

Wellfield Academy Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Wellfield Academy
Number of pupils in school	490
Proportion (%) of pupil premium eligible pupils	35% (171)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021-August 2024
Date this statement was published	Revised September 2023
Date on which it will be reviewed	1 st September 2024
Statement authorised by	Mr Jamie Lewis
Pupil premium lead	Mrs Laura Park
Governor / Trustee lead	Mrs Helen Dicker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,463
Recovery premium funding allocation this academic year	£20,217
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£174,680

Part A: Pupil premium strategy plan

Statement of intent

Wellfield Academy aims to ensure that our disadvantaged students leave our school equipped with the skills, attitudes and qualifications to enable them to make the best choices and have all the opportunities to succeed in life. To contribute positively to society, go on to further and higher education, employment and training and to aspire to be their best.

For our Pupil Premium Strategy, we align our actions and approaches to the Education Endowment Fund's guide to Pupil Premium which aims to help schools maximise the impact of the grant. On this basis, our Pupil Premium spend uses the EEF tiered approach to improving outcomes for disadvantaged students.

These are 1 – High Quality Teaching, 2 - Targeted Academic Support and 3 - Wider Strategies. The EEF stress that many strategies will overlap and that balance between categories will vary year on year.

The key driver of our strategy is to ensure that high quality teaching is available to all and is central to many of our approaches.

Our approaches will:

- ensure that any support required will be identified early and implemented clearly, by working collaboratively and in partnership with stakeholders
- be based on diagnostic assessment of data and need, not assumption about the impact of disadvantage
- ensure every child has the opportunity to succeed and thrive at Wellfield Academy regardless of starting point, background or the challenges they may encounter (be they at home, school, physical, mental or academic).
- Personal Development will play an integral part of 'what we do' as a school community. We want our students to become proactive responsible citizens and be able to pursue careers they are passionate about and live healthy, secure, happy and fulfilled lives.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students are disproportionately affected when the quality of teaching is not deemed to be good. Therefore, quality first teaching is the main focus to ensure accelerated progress for disadvantaged students.

2	A proportion of students enter secondary school below chronological reading age expectations and as such are unable to access parts of the curriculum without intervention and support.
3	Persistent absenteeism of disadvantaged students remains above that of non-disadvantaged students.
4	Student learning habits have been affected by the periods of remote learning and disadvantaged students have been disproportionately affected.
5	Disadvantaged students have sometimes had lower aspirations regarding going on to appropriate post 16 courses at further and higher education.
6	Parental engagement of disadvantaged students with school is sometimes lower than non-disadvantaged students
7	The availability of resources [and finance] available for supporting school, learning and enrichment experiences for disadvantaged students means that they can be disproportionately impacted when compared to their peers.
8	The proportion of disadvantaged students with SEMH concerns, including self-esteem and self-confidence, is larger than that of their non-disadvantaged peers

Intended outcomes

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

Intended outcome	Success criteria
To close the attainment gap between disadvantaged pupils and their non-disadvantaged peers at Key Stage 4	<p>Diagnostic analysis of internal data shows that gaps in knowledge are closing and that disadvantaged attainment is moving towards that of their non-disadvantaged peers.</p> <p>GCSE data shows that the attainment gap is narrowing, and that all student's attainment is in line with that of their non-disadvantaged peers.</p>
To address students with lower than chronological reading ages	Following Year 7 benchmarking, there will be evidence of improvement in reading ages.
To increase attendance of disadvantaged students	The attendance of disadvantaged students broadly matches the attendance of their non-disadvantaged peers, or the attendance gap is measurably reducing.

To increase disadvantaged students' engagement in school life and aspirations

Increase the percentage of parents accessing support and engaging with school in regular constructive/supportive contact with school, including accessing ClassCharts and support systems, for example.

Ensure that disadvantaged students are supported in accessing extra-curricular opportunities.

Increase the percentage of disadvantaged students accessing aspirational and appropriate post 16 education.

Curriculum content is reviewed to ensure it supports maximising the engagement of disadvantaged students.

To expose disadvantaged students to a wider range of employment opportunities and employer encounters.

Monitor homework and curriculum access to ensure disadvantaged students are completing tasks and are making appropriate progress from their starting points.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 67, 330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan and implement high quality CPD for Teaching staff	<p>CPD will be delivered using the instructional coaching model with a focus on the use of high-quality assessment and feedback. Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> <p>https://www.instructionalcoaching.com/wp-content/uploads/2021/12/Frazier-Dissertation-Final-4-17-18.pdf</p>	1, 4
Enhanced use of Bedrock Learning and reading across the curriculum	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>EEF Reading Comprehension Strategies Research & Results Bedrock Learning</p>	2, 8
Employ additional Teaching staff to enable a nurture group to provide additional support for disadvantaged students	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p>	1, 2, 7
Consistent approach for homework	<p>EEF Homework</p> <p>Use of digital packages and Homework that is linked to classroom work tends to be more effective.</p> <p>Homework club provision provided during lunch and after school hours.</p>	1, 4
Purchase of standardised	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help</p>	1, 2

<p>diagnostic assessments. Completion of NGRT/CAT4 diagnostic testing upon entry. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>ensure they receive the correct additional support through interventions or teacher instruction: EEF Assessment and Feedback</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 47, 325

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase FSM students (and subsidise for disadvantaged students) on the Chromebook Project</p>	<p>Technology offers ways to improve the impact of pupil practice, can be used to improve the quality of explanations and modelling and play a role in improving assessment and feedback Using Digital Technology to Improve Learning EEF</p>	<p>4, 7</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF There will be an enhanced focus on reading: Reading within the curriculum, reading for pleasure, reading recovery/ intervention.</p>	<p>1, 4</p>
<p>High Quality CEIAG Programme embedded into the PSHCE Curriculum</p>	<p>Our school's CEIAG programme, underpinned by Career North – ensures all disadvantaged students have access to careers guidance, experience of the</p>	<p>5, 7, 8</p>

	work place and visits to FE and Higher Education Establishments Aspiration Interventions EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 60,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional pastoral staff and House Progress Leaders to track and support PP student's attendance at extra-curricular activities	Embedding principles of good practice set out in DfE's Improving School Attendance advice Improving School Attendance	3, 7
Provide breakfast every morning so students are ready to learn	Ensure students are able to start each day with a suitable breakfast to aid in their engagement in learning.	3, 4
Implementation of the ClassCharts attendance module to enhance 'pattern spotting' of poor attenders	Rapid intervention in 'slipping' attendance leads to measurable improvements:	3
Offer subsidies for general subject trips throughout the year	Support students to access rich opportunities that enhance their curriculum experience and impact upon their levels of engagement and aspiration Providing for young people's needs can also help to build a positive relationship with families and communities, which can support better engagement with young people as well. YEF-Insights-Brief-1-Engaging-young-people-during-the-COVID-19-pandemic- FINAL.pdf (youthendowmentfund.org.uk)	3, 4, 5, 7, 8
Subsidise uniform costs and equipment where needed	Some households are less likely to be able to afford the cost of school uniforms thus affecting attendance/ increasing barriers to attending school.	6, 7, 8

<p>Improve tracking and monitoring systems</p>	<p>Ensure that disadvantaged students are appropriately tracked to ensure that they receive rewards and behaviour points in line with disadvantaged students and their attainment and progress is in line with or better than prior attainment Improving Behaviour in Schools EEF</p>	<p>1, 4</p>
<p>Implementation of School Cloud meeting software</p>	<p>Provision of alternative means of communicating with parents such as online/video meetings. Providing opportunities for further positive dialogue with parents/carers is recommended by the EEF as a means to improve engagement. This also links to our professional standards model with increased explicit opportunities for celebration of student achievement. Working with Parents to Support Children's Learning EEF</p>	<p>4, 5, 6</p>
<p>Additional pastoral staff, Family Support Worker and Counselling service to provide high quality pastoral care particularly for those with SEMH concerns</p>		<p>3, 7, 8</p>

Total budgeted cost: £174,680

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Priority 1: To close the attainment gap between disadvantaged pupils and their non-disadvantaged peers at Key Stage 4

The table below shows the average end of year engagement points for each year group and compares the overall average points awarded to all students to the average points awarded to Non-PP and PP students.

Year Group (PP and total no. of students)	All engagement	Non-PP engagement	PP engagement	PP % in line with or above average All
7 (46/145)	172.88	177.46	163.13	50%
8 (27/72)	166.60	174.42	153.56	33%
9 (24/72)	163.23	166.10	156.52	48%
10 (27/69)	129.17	134.18	118.43	48%
11 (17/42)	111.58	116.55	104.75	38%

The engagement of disadvantaged students in years 7, 9 and 10 is similar to that of All students. PP students in years 8 and 11 engage less well.

GCSE Results Analysis

Table 1 below shows the attainment data of the 16 PP students within their GCSE results in Summer 2023. There are 5 students with positive attainment data and another 4 who are below but not significantly so. Of the remaining 7 students, 1 did not sit any exams, scoring a zero A8 and a number of the others were severe and persistent absentees.

Table 1: Summer Attainment

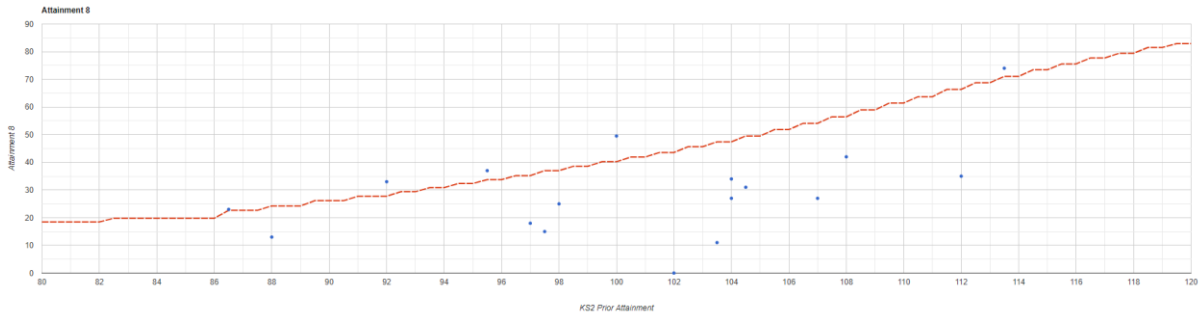


Table 2: Individual Performance Data

Pupil	Gender	Groups			KS2			EA8	Attainment 8 Buckets				Progress 8 Buckets				A8	P8
		PA-H	PA-L	PA-M	KS2 Re	KS2 Ma	KS2 Avg		En	Ma	EBacc	Other	En	Ma	EBacc	Other		
A	F	H			113	114	113.5	68.46	16	14	26	18	1.06	0.075	1.757	-0.667	74	0.554
B	M		L		101	94	97.5	33.02	4	4	5	2	-1.76	-1.105	-1.293	-2.807	15	-1.802
C	M			M	98	102	100	36.31	12	8	13	16.5	1.925	0.525	1.037	1.727	49.5	1.319
D	M			M	107	101	104	43.64	10	6	9	9	0.235	-1.265	-1.097	-1.433	34	-0.964
E	F	H			114	110	112	63.26	10	6	10	9	-1.5	-3.37	-2.993	-3.18	35	-2.826
F	M			M	99	108	103.5	43.64	4	6	0	1	-2.765	-1.265	-4.097	-4.1	11	-3.264
G	M			M	102	102	102	39.81	0	0	0	0	-4.4	-3.875	-3.673	-4.083	0	-3.981
H	M		L		93	103	98	33.02	6	4	6	9	-0.76	-1.105	-0.96	-0.473	25	-0.802
I	M		L		92	102	97	31.05	4	4	6	4	-1.565	-0.885	-0.763	-1.953	18	-1.305
J	F		L		87	89	88	20.73	4	2	4	3	-0.51	-0.67	-0.443	-1.343	13	-0.773
K	F		L		96	95	95.5	29.73	10	4	11	12	1.56	-0.72	1.033	0.83	37	0.727
L	F			M	109	99	104	43.64	6	4	8.5	8.5	-1.765	-2.265	-1.263	-1.6	27	-1.664
M	M			M	110	106	108	52.77	10	6	15	11	-0.59	-2.24	-0.133	-1.573	42	-1.077
N	M		L		95	89	92	23.82	10	4	10.5	8.5	2.175	-0.035	1.433	0.2	33	0.918
O	F		L		89	84	86.5	19.24	8	2	5	8	1.63	-0.515	0.037	0.473	23	0.376
P	F			M	110	104	107	50.31	16	2	9	0	2.635	-3.975	-1.853	-5.023	27	-2.331

Table 2 shows the individual performance data for each PP student.

- 7 out of 16 students in English achieved expected or above P8 data (see table 3)
- Only 2 out of 16 students in Maths achieved expected or above P8 data (see table 4)
- 5 out of 16 students achieved expected or above P8 data in the EBACC (see table 5)
- 4 out of 16 students achieved expected or above P8 data in the Open bucket (see table 6)

The low number of students with positive outcomes in Maths compared to English highlights an area of concern that will be addressed in our strategy for the 2023/24 academic year.

Table 3: English P8 Bucket

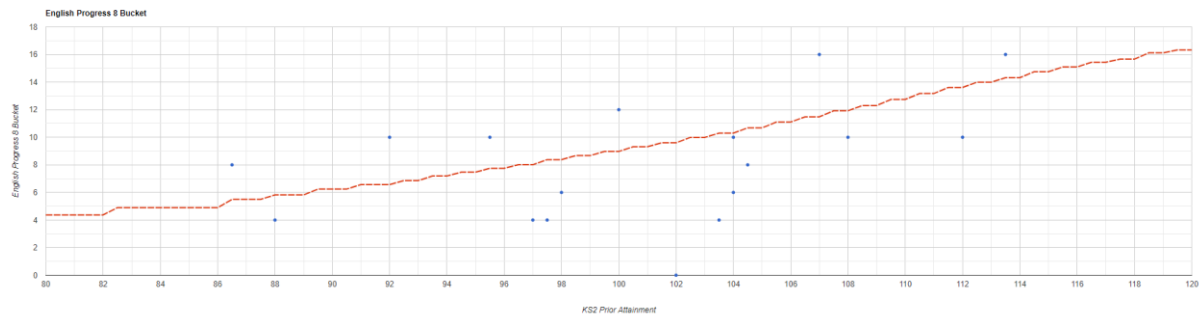


Table 4: Maths P8 Bucket

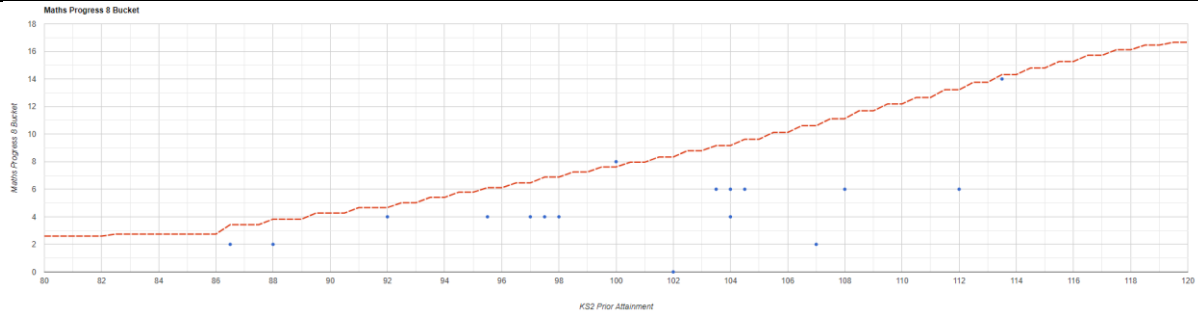


Table 5: EBACC P8 Bucket

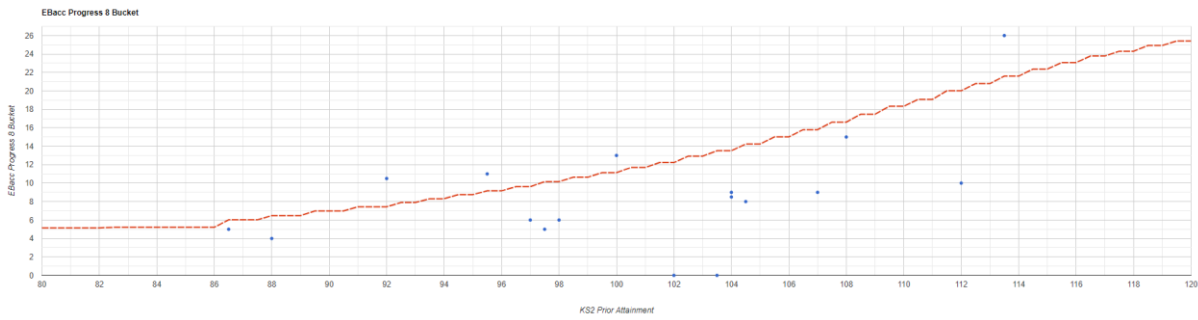
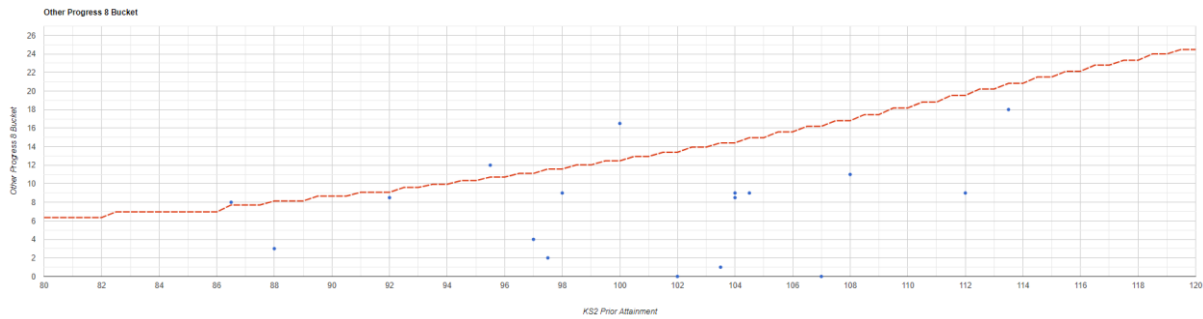


Table 6: Open P8 Bucket



Priority 2: To address students with lower than chronological reading ages

The reading ages of our disadvantaged students will improve from their September benchmark tests. We have used the Bedrock learning as a digital literacy support package and have implemented a ‘building a reading culture’ whole school reading strategy. We adopted Bedrock Vocabulary to address the significant word gap that exists between different groups of pupils. A wide base of academic and DfE research has highlighted poor vocabulary development as a key factor in low literacy levels and attainment. Sources have found this to be a result of social factors, compounded by a lack of independent reading. By teaching Tier 2 vocabulary explicitly within the context of a wide range of fiction and nonfiction texts, Bedrock enables us to address this “word gap”. This program makes it possible to ensure regular reading and manage language acquisition in a coherent and consistent way.

Through the use of this inclusive strategy the gap between reading age and chronological reading age will decrease for all students. Students across the last academic year were set Bedrock Vocabulary twice per week for homework. Students who engaged with the homework made more progress in their vocabulary acquisition and retention. In addition, students were also given one dedicated lesson per fortnight to work on bedrock vocabulary.

See below

Year 7 – 2022-23

	Number in Cohort	Average progress made %	% Range	% made at least 10% of progress
	138	18	-26-87	75
Male	70	18	-14-87	76
Female	68	18	-26-60	75
PP (Disadvantaged)	46	20	-26-60	78
PP Male	18	20	-4-50	83
Non PP Male	52	17	-14-87	71
PP Female	28	19	-26-60	75
Non PP Female	40	16	-7-42	75

Average improvement of learners who **are not** eligible for pupil premium funding - 17%

Average improvement of learners who **are** eligible for pupil premium funding - 20%

Year 8 – 2022-23

	Number in Cohort	Average progress made %	% Range	% made at least 10% of progress
	60	18	-19-89	65
Male	29	19	-3-89	66
Female	31	18	-19-88	65
PP (Disadvantaged)	20	22	-19-89	42
PP Male	6	29	-1-89	50
Non PP Male	23	16	-3-69	70
PP Female	14	19	-19-88	57
Non PP Female	17	16	-15-42	71

Average improvement of learners who **are not** eligible for pupil premium funding - 16%

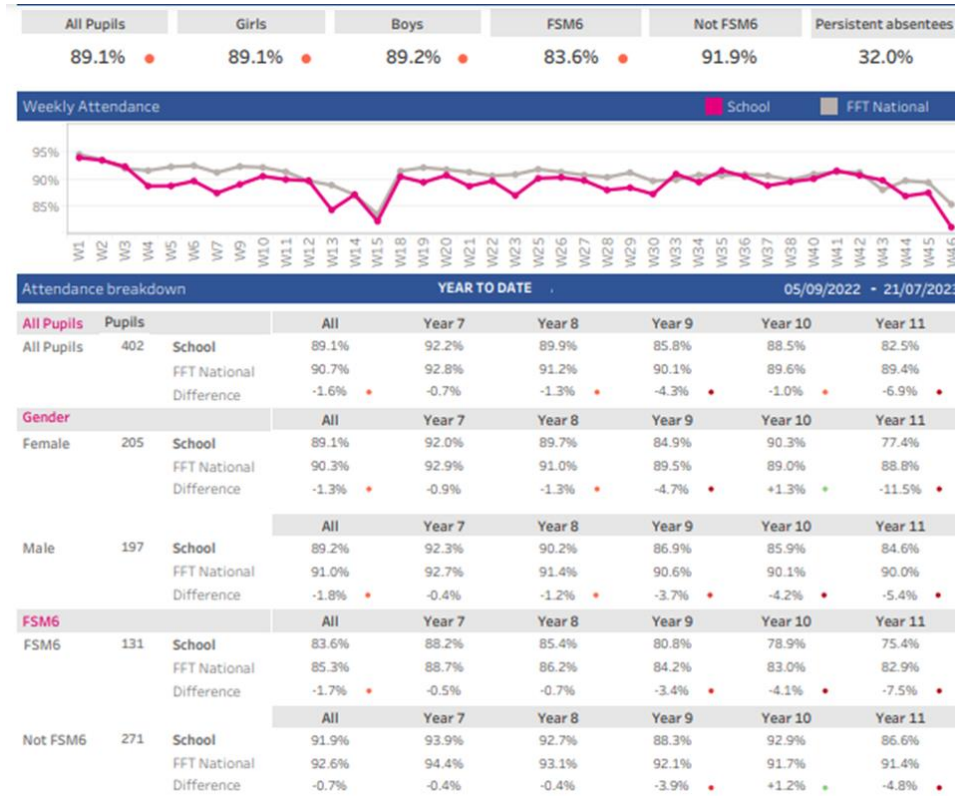
Average improvement of learners who **are** eligible for pupil premium funding - 22%

It is clear from the data that disadvantaged students made more progress than their non-disadvantaged peers, for both boys and girls and in both year groups, which is extremely positive. Whilst disadvantaged students on average score around 9 percentage points lower for their vocabulary than their non-disadvantaged peers, by the end of the year this gap has narrowed to around 7 percentage points. Non-disadvantaged students still made progress themselves, but it is really positive to see the gap narrowing, demonstrating this is a successful strategy for pupil premium students.

National Tutoring Programme – Reading Tutoring

In addition to the Bedrock Vocabulary support for Y7 and Y8 outlined above, reading interventions also took place for the very weakest readers. 24 students completed a full 15 hours of small group tuition with a HLTA to develop their reading skills, of these 16 (75%) were pupil premium. The HLTA deployed a testing system for their reading age at the beginning and end of the 15 hour programme. The interventions supported the weakest, 'Wave 1', readers in years 7-10. On average students who completed the full 15 hours of intervention made 13.2 months worth of progress in their reading age. The average progress for disadvantaged students was 12 months which, whilst slightly less than their non-disadvantaged peers (15 months), was still very positive progress overall.

Priority 3: Increasing the attendance of disadvantaged students



The pandemic has had a significant impact upon attendance at Wellfield, as has been the case both locally and nationally. Despite our best efforts with following attendance procedures, the gap remains a concern for those identified as disadvantaged.

The attendance of all years for both disadvantaged and non-disadvantaged students was significantly below national average except for Year 9 non-FSM students (+0.9%). In years 7-9 disadvantaged students had poorer attendance, however, in Years 10&11, the gap between school and FFT national was smaller for FSM6 students than it was for Not FSM6.

Year 11 contained a small, but significant proportion of persistent absentees who received targeted support from our attendance team. Ultimately however, their persistent absenteeism was reflective in their GCSE examination outcomes.

FSM attendance-FFT National

2022-2023

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	131	School	83.6%	88.2%	85.4%	80.8%	78.9%	75.4%
		FFT National	85.3%	88.7%	86.2%	84.2%	83.0%	82.9%
		Difference	-1.7% ●	-0.5%	-0.7%	-3.4% ●	-4.1% ●	-7.5% ●
Not FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	271	School	91.9%	93.9%	92.7%	88.3%	92.9%	86.6%
		FFT National	92.6%	94.4%	93.1%	92.1%	91.7%	91.4%
		Difference	-0.7%	-0.4%	-0.4%	-3.9% ●	+1.2% ●	-4.8% ●

2021-2022

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	106	School	79.7%	82.7%	77.1%	80.7%	79.8%	77.3%
		FFT National	84.9%	88.1%	85.6%	83.9%	83.0%	82.5%
		Difference	-5.1% ●	-5.4% ●	-8.5% ●	-3.3% ●	-3.1% ●	-5.1% ●
Not FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	222	School	87.8%	90.7%	85.6%	91.9%	87.3%	83.4%
		FFT National	91.3%	93.0%	91.9%	91.0%	90.6%	89.7%
		Difference	-3.5% ●	-2.3% ●	-6.3% ●	+0.9%	-3.3% ●	-6.3% ●

When analysing FSM attendance against FFT national averages, the gaps are more significant at Key Stage 4 in particular. However, at both Year 7 and Year 8, the gap is much closer to national average therefore suggesting the positive impact of developing the school culture regarding attendance lower down the school. The gap, however, is significantly better when making a comparison between the previous academic year. In 2021-2023, the gap was -5.1% between the school's FSM attendance and FFT national whereas this was -1.7% in 2022-2023.

Persistent and severe absence

Summer 2023 Persistent Absence < 90%				
PA <90%	% of students who met absence threshold	No. of students who met absence threshold	% of PP students who met absence threshold	No. of PP students who met absence threshold
2022- 2023	33.8%	151	50.9%	88
Summer 2023	43.0%	178	57.0%	86
Spring 2022	40.4%	136	82.5%	117
Autumn 2022	32.1%	138	24.1%	64
2021-22	42.8%	155	51.2%	64
Summer 2023 Severe Absence < 50%				
SA<50%	% of students who met absence threshold	No. of students who met absence threshold	% of PP students who met absence threshold	No. of PP students who met absence threshold
2022- 2023	4.7%	21	8.1%	14
Summer 2023	5.1%	21	9.3%	14
Spring 2022	5.9%	20	9.4%	11
Autumn 2022	4.7%	20	8.5%	14
2021-22	6.9%	25	12.8%	16

a. Persistent Absence

The percentage of students who met the threshold for persistent absenteeism was lower (33.8%) for the academic year 22/23 than that of the academic year 21/22 (42.8%). There has been a slight improvement in the percentage of PP students who meet the threshold when compared to the previous year. Persistent absenteeism has been a clear focus for the attendance officer and there has been a significant increase in the number penalty notices processed and associated warnings issued for students that fall into this category.

b. Severe absence

There has been a significant drop in the number of students who fall into the severe absence category for the academic year 22/23 when compared to the previous year. This is despite the significant increase in students and shows a positive trajectory for the school in this area. As with the previous measure, the percentage of PP students in this category has dropped from 12.8% to 8.1% which is reflective of the whole school focus on improving PP outcomes.

Priority 4: To increase disadvantaged students' engagement in school life and aspirations

Extra-Curricular:

This data has been extracted from ClassCharts to show attendance at Extra-Curricular activities.

Year	Pupil Premium %	Pupil Premium	Non-Pupil Premium
7	32	27% (606/2235 pts)	73% (1629/2235 pts)
8	32	25% (140/567pts)	75% (427/567 pts)
9	31	20% (54/268 pts)	80% (214/268 pts)
10	36	30% (162/542 pts)	70% (380/542 pts)

Pro-rata Pupil Premium engagement in extra-curricular activities is comparable with Non-pupil Premium students in years 7,8 and 10. Engagement in year 9 is less so.

Parents' Evening:

We have used the School Cloud system with the aim to improve the engagement of our disadvantaged parents at Parents' Evening.

Year Group	Disadvantaged Cohort	% of disadvantaged students attendance at Parents' Evening	Overall % attendance
7	46	48	67
8	23	56	63
9	22	55	65
10	25	56	69

11	17	47	64
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The data in the table below shows that the % attendance of disadvantaged students at Parents' Evenings is generally lower than that of non-disadvantaged students. We are re-evaluating our decision to hold parents' evenings online as a result with the intention to remove barriers (such as internet access or computer literacy, for example).

Post-16 Destination Data:

Level of Study	PP Destinations %
Level 1	22%
Level 2	39%
Level 3	17%
Apprenticeships	11%
All	89%
NEET	11%

PP students were prioritised for one to one careers appointments with our provider, Career North. These had a positive impact overall. As a result, the percentage of PP students on a Level 1 (22%) course is less than Non-PP (30%) on similar level courses. It shows that PP students are not significantly disadvantaged in their next steps with cumulatively more PP students being on a Level 2+ course than non PP.

There are currently the same number of PP and Non-PP NEET students (two). It should also be noted the school's NEET figures for the whole of our cohort is below national average.

Priority 5: To ensure consistent, high-quality Teaching and Learning for all students

A comprehensive CPD programme was put in place to enable high quality teaching and learning for all students, including those who are disadvantaged. All members of teaching staff have received throughout the year:

- 1.5 hours T&L CPD after-school per half term
- 15 minutes T&L CPD per fortnight in briefing
- 15 minutes bespoke instructional coaching per fortnight, with follow up drop-ins to secure constant improvement to practice
- 3 INSET days, with at least 1 hour in each of these focussed purely on T&L

This programme has ensured all members of staff are kept abreast of the latest pedagogical research and given the opportunity to put these into classroom practice. A programme of lesson drop-ins and student voice quality assures the implementation and impact of these strategies. For 2022-23, a new lesson visits tracker was developed, in consultation with staff, to better track

patterns of good practice and areas of CPD need with a particularly focus upon the school's T&L expectations. In terms of the bespoke instructional coaching offer, 100% of teachers agreed or strongly agreed it gave them practical strategies that they were able to implement in their classrooms straight away. 94% of teachers agreed or strongly agreed that the strategy that they implemented had a positive impact the quality of their teaching and student learning.

Where quality assurance flags areas requiring improvement, teachers are placed on teacher development plans to ensure teaching and learning is brought up to the highest standard. Where a teacher continues to be ineffective, a support plan is put in place. Teachers continuing to be ineffective following this are taken through capability procedures.

There was also a focus on homework last year, particularly in the summer term. The ratio of homework set for pupil premium students increased from 36% in summer 2021 to 38% in summer 2022. By summer 2023, completion by pupil premium students had increased substantially, to 56%. Whilst this is still below the average for non-PP students (74%), it is still substantial progress.

Our Early Career Teacher (ECT) retention figures are 100% over the past 3 years which has contributed towards consistent and high-quality teaching and learning for students.

Staff Absence 2021-22 and 2022-23

The school has placed a significant emphasis upon addressing the teacher workload and wellbeing issues with the intention of improving staff attendance. In turn, this has ensured consistent, quality first teaching for students.

Absence 2022-23	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Total
Teaching Staff (Total Days)	18	15	41	5	8.5	24	111.5
Teaching Staff (Number of Staff)	10	7	7	2	10	15	51
Support Staff (Total Days)	1	43	40	35.5	27.5	77.5	224.5
Support Staff (Number of Staff)	1	8	4	7	7	9	36

Non COVID 2021-22	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Total
Teaching Staff (Total Days)	67.5	75	38	32	10	20	242.5
Teaching Staff (Number of Staff)	8	4	5	3	2	4	26
Support Staff (Total Days)	116	86.75	36	36	29	39.5	342.25
Support Staff (Number of Staff)	8	7	5	2	3	5	29

Despite the impact of the COVID pandemic on staff absences overall over recent years, the data has shown a decline in teacher and support staff absences over a period of time, thus ensuring consistency in teaching and learning for all students.