

Unsworth Academy - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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 2024-25

Detail	Data
School name	Unsworth Academy
Number of pupils in school	978
Proportion (%) of pupil premium eligible pupils	31.9 %
Date this statement was published	September 2024
Date this statement was updated	March 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr A Fair - Principal
Pupil premium lead	Hannah Isles - Assistant Principal
Academy Councillor / Trustee lead	Mr K Bardsley - Chair of Academy Councillors

Part A: Review of Outcomes in the previous academic year 2023/24

Funding overview 2023-24

Detail	Amount
Pupil premium funding allocation this academic year (including service pupil premium funding)	£ 280,345.00
Recovery premium funding allocation this academic year	£ 16,329.67
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	£ 296,674.67

Area	Impact
Teaching Budgeted Cost: £131,000	<ul style="list-style-type: none"> 2023/24 GCSE outcomes show that performance of PP cohort (-0.09) was almost in line with overall national average for all pupils (0.01). The gap that exists nationally was virtually eradicated at Unsworth in 2023/24. The narrative in the two previous academic years was slightly different. In 2021/22 and 2022/23 performance of Unsworth Academy PP cohorts was markedly better than national average for

	<p>PP cohorts. It was, however, short of the national average for all pupils. Over these two years, an approximation would be that the national gap was halved at Unsworth.</p> <ul style="list-style-type: none"> • In 2022/23 Progress 8 for Unsworth Academy PP cohort was -0.37 against PP national average of -0.57 and against all national average of -0.03. • In 2021/22 Progress 8 for Unsworth Academy PP cohort for all subjects studied was -0.18 against PP national average of -0.55 and against all national average of -0.01. • The overall Quality of Education for all year groups continued to improve in 2023/24. Self-assessment, verified by external Shaw Education Trust scrutiny, found that the proportion of Good to Outstanding provision increased. • Standards of literacy and numeracy improved across all year groups, for both disadvantaged and non-disadvantaged cohorts. • For a second successive year, all students were provided with iPads which particularly removed barriers to learning for disadvantaged learners. • All PP learners at Key Stage 4, were provided with subject revision guides. As well as Year 11 PP learners making good progress in final exams, Year 10 PP learners are now in a good position to thrive in their final year. • The quality of reading instruction across the curriculum improved significantly. This improvement was led by our English Lead Practitioner who delivered impactful CPD to all departments. • Near 100% completion of Gatsby Benchmarks for PP learners. • Destination data for 2022-23, 99.4% of the whole cohort are in EET, with 100% of PP in EET.
<p>Targeted Academic Support Budget total: £66,000</p>	<ul style="list-style-type: none"> • PP learners benefitted from Period 6 (after-school) provision and holiday classes at Easter and May Half Terms. • Heads of Progress supported disadvantaged learners in a multitude of ways. One of the most impactful was the Y11 mentoring cohort. • Teachers across the curriculum had a particular PP focus whilst implementing wave 1, 2 and 3 interventions to boost achievement.
<p>Wider Strategies Budgeted Cost: £99,674.67</p>	<ul style="list-style-type: none"> • In 2023/24 attendance of our PP cohort was 88.3% Against a national PP average of 86.2%. • Whilst significantly higher on a like-for-like basis, this rate of attendance was markedly lower than national average for all pupils of 90.8%. • This built on two similar previous years in 2022/23 and 2021/22, when national average was surpassed on a cohort like-for-like basis but fell short of national average for all pupils.

	<ul style="list-style-type: none"> • The number of PP learners whose cultural capital was boosted through curriculum enhancement in 2023/24 increased. • Our tracking system demonstrated that in 2023/24 85.8% of our PP cohort accessed nine or more enrichment activities. This was up from 62.9% of PP cohort in 2022/23. These figures are in-line with enrichment participation totals for non-disadvantaged cohorts.
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Part B: Pupil Premium Strategy 2024-25

Funding overview 2024-25

Detail	Amount
Pupil premium funding allocation this academic year (including service pupil premium funding)	£ 296,589
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	£ 296,589

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve excellent educational outcomes across the curriculum. Furthermore, we seek to instill our academy values; be excellent, be organised, be resilient, be kind, be inclusive and be moral.

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. 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, such as literacy and numeracy. 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.

Whilst pandemic recovery is still a focus for pupils whose education was compromised, we also lay significance on supporting disadvantaged families during the cost-of-living crisis and to remove the digital divide between the disadvantaged and non-disadvantaged.

Within our strategy we aim to provide a wide range of diverse cultural experiences, to enable learner's education to be holistic and ensure that they become well rounded members of the community.

Our approach will be responsive to common challenges and individual needs. 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 intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges:

There are 5 categories that we have identified as challenges to our disadvantaged learners.

They are:

Financial - disadvantaged students living in poverty and the impact this has on their resourcing and access

Literacy and Numeracy – Standards of literacy and numeracy of disadvantaged students are below that of non-disadvantaged students

Aspiration – Our disadvantaged students can lack aspiration and can come from families with a lack of academic background

Attendance – Our disadvantaged cohort attendance is below that of non-disadvantaged – this impacts their education negatively

Behaviour – The behaviour incidents involving our disadvantaged students are more numerous than for non-disadvantaged students

Challenge 1: Financial - disadvantaged students living in poverty and the impact this has on their resourcing and access.

Context specific detail:	Universal actions:	PP specific actions:
<ul style="list-style-type: none">- Higher cost of living has made uniform unaffordable for some families, along with the standard school equipment.- Funding can be a barrier to expanding cultural capital e.g. accessing trips abroad.	<ul style="list-style-type: none">- Form tutors have an allocation of equipment they can distribute to students that are lacking equipment- iPADS provided to all students to enable them to access learning at home- Improving our digital strategy so that learning is accessible to all- Revision guides provided to all students	<ul style="list-style-type: none">- School has a uniform bank where PP students access uniform, equipment, coats, shoes etc.- PP learners given calculators- School committed to contributing one 'installment' towards a trip abroad for PP students- PP student trips – paid for using PP money e.g. coach etc- Survey to identify students lacking WIFI at home – intervention to address this- Pastoral managers know their PP learners well and work hard to signpost parents/carers to support if needed- Classroom teachers have an awareness of disadvantaged learners in their classroom (see seating plans) and the potential implications/adaptations needed for learning.- Contingency funding e.g. to provide transport home for PP learners from Period 6

		<ul style="list-style-type: none"> - The Brick charity – links formed to support PP learners and provide essentials - Food hampers/care packages distributed to disadvantaged families - Peripatetic music lessons facilitated by Bury Music Service (currently 11 PP students accessing this)
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Challenge 2: Literacy and Numeracy – Standards of literacy and numeracy of disadvantaged students are below that of non-disadvantaged students

<u>Context specific detail:</u>	<u>Universal actions:</u>	<u>PP specific actions:</u>
<ul style="list-style-type: none"> - Students start at Unsworth with PP student Reading ages below non-PP students - Students start at Unsworth with PP student Maths baseline assessments below non-PP students - The progress of disadvantaged learners in English and Maths at KS4 is below that of the non- disadvantaged 	<ul style="list-style-type: none"> - Ensure that teaching and learning prioritises disadvantaged students. (Seating plans include details of PP/SEND students and pupil passports) - PLC/Friday briefings include focus on adaptive teaching strategies to address progress of disadvantaged students and further progress. - Sparx reader – time allocated each week to encourage reading for pleasure - 5-a-day strategies are now starting to be embedded within lessons - Improving whole school literacy, with weekly designated Bedrock lessons in Year 7 & 8, and a fortnightly literacy lesson for Year 9. - Reading age tests 3 times per academic year - Whole school reading strategies embedding into T&L with support from LP - Whole school numeracy training for staff on use of venn diagrams to sort information (across different subjects and the use of ratio tables). - Department Deep Dives used to QA whole school literacy and numeracy strategies. - FLM meetings with middle leaders in English and Maths 	<ul style="list-style-type: none"> - Sparx data helps senior leaders to identify PP students that are not accessing Reader/Maths and intervene - SENDing pupils soaring project – aimed at disadvantaged students in supporting their learning using a toolkit of 5 key principles (scaffolding, explicit instruction, use of technology, cognitive and metacognitive approaches, flexible grouping) - Specific PP PLC session led in the hall, identifying current year 11 students with most concerning data. Shared ideas on how to engage these students and strategies that work best. - English and Maths match meetings, specific actions identified by class teachers for support in improving PP students achieving grade 4 or grade 5 - FLM meetings with middle leaders in English and Maths – regular PP book scrutiny to ensure that disadvantaged student work ‘matches’ that of non-disadvantaged - Year 11 - Aiming for a grade 4, 5, 7 and 9 groups in English (PP specific) - PP specific messages to PP families re Period 6

– Read,Write,Inc. Intervention groups

Challenge 3: Aspiration – Our disadvantaged students can lack aspiration and can come from families with a lack of academic background

<u>Context specific detail:</u>	<u>Universal actions:</u>	<u>PP specific actions:</u>
<ul style="list-style-type: none"> - Evidence shows that disadvantaged learners are more likely to come from families who have little or no experience of higher education. Consequently, accessing level 4-6 qualifications can be seen to be an unrealistic goal. Hence disadvantaged learners often need extra support to make them fully aware of their options, as part of the CEIAG programme. 	<ul style="list-style-type: none"> - Colleagues come into school to promote different courses to students from different colleges - Year 10/11 trips to Bury college for ‘taster days’ - One week work experience placement - Significant increase in money spent on packages like Sparx Maths, Science, Reader and new digital packages like GCSEpod. Digital packages such as socrative are used to check for understanding - Heads of Progress provide support to all learners across their year group, including support with careers advice and academic performance - Dedicated careers colleague provides information and direction related to specific careers. - CEIAG co-ordinator – responsible for careers and facilitating a week of work experience for year 10 students - Period 6 – students can receive an additional 1 hour study a after school each evening with teachers - When students choose their options in year 9, there are several opportunities for students to learn about the different choices available. Blocks of subjects are decided so that minimal clashes occur (meaning most students get their choices) - Options at KS4 include more vocational subjects e.g. Constuction 	<ul style="list-style-type: none"> - Careers officer prioritises meeting with disadvantaged students - Specific PP trips to college to target key students - Specific trips for PP students (e.g. Haydock, Styal Mill - Heads of Progress mentor disadvantaged students and help signpost them to careers events and monitor their academic performance - Disadvantaged attendance at Period 6 lessons is closely monitored and students encouraged to attend (parental contact etc) - Trips to Oxford University for PP students - Link made with Digital Inclusion Network/North Manchester Community Partnership to provide low-income families with access to digital training/support with employment - PMs and HOPs prioritise support to disadvantaged learners during the options process to ensure that they are making well informed decisions - Enrichment tracker monitors PP attendance closely - Links with GM higher – career opportunities and mentoring for PP students - PP students prioritised for work experience places

	<ul style="list-style-type: none"> - Raising career aspirations for whole cohort of Y10 through the JD career experience - Reference to careers in subject areas/specific lessons (Science has this particularly well embedded) 	
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Challenge 4: Attendance – Our disadvantaged cohort attendance is below that of non-disadvantaged – this impacts their education negatively

<u>Context specific detail:</u>	<u>Universal actions:</u>	<u>PP specific actions:</u>
<ul style="list-style-type: none"> - Attendance of disadvantaged learners is below that of the non-disadvantaged learners, and this is impacting on the progress of the disadvantaged. 	<ul style="list-style-type: none"> - Drive to improve attendance, led by Deputy Principal, Assistant Principal, Pastoral managers and Attendance officers - Recruitment of additional attendance officer in 2023 continues to have positive impact on attendance - Both attendance officers are ESBA and ACE trained - Various support programmes available to students to support their attendance to school (Hummingbird, Lift-off, My Happy Mind, Bloom, ASDAN) - MHST, NSPCC, Bury Youth mentoring scheme all support learners at our academy - Pastoral team trained in suicide prevention and bereavement counselling to support learners with poor mental health 	<ul style="list-style-type: none"> - Attendance officer prioritises resolving attendance issues of PP students. (Prioritised first day calling, home visits) - Parents/carers of disadvantaged students are contacted prior to parents evening to make appointments and encourage attendance. - Disadvantaged students are prioritised in attending interventions such as Hummingbird. - Disadvantaged student attendance to exams a priority, Pastoral team pre-plan this support and communicate home to ensure no disadvantage in accessing their GCSE exams - Disadvantaged attendance at enrichment activities tracked and monitored closely. PP students encouraged to attend enrichment as a priority. - Disadvantaged learners will be given priority for attendance interviews (barriers identified e.g. uniform, transport etc) - Short term rewards to improve attendance

Challenge 5: Behaviour – The behaviour incidents involving our disadvantaged students are more numerous than for non-disadvantaged students

<u>Context specific detail:</u>	<u>Universal actions:</u>	<u>PP specific actions:</u>
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<ul style="list-style-type: none"> - Significant rise in learners of all ages with social, emotional, and mental health (SEMH) needs post pandemic. Services available have diminished or waiting times have increased exponentially. This impacts on behaviour and learning. 	<ul style="list-style-type: none"> - As a school, we operate a 'restorative practice' approach to resolving any behavioural issues - Pastoral managers take a lead on Restorative Practice approach and have received training in this - Trauma informed practitioner employed by Unsworth Academy (FTE) - Year 11 mentoring – after year 10 end of year exams, a cohort of year 11 students are identified to be supported in school by allocated mentors. - Student leadership (e.g. school council – students empowered to challenge ideas etc) 	<ul style="list-style-type: none"> - Trauma informed practitioner prioritises meeting disadvantaged students where appropriate – this impacts positively on behaviour and engagement - Brad Walker – mentoring sessions with disaffected students (PP) - Volunteer counsellors - PP students prioritised when allocating mentors - MHST and councilors work with students (4 days a week) - Disadvantaged students prioritised for engagement with projects like Hummingbird. - GM Higher – mentoring for PP students
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Intended outcomes

This explains the outcomes we are aiming for **by the end of 2024/25**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved progress amongst disadvantaged learners across the curriculum at the end of KS4, with a focus on Maths and English. (Challenge 2)</p>	<ul style="list-style-type: none"> • Improved Progress 8 scores* for PP cohort • This to include overall P8* as well as P8* scores in English and Maths • The above scores to be significantly better than national average for PP cohorts and closing in on overall national average for all pupils. <p>(* P8 scores generated using CAT4 tests in the absence of KS2 SATs)</p>

<p>To achieve and sustain improved attendance for all learners, particularly our disadvantaged learners. Also, to engage all parents/carers, especially the hard-to-reach families, to help them to support their child's learning. (Challenge 4)</p>	<ul style="list-style-type: none"> • Improved rates of attendance for PP cohort. • Attendance rates to be significantly better than national average for PP cohorts and closing in on national average for all pupils.
<p>To remove barriers to learning for the disadvantaged, including uniform, equipment, access to school trips, digital divide, CEIAG opportunities, etc. Ensuring all learners have high aspirations and have increased their cultural capital. (Challenge 1)</p>	<ul style="list-style-type: none"> • PP have the necessary financial support and encouragement to access any extra-curricular activities, enrichment, uniform, and equipment. • All learners to have an i-Pad and be trained on how to enhance their learning using them. • PP learners will access a high quality CEIAG programme and have first access to one-to-one support. • Significant increase in participation in extracurricular and enrichment activities, particularly for the PP.
<p>To improve the Literacy & Numeracy of all learners with a focus on disadvantaged and EAL cohorts. (Challenge 2)</p>	<ul style="list-style-type: none"> • Embedding the whole school reading strategy, using SPARX reading programme. For those learners with a reading age of 2 or more years below their chronological age, additional intervention is put in place. For those joining in Year 7, by the end of year 9, learners are to have a reading age at or above their chronological age. • Literacy lead teachers to work with departments to develop whole school strategies to improve literacy. • Numeracy lead teacher to develop bespoke numeracy strategies with individual departments, linking to the Maths curriculum. • Evaluate the progress of all learners with numeracy using Maths SPARX programme.

<p>Identify and support learners of all ages with SEMH needs, with the goal of sustained improved wellbeing for all pupils, including those who are disadvantaged. (Challenge 4 and 5)</p>	<ul style="list-style-type: none"> • All learners with SEMH needs are supported, either in school or externally. • High levels of wellbeing for all learners, which can be measured by student voice. • Improved levels of resilience and self-regulatory behaviour as a result of the personal development curriculum. • Significant reduction in suspensions.
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Activity in this academic year 2024-25

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 131,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in the Maths and English teaching teams to incorporate a literacy lead teacher and a numeracy lead teacher, for improving whole school literacy and numeracy.</p>	<p>Literacy and numeracy lead teachers to work with each department, developing consistent approaches across school, where appropriate.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>2, 3</p>
<p>Weekly form time session on SPARX reader, tracking reading engagement and progress.</p>	<p>Bedrock will closely track the reading age of learners, along with 'Literacy assessment Online', which helps identify those who need more support.</p>	<p>2, 3</p>

<p>Testing reading age three times a year using 'Literacy Assessment Online'.</p> <p>Improving whole school literacy, with weekly designated Bedrock lessons in Year 7 & 8, and a fortnightly literacy lesson for Year 9.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Closing the Reading gap by Alex Quigley provides some helpful principle that can guide our actions. https://www.theconfidentteacher.com/category/closing-the-reading-gap/</p>	<p>2</p>
<p>Year 7 & 8 – Small group reading taking place during form time.</p>	<p>There are also small reading groups which take place in form time, three times a week, targeting learners with a reading age below 9.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small</p>	<p>2, 3, 4</p>
<p>We continue to embed our 10 concepts of teaching and learning across all curriculum areas. This academic year there will be a specific focus on developing adaptive teaching strategies through the delivery of our bespoke staff PLC. In conjunction with SET, our SENCO and Teaching and Learning Lead are leading 'SENDing Pupils Soaring' – an EEF initiative to improve outcomes for</p>	<p>Enhancing staff pedagogy will enhance the options when planning lessons, enabling them to be adapted to learners specific learning styles.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-</p>	<p>2, 3, 4, 5</p>

<p>SEND learners through 5 key strategies (Scaffolding, Metacognitive and Cognitive strategies, Explicit Instruction, Use of Technology and Flexible Grouping.) Colleagues will access several training sessions during twilights. On Friday mornings, colleagues will share good practice in relation to these five areas.</p>	<p><u>development&utm_medium=search&utm_campaign=site_search&search_term=effective</u></p>	
<p>Departmental Deep Dives take place across all departments in the first term. Ensuring the quality of teaching and learning is good or better.</p>	<p>Robust cycle of observations, work trawls, student voice, curriculum planning and review of outcomes help identify areas of strengths and formulate areas for development.</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</u></p>	<p>2, 3, 4, 5</p>
<p>Implementation of the digital strategy</p>	<p>All staff and learners have i-Pads, with staff training focussed on enhance their teaching and learning. All learners benefit from this, and have instant access to electronic resources, both in and out of school.</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_search&search_term=dig</u></p>	<p>1, 2, 3</p>

<p>CEAIG co-ordinator oversees the Careers Strategy, raising learners' aspirations, with an added focus on delivering Year 10 work experience.</p>	<p>The careers programme continues to raise aspirations. Also, Year 10 to complete one full week of work experience.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>Use compass + to audit the careers provision against the Gatsby Benchmarks.</p> <p>https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</p>	<p>3, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 66,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Five Heads of Progress, one for each year group mentor disadvantaged learners who experience barriers to their learning and need additional support. Also, a targeted Year 11 mentoring cohort, using most recent progress data.</p>	<p>Knowing your disadvantaged cohort from day one, enables barriers to be removed, build confidence, and raise aspirations.</p> <p>Teaching and support staff mentor year 11 learners who are underperforming.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1, 4, 5</p>

<p>After school classes run for Year 11 (called period 6) in all GCSE subjects to support them during their final year.</p> <p>GM Higher/ Emotional Wellbeing Support starting autumn term 2024.</p>	<p>Teaching staff run extra classes after school which are used to support learners when approaching their mock and finally the summer exams.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2, 3, 4, 5</p>
<p>Revision Classes take place over the school holidays prior to the summer GCSE exams.</p>	<p>A part of the recovery programme lessons are run during the holidays for all learners who wish to engage, based around exam preparation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £ 99,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>A drive to improve attendance, especially the disadvantaged. Led by the pastoral team, comprising of a Deputy Principal, Assistant Principal, Pastoral Managers and Attendance Officers.</p> <p>Key focus to contact all parents prior to parents evening to make appointments, encouraging all to attend.</p> <p>Both attendance officers trained in ESBA and ACE.</p>	<p>Targeted attendance strategies used to improve attendance, which has been especially challenging post pandemic.</p> <p><u>Working together to improve school attendance (publishing.service.gov.uk)</u></p> <p>The pastoral team will strive to engage all parents/carers, especially the hard-to-reach families, to help the parents to support their child's academic learning.</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</u></p>	<p>4</p> <p>3, 4, 5</p>
<p>Various support programmes are available to learners with SEMH, staying safe, etc, e.g.</p> <p>Year 7 – Hummingbird, My Happy Mind, ASDAN Lift-off</p> <p>Year 8 – Be Safe, My Mind Coach</p> <p>Year 11 - Bloom (in house)</p> <p>Four councillors from Bury College support our learners with one-to-one sessions – 4 days in total per week.</p> <p>MHST worker from Bury LA for two days per week.</p>	<p>Intervention and support for learners, with social and emotional issues address important issues. A variety of programmes/services available PP learners as a priority.</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</u></p>	<p>4, 5</p>

<p>NSPCC Mental Health & Well Being Mentoring Scheme, allowing 20 referrals at one time.</p> <p>Bury Youth Support Mentoring Scheme.</p> <p>Pastoral Staff fully trained in suicide prevention and bereavement counselling.</p>		
<p>Restorative practice is now embedded.</p>	<p>All staff are trained to regulate learner behaviour and emotions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>4, 5</p>
<p>Increasing the cultural capital of the disadvantaged</p>	<p>Promote the wide-ranging enrichment to all learners, especially the PP, to widen their cultural capital.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>1, 3</p>
<p>Hardship/disadvantaged funding</p>	<p>Funding to support with the purchase of school equipment, uniform, revision guides, payment for school trips, and other costs that support our PP learners.</p>	<p>1</p>
<p>Contingency Funds for arising issues.</p>	<p>Based on our experience over the past 18 months, funds need to be set aside to respond to unforeseen issues that arise. These funds will enable a quick and effective response to be implemented. For example, funding transport to enable learners to attend after school period 6 lessons, who have no</p>	<p>1, 2, 3, 4,</p>

	other way of getting home, other than the school bus, which leaves at 3.15pm.	
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Budget Summary

Teaching £ 131,000

Targeted academic Support £ 66,000

Wider strategies £ 99,589

Total budgeted cost: £ 296,589

Externally provided programmes

Programme	Provider
Hummingbird	MedEquip4kids
Be Safe	Bury Authority
Empathy & Migration – Red Cross Workshops	Red Cross
Bloom	Run by trained in house staff at Unsworth Academy
Trainee Mental Health Councillors	Bury College
Space to Be	Rob Faulkner
My Happy Mind	My Happy Mind – NHS approved
ASDAN Lift Off	ASDAN
Aim Higher Mentoring/Emotional Wellbeing Support	GM Higher/ADAB – Connecting Communities
NSPCC Mental Health & Well Being Mentoring Scheme	NSPCC

Service Pupil Premium Funding

Measure	Details
How did you spend your services pupil premium allocation last academic year?	In this academic year there are four service children. The extra funding is added to the PP budget. The areas of expenditure are the same as outlined earlier in this strategy.
What was the impact of that spending on service pupil premium eligible pupils?	With only a very small number of service children attending, the impact is measured along with all the other PP learners.