

## Academy Strategic objectives 2022/23

Strategic objectives	<b>1: Improve learning and teaching</b>  1a Planning for the needs of students (in particular SEND 1b Further develop the rigorous KS3 and KS4 assessment processes to drive student progress 1c Implementation of the curriculum through consistent delivery of TOA L&T non-negotiables (particularly AfL and feedback). 1d Development of Literacy across the Academy
	<b>2 - Improve Behaviour for Learning</b>  2a Ensure attendance and punctuality to all lessons 2b Ensure students are prepared for lessons 2c Ensure students are engaged in lessons

## Pupil premium strategy statement

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.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	The Orme Academy
Number of pupils in school	771
Proportion (%) of pupil premium eligible pupils	197 (25.5%)
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	5/9/22
Date on which it will be reviewed	Half termly
Statement authorised by	Mark Boughey
Pupil premium lead	Ian Verow
Governor / Trustee lead	Clive Jones

## Funding overview

Allocation	2023-24 Expected Funding		
	Number of pupils	Funding	Total Amount
Pupils in years 7 to 11 recorded at Ever 6 FSM: The pupil premium for 2022 to 2023 will include pupils recorded in the latest census who have been eligible for free school meals (FSM) in the last six years, as well as those first known to be eligible at the last	184	£1050	£193,200
Looked after Children (LAC): The pupil premium from 2022 to 2023 will include pupils recorded in the school census who were looked after by an English or Welsh local authority immediately before being adopted, or who left authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.	2	£2,570	£5140
Service Children: For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the school census who was eligible for the service child premium since the 2013 census as well as those recorded as a service child for the first time on the last census.	11	£340	£3740
<b>Total:</b>			<b>£202,080</b>

## Part A: Pupil premium strategy plan

### Statement of intent

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

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and

young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to provide intervention to improve deficits in learning
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure disadvantaged pupils attend all lessons and arrive on time
- Ensure disadvantaged pupils adhere to the behaviour policy and demonstrate positive attitudes to learning
- Ensure disadvantaged pupils are supported pastorally to achieve their best

## Challenges

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

Challenge number	Detail of challenge
1	The quality of learning and teaching is inconsistent. As a result, the attainment of pupils across all subjects varies considerably. In addition, disadvantaged pupils do not as well as their peers across all subject areas
2	The mathematics attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest

	<p>that many pupils particularly struggle with the 4 rules of number and problem-solving tasks.</p> <p>Data analysis of last year's year 11 cohort indicates that there is a progress gap evident by the first data capture in year 7. The progress gap continues to increase as pupils continue through to GCSE examinations</p>
3	<p>The English attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with inference, the meaning of words in context, retrieval and recording of information.</p> <p>Data analysis of last year's year 11 cohort indicates that disadvantaged pupils outperform their peers until year 8. The trend reverses at that point and continues to increase through GCSE examinations.</p>
4	<p>The science attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with scientific literacy and practical skills.</p> <p>Data analysis of last year's year 11 cohort indicates that there is a progress gap evident by the first data capture in year 7. The progress gap continues to increase as pupils continue through to GCSE examinations</p>
5	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than that of their peers. This impacts their progress in all subjects.</p> <p>On entering year 7 in this academic year 29.7% of our disadvantaged pupils arrive below age-related expectations compared to 18.8% of their peers.</p>
6	<p>Our behavior data over the last 5 years indicates that exclusions among disadvantaged pupils have been higher than for non-disadvantaged pupils.</p> <p>Academic year 2021/22 indicates that disadvantaged pupils have received more detentions compared to their peers during that period. The data also highlights cause for concern in years 9 and 11. Our assessments and observations indicate that behaviour is negatively affecting disadvantaged pupils' progress.</p>
7	<p>Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Disadvantaged pupils also have higher levels of 'Persistent absence' during the same period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Outcome Number	Intended outcome	Success criteria
1	All teaching across all subjects is consistently good.	<p>By the end of our current plan in 2024/25:</p> <ul style="list-style-type: none"> <li>• Triangulation of evidence (Pupil Voice, Work Scrutinies, Lesson Observations) indicate that all teaching is consistently good</li> <li>• Where this is not the case there will be evidence of intervention, action and support leading to improvement</li> <li>• 2022/23 KS4 disadvantaged pupils achieve a P8 score in line with their non-disadvantaged peers within the school</li> <li>• 2023/24 KS4 disadvantaged pupils achieve a P8 score in line with disadvantaged pupils nationally</li> <li>• 2024/25 KS4 disadvantaged pupils achieve a P8 score of 0</li> </ul>
2	Improved attainment among disadvantaged pupils in mathematics at the end of KS4	<p>By the end of our current plan in 2024/25:</p> <ul style="list-style-type: none"> <li>• 2022/23 KS4 outcomes demonstrate that disadvantaged pupils achieve a mathematics P8 score in line with their non-disadvantaged peers within the school</li> <li>• 2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve a mathematics P8 score in line with disadvantaged pupils nationally</li> <li>• 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve a mathematics P8 score of 0</li> </ul>
3	Improved attainment among disadvantaged pupils in English at the end of KS4	<p>By the end of our current plan in 2024/25:</p>

		<ul style="list-style-type: none"> <li>• 2022/23 KS4 outcomes demonstrate that disadvantaged pupils achieve an English P8 score in line with their non-disadvantaged peers within the school</li> <li>• 2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve an English P8 score in line with disadvantaged pupils nationally</li> <li>• 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve an English P8 score of 0</li> </ul>
4	Improved attainment among disadvantaged pupils in science at the end of KS4	<p>By the end of our current plan in 2024/25:</p> <ul style="list-style-type: none"> <li>• 2022/23 KS4 outcomes demonstrate that disadvantaged pupils achieve a Science VA score in line with their non-disadvantaged peers within the school</li> <li>• 2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve a Science VA score in line with disadvantaged pupils nationally</li> <li>• 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve a Science VA score of 0</li> </ul>
5	Improved reading comprehension among disadvantaged pupils across all years	<ul style="list-style-type: none"> <li>• All baseline assessments completed by (29/9/22)</li> <li>• Reading targets set based on baseline by (6/10/22)</li> <li>• Intervention strategies agreed, support implemented by (10/10/22)</li> <li>• Individual progress monitored through STAR reader</li> </ul>
6	To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils.	<p>By the end of our current plan in 2024/25:</p> <ul style="list-style-type: none"> <li>• 2022/23 <ul style="list-style-type: none"> <li>○ Year 9 Detentions. Disadvantaged students receiving 10 or more</li> </ul> </li> </ul>

		<p>detentions reduces from 21 to 14</p> <ul style="list-style-type: none"> <li>○ Year 10 Detentions. Disadvantaged students receiving 10 or more detentions reduces from 14 to 10</li> <li>○ Year 11 Detentions. Disadvantaged students receiving 10 or more detentions reduces from 22 to 16</li> <li>○ <b>Exclusions.</b> Disadvantaged students receiving fixed term exclusions reduces from 17 to 11</li> <li>○ Disadvantaged national gap for exclusions reduces from 3.45% to 2.3%</li> </ul> <ul style="list-style-type: none"> <li>● 2023/24 <ul style="list-style-type: none"> <li>○ Year 10 Detentions. Disadvantaged students receiving 10 or more detentions reduces from 14 to 7</li> <li>○ Year 11 Detentions. Disadvantaged students receiving 10 or more detentions reduces from 10 to 5</li> <li>○ <b>Exclusions.</b> Disadvantaged students receiving fixed term exclusions reduces from 11 to 6</li> <li>○ Disadvantaged national gap for exclusions reduces from 2.3% to 1.15%</li> </ul> </li> <li>● 2024/25 <ul style="list-style-type: none"> <li>○ Year 11 Detentions. Disadvantaged students receiving 10 or more detentions reduces from 7 to 0</li> <li>○ <b>Exclusions.</b> Disadvantaged students</li> </ul> </li> </ul>
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		<p>receiving fixed term exclusions reduces from 6 to 0</p> <ul style="list-style-type: none"> <li>○ Disadvantaged national gap for exclusions reduces from 2.3% to 0%</li> </ul>
7	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>● 2022/23 internal data demonstrates that disadvantaged pupils' attendance is in line with their non-disadvantaged peers within the school (3.4%)</li> <li>● Persistent absence reduces by 7% from 44.7%</li> <li>● 2023/24 internal data demonstrates that disadvantaged pupils' attendance is in line with disadvantaged pupils nationally (4.2%)</li> <li>● Persistent absence reduces by 7% from 37.7%</li> <li>● 2024/25 internal data demonstrates that disadvantaged pupils' attendance is in line with national (7)</li> <li>● Persistent absence reduces by 7% from 30.7%</li> </ul>



## Activity in this academic year

All activities will be classified by:

1. High Quality Teaching
2. Targeted support
3. Wider strategies

Menu of approach	Item	Activity	Success criteria	Evidence that supports this approach	Challenge number(s) addressed	Academy strategic objective	Cost	Impact
1. High Quality Teaching	Quality Assurance CPD Activities, implementation and impact	To ensure that high quality inclusive teaching remains the core focus of the academy via the implementation of 'The Orme Academy' focussed planning sheets	All teaching is consistently good	Education Endowment Foundation toolkit <a href="#">Click here for further evidence</a>	1	1a 1c	£71,127.98	
	CPD	To support and build the expertise of staff so that the execution of explicit instruction provides pupils with different tasks tailored to individual need	All staff are aware of the challenges faced by PP pupils and are engaged in delivering strategies to support the progress of all groups of pupils	EEF High Impact Strategy +4 months. <a href="#">Click here for further evidence</a>	1			
		To support and build the expertise of staff so that the execution of Metacognition and self-regulation approaches		EEF High Impact Strategy + 7 months.	1			

Improving mathematics provision	support pupils to think more explicitly about their own learning		<a href="#">Click here for further evidence</a>				
	To ensure feedback is consistent and effective across the curriculum.	Improve the progress of PP pupils from their starting points at KS2	EEF High Impact Strategy +6 months. <a href="#">Click here for further evidence</a>	1			
	Increased teaching capacity to ensure all disadvantaged students receive Quality first teaching in mathematics  Identify disadvantaged students under target in mathematics and provide an informed response to improve their rates of progress	Overall rates of progress improve as a consequence of quality first teaching  Disadvantaged pupils identified as under target receive tailored, targeted intervention.  Identified areas of development improve	EEF Impact Strategy +2 months <a href="#">Click here for further evidence</a>	2	1a	£21,853.04	
	Implement SPARX platform to set homework in Mathematics to support classroom learning.	Disadvantaged pupils' current working at grades are in line with academy expectations. Homework set is linked to classroom work; clear purpose communicated to all pupils	EEF High Impact Strategy +5 months. <a href="#">Click here for further evidence</a>	2	1a	£2541.40	

Improving English provision	<p>Increased teaching capacity to ensure all disadvantaged students receive Quality first teaching in English</p>	<p>Overall rates of progress improve as a consequence of quality first teaching</p>	<p>EEF Impact Strategy months</p> <p><a href="#">Click here for further evidence</a></p>	3	1a 1c	£25,425.63	
	<p>Identify disadvantaged students under target in English and provide an informed response to improve their rates of progress</p>	<p>Disadvantaged pupils identified as under target receive tailored, targeted intervention around inference, meaning of words in context and the retrieval and recording of intervention.</p> <p>Identified areas of development improve</p>					

Improving Science provision	<p>New Leadership role created to develop Science provision and pedagogy</p> <p>Increased teaching capacity to ensure all disadvantaged students receive Quality first teaching in Science</p> <p>Identify disadvantaged students under target in Science and provide an informed response to improve their rates of progress</p>	<p>High quality inclusive teaching is evident through regular and rigorous quality assurance.</p> <p>Schemes of learning and long term plans provide teachers with an explicitly coherent plan of how to teach Science effectively</p> <p>Key assessments are fit for purpose and provide accurate accounts of all pupils working at grades from which appropriate interventions can be planned</p> <p>Overall rates of progress improve as a consequence of quality first teaching</p>	<p>Education Endowment Foundation toolkit</p> <p><a href="#">Click here for further evidence</a></p>	4	1a 1b 1c	£29,606.21
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Improve levels of reading comprehension

<p>New Leadership role created to assess, monitor and intervene (when necessary) with disadvantaged pupil levels of literacy and reading comprehension</p>	<p>Disadvantaged pupils' improve their understanding of written text. Consequently, they can comprehend the meaning of what they read. Their ability to infer meaning from context; summarise or identify key points; use graphic or semantic organisers; develop questioning strategies; and monitor their own comprehension and then identify and resolve difficulties for themselves improves.</p> <p>Disadvantaged pupils can more easily access key assessments and terminal exams and answer questions appropriately</p>	<p>EEF High Impact Strategy +6 months. <a href="#">Click here for further evidence</a></p>	<p>5</p>	<p>1a 1c 1d</p>	<p>£24185.99</p>	
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		Implement reading subscription across all years	Disadvantaged pupils have a reading comprehension age in line with expectation. Any underperformance is identified early and the appropriate intervention put in place to support improvement		5		£915.77	
2. Targeted Support	Teaching Assistant interventions	HLTA/TA – Improve the effectiveness of provision so that Teaching Assistants can be effectively deployed to support the learning of SEN and disadvantaged students	Additional adults in the classroom work in complete alignment with the teacher. They enhance disadvantaged pupils' learning significantly and enable them to develop independence.	EEF Impact Strategy +4 months <a href="#">Click here for further information</a>	1	1a	£9246.32	
	Behaviour	Increase staff capacity within the Pastoral Support Team priority given to disadvantaged pupils	Positive attitudes to learning are evident in every lesson; in addition to a	EEF impact strategy +4 months	6	2a 2b 2c	£27,204.17	

<p>New leadership role to design and implement 'The Inclusive Curriculum Project' for pupils that struggle to access a traditional curriculum.</p>	<p>reduction in persistent negative behaviours</p> <p>Pupils engage positively in lessons and around school.</p> <p>Minimisation of serious single incidents</p> <p>Exclusions reduce.</p>	<p><a href="#">Click here for further information</a></p>	<p>6</p>			
<p>Provide a budget to reward positive pupil behaviour focussed on PP students</p>	<p>Pupils are incentivised to actively engage in academy life and demonstrate positive attitudes to learning</p>	<p>Education Endowment Foundation toolkit</p>	<p>6</p>	<p>2c</p>	<p>£1448.82</p>	

<p>Provide Counselling and Student Support</p>	<p>Pupils encountering social, emotional and/ or mental health issues have access to trained professionals to help raise self-esteem, aspiration and provide mechanisms to help them access lessons at all times and manage their social and emotional health and wellbeing</p> <p>Counsellors provide coping strategies for pupils to adopt in order to access all aspects of academy life</p>	<p>EEF impact strategy +4 months  <a href="#">Click here for further information</a></p>	<p>6</p>	<p>2b</p>	<p>£18974.50</p>	
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	Attendance	Reduce the percentage of disadvantaged pupils that are persistently absent	<p>Persistent absence reduces.</p> <p>Relationships between the academy, pupils and parents continue to develop.</p> <p>Consequently, all key stakeholders understand the implications of good attendance and are motivated to attend the academy.</p>	Education Endowment Foundation toolkit <a href="#">Click here for further information</a>	7	2a	£6647.62	
Wider strategies	Curriculum subsidy	Provide financial support for Disadvantaged pupils participating in educational trips, visits, clubs, music lessons and support for essential equipment	<p>All pupils have access to and attend educational trips, clubs and music lessons.</p> <p>Pupils that those encounter economic inequality are not disadvantaged and can access the provision made by the Academy.</p>		1	2c	£15,070	

	Primary transition	<p>Closer work with feeder primary schools to identify issues relating to Disadvantaged pupils earlier.</p> <p>Develop better links with potentially hard to reach families in order to ensure a smooth transition.</p>	<p>Positive relationships developed between school and pupils, and school and parents; pupils are more motivated and better behaved</p>		1	1a	£540.40	
					Total:		£226,583.68	

## 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.

Objective 1 – All teaching across all subjects is consistently good.

- **Progress indicators**

- Disadvantaged students outperformed their peers in Art, photography, Business Studies, English Language, Geography, Imedia, Science Trilogy, Construction. Overall gap (on or above track %) between Disadvantaged students and their peers is 2.4%
- Disadvantaged students in Imedia, Health and Social Care, Art, Photography and RE scored a positive Subject Progress Indicator
- Disadvantaged students in open bucket subjects performed better than disadvantaged subjects in other schools nationally
- 76% of lessons are planned effectively to meet the needs of all learners.
- 80% of lessons use effective AFL techniques.
- 73% of lessons observed adapt to meet the needs of all learners.
- 79% of lessons have high expectations.

- **Interventions**

- Student focussed planning
- CPD sessions focussing on
  - Adaptation
  - Scaffolding
  - Modelling
  - Checking for understanding
  - Cold calling
  - Probing questions
  - Say it again better
- Implementation of digital technology across all years
- Implementation of student passports
- Quality assurance cycles embedded into academic calendar.
- Curriculum Conferences focussing on the performance of Disadvantaged students.
- Personal learning checklists introduced to identify areas for development

Objective 2 – Improved attainment among disadvantaged pupils in mathematics at the end of key stage 4

- **Progress indicators**

- Increased percentage of students securing a grade 9-7.
- Increased percentage of students securing a grade 9-5.
- Increased percentage of students increasing a grade 9-4.
- Increased progress 8 score in Maths
- Attainment 8 gap between disadvantaged and non-disadvantaged students has reduced when compared against 2023 results and for the second year running.
- Progress 8 gap between disadvantaged and non-disadvantaged students has reduced when compared against 2023 exam results and for the second year running.

- **Interventions**
- Extra timetabled class in year 11
- Extra timetabled class during Enrichment for year 11
- Additional intervention sessions at:
  - Easter
  - May half term
  - Saturdays

Objective 3 – Improved attainment among disadvantaged pupils in English at the end of key stage 4

**Progress indicators**

- Increased percentage of students securing a grade 9-7
- Increased number of students securing a grade 9-5
- Increased number of students securing a grade 9-4
- Increased progress 8 score in English
- Attainment gap between disadvantaged and non-disadvantaged students has reduced when compared against 2023 results and for the second year running
- Progress 8 gap between disadvantaged and non-disadvantaged students has reduced when compared against 2023 exam results and for the second year running.
- Subject Progress Indicator has improved in English Language when compared against 2019, 2022 and 2023 exam results.
- Subject Progress Indicator gap in English Language has reduced when compared against 2019, 2022 and 2023 exam results.
- Subject Progress Indicator in English Literature has improved when compared against 2022 and 2023 exam results.
- Subject Progress Indicator gap in English literature has reduced when compared against 2022 and 2023 exam results.

• **Interventions**

- Extra teaching capacity during curriculum time to focus on PP intervention.
- 1 x period 6 added to timetable.
- Holiday intervention sessions to include
  - Easter
  - May half term
- Fully funded revision materials
- Fully funded copies of texts studied.
- Fully funded tickets for theatre trips to A Christmas Carol and Inspector calls

Objective 4 – Improved attainment among disadvantaged pupils in science at the end of key stage 4

**Progress indicators**

- Student attainment has improved when compared against 2022 and 2023 exam results.
- Attainment gap has reduced between 2022, 2023 and 2024 exam results.
- Science Value Added (VA) has improved when compared against 2022 and 2023 exam results.
- Science Value Added (VA) gap has reduced between 2022 – 2023 and 2023 – 2024 exam results.
- Subject Progress Indicator has reduced when compared against 2022 and 2023 exam results.
- Subject Progress Indicator gap has reduced when compared against 2022 and 2023 exam results.

• **Interventions**

- Appointment of Lead Practitioner to support improvements in quality first teaching.
- Increased capacity during curriculum time to focus on PP intervention.
- Masterclasses delivered by external provider.
- In school masterclass delivery
- Additional support for 7-9 delivered by Lead Practitioner and SET central team.
- Trips and visits CEIAG signposting students to career opportunities in science.

Objective 5 – Improved reading comprehension amongst disadvantaged pupils across all years

	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>

Tier 1	<ul style="list-style-type: none"> <li>• 33/42 improved</li> <li>• 26/42 improved</li> <li>• 7/42 improved in line with developmental age</li> <li>• 9/42 declined</li> </ul>	<ul style="list-style-type: none"> <li>• 33/43 improved</li> <li>• 21/43 improved</li> <li>• 12/43 improved in line with developmental age</li> <li>• 10/43 declined</li> </ul>	<ul style="list-style-type: none"> <li>• 37/40 improved</li> <li>• 21/40 improved</li> <li>• 16/40 improved in line with developmental age</li> <li>• 3/40 declined</li> </ul>	<ul style="list-style-type: none"> <li>• 36/40 improved</li> <li>• 21/40 improved</li> <li>• 15/40 improved in line with developmental age</li> <li>• 4/40 declined</li> </ul>
	<b><u>Phase 1</u></b>	<b><u>Phase 2</u></b>	<b><u>Phase 3</u></b>	
Tier 2	4/5, 6/6, 8/9, 0/1, 3/3	13/13, 9/10, 5/5, 5/5	1/1, 1/1, 1/1, 2/2	
Tier 3	1/2	2/2	3/3	

- **Progress Indicators**

- 139 out of 165 students have improved their reading ability at tier 1.
- 58 out of 62 students have improved their reading ability at tier 2.
- 6 out of 7 students have improved their reading ability at tier 3.

- **Interventions**

- Whole school reading assessments take place termly.
- Students are identified for the appropriate interventions to include:
  - Tier 1 whole class instruction
  - Tier 2 reading groups to improve fluency and accuracy.
  - Tier 3 one to one intensive support (25 minutes per day)
- Increased teaching capacity and curriculum time to add library lessons to the academy timetable.
- Read with your child events (June 23 and September 23)
- Book Buzz – all disadvantaged students received a free book to use in form and at home.
- Reading for pleasure during enrichment using myON
- Reading out loud in lessons
- SPARX reader
- Weekly Primary transition

- **Impact statement – Key headlines**

- Reading out loud in lessons – Students have been celebrated by their class teacher for reading out loud in lessons. 35 students were identified in term 1 and 47 have been highlighted in term 2.
- Enrichment reading for pleasure – 33/43 students involved improved their reading ability.

Objective 6 – To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils

- Standards of behaviour remain high across the academy

Objective 7 – To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. (Academic year 2023-24)

	<b><u>All</u></b>	<b><u>Year 7</u></b>	<b><u>Year 8</u></b>	<b><u>Year 9</u></b>	<b><u>Year 10</u></b>	<b><u>Year 11</u></b>
All	-0.6	93.4	89.7	88.7	89	88.6
T	87.3	92	83.9	85.8	89.6	84.6
F	91	93.8	92.3	89.7	88.8	90.7

Gap23	3.7	1.8	8.4	3.9	+0.8	5.4
Gap22	4.0		3.5	4.1	5.2	6.1
+/-						
V National	+2.0%	+2.7%	-1.4%	+2.1%	+6.2%	-0.2%

- **Progress indicators**

- Disadvantaged student attendance 2% above national average (23/24)
- Year group attendance is above national average in years 7,9,10. 2.7%, 2.1% and 6.2% respectively.
- Attendance gap has closed when compared to the same point last year in years 9,10,11.

- **Interventions**

- Form tutor support focussing 90%+
- Head of year interventions focus on 80%-90%
- SLT responsibility for students focus between 50%-80%
- Attendance lead focus on -50%
- Rewards for good attendance
- Appointment of in school attendance officer
- Subscription to VIP
- A\* Attendance