

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 2025-26

Detail	Data
School name	Unsworth Academy
Number of pupils in school	966
Proportion (%) of pupil premium eligible pupils	32.3 %
Date this statement was published	October 2025
Date this statement was updated	N/A
Date on which it will be reviewed	September 2026
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 2024/25

Funding overview 2024-25

Detail	Amount
Pupil premium funding allocation last academic year (2024-25) (including service pupil premium funding)	£ 296,589.00
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year (2024-2025) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£296, 589.00

Area	Impact
Teaching Budgeted Cost: £130,962.17	<ul style="list-style-type: none"> Data used to measure outcomes for this year was based on attainment rather than progress. 2024/25 GCSE outcomes show that performance of PP cohort based on attainment was an improvement on the previous year (improved from an average Attainment 8 score of 36.64 to 38.28). As a cohort with a similar starting point to the previous year 11 cohort, this would have given us a positive progress 8 score.

- The previous year, the Unsworth progress figure for PP (-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. In 2021/22 and 2022/23 performance of Unsworth Academy PP cohorts was markedly better than national average for 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.
- 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 quality of education across the school continued to improve. Ofsted visited in April 2025 and noted how ***'Pupils rise to the extremely high expectations that the school has for their achievement. Those pupils with special educational needs and/or disabilities (SEND) receive the guidance that they need to succeed. Pupils including those who are disadvantaged, achieve extremely well'***.
- Standards of literacy and numeracy improved across all year groups, for both disadvantaged and non-disadvantaged cohorts. Lead practitioners regularly shared strategies to identify and improve quality-first teaching linked to phonics and literacy and teaching consistent methods in mathematics.
- For a third 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 years.
- The quality of reading provision across the curriculum improved significantly. This improvement was led by our English Lead Practitioner who delivered impactful CPD to all departments. As a school, students use Sparx Reader to access reading material tailored to their ability.
- Near 100% completion of Gatsby Benchmarks for PP learners.
- Destination data for 2023 -24 is yet to be published.
- 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: £65,980.94</p>	<ul style="list-style-type: none"> • PP learners benefited 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 where the majority of students were PP learners. • Teachers across the curriculum had a particular PP focus whilst implementing wave 1, 2 and 3 interventions to boost achievement. Wave three interventions included bespoke reading groups, utilising 'Lexonic' packages (and training for colleagues delivering). • Seating plans identified PP students and were regularly updated to reflect impactful strategies. • CPD training included a specific session on sharing impactful strategies with our year 11 PP learners.
<p>Wider Strategies Budgeted Cost: £99,645.89</p>	<ul style="list-style-type: none"> • In 2024/25 attendance of our PP cohort was 89.84% Against a national PP average of 89.4% • Whilst higher on a like-for-like basis, this rate of attendance was markedly lower than national average for all pupils of 91.4% Pupil attendance in schools, Week 29 2025 - Explore education statistics - GOV.UK • The number of PP learners whose cultural capital was boosted through curriculum enhancement in 2024/25 increased. • Our tracking system demonstrated that during 2024/25, 66.9% of our PP cohort accessed nine or more enrichment activities. This was higher than our whole school figure of 65.4% • During 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. • We also led PP specific trips for our PP students (e.g. Haydock race course, Styal Mill) and contributed financially towards overseas trips for PP learners (e.g. Barcelona and skiing).

Part B: Pupil Premium Strategy 2025-26

Funding overview 2025-26

Detail	Amount
Pupil premium funding allocation this academic year (including service pupil premium funding)	£326,350.00
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	£326,350.00

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.

As an academy, we realise our important role in supporting disadvantaged families during the cost-of-living crisis and to remove the digital divide between the disadvantaged and non-disadvantaged students.

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.

<u>Context specific detail:</u>	<u>Universal actions:</u>	<u>PP specific actions:</u>
<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 - 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 13 PP students accessing this)

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 various whole school priorities. These include adaptive teaching strategies, TLAC strategies e.g. ‘the use of powerful language’. - 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 - Intervention groups created (using reading age data) in the learning hub to support development of reading – Lexonic Leap, for example. - Colleagues have received training to deliver Lexonic Leap effectively - Whole school reading strategies continue to be embedded into T&L - Whole school numeracy training for staff on use of venn diagrams to sort information (across different subjects) and the transferable use of ratio tables - Curriculum development Cycle (led by middle leaders) used, in part, to QA whole school literacy and numeracy strategies. - FLM meetings with middle leaders in English and Maths - Year 11 EnMa meetings to identify key students and provide appropriate interventions 	<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 enters its second year – 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. - EnMa meetings - specific actions identified by class teachers for support in improving PP students achieving grade 4 or grade 5 and PP students prioritised to receive form time intervention with Lead practitioners/SLT - 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 Maths and English intervention prioritises PP students - Axiom maths resources and ‘Debate Mate’ in English will be used with our high-achieving PP Maths and English students in year 7 as an enrichment opportunity, but also to help ensure continued progress throughout the year and into year 8 and beyond.

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

Context specific detail:	Universal actions:	PP specific actions:
<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 – this includes looking at different types of qualifications (A-levels, T-Levels, BTEC, Apprenticeships) - Year 10/11 trips to Bury college and Holy Cross for ‘taster days’ - One week work experience placement - Significant increase in money spent on packages like Sparx Maths, Science, Reader and newer 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 external careers advisor provides information and direction related to specific careers. - Student meetings with Connexions to provide learners at risk of NEET with additional support/guidance. - CEIAG co-ordinator (on SLT) and separate administrator – responsible for developing student careers knowledge and facilitating a week of work experience for year 10 students - Period 6 – students can receive an additional 1-hour study a after school every Tuesday, Wednesday and Thursday evening with teachers – developed this year into masterclass format 	<ul style="list-style-type: none"> - Our external 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 - Decile ranking system used at KS3 to measure progress against student starting point – particular emphasis on PP cohort - 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

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| | <ul style="list-style-type: none">- 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. Other more vocational qualifications are being considered (e.g. health and social care)- Raising career aspirations for whole cohort of Y10 through Enterprise Day (Adam Corbally) and 'raising aspirations' assemblies.- Regular reference to careers in subject areas/specific lessons (Science has this particularly well embedded)- Careers now has a dedicated Careers Administrator to support SLT Careers Lead- Careers drop down sessions (3 per year)- Each year group will have a careers focus for the year:<ul style="list-style-type: none">- Year 7: Developing your skills- Year 8: School vs Work- Year 9: Personal Qualities and Jobs- Year 10: World of Work- Year 11: Post 16 pathways | |
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Challenge 4: Attendance – Our disadvantaged cohort attendance is below that of non-disadvantaged – this impacts their education negatively

Context specific detail:	Universal actions:	PP specific actions:
<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>
<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 - Prefects have received external training to support younger students in helping restore friendships - Trauma informed practitioner employed by Unsworth Academy (FTE) - Year 11 mentoring – following the year 10 end of year exams, a cohort of year 11 students are identified to be supported in school by allocated mentors. Parents are contacted to triangulate support - Student leadership (e.g. school council – students empowered to challenge ideas etc) - Assemblies for years 7-10 with Adam Corbally – focus on his story and how he turned his behaviour around to be successful. 	<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.

Intended outcomes

This explains the outcomes we are aiming for **by the end of 2025/26**, 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, specifically in Maths and English. (Challenge 2)</p>	<ul style="list-style-type: none"> • Improved Attainment 8 scores for PP cohort • This to include overall A8 as well as A8 scores in English and Maths specifically • The above scores to be significantly better than national average for PP cohorts and closing in on overall national average for all pupils. <p>(Attainment data is being used due to lack of progress data/no prior attainment data from KS2)</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. • Students identified at risk of NEET will have an additional meeting with Connexions and be prioritised for careers appointments.

	<ul style="list-style-type: none"> • Significant increase in participation in extracurricular and enrichment activities, particularly for the PP cohort, including financial support where there is an identified need.
<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 (Lexonic Leap) • Training will be accessed by key practitioners to facilitate this intervention effectively. • Provision Mapping will be used to monitor and track intervention strategies and impact. • 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. • Development of enrichment activities, specifically aimed at PP learners in Maths and English (with the support of our Prefect Scholars) - Axiom maths sessions in Maths and Debate Mate in English

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)

- All learners with SEMH needs are supported, either in school or externally.
- Monitor, track and evaluate impact of interventions. (Use of provision mapping tools)
- 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.

Activity in this academic year 2025-26

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: £144,103.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued investment in the Maths and English teaching teams to incorporate a literacy lead practitioner and a numeracy lead practitioner, 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. Year 11 students will access form time revision resources linked to English and Mathematics. 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. (Years 7-10)</p>	<p>Bedrock will closely track the reading age of learners, along with TES 'Reading 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2</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>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>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, 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 continued focus on developing adaptive teaching strategies through the delivery of our bespoke staff PLC and continued involvement in the SET ‘SENDing Pupils Soaring’ project – an EEF initiative to improve outcomes for SEND learners through 5 key strategies (Scaffolding, Metacognitive and Cognitive strategies, Explicit Instruction, Use of Technology and Flexible Grouping.)</p> <p>On Friday mornings, colleagues will share good practice in relation to</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-development&utm_medium=search&utm_campaign=site_search&search_term=effective</p>	<p>2, 3, 4, 5</p>

<p>these five areas and also other areas of research such as the Teach like a Champion initiatives.</p>	<p>TLAC Online Teach Like a Champion</p>	
<p>Our deep Dive process has been replaced with our Curriculum Development Cycle as a means of Quality Assuring our T&L across the academy. 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</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 focused on enhancing their teaching and learning. All learners benefit from this, and have instant access to electronic resources, both in and out of school.</p> <p>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</p>	<p>1, 2, 3</p>
<p>CEAIG co-ordinator (SLT) and Careers Administrator oversee the Careers Strategy, raising learners' aspirations, with a specific 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>3, 4</p>

	https://www.gatsby.org.uk/education/focus-areas/good-career-guidance	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 72,601.75

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. Year 7-9 use a decile ranking system to identify students not making expected progress. 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. 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 GCSE subjects to support them during their final year. The initial round of period 6 will focus on Maths and English</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: £ 109,644.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>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>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>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>Year 11 prefects have also received RP training.</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 other way of getting home, other than the school bus, which leaves at 3.15pm.</p>	<p>1, 2, 3, 4,</p>

Budget Summary

Teaching £144,103.47

Targeted academic Support £72,601.75

Wider strategies £109,644.78

Total budgeted cost: £326,350.00

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 three 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.