.65% | 47.54% | -29.89% |
| English and Maths Standard Pass | 23.53% | 49.18% | -25.65% |
| 5 GCSE's inc. English and Maths (9-4) | 14.71% | 45.9% | -31.19% |

After the mocks in December 2023, it was clear that there required further support for PP, A8 was 21.52 and P8 was -1.5. 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 some impact with A8 at 23.52 and P8 at -1.2. That said, we had further work to complete to ensure PP students were not one grade below national average. 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 2024-25, 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. We have appointed extra leadership capacity in English 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 92.35% (national was 90.09%) and persistence absence across the whole school is below the national average at 26.03%. Pupil Premium whole school attendance 2024 sits at 89.58%, which is above the national average for disadvantaged learners (88%), compared to non-PP at 94.71%. 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, well-being 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 2024-25.

Attendance 2023-24

The Oaks Academy Attendance

| | |
|-------------------------|--|
| On or Above National | |
| On or Below PA National | |

Attendance Data

| | 22/23 (Full Year) | | 23/24 (Year to date) | | Autumn Term 2023 | | Spring Term 2024 | | Summer Term 3A 2024 | |
|--------------|----------------------|---------|-------------------------|---------|---------------------|---------|---------------------|---------|---------------------------|---------|
| | Att. % | PA % | Att. % | PA % | Att. % | PA % | Att. % | PA % | Att. % | PA % |
| National | 90.7% | 28.3% | 90.9% | 26.7% | 91.07% | 25.3% | 90.8% | 26.4% | 90.1% | 30.3% |
| Whole School | 91.12% | 24.96% | 92.35% | 26.03% | 92.68% | 24.02% | 92.65% | 25.12% | 90.89% | 30.68% |
| Year 7 | 93.12% | 18.71% | 93.47% | 21.88% | 94.20% | 16.88% | 93.85% | 24.00% | 92.44% | 30.14% |
| Year 8 | 92.37% | 22.84% | 92.31% | 25.83% | 92.38% | 26.87% | 93.71% | 21.13% | 90.30% | 25.00% |
| Year 9 | 90.86% | 24.35% | 91.77% | 27.65% | 92.12% | 29.56% | 91.89% | 26.28% | 90.03% | 36.13% |
| Year 10 | 89.65% | 37.07% | 91.64% | 29.90% | 92.51% | 21.51% | 91.40% | 31.18% | 90.72% | 30.77% |
| Year 11 | 89.38% | 20.00% | 87.12% | 25.77% | 91.77% | 25.00% | 91.71% | 25.00% | * | * |

• Year 11 on study leave from 03.06.24

Pupil Premium Attendance

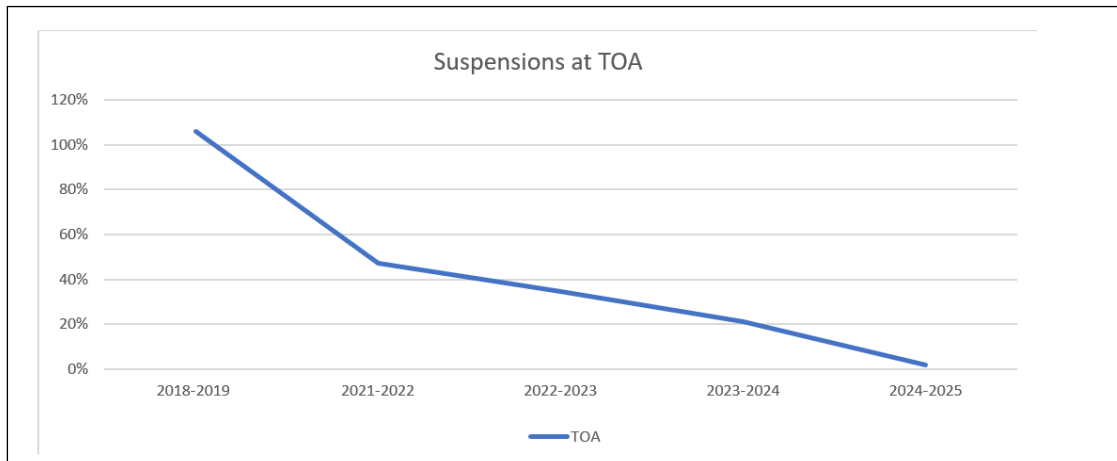
| | 22/23 (Full Year) | 23/24 (Y.T.D) | Autumn Term 23 | Spring Term | Summer Term |
|-------------------|--------------------------|----------------------------|-------------------|----------------|-------------|
| Pupil Premium | 88.37% (National 88%) | 89.58% (national 88.9%) | 89.90% | 89.55% | 87.13% |
| Non-Pupil Premium | 93.50% | 94.71% | 94.94% | 95.05% | 93.96% |



| | 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% |
| 2023-2024 | Non-PP = 95.23% | Non-PP = 94.29% | Non-PP = 93.84% | Non-PP = 96.04% | Non-PP = 86.08% |
| | PP = 91.37% | PP = 90.35% | PP = 88.93% | PP = 86.39% | PP = 78.73% |
| | Gap = 3.86% | Gap = 3.94% | Gap = 4.91% | Gap = 9.65% | Gap = 7.35% |

As noted above, overall, our attendance for disadvantaged sits just above national average. It is encouraging to see that gap in years 7 and 8 has improved since 2018-2019 (pre-covid) each year. The gaps in year 9 and 10 have improved from last year, showing our attendance strategies are working with the disadvantaged. However, it is noted the gap has increased for year 11. We will have a greater focus on PP in line with our attendance policy and systems to reduce the gap for 2024-25.

Suspensions 2019 to 2023-24



*2024-2025 until 3.11.2024

PP Suspensions Table

| Academic Year | Number on Roll | Total Suspensions | PP Students Suspended |
|---------------------|----------------|-------------------|-----------------------|
| 18/19 | 388 | 104.6% | 172 |
| 19/20 Covid Year | 447 | 30.6% | 92 |
| 20/21 Covid Year | 444 | 33.3% | 87 |
| 21/22 | 480 | 44.4% | 102 |
| 22/23 | 531 | 32.58% | 92 |
| 23/24 | 617 | 20.74% | 76 |

Key to RAG suspensions

- Improvement from 2018/2019
- Increase from 2018 - 2019

Overall, the rate of suspensions has reduced significantly, from 104% in 2019 to 20.74% 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 student data shows there is significant improvement on the 2019 data, for example only 76 PP students were suspended in 2023/24 compared to 172 PP students in 2019. The PP student suspension data has fallen each year (not including covid years), we will continue to reduce this further for 2024_25 as a suspension is only used as a last resort. This is a priority area to tackle as we strive for excellent behaviour from all our students each day 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 to ensure there are additional layers of support for our most vulnerable students and to reduce the number of repeat suspensions.

Destinations 2024

94.2% of PP (33/35) left school in either education, employment or training in comparison to 100% for non-PP (59/59) and 97.8% for the whole cohort (92/94). Unfortunately, we had one student who was PP and a non-attender for the last three years, the family were prosecuted. We had another PP student who couldn't work or attend college due to exceptional circumstances. Our aim for 2024 is to ensure 100% of disadvantaged students have secured education, employment or training.

For 2024-25, we want to continue with PP strategies used for this year which have yielded many positive outcomes for disadvantaged learners.

Please find below additional comments for each PP strategy implemented during the 2023-24 academic year, this includes qualitative and quantitative data.

Teaching (for example, CPD, recruitment and retention)

| Activity | Evidence that supports this approach | Review Progress for the year, please include actual data to back up the impact! |
|---|---|--|
| 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 | Baseline testing has completed for new year 7 intake via CATS and NRG.T. This data provides vital measure to select students for interventions and enable staff to adapt their teaching to suit the needs of each pupil, including PP The data has enabled all staff to use additional standardised data to identify gaps in literacy and numeracy. |
| Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools . Reading comprehen- | Whole school reading strategy to support pupils understanding of subject specific texts. 95% of pupil voice demonstrated that pupils find the reading |

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| <p>We will continue to deliver professional learning based on literacy.</p> | <p>sion, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> | <p>strategy useful in supporting reading comprehension. Explicit teaching of tier 2 and 3 vocabulary to support pupils attainment and progress. English 9-4 GCSE results improved slightly from previous year.</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 Reader EEF (educationendowmentfound ation.org.uk)</p> | <p>Accelerated Reader used with the lowest 20% and set 6 (Years 7-9) 100% of pupils who engaged with AR made at least 2 years progress.</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>We are fully recruited for September due to the links we have made with ITT providers and proactive recruitment strategy. All staff attend new staff induction to ensure they are fully prepared for September. ITT's join us after completing their training on a voluntary basis to support their transition to full time employment.</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>Three weekly morning briefings are utilised to constantly reiterate key messages and whole school policy. The TEEP framework and 'share, build, practise' underpins the staff briefing and whole school CPD. All staff are TEEP level 1 trained to ensure a consistent approach to teaching and learning. Improved GCSE outcomes, for example Maths achieved 52% 9-4 in 2024. Trust reviews comment positively on the consistent</p> |

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| | | approach to teaching and learning. |
| 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 | Assessment policy on marking and feedback outlines the school approach and 'non negotiables on marking and feedback. Weekly staff briefing and whole school CPD is used to model and share best practise. Trust reviews comment positively on the consistent approach to marking and feedback, including PP students' feedback. |
| 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. | Consistent approach to developing reading across the curriculum via the whole school reading strategy, the VIPERS strategy for supporting form time reading, explicit teaching of tier 2 and 3 vocabulary and Word of the Week to further develop whole school vocabulary. Learning walks and trust reviews recognised the consistent approach to teaching literacy across the curriculum. Ongoing CPD for staff on the explicit teaching of academic literacy across the curriculum to ensure a consistent approach. |
| 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 | CPD for staff on adaptive teaching to support EAL students in lessons is delivered via weekly staff briefing and during direct CPD time. As a result 19 pupils across years 7-9 increased EAL bands demonstrating the impact of effective adaptive teaching and interventions. |
| Develop of whole school systems to | Wider educational literature, e.g. Lemov (2010) & Sherrington, | Effective tracking systems in place using Evidence |

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| record and track assessments to identify underperforming students and to signpost interventions. | (2019) highlights importance of effective assessment improving student outcomes. EEF Tool Kit - effective assessment has a significant improvement in learning. +7 months impact | Based Grades, inputted 3 times a year. New assessment framework using quality marked formative (QMF) and quality marked summative (QMS) every half term. |
| 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) | 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 Reports 2024 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)

Budgeted cost: £85,000

| Activity | Evidence that supports this approach | Review Progress for the year, please include actual data to back up the impact! |
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| 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) | All pupils in years 7-9 engage with the Lexia programme during form time. The data shows over 60% of pupils that engaged with the programme have made progress in terms of reading comprehension. |
| Lexonik intervention effectively resolves phonics gaps for learners who find literacy particularly challenging and those for whom | 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. | 100% of pupils that engaged in the Lexonik intervention made reading age progress from 2 months to 46 months. |

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| <p>English is not their first language, rapidly progressing reading, spelling and oracy.</p> | <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</p> | |
| <p>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.</p> | <p>EEF Toolkit – extending the school day - +3 months impact.</p> | <p>More able masterclasses take place across KS3 after school. Year 7 and Year 8 take part in challenging workshops in English, Maths and Science. 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.</p> <p>Uptake of PP More Able was good overall during masterclasses:</p> <p>Year 7: 89% uptake Year 8: 78/% uptake Year 9: 72% uptake</p> |
| <p>(JN) 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>Satchel: One is embedded across the school. 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>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>Progress 8 concern intervention group was set up by DHT for Progress and Culture with the aim to reduce those students with an extremely negative P8 score (-1 or below grade below national average). This group of students received SLT mentoring, pastoral ATL intervention, all teaching staff aware they have to focus on this group of learners during lessons and adapt to meet</p> |

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| | | <p>their needs and attendance team aware to ensure all students below turn up for PPEs and actual exams.</p> <ul style="list-style-type: none"> • 75% of students in this P8 concern whole school intervention list made an improvement from AA1 to actual GCSE P8 score (highlighted in green, amber and blue); suggesting these interventions had a positive impact and helped the school improve its overall P8. • The school's P8 from PPE1 improved from -1.08, PPE 2 -0.77 to actual 2024 P8 at -0.52. • 8/20 (40%) made significant progress from AA1 to Actual GCSE P8 (at least + half a grade improvement) are highlighted as green. |
| <p>Reading interventions for students below Trust Reading Age target, significantly below and just below chronological reading age.</p> | <p>EEF Toolkit – Reading comprehension - +6 months impact</p> | <p>NGRT Reading age data is used to inform all reading interventions.</p> <p>The lowest 20% attend the accelerated reader intervention and small group reading intervention.</p> <p>Following interventions The lowest 20% of readers are better able to access the curriculum following the reading and phonics intervention.</p> <p>Targeted students attend the Lexonik intervention. 100% have made progress.</p> <p>73 pupils were part of the lowest 20% of readers. 33 (45%) pupils have graduated</p> |

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| | | <p>out of the lowest 20% following interventions.</p> <p>34 pupils were part of the SEND reading intervention (pupils with a reading age of below 8.5 years) 19 (56%) graduated out.</p> <p>NGRT data currently shows 65% of the school has a reading below their chronological age. Prior to reading interventions 76% were below their chronological reading age, showing an improvement of 11%.</p> |
| <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>100% of year 11 students have had a one to one careers interview. 3 year 11 students had a 2nd interview at their request 50% of year 10 students have had a one to one interview. 100% of year 11 have secured a destination for September 2025</p> |
| <p>A PSCHÉ programme to cover Mental health & Happiness, personal skills and qualities, work skills, making use of constructive criticism</p> | <p>EEF Toolkit – Social and Emotional learning - +4 months impact.</p> | <p>Health and wellbeing strand delivered in PSCHÉ covering the below topics:</p> <p>Year 7 Self-esteem and empowerment</p> <p>Year 8 Health & wellbeing Self-harm Positive body image Dove – body image</p> <p>Year 9 Self-esteem changes Dealing with grief and loss Media & airbrushing</p> <p>Year 10 Common mental health issues Promoting emotional wellbeing</p> |

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| | | <p>Year 11</p> <p>Love & abuse are not the same</p> <p>Assembly programme used to support World mental health day, Integrity, Positive masculinity & Mental health week</p> <p>Outside agency support sessions have included Assemblies by Kooth</p> <p>Girls Empowerment Group by Motherwell, All saints church, life skills with James Riley, Anger management training, CAHMS referrals</p> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 100,463

| Activity | Evidence that supports this approach | Review Progress for the year, please include actual data to back up the impact! |
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| Academic coaching for year 11 students to improve progress and wellbeing during their final GCSE year. | EEF – Mentoring - +2 months impact | <p>75% of students in this P8 concern whole school intervention list made an improvement from AA1 to actual GCSE P8 score (highlighted in green, amber and blue); suggesting these interventions had a positive impact and helped the school improve its overall P8.</p> <p>The school's P8 from PPE1 improved from -1.08, PPE 2 -0.77 to actual 2024 P8 at -0.52.</p> <p>8/20 (40%) made significant progress from AA1 to Actual GCSE P8 (at least + half a grade improvement) are highlighted as green.</p> <p>2/20 (10%) made significant progress from their starting points AA1</p> |

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| | | <p>to end point actual GCSE outcomes to achieving slightly above the national average. Jack Stanely went from -2.681 to actual P8 of +0.012 and Leo Scott improved from -1.202 to +0.233.</p> <ul style="list-style-type: none"> • |
| <p>CPD, T&L Briefings, Assemblies and systems to develop a school culture to embed high expectations and standards for all.</p> | <p>EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning - +4 months Impact</p> | <p>CPD on behaviour and culture is delivered to all staff weekly to ensure the consistent high standards and expectations are shared and reinforced. All Trust reviews and the most recent Ofsted commented on the positive behaviour management strategies used in lessons and during social times. The next step is to ensure all pupils are actively participating in lessons.</p> |
| <p>Increased parental engagement through regular contact by form tutors and home visits by Pastoral Leaders.</p> | <p>EEF – Parental Engagement - +4 months impact</p> | <p>Parental forum group launched. 100% of parents said that home school communication was effective.</p> <p>Parents evening attendance</p> <p>Year 7 – 82.9%</p> <p>Year 8 – 36.9%</p> <p>Year 9 – 71.1%</p> <p>Year 10 – 90.8%</p> <p>Year 11 – 88.4%</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</p> | <p>Throughout the year PP attendance has remained above national average. The gap between Non-PP and PP students has remained consistent over the year at around 3.5% difference. The Attendance team have worked with families to remove barriers to learning and encourage excellent attendance. All strategies have been bespoke for students depending individual needs. This includes providing a PE kit, alarms clocks, individual start times, lunch passes and clear</p> |

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| | impact on attendance outcomes for PP student | communication with home. We have been supported by our external welfare officer who has completed home visits, early help and been a link with other schools where siblings attend. |
| 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 | 100% PP funding for Music for life instrumental tuition for PP students. 50% PP Funding provided for Duke of Edinburgh. 40% discount for history trip. Prom tickets for 5 PP students and 20% discount for other PP students. |
| 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 | 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. | 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 | The practice and qualifying expeditions took place in June and September respectively. This will mean pupils had evidence of voluntary work, teamwork and maintaining a physical activity. Team work, navigation and campcraft were all taught in school and on the practice expedition. 30% of students were PP, and 100% of PP managed to complete their bronze award. |
| Increase Parents Evening engagement by: •Develop early online booking for PP parents •Where PP parents have not attended, encourage alternative contact via Pastoral | 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 | Early booking launched for each parents evening three weeks in advanced. All PP parents/carers phoned if no online appointments booked by form tutors or pastoral team. The figures below are for whole school attendance: Y7 -82% Y8-36% This figure is very low but parents evening was placed on |

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| <p>staff, form tutors and subject teachers</p> | <p>benefit to student progress</p> | <p>the last day term two and parents had booked holidays. This figure is not reflective of the phone calls and work that was done before the actual day to ensure parents/carers had a clear understanding of their child's progress.</p> <p>Y9 – 71% Y10 – 90% Y11 – 88%</p> <p>Removed barriers to internet/laptops by swapping to the phone calls. This data isn't shown on school cloud due to some appointments being made via phone calls which isn't recorded.</p> <p>Form tutors given directed time to phone parents and increase participation.</p> <p>All non-attenders were contacted by Pastoral Leader/ Key Stage Director after the event to update on students' progress and attendance.</p> |
| <p>1:1 Music lessons to increase cultural capital The PP fund is used to subsidise music lessons for any PP students.</p> | <p>EEF Toolkit - + 2 months</p> | <p>The PP students who had instrumental lessons during 2023-2024 made significant improvements to their cultural capital and transferrable skills in addition to their musical development. Through the value of instrumental tuition these students performed in a range of musical opportunities. This not only added to their cultural capital but also improved their confidence, presentation skills, independence and communication. All students made a minimum of 1 grade of ABRSM level musical progress during the year, which is in line with expected instrumental level progress with individual weekly tuition.</p> |
| <p>Increased Pastoral capacity alongside</p> | <p>EEF – Behaviour interventions –</p> | <p>Pastoral Leaders have provided extra support for PP</p> |

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| <p>counselling to support social and emotional barriers and need as a result of impact of COVID-19</p> | <p>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</p> | <p>students. This has included mentoring for students, which involves 1:1 support, small interventions including social, emotional well-being group. They provide strategies for students to help with anxiety, low mood and stress.</p> <p>The Key Stage Directors have also worked with several PP students on aspirations, study skills and helping students to manage the demands of school following covid 19.</p> |
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Total budgeted cost: £305,463

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 |