

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Swinton Academy
Number of pupils in school	950
Proportion (%) of pupil premium eligible pupils	32.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	31 st Dec 2021
Date of review #1	31 st Dec 2022
Date of review #2	31 st Dec 2023
Statement authorised by	Rebecca Hibberd (Executive Principal)
Pupil premium lead	James Graham (Associate Principal)
Governor / Trustee lead	Rachel Denton

Funding overview

Detail	Amount 2021/22	Amount 2022/23
Pupil premium funding allocation this academic year	£244,480	£270,875 (April 2022 to March 2023)
Recovery premium funding allocation this academic year	£37,587	£80,574
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
Total budget for this academic year	£282,067	£351,449

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year		
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Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*

Our intention is that all students, irrespective of their background or challenges they face, make good progress and achieve attainment across the curriculum. *The ambition for all PP students follows our academy ethos of having high expectations and aspirations for all students.*

To ensure that this objective is achieved the following points are essential –

- ***Identified PP students will have the opportunity to access high quality and personalised tutoring in English, Maths and Science as part of the recovery premium plan/funding. Tutoring will supplement work completed in the curriculum and be available before, during and after the normal school day.***
- ***The curriculum is implemented through high quality classroom teaching which is consistently good or better. Ensure that PP students learn more/remember and are both challenged and supported in lessons to achieve the highest standards.***
- ***Address the barriers – Teaching staff are aware of the potential barriers to progress for PP students and have plans in place to address these, barriers within their own subjects and barriers connected with behaviour, attitudes and personal development. Support and how we address/identify barriers should be flexible to changing circumstances and responsive to new barriers. To identify barriers data will be analysed, changes circumstances within the academy, local context and catchment will be considered.***
- ***Access to a relevant and sequenced curriculum – All PP have access to a knowledge based curriculum that is sequenced to ensure that all PP students learn more/remember more. The curriculum for all PP students will be relevant to the local context, ambitious and culturally rich.***

- ***The academy will offer a diverse range for co-curricular activities that are available for all students including PP. Registers will be recorded and attending cohorts tracked. Opportunities such as cultural capital and extras including trips, visits and activities organised by the academy will be available for all students, including PP.***

- ***All PP students will have access to a taught PHSE/RSE programme that consistently meets the needs of students, is responsive to circumstance and incorporates plans to address any gaps or catch up if they are identified. The PHSE also includes effective careers education and opportunities that prepare PP students well for the next stage of their education.***

- ***How does your current pupil premium strategy plan work towards achieving those objectives?***
 - ***Our curriculum is ambitious for all students including PP. Teaching staff and leaders ensure that teaching affects long-term memory/metacognition and links together new knowledge to knowledge already learned.***

 - ***Within every lesson, strategies used to ensure PP learn more and remember more. These include - short/sharp testing, appropriate assessments, addressing any misconceptions and giving clear/direct feedback. These are highlighted in faculty ABC documents, back on track documents and faculty MER.***

 - ***Close collaboration between English/Maths/Science subject teachers, subject leaders and tutors. This will ensure that PP students identified and gaps recognised/addressed.***

 - ***Effective CPD, twilight sessions and faculty priorities on reading and numeracy should promote improvement for all students in these areas. Teaching should support PP students in becoming confident readers who are able to access academic texts across the curriculum. Numeracy skills such as telling the time has been a whole academy focus, a calculation policy and a maths curriculum mesh highlighting horizontal links across all subjects has been developed.***

- *Respond to circumstances regarding the need for remote learning, this includes fully implementing the academy remote learning policy, student safeguarding during isolation periods and robust monitoring and evaluation of the remote learning all students access, including PP.*
- *An extensive and detailed Personal Development programme that meets the needs of all students. Designed to address barriers, promote positive mental and physical wellbeing, character, tolerance, diversity and mutual respect. Through tutorial time, assemblies, student activities, planned sessions and curriculum time.*
- *Staff have offered extensive opportunities for co-curricular and cultural capital. This has been designed after student voice and consultation with HOFs. Activities offered cover more of the curriculum, diverse in activity and better meet the needs of student interest/circumstance.*

- *What are the key principles of your strategy plan?*
- **Access a broad curriculum** – All PP students have access to a knowledge-based curriculum that is relevant to the local context, ambitious, culturally rich and sequenced. Provision is appropriate for the individual students and utilise academy resources to their full potential.
- **Address the gaps** – Leaders, staff and tutors are aware of the gaps that all students, including PP and have effective and robust plans in place to close these gaps. Supported by ‘back on track’ doc, remote learning policy, ABC documents and COVID catch up tutoring. *Numeracy - pre requisite mathematical knowledge - understanding of numbers, ratios, proportions, the order of operations, equality, algebraic symbolism, TELLING THE TIME.*
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- **Addressing barriers** – Barriers for each subject are set out in the ABC documents (Addressing the Barriers Consistently) produced by faculty leaders. These are shared across the faculty and implemented by

teaching staff. ABC documents are a working document that can be adapted depending on circumstance, data analysis and subject evaluation.

- **Student wellbeing** – Attendance is at least good, PA students are supported to re-engage with school and attitude to learning is positive. Both physical and mental are supported at all times. A robust pastoral programme and effective personal development curriculum promote positive wellbeing and effective strategies for students/families. The academy works with effective outside agencies where necessary to support attendance, attitude to learning and wellbeing. Student leadership groups will have PP students represented in the group.
- **Student character** – student Character is developed in the academy through lessons, pastoral programme, displays, opportunities, rewards and Personal development. PP strength of character should be developed to support long-term commitment, social confidence and moral attributes.
- **Reading** – Ensure that reading is high profile across the academy and that consistency is evident. Student is a whole school priority. Supported by reading CPD for staff, reading within lessons plans/schemes of work and curriculum plans, support for the 20% weakest readers. Students in Y7 and Y8 will be supported by having one designated reading lesson per week.

Challenges

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

Challenge number	Detail of challenge
1	<i>Gaps in knowledge</i> – Gaps between PP and non-PP may have widened during periods remote learning, students returning to post COVID education, break in routines. Staff have a robust knowledge of these gaps and how/when they will be addressed to ensure progress is in line with non-PP students. Staff knowledge of gaps will be supported by 'back on track documents', ABC documents, updated and sequenced curriculum/schemes of work, robust and effective use of assessments,

	<p>effective MER. English, Maths and Science will use faculty tutors effectively to address known gaps in learning, misconceptions or areas for development. Numeracy - pre requisite mathematical knowledge - understanding of numbers, ratios, proportions, the order of operations, equality, algebraic symbolism, telling the time.</p>
2	<p>Curriculum - knowledge-based curriculum – All PP students should have access to a knowledge-based curriculum that is sequenced and fully implemented in all year groups for all students. The curriculum for all PP students will be relevant to the local context, ambitious and culturally rich. Observations suggest some PP students lack the metacognition strategies to link new learning to old or link current learning to wider world. All leaders must ensure that the curriculum is implemented through high quality classroom teaching which impacts positively on the progress of all learners, including the disadvantaged.</p>
3	<p>Attendance – Our attendance data trend indicates attendance amongst PP to be lower than non PP. Attendance will have been impacted due to COVID, isolation, anxiety around returning to school site and breaks in routine of continued attendance. Many barriers are experienced nationally but the academy must maintain high profile and expectations linked to attendance, punctuality and PA. Student/families identified to be supported and where necessary effective use of external agencies to promote improved engagement and attendance.</p>
4	<p>Behaviour and attitudes – Data and observations highlight a need to ensure that clear routines and expectations are re-established, following disruption to routine caused by the pandemic. Effective promotion of positive behaviours and attitudes that ensure a calm and purposeful learning environment. Effective behaviour management strategies should impact positively on progress, engagement, student wellbeing and low level disruption. Where necessary ensure that provision is appropriate for our most disaffected and most vulnerable disadvantaged students, including those with complex needs, by utilising academy resources to their full potential and, if necessary, through accessing specialist provision.</p>
5	<p>Character & Personal development – Student wellbeing surveys and MER identify specific social and emotional issues that can be supported through effective personal development, such as mental and physical wellbeing, positive choices, peer relationships, wider world. Students taught to understand the importance of resilience, wellbeing, safety and knowledge around careers/next steps. PHSE should promote and develop student character and the positive influence on student choice and decisions on their education, future career opportunities and their ability to take their place in society and make a positive contribution.</p>

<p style="text-align: center;">6</p> <p style="text-align: center;"><i>Updated and added for academic year 2022/23</i></p>	<p>Reading - To ensure that all students, including those who are disadvantaged are fluent, confident readers who have the vocabulary and strategies which enables them to read with confidence and enjoyment. All leaders and subject areas must ensure that students who are not fluent readers, both those identified upon entry to the academy and our weakest readers across all key stages, are supported to make progress. All leaders should ensure that reading is high profile across the academy and that consistency is evident. Reading should form part of lessons across all faculties and year groups in line with policy ‘All teachers are teachers of literacy’</p>
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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
<p>Three-year trend of improved pupil premium attendance and pupil premium PA numbers reducing.</p>	<p>Improved attendance data compared to national, academy data for previous academic year (adjustments made for periods of isolation) and comparisons to non-pupil premium peers. (Adjustments made to account for new coding for positive PCR tests and isolations). Weekly and half-termly attendance analysis.</p> <ul style="list-style-type: none"> • 3 year trends of PP attendance above 90% • 3 year trend of PP PA figures below 40% of the PP cohort
<p>Three-year trend showing a reduction in learning and teaching time negatively impacted upon due to poor attitude to learning.</p>	<p>Improved behaviour data (including fixed term suspension) compared to national, academy data for previous academic years/weeks/terms and comparisons to non-pupil premium peers. Weekly, termly and academic year comparison of behaviour logs and student isolation. Monitoring of students who have multiple occasions/sessions/lessons missed due to behaviour sanctions.</p> <ul style="list-style-type: none"> • Trend showing P fixed term suspension are below national PP rate of 4.35 (2021) • Trend showing reduction in individual PP students being fixed term suspension on more than one occasions – 29% in 2021.

	<ul style="list-style-type: none"> • 2021 51% on C3/C4 were PP students – 3 year trend showing reduction in number of occasions.
<p>Learning gaps addressed through re sequencing of the curriculum and the effect of remote learning/lock down minimised</p>	<p>Re sequencing of the curriculum is supported by short, sharp diagnostic assessment, faculty assessment plans, scheme of work/curriculum end points. Post 16 transition onto Y12 courses successfully. Monitoring data and analysis. Back on track documents produced by each subject, ABC documents, remote learning policy. Monitoring and evaluation including MER on remote learning.</p> <ul style="list-style-type: none"> • A three-year trend showing increased PP student numbers transitioning into SA post 16. (2021 PP Post 16 students = 9) • A tree year trend of PP NEET numbers being 1 or less (2021 NEET = 1)
<p>At designated end points, students know more and remember more. Students are able to link new learning to previous learning.</p>	<p>Students know more remember more, they are able to link previous learning to new learning. This can be measured by short sharp diagnostic tests, linked to previous learning. Monitoring and evaluation activities within subjects, student voice, work samples, book samples, progress and attainment.</p> <ul style="list-style-type: none"> • 3 year trend showing improvement in P8 scores for PP students (2019 = -0.19, 2020 = -0.15, 2021 = -0.22) • 3 year trend showing improvement in A8 scores for PP students (2019 = 3.9, 2020 = -4, 2021 = 4.3)
<p>PP students participate in a range of cultural capital and co-curricular opportunities and benefit from the extras available in our curriculum, influencing positively on character, wellbeing and future choices.</p>	<p>Increased opportunities offered to students that supplement curriculum time and extras impact on resilience, wellbeing, character and engagement. Student and staff surveys, student and staff voice, parental surveys. Co-curricular registers and Co-curricular half-termly spreadsheet analysis of student participation from Y7 to Post 16.</p> <ul style="list-style-type: none"> • From 2021 half term 1 co-curricular data, onwards the trend demonstrates an increase in PP students attending co-curricular activities. • Student surveys demonstrate more PP students enjoy school regularly summer 21 = 79% all students) and can make positive choices around

	physical summer 21 = 73% all students) and mental summer 21 = 63% all students) wellbeing.
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Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment of Science, Maths and English tutor / implementation of catch up programme</i>	Students experienced successful intervention before, during and after school throughout 2020/21 (including during supervision school). HOFs sequenced suitable intervention that impacted on student engagement, progress and addressed gaps in learning. A range of students (year groups, academic ability, tracking cohorts) benefitted from the intervention.	1, 6
<i>Reading</i>	Reading priority is linked to the academy improvement plan and is evident in all subject curriculums. The reading priority is supported by INSET, CPD sessions, a staff reading focus group and strategies to engage students in reading throughout the academic year in school and at home. Increase opportunity and types of reading in tutor and lesson time.	2,4, 6
<i>Development of CPD to enhance the quality of education – Led by the learning and teaching team, reading matters and well-being groups.</i>	CPD at the academy is 'driven' by the learning and teaching team. The academy CPD programme is closely aligned to the academy improvement plan (AIP). CPD includes INSET, twilight, directed CPD, faculty CPD and independent research linked to appraisal targets. CPD programme has specifically focused on strategies known to be successful in supporting PP students, including metacognition, reading, numeracy, student safeguarding and effective use of remote education. CPD is supported by affiliation to 'The Key' on line resource.	2, 6
<i>Academy improvement team – consultation and</i>	ACET academy improvement team to support with quality of education, behaviour/attendance, leadership and	2,4,5,6

<i>support focusing on improving provision for all through effective – Trust senior staff focusing on quality of education, behaviour/attitudes, personal development and leadership across secondary ACET schools.</i>	personal development. ACET improvement team have challenged academy leaders to ensure best practice in these areas Academy leaders have also benefitted from organised meeting and resource sharing from colleagues in the other ACET secondary academies.	
<i>Subject affiliations and resources up to date and appropriate.</i>	All subjects have a paid affiliation to their specialist subjects. The affiliation supports CPD and ensures that staff knowledge kept up to date. All staff have access to the national college. An excellent source of up to date, expert CPD for subjects and wider teacher responsibilities. Staff also have access to The Key, SSAT, up to date pedagogical books. Purchase of non-fiction subject specific books to compliment the curriculum encourage wider reading around subjects.	1,2,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 111,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Resourcing small group and 1-1 tutoring of Sci, Eng and Ma students</i>	Evidence from 2020/21 supported that students engaged and made progress when in intervention. Intervention delivered by subject specialists and impacted on student progress, helped address misconceptions, closed learning gaps and positively influenced engagement.	1,6
<i>TLR2 ABC strategies</i>	Academy TLR2s have produced ABC documents (Addressing the Barriers Consistently) to link PP/SEND	1,2,3,4

<i>(Addressing the Barriers Consistently)</i>	challenge and support to subject curriculum and academy/faculty priorities. The ABC documents are shared with faculty staff and highlight barriers to learning for PP/SEND, trends in progress and the challenge and support strategies being delivered in lessons to support these students.	
<i>Literacy and numeracy sessions</i>	KS 3 students are identified and use support for learning as a base for additional numeracy and literacy programmes that will support progress and address gaps in literacy/numeracy. Students have been identified from baseline tests and staff referrals. The sessions have been successful in previous academic years in improving student progress and confidence in these areas. Literacy and numeracy is further developed for selected students through an effective and engaging alternative provision programme for a small number of PP students.	1,3,4,6
<i>Holiday and weekend revision and work spaces provided</i>	The academy offers students (in Y11) an opportunity to work in supervised classrooms during certain weekends and holidays. The supervised classrooms support students with subject specific materials, equipment and IT support. Students often prefer to work within school at these times to maximise productivity and make use of resources.	1,5

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EWO - attendance</i>	The academy has the support of an ACET Education Welfare Officer. The EWO supports academy attendance/punctuality in the morning on gates as students arrive and completes home visits to support attendance and safeguarding. The EWO supports year teams within the academy by advising/attending	3

	meetings with students and parents/carers and working with necessary outside agencies. Our attendance procedures and policies and amendments to these are supported/inputted upon by the EWO	
<i>Alternative provisions</i>	The academy ensures that provision is appropriate for all students including disaffected and most vulnerable PP students. If appropriate, specialist provision will be sought and used to ensure that the student engages with the curriculum, makes positive choices and is well prepared for the next stage of their education.	3,4
<i>Character/mental health and wellbeing</i>	The academy is working with the Carnegie award for mental health in schools. This programme will equip leaders, staff and students with the knowledge and strategies to impact upon effective wellbeing and mental health. This includes the promotion and celebration of strength of character within the academy. It will also highlight areas to develop and strategies that will support staff/students and families in prioritising wellbeing and mental health. The academy uses appropriate professionals to support staff and student wellbeing. This includes weekly on site access to a councillor and an SEMH lead.	4,5,6
<i>Education materials/access to technology.</i>	Materials to support student engagement and learning are identified by subject leaders. For example, each faculty has subject specific non-fiction reading books. These support student knowledge, literacy and encourage more curiosity about the subject and learning. PP students in our Post 16 will be supported with the purchase of subject specific text when required. Students have been supported with IT, both within the academy and at home. Students and faculties have access to e-learning platform, updated and renovated library, Google classrooms, GCSE pod and Kerboodle to support engagement, learning and progress.	1,2,6
<i>Co-Curricular and cultural capital</i>	The academy has an extensive range of co-curricular activities on throughout the week for Y7 – Post 16. Co-curricular attendance is registered and half-termly attendance to co-curricular is analysed. The analysis will allow faculty leaders to	1,2,3,4

	invite certain cohorts or individual students. Subject curriculums and academy calendar highlight opportunities for extras such as cultural capital opportunities. These in term support personal development (including character development), quality of education and students ability to learn more and remember more.	
<i>Effective careers programme</i>	All students (Y7 – Post 16), including PP have access to an up to date, non-bias, effective careers and enterprise programme. The programme should equip students with the knowledge and skills to support transition at each stage of their secondary education. This will include the academy meeting the Gatsby benchmarks, meeting the Baker clause and students having access to the academy Career guidance member of staff. Careers will be supported by suitable external sources when necessary, including support around PP students identified as potential NEET. Post 16 students will be supported to make informed choices about their future with visits to post 18 providers if necessary.	2,3,4,5

Total budgeted cost: £ £321,000

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 2021 to 2022 academic year.

Intended outcome	Success criteria
<p>Three-year trend of improved pupil premium attendance and pupil premium PA numbers reducing.</p>	<p>Improved attendance data compared to national, academy data for previous academic year (adjustments made for periods of isolation) and comparisons to non-pupil premium peers. (Adjustments made to account for new coding for positive PCR tests and isolations). Weekly and half-termly attendance analysis.</p> <ul style="list-style-type: none"> • 3 year trends of PP attendance above 90% <p>Year 1 review – Overall school attendance for academic year 21/22 was 90.43%. The disadvantaged cohort Y7-Y11 attendance was 85.49% and the non-disadvantage attendance was 92.64%. This is a gap of 7.15 %. The national gap between disadvantage and non-disadvantaged student attendance for Y7 – Y11 students was 6.20%</p> <ul style="list-style-type: none"> • 3 year trend of PP PA figures below 40% of the PP cohort <p>Year 1 review – Out of the total number of students classed as PA (281 students). 51% of these students were disadvantaged and 49% of PA students were non disadvantaged.</p>
<p>Three-year trend showing a reduction in learning and teaching time negatively impacted upon due to poor attitude to learning.</p>	<p>Improved behaviour data (including fixed term suspension) compared to national, academy data for previous academic years/weeks/terms and comparisons to non-pupil premium peers. Weekly, termly and academic year comparison of behaviour logs and student isolation. Monitoring of students who have multiple occasions/sessions/lessons missed due to behaviour sanctions.</p> <ul style="list-style-type: none"> • Trend showing reduction in individual PP students suspension

	<p>on more than one occasions – 29% in 2021.</p> <p>Year 1 review –Suspension data is not comparable for 2020/21 and 2021/22 due to impact of lockdown, isolation and ‘bubbles’. Out of the total students suspended in 2021/22 63% of students were disadvantaged and 37% were non disadvantaged. At total of 25 students had more than one suspension in the academic year. 13 of these students were disadvantaged.</p> <ul style="list-style-type: none"> • 2021 51% on C3/C4 were PP students – 3 year trend showing reduction in number of occasions. <p>Year 1 review – Suspension data is not comparable for 2020/21 and 2021/22 due to impact of lockdown, isolation and ‘bubbles’. During academic year 2021/22 54% of all step 3 and step 4 sanctions issued were to disadvantaged students</p>
<p>Learning gaps addressed through re sequencing of the curriculum and the effect of remote learning/lock down minimised</p>	<p>Re sequencing of the curriculum is supported by short, sharp diagnostic assessment, faculty assessment plans, scheme of work/curriculum end points. Post 16 transition onto Y12 courses successfully. Monitoring data and analysis. Back on track documents produced by each subject, ABC documents, remote learning policy. Monitoring and evaluation including MER on remote learning.</p> <ul style="list-style-type: none"> • A three-year trend showing increased PP student numbers transitioning into SA post 16. (2021 PP Post 16 students = 9) <p>Year 1 review – In Y12 we have 10 students classed as disadvantaged and in Y13 we have 8.</p> <ul style="list-style-type: none"> • A three year trend of PP NEET numbers being 1 or less (2021 NEET = 1) <p>Year 1 review - NEET figures for PP students <i>(further details in destination 2021 folder)</i>– 1 student NEET, 2 students engaging in support but full time offer not appropriate at this time due to wellbeing.</p> <ul style="list-style-type: none"> • A three year trend which demonstrates PP academic progress for students receiving catch up premium tutoring in Eng, Ma and Sci.

	<p>Year 1 review - Catch up premium tutoring (further details in tutoring folder). Students selected for catch up due to misconceptions, gaps in knowledge highlighted in faculty assessment or MER, missing sessions due to attendance. Tutors had access to students in English, Maths and Science. Students are PP but from a range of academic ability. 84% of students in English made progress (improved by 1 or more grades from the beginning of tutoring). 79% of Maths made progress (improved by 1 or more grades from the beginning of tutoring). 37% of Science made progress (improved by 1 or more grades from the beginning of tutoring).</p>
<p>At designated end points, students know more and remember more. Students are able to link new learning to previous learning.</p>	<p>Students know more remember more, they are able to link previous learning to new learning. This can be measured by short sharp diagnostic tests, linked to previous learning. Monitoring and evaluation activities within subjects, student voice, work samples, book samples, progress and attainment.</p> <ul style="list-style-type: none"> • 3 year trend showing improvement in P8 scores for PP students (2019 = -0.19, 2020 = -0.15, 2021 = -0.22) <p>Year 1 review – The P8 score for PP students in Y11 summer exam series was -0.68.</p> <ul style="list-style-type: none"> • 3 year trend showing improvement in A8 scores for PP students (2019 = 3.9, 2020 = -4, 2021 = 4.3) <p>Year 1 review - The A8 score for PP students in Y11 summer exam series was -3.56.</p>
<p>PP students participate in a range of cultural capital and co-curricular opportunities and benefit from the extras available in our curriculum, influencing positively on character, wellbeing and future choices.</p>	<p>Increased opportunities offered to students that supplement curriculum time and extras impact on resilience, wellbeing, character and engagement. Student and staff surveys, student and staff voice, parental surveys. Co-curricular registers and Co-curricular half-termly spreadsheet analysis of student participation from Y7 to Post 16.</p> <ul style="list-style-type: none"> • From 2021 half term 1 co-curricular data, onwards the trend demonstrates an increase in PP students attending co-curricular activities.

	<p>Year 1 review – An increase in co-curricular opportunities for all students Y7 – Post 16. This includes an academic P6 focus for all our Y11 students. All faculties are offering opportunities for students to experience clubs, activities and projects. Registers are being taken at each club and shared with all staff, allowing staff to target certain cohorts, groups or individuals.</p> <ul style="list-style-type: none">• Student surveys demonstrate more PP students enjoy school regularly (summer 21 = 79% all students) and can make positive choices around physical (summer 21 = 73% all students) and mental (summer 21 = 63% all students) wellbeing. <p>Year 1 review – Our student surveys run throughout the year. The summer survey for all students suggested that 74.6% of all students enjoy attending school. 82% of students agree that school supports them in making positive physical lifestyle choices. 85% of students agree that school supports with student mental wellbeing.</p>
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Research used to support Pupil Premium Strategy 2021-202

Research	Specifics	PP Section	Focus
https://schoolsweek.co.uk/what-differentiates-disadvantaged-pupils-who-do-well-from-those-who-do-not/	How to ensure more disadvantaged students succeed	Challenge 1 - Gaps in knowledge Challenge 5 - Character & Personal development	Metacognition Resilience Growth mindset Early intervention
https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	Using the pupil premium funding effectively	Challenge 1 - Gaps in knowledge Challenge 2 - Curriculum - knowledge-based curriculum	EEF guide Tiered model and menu of approaches
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	Improving behaviour in schools	Challenge 1 - Gaps in knowledge Challenge 4 - Behaviour and attitudes Challenge 6 -Reading	Know and understand students and influences What are learning behaviours EEF proactive and reactive approaches.

Research used to support Pupil Premium Strategy 2021-202

Research	Specifics	PP Section	Focus
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	Metacognition and self-regulated learning	Challenge 1 - Gaps in knowledge Challenge 2 - Curriculum - knowledge-based curriculum Challenge 4 - Behaviour and attitudes Challenge 6 -Reading	EEF summary of recommendations EEF examples from practice Audit and review
https://www.gov.uk/government/publications/against-the-odds/against-the-odds-achieving-greater-progress-for-secondary-students-facing-socio-economic-disadvantage	Achieving greater progress for secondary students facing socio economic disadvantage	Challenge 1 - Gaps in knowledge Challenge 3 - Attendance Challenge 5 - Character & Personal development Challenge 6 -Reading	Disadvantage gap Impact of COVID Importance of cultural capital Tutoring Attendance
https://thirdspacelearning.com/maths-intervention-secondary/	Preparing KS3 and KS4 students for challenges ahead	Challenge 1 - Gaps in knowledge Challenge 6 -Reading	Maths tutoring Low stake learning Individual knowledge gaps Catch up programmes

Research used to support Pupil Premium Strategy 2021-202

Research	Specifics	PP Section	Focus
https://www.nfer.ac.uk/media/5005/national_pupil_premium_conference_2022.pdf	NFER Utilising the latest research to close the attainment gap in your school following COVID	Challenge 1 - Gaps in knowledge Challenge 2 - Curriculum - knowledge-based curriculum	The disadvantaged attainment gap and other 'at risk' groups The impact of the pandemic Effective strategies for closing the gap
https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools	Pupil attendance at schools	Challenge 3 - Attendance	Attendance facts and figures.
https://schoolleaders.thekeysupport.com/curriculum-and-learning/raising-attainment/pupil-premium-support-learning/pupil-premium-how-spend-it-wisely/	Pupil premium – how to spend it wisely	Challenge 3 – Attendance Challenge 4 - Behaviour and attitudes Challenge 5 - Character & Personal development Challenge 6 -Reading	Careers and trips Raise teaching quality across your school Improve behaviour, attendance, and social and emotional needs