

Pupil premium strategy statement – The Chalk Hills Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1504 (year 7 - 11)
Proportion (%) of pupil premium eligible pupils	31.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-24, 2024-25, 2025-26.
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Raza Ali, Senior Head of School
Pupil premium lead	Eiccra Rashid, Assistant Principal
Governor / Trustee lead	Anu Jagota

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£497,835
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£134,964
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ none
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£632,799

Part A: Pupil premium strategy plan

Statement of intent

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

For all PP students to play a full and successful part in the academic and wider school community irrespective of their background or the challenges they face. To achieve this, we aim to:

1. To ensure that all PP students participate the academic and wider curriculum to the same extent as their peers
2. To ensure that PP students on average make increasingly good progress year on year (i.e. Achieve a good positive Progress 8 Score within 3 years (2026))
3. To address and remove the barriers faced by our PP students e.g. literacy, poor attendance, lack of social capital, etc.
4. For PP post 16 destination data to reflect an increasing number of students accessing level 3 pathways

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

To achieve these objectives the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment/ retention of high-quality teaching staff, especially in the core subjects.

However, internal data, suggests that weak literacy is a substantial barrier for many of our students, especially PP (Disadvantaged) and therefore developing literacy in both KS 3 and 4 is core to this plan, alongside other specific interventions based on identified need i.e. SEND and Higher ability.

Finally, there is a both internal data and academic literature that highlights the need for high quality pastoral support and attendance intervention to meet the needs of our PP students, especially for our LAC and Post LAC students. As such funding is directed to ensuring that high quality pastoral care is available to all students, including a specific specialist team to support the most vulnerable students

- *What are the key principles of your strategy plan?*

The strategy plan is based on the following principles:

- That we promote an ethos that promotes the school's motto of "**Strive, Achieve, Believe**" for all, regardless of disadvantage or need.
- That we are an **evidence-based school** and that decisions and interventions should be based on research and data
- That the most effective method of addressing disadvantage is through a strong focus on **improving teaching and learning**, as advocated by the EEF
- That **developing literacy** of students, especially where literacy is below chronological age is essential so that students can access the wider curriculum.
- That providing **high quality pastoral and CEIAG support** is essential to meet the wider needs of all students
- That the use of a robust monitoring system, **focused on outcomes**, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of PP funding
- That specific interventions should be based on **identified need**.
- That PP funding is leveraged to benefit **as many students as possible**, including non-PP students.

Challenges

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

Challenge number	Detail of challenge
1	PP students have lower levels of achievement than their peers on entry to the school and this gap continues to grow during KS 3 & 4
2	PP students' attendance is lower than their peers
3	PP students' reading ages are lower on average than their peers on entry to the school
4	PP students' attitude to learning is on average lower than their peers, which is reflected both in behaviour and effort
5	PP students' Home Learning Environment, social capital, cultural capital awareness and parental engagement (e.g. attendance at parents' evenings, aspirational careers) is on average lower than their peers. With many students living in areas of significant deprivation, especially educational deprivation.
6	PP students face challenges with their wellbeing and mental health (includes safeguarding)

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
Improve student outcomes at GCSE	PP end of KS4 P8 scores are on (or better than) track to reach P8 > 0 by 2024. For the gap in KS 4 P8 and A8 scores to be inline or better than the national average by 2025
Improve quality of teaching and learning with “quality first teaching” in all classrooms	Learning walks, book checks and department reviews identifies that all students experience lessons that enable at least good progress to be made. PP end of KS4 P8 scores are on (or better than) track to reach P8 ≥ 0 by 2025
Improve attendance of PP students	Attendance for PP in line with peers by 2025 and in-line with national 2024
Improve PP students’ attitude to learning and reduce number of FTE and Cs (consequence behaviour points) given to PP students so that it is in line with their peers	Student ATL scores for PP in line with peers by 2024 For the % of PP students who receive fixed term exclusions to fall year on year, with the aim of being equivalent to their peers by 2024.
Ensure that all students experience a positive learning environment where all students feel challenged and confident to contribute and to ask questions.	Learning walks show effective use of Slant, Shape, Steps and RISPE routines in line with whole school policy.
PP students to engage in a wide range of enrichment activities to the same level as their Non-PP Peers	An effective system of tracking of participation is put in place levels of engagement for PP students is in line with Non-PP students by 2025.
Provide high quality CEIAG provision to all PP students i.e.: <ul style="list-style-type: none"> • Improve access to further education paths in to post 16 education. • Ensure all PP students provided with at least two meaningful encounters with a career’s adviser. • Improve attendance of PP students to careers related trips and experiences. • Improve access to further education paths in to post 16 education. • Ensure all PP students provided with at least two meaningful encounters with a career’s adviser. 	<p>Attendance of PP parents and students at Sixth Form open event in line with Non-PP by June 2025.</p> <p>Apprenticeship and college information event provided to all year 11 students, with attendance of PP students in line with Non-PP students.</p> <p>All Year 9-11 students to have 1 career related trip / experience per school year</p> <p>Attendance of PP parents and students at Sixth Form open event in line with Non-PP by June 2026.</p>

Improve the literacy of PP students through the KS 3 accelerated learner programme	<p>Reading ages of PP students in KS3 to be in line with non-PP students by June 2026.</p> <p>Outcomes of quizzes to be in line with PP and non-PP students by June 2026.</p> <p>Reading proficiency to be in line with non-PP students by June 2026.</p>
Increase PP parents' engagement with school	Attendance at parents evening for PP is in line with their peers by 2026.

Activity in this academic year (2023 – 2024)

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: £ 273,986.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all students engage with high quality teaching and are motivated to learn</p> <p>Ensure all students have the resources they need to make good progress</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g. Interleaving and questioning +7 Months Assessment for learning / feedback + 6 Months</p>	1, 4
Develop Assessment policy and use of assessment to identify underperforming	Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes. This is further supported	1, 4

students and to signpost interventions	by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e.+7 months impact	
Continue to develop Accelerated reader to improve literacy amongst all students	Accelerated reader has been reported (Baye, Slavin, & Haslam, 2019) to have a significant effect size of +0.24 (p<.05).	1, 3
Develop and embed Slant, Shapes and Steps to improve engagement and behaviour management.	Wider educational literature e.g. Lemov (2010) highlights the importance of Slant as a method of effective behaviour management. This is further supported by the EEF Tool Kit (2021) which claims that effective behavioural management strategies 1,4 have a benefit of significant improvement in learning i.e. +4 Months to learning	1, 4
Improve leadership to ensure stronger accountability, QAR systems and collective ownership of premium student progress.	DFE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'. Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice.	1, 4

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

Budgeted cost: £ 158,115.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing subject specific revision and intervention sessions. E.g. After school & Holiday sessions Providing specific revision material e.g. revision guides	Engagement scores for PP students during lockdown was lower than that of their peers, suggesting larger gaps in knowledge. In house assessment data suggests that targeted academic intervention of grade 4/5 students has had a significant impact on final outcomes in previous years.	1, 5, 6

Small group tuition using National Tutor Programme and School Led Tutoring	EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months	1, 6
Providing 1:1 Mentoring and Coaching for DA students to support them overcome specific learning barriers	EEF Toolkit (Education Endowment Foundation, 2021) suggests that Academic Mentoring/Coaching has +2 months benefit.	1, 3, 4, 6
Develop the brilliant club super scholars programme to extend the learning for high potential PP students and raise university aspiration	Internal data has consistently highlighted High ability Pupil Premium students as significantly underachieving. Brilliant Club research and evaluation indicates 10 – 15% improvement in Written communication, critical thinking and subject knowledge from participants.	7
Introducing Metacognition and study skills packages to support student learning	EEF Toolkit (Education Endowment Foundation, 2021) suggests that Metacognition has +7 months benefit for very low cost. Our internal findings have indicated that independent learning skills provide a significant barrier to learning	1, 4

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

Budgeted cost: £ 200,697.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance activities, including: <ul style="list-style-type: none"> • Review and update attendance policy • Incorporate attendance into transition planning • Work with PP parents and students to identify specific barriers to attendance • Target support 	Research presented by organisations such as Welsh Assembly Government (2011) & Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP student	1, 2

based on specific barriers		
Provide high quality pastoral care including mentoring and support of vulnerable students by Behaviour Managers	EEF Toolkit (2021) reports that mentoring has a +2 months benefit to students Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.	1, 4, 6
Developing role of Careers advisor to support PP Students and raise aspirations	CEC report (2020): highlights importance of careers guidance. Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement	1, 4
Expand the alternative provision (AP) on site and the staff who deliver this by: • Expanding and developing facilities with new Compass Building • AP staff to provide INSET to class teachers for individual pupils they work with.	Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.	1, 4
Ensure that PP Students have access to bursary funds for music lessons – to be awarded on a needs-based scholarship programme.	EEF's tool kit reports +2 months benefit from arts and participation BJME report (Hallam & Rogers, CUP 2016) highlights importance of music and that instrumental tuition is beneficial to progress likely to add on average +0.7 to progress in English and Maths across KS 3 & 4	5
Continued development of leadership of PP e.g. Continued appointment of pupil premium Co-ordinator, sufficient admin support and annual review of funding distribution	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building leadership capacity to deliver school improvement	1, 2, 3, 4, 5, 6

<p>Increase number of careers events attend by Yr9-11 students to 1 per year</p>	<p>CEC report (2020): highlights importance of careers guidance. Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement</p>	<p>1, 4</p>
<p>Improve Parent engagement by: • Develop early online booking for PP parents • Where PP parents have not attended, encourage alternative contact via Pastoral staff • Hold Specific parent evenings for invited PP Parents (e.g. yr. 11 revision)</p>	<p>Current anecdotal evidence suggests that many PP parents unaware of parents evening resulting in poorer attendance (approx. 10% gap) EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress</p>	<p>1, 5</p>
<p>Development of “data team” and tools to ensure robust tracking systems are in place</p>	<p>The EEF’s guide “Putting Evidence to Work, A Guide for Implementation” (Sharpley, Albers, & Fraser, 2018) – highlights the importance of building teams such as “data teams” to improve leadership capacity and deliver school improvement</p>	<p>1, 2, 3, 4, 5, 6</p>

Total budgeted cost: £ 632,799

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Find in the following page the expenditure of funds and its impact.

Also, the outcomes across the years.

TIER 1: Improving Whole School Teaching and Learning

What will we do?	How will we address this? (Actions)	Staff	Costs & Details	COST	Impact
Ensure all students engage with high quality teaching and are motivated to learn	<ul style="list-style-type: none"> Further develop the curriculum to ensure all schemes of work are well sequenced, knowledge rich and provide appropriate challenge for all students Develop and Embed Slant, Shape and Steps across all lessons and school culture TALs attached to each faculty area to support delivery with a focus on support for premium students Embed Marking and Feedback strategies to ensure feedback is effective and consistent Establish extensive reward programme <p>Notes: Curriculum developments are in place looking for improved quality of marking and programme of study for particular areas with the RISPE model.</p>	NJa	£24,000 – T&L Budget £16,000 – TAL TLR	£40,000	>80% of students agree that feedback has helped them to improve in all their subjects
Ensure a strong and effective programme to develop literacy amongst all students	<ul style="list-style-type: none"> Accelerated Reader – 2 lessons per fortnight for all KS3 students Literacy rewards for AR Millionaires Book Boxes provided for all PL groups to facilitate PL group reading Literacy focused trips and workshops available to all students 	NJa / CRo / TRy	£14,000 – AR Budget £1435.50 – ePlatform £500 - Rewards £500 – book Boxes £6,000 – Literacy TLR £37,000 – Salary	£59,435.50	85% of students have made at least one chronological year's progress from their original STAR reader tests. 100% students engaged
Deliver an extensive professional development programme to ensure all staff are experts in delivering quality first provision	<ul style="list-style-type: none"> Fortnightly Teaching and Learning development briefings focusing on RISPE strategies Commitment to release staff to visit other schools and learn from outstanding practice in other settings Extensive programme of induction for trainees, ECTs and unqualified staff Leadership of Teaching school, and approved provider for NPQ programmes to ensure all staff have access to high quality training and nationally recognised programmes. PTI programmes in place and available for all staff specifically to develop subject knowledge 	NJa	£20,000 – staff development £3,000 induction coordinator TLR (part)	£23,000	95% of staff agree that they have benefitted from subject specific CPD
Support teaching staff to ensure they are able to provide personalised & targeted support within lessons	<ul style="list-style-type: none"> Seating plans in place for all lessons identifying premium students PP First strategy reviewed and rebranded focusing on in lesson support (laptop stickers / ID cards) Focused premium learning walks support staff and CLs with areas of strength and improvement PP lead to identify good practice and share in development briefings Develop use of Arbor to support tracking and monitoring of students <p>Notes: A focus on PP is in place for seating plans and pupil profiling.</p>	ERa CMA	£500 – admin, stationary costs £3000 – Arbor – from PP Budget	£3,500	95% of learning walks show focused PP strategies in place
Ensure that all students have the resources they need to make good progress	<ul style="list-style-type: none"> Subsidised Science Workbooks for premium Students Additional Printed resources to be provided for premium students who are less likely to access online learning tools Humanities revision guides supplemented for all students and supplied in full for premium students Premium Students provided with Scientific calculators Maths Revision Packs provided for premium Students 	ERa	£3425 – Science Budget £2000 - humanities £500 – Maths £500 - Maths	£6,425	100% of PP students have revision packs for Science, Humanities and Maths
Ensure departments have budgets which cater for DA% in their cohort and needs	<ul style="list-style-type: none"> All departments have a budget and CL is budget holder Departments have a PP/DA champion to support in increasing student outcomes 	ERa	£30,000 Dept Budgets	£30,000	100% of departments have completed a PP impact report as part of their DIP

Improve leadership to ensure stronger accountability and collective ownership of premium student progress	<ul style="list-style-type: none"> Premium Student Champions appointed from each faculty Premium Student progressed analysed at each data capture and included in RAG reviews for each year group: All Key Stage coordinators in Core Subjects to monitor and report on premium Further develop CL Data training to ensure accurate tracking and targeting Premium Steering Group established to monitor progress and lead good practice <p>Note: ERa has informed of expectation and met with champions regularly.</p>	ERa CLs	£15,000 KS Coordinator salaries £500 admin / support steering group £4,500 from non-core budgets to support subject specific strategies	£20,500	PP Champions in place across all faculties Steering Group established All PP champions have had the opportunity to observe outstanding practice.
Improve linguistics development and support bespoke planning for EAL students	<ul style="list-style-type: none"> Develop adaptive teaching skills of EAL team, by attending course to plan for EAL students EAL team attend CPD, same as classroom-based staff EAL lead to lead on Trust EAL meetings 	EMa	Twinkl subscription - £474.50 Learning Village Subscription - £540	£1014.50	100% students engaged with their account 100% students improved confidence in their English 100% showed improvement in Attitude to Learning
Total				£183,375	

TIER 2: Targeted Academic Support

What will we do?	How will we address this? (Actions)	Staff	Costs & Details	COST	Impact
Ensure all year 11 students are supported to close gaps in learning and Make good progress	<ul style="list-style-type: none"> Period 6 targeted intervention in all subjects for year 11 students Half Term and Easter Revision programmes in place Super Saturday intervention scheduled throughout the year to support year 11 Year 11 Positively You workshop Year 11 Targeted premium PL groups with specific resourcing and strategies Academic Coaching programme Motivational speaker (Innerscope) 	CMa	Student Achievement coordinator £24,000 (part) £5000 – KS4 intervention budget	£29,000	Overall A8 score improved from previous year % Basics of PP improved from the previous year
Improve Exam Skills and Exam specific literacy amongst Key Stage 4 students	<ul style="list-style-type: none"> English Department to provide Exam Literacy workshops for selected premium students CL training on specific strategies for extended exam answers Tier 3 Exam literacy booklets supplied for all students 	LVi FWe/LVi	£2,000 – resources, Time and admin £1320 – English Conference of DA students	£3,320	% Grade 5+ & 4+ improved from the previous year in English
Ensure students have the skills and tools to be able to learn effectively independently	<ul style="list-style-type: none"> PiXL available for staff to attend conferences and access resources Sparx for all students Online Learning programmes for MFL in place 	ERa/ CMa DMu/ATh ASe ASe/ LVi/ FAk	£6,000 PiXL £3700 – Active Learn (Science, MFL) £2500 for Maths online £15000 – Printed resources in Core + EBAC subjects to support independence	£27,200	% Grade 5+ & 4+ improved from the previous year Maths. MFL APS improved from the previous year.

Support our high potential premium students to make excellent progress and achieve top grades at GCSE	<ul style="list-style-type: none"> Scholars Programme in Place for High Potential Premium KS3 Students Period 0 for high potential premium students in Science (Triple scientists) Booster programme for year 8 high potential science students – linked to science careers Maths "Beyond the Curriculum" Club for High Potential premium students Enrichment activities through maths challenge and Maths feast Masterclasses for High ability year 11 students (HPL to run in the main hall) Sixth form students to mentor year 11 students 	HPu DMu TBe ASt ARa MCo ALo	£3000 TLR (Part) £2500 - Science £2200 – Maths £500 – KS 4 achievement budget £380 – Psychology £988 – Music £420 - Art	£9,988	100% of HA students achieve a positive progress score in all year groups HPA: Progress in Core subjects > - 0.4 Non-DA & DA Gap with Core subjects is > - 0.1 in KS4
Ensure students with additional learning needs are supported to overcome academic barriers to learning	<ul style="list-style-type: none"> Access Arrangements in place for students as needed Learning Support Assistants assigned to Departmental areas to support with SEND premium students Key Skills groups established in Key Stage 4 to support curriculum reduction and an emphasis on literacy and numeracy development 	CPa/JWa/ ERa	£2000 Access £1,800 SEND budget £10,000 Teaching time 10hrs per fortnight £279.90 – EAL	£14,079.90	K SEND: Progress in English & Maths > - 0.5
Ensure effective Targeting of students and strategies	<ul style="list-style-type: none"> Target 20 Strategy to be used in all year groups and reviewed half termly Premium Students to be interviewed to identify learning barriers Enhance existing provision mapping to ensure all premium students have appropriate support Senior Heads of Year (Key Stage Leaders) to oversee pupil premium provision and progress. Includes attendance. <p>Notes: In the snapshot, HoY are identifying particular groups.</p>	ERa/CMa / DCN/ MBa	£40,000 – SHOY salaries (Part) £4500 – provision mapping, admin and costs etc. £5000 - HOYs (Part)	£49,500	In school Mentoring process in place Provision map in place for all DA Students with up to date strategies and data
Ensure key stage 3 & 4 students who have fallen behind are supported to close the gaps in key skills acquisition (National Tutoring Programme)	<p>40% contribution to ESFA on Tuitions Partners and School Led Tutoring</p> <ul style="list-style-type: none"> Identified students with an initial focus on year 9 to receive 3:1 (or small group) tuition using our own staff or the national tutoring programme Year 11 to receive 1:1 with tuition partners of NTP or school led tutoring All Students receiving support to be provided with an Individual Tuition Plan outlining gaps in learning to focus on Use of under allocated staff to provide small group short term booster classes to support students preparing for assessments or tests AND year 7 catch up / closing learning gaps identified in progress tests Sixth Form Literacy mentors to support AR / English lessons as readers during Period 5 	ERa	Action Tutoring Engage In-house teachers £259 – resources	£59,184.00 + £259 = £59,443	NTP year-end statement submitted Impact written below Gap is closing across KS3 & KS4 PP students in English and Maths
Total				£192, 530.90	

TIER 3: Wider Strategies

What will we do?	How will we address this? (Actions)	Staff	Cost & Details		Impact
Ensure all students are supported to attend school on time each day	<ul style="list-style-type: none"> Structured Attendance monitoring programme using SOL attendance to target students Improve tracking and monitoring of persistent absence and lateness Support students with essential school resources including uniform Termly attendance rewards for top PL groups / most improved Breakfast club available for all students (breakfast + Activities) 	PBa	£1000 admin / SOL / Home Visits £2867.64 PP Rewards £500 Breakfast Club £5000 - Uniform £2062.50 – Attendance Travel	£11430.14	PP Attendance = 94.5% PA <15
Support students to meet behaviour expectations	<ul style="list-style-type: none"> Dedicated Behaviour support worker employed to support students with challenging behaviour and lead on punctuality and student mentoring Dedicated Conflict Resolution Manager to provide pastoral support in particular related to bullying and conflict Further development of ABAT team to provide peer support 	WTu	£62,000 Salaries (LSH / DSI - Part)	£62,000	95% of staff agree that behaviour in the Academy is good or better. FTE data shows a decrease in FTE by 10%
Ensure all students joining the academy are supported to make a smooth transition	<ul style="list-style-type: none"> Additional welcome day for vulnerable students to further support transition Further develop progress testing in key stage 3 to ensure impact is tracked and early identification of learning gaps to be addressed through catch up programmes (CATs, GL, AR) <p>Notes: Training in place for monitoring and tracking needs.</p>	CPa/CTa/NJa	£1,000 Salaries £3,000 (from KS3 achievement)	£4,000	Progress testing analysis shows 0 gap between PP Progress and non-PP students 100% of underachieving DA students access support through catch up programmes 0 progress gap for KS3 PP students in English and Maths
Support students to maintain positive mental health and self esteem	<ul style="list-style-type: none"> Emotional Literacy programme Speech and Language Training in place Online mental Health Support, website up to date Mental health training for key staff CBT4Schools – staff training for pastoral staff and online programmes focusing on exam stress and gaming addiction <p>Note: Mental health staff trained</p>	CPa/ WTu	£3000 £2000 £1500 – PP Budget £4000 – Goal Mentoring £850 – Animal Assisted Therapy	£11,350	Feedback from stakeholders shows 70% have developed their understanding of mental health and wellbeing issues 10+ Mental health trained staff in the academy
Ensure our most vulnerable students are supported to overcome external barriers to learning	<ul style="list-style-type: none"> Work with a variety of outside agencies to support motivation, resilience, discipline and address gang and knife crime issues: Innerscope / Youth Scape / Boxing Saves Lives Expand the safeguarding team to ensure all vulnerable students are supported and monitored Ensure all LAC students have personalised support programmes and have access to enrichment activities and prioritised for support – relentless focus on raising engagement and achievement Establish a young carers support group <p>Note: Working with external agencies is in place. Continued work on well-being and mental health.</p>	WTu RCI MSa	£3,000 £6000 £20,000 – Safeguarding salaries (part) LAC costs including TLR £10,000	£39,000	100% of vulnerable PP students are actively supported and monitored 100% of LAC students have access to enrichment and personalised support group Young carers Group established

Raise the aspirations of our premium students to ensure they aim high and fulfil their potential	<ul style="list-style-type: none"> Further Develop Careers programme and the role of the careers coordinator to improve engagement across all key stages Further embed careers teaching into curriculum and schemes of work Careers PB days Year 10/11/13 Careers Workshop Big Bang Fair Trip for Premium KS3 students University trips for PP students 	<p>PBa.MGr</p> <p>ERa</p> <p>JPy ISt</p> <p>SBe AHa TVa JPy</p>	<p>£20,000 Careers salary (part) £13,000 – careers budget £500– maths trips and workshop £1000 Uni visits £326.26 – Resources/ snacks £195 – PP support toolkit</p> <p>£1529 - Future Frontiers £2000 - Imaging Partnership</p> <p>£895 – English resource £1319 - Resources in Maths £719.94 – Positively You £297.62 – MFL play</p>	£41,781.82	<p>All Year 11 DA leavers have an identified progression route in EET</p> <p>All Premium students have the opportunity to visit a university outside the immediate surroundings of Bedfordshire and Hertfordshire</p>
Improve Parental Engagement	<ul style="list-style-type: none"> Strategies for supporting student revision shared with all KS4 parents KS4 Parental Support Meeting targeting parents of Premium Students. Positively You parent workshop Welcome Evenings for each year group Annual Face to Face Parent evenings for all students to ensure Develop use of Arbor and social media to raise awareness and engagement 	<p>CMA</p> <p>SLT / HOYs</p>	<p>£1000 (Admin / refreshments) £500 (support booklets) £1000 (Arbor support) £402.09 - Supervision</p>	£2902.09	<p>Additional DA parent meeting for year 11 DA students has taken place.</p> <p>All parents of DA KS4 students have received support materials and additional communication</p>
Improve Engagement with school through curriculum enrichment opportunities	<ul style="list-style-type: none"> Curriculum enrichment opportunities to build confidence and engagement (cooking / gardening) Support for Premium Students to access Music Tuition at KS4 Cross Curricular Premium enrichment period 6 focusing on STEM and Cultural capital – and reward trip for course completion. (Code Breaking, Alan Turing), Breakfast club 	<p>CPa/JWa</p> <p>MCo ASE / FBR</p> <p>JCo HFo</p>	<p>£3000 – cooking and gardening £5000 – Music Peri budget £2000 – PP Budget £23,000 Salaries TLRs £4,000</p> <p>£9563 – DofE £225 - Chess</p>	£46788	<p>KS4 DA music students are supported with instrumental lessons. DA cross curricular project targeting appropriate year 8 and 9 DA students is completed</p>
Improve Engagement with school through curriculum enrichment Sport opportunities (extra Curricula)	<ul style="list-style-type: none"> Swimming experience Benefit students from sports performance perspective but also provide opportunities for personal development. Students to experience a new way of training individually and as a group 	<p>ESk</p> <p>MDo CTa MJe</p>	<p>£1634.20 - Sports Rewards £2100 – Swimming £975 – Sports Experience, Euro cup £1200 - Combat Cricket</p>	£5909.20	<p>All students who attend swimming make progress in their swimming</p>
Improve opportunities for all students to develop a rich and diverse cultural capital	<ul style="list-style-type: none"> Variety of trips to DA students, with subsidised cost where possible Awareness of cultures via events Integrated tutor time opportunities of national and international events. All Premium Students to have the opportunity for at least 2 trips per year to build cultural capital & support Academic Progress 	<p>CTa</p> <p>TVa</p> <p>MLo ATH CTa CRi</p>	<p>£300 - Cultural Capital (Iftar) £10,000 – Norfolk £165 – Drama Trip to Theatre £750 – Rome £1900 – Spain</p>	£30,137	<p>>60% of students are on trips 100% students agree, there were eclectic choice of trips 100% has been on one trip this year.</p>

	<ul style="list-style-type: none"> Develop the personal best programme to include drop down days Improve staff training and support for trip delivery including admin support and access Support premium students to participate in performing arts trips and workshops Notes: Training for more staff using Evolve 	PBa/IST CRi PWa	£1140 – Geography, Hunstanton Beach £10,000- Personal Best Days £5324 – Iceland £558 – History War Museum		
Summer School	<ul style="list-style-type: none"> Book Grow Your Potential Summer School Students who attended enjoyed the experience. 	RAI		£36,299.82	100% students who attended agreed alleviated anxiety, created a lasting sense of camaraderie, and provided valuable opportunities for personal growth
				Budgeted	£291, 598.07

Total Spent: £667,503.97 (Budget £665, 770)

Expected Impact from above Strategies. (Highlighted green if achieved, Amber if partially achieved)
Clear identification of PP fund distribution and lines of accountability established and shared
Teachers show awareness of PP students.
Target 20 DA students identified in each year group and/or subject area, key meetings and personalised learning strategies identified.
All subjects have set PP improvement targets in year 11 together with action plans for next data capture (post mocks)
Small Group core tuition established for identified students
PP Gaps reduced to no less than -0.02 in Core subjects and to no less than -0.03 in EBacc subjects
Mentoring programme in place supporting with exam skills and anxiety issues
80% invited PP students attend Easter intervention
Year 11 outcomes show no more than -0.2 progress gap in all core subjects

NTP tuition partners; Action Tutoring (years 7, 10) & Engage Education (years 9, 11) & School led Tutoring (year 11)

Action Tutoring	Impact
Wave 1 – 20 year 7 students (English) and 20 year 10 students (Maths)	<ul style="list-style-type: none"> >85% attendance to sessions >90% students improved their progress mark from Action Tutoring Baseline line test in both year groups in final progress check
Wave 2 - 20 year 7 students (English)	

and 20 year 10 students (Maths)	
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Engage	Impact
Year 9 Students: English & Maths	<ul style="list-style-type: none"> • >85% attendance to sessions
Year 11 Students: English, Maths Science & Spanish (& in all subjects: school-led tutoring)	<ul style="list-style-type: none"> • Year 9 students improved their English Summer data capture compare to Autumn data capture • % of grade 5 & 4 improved in both Maths and English from the previous year <ul style="list-style-type: none"> • MFL APS improved from previous year.

Impact on Achievement: Key Stage 4 (Summer 2023)

Summary of Key Performance Indicators 1 September 2022 to 31 August 2023			2023 TARGET	2023 Results	Improved from previous year	2022 Results
Year 11 Achievement	Attainment 8	All	5.25	4.43	✓	4.37
		Non-PP	5.33	4.78	✓	4.67
		PP	5.08	3.73		3.89
	% Basics (Grade 5+ in English & Maths)	All	63%	47%	✓	41%
		Non-PP	68%	54%	✓	49%
		PP	54%	33%	✓	29%
	EBACC Point Score	All	4.48	3.84	✓	3.76
		Non-PP	4.62	4.19	✓	4.07
		PP	4.19	3.13		3.26
	% Grade 5+ English		71%	59%	✓	56%
	% Grade 4+ English		94%	74%	✓	73%
	% Grade 5+ Maths		68%	55%	✓	50%
	% Grade 4+ Maths		94%	73%	✓	72%
	EBACC	Science APS (2 best)	5.09	4.35	✓	4.39
Humanities APS		4.05	2.98	✓	2.90	
MFL APS		2.14	1.82	✓	1.49	

What went well:

- Improvement to previous year is clearly labelled.
- Progress 8 score has improved from previous year from -0.33 to -0.24.

EBI

- Attainment and EBACC Point Score of PP students to improve from previous year
- Outcomes to be in-line with targets.

Impact on Achievement: Key Stage 3 – Summer 2023

Year 7		Autumn Term	Summer
Students Achieving Securing+ in English	All	72%	79% ↑
	DA	64%	73% ↑
	Non-DA	77%	83% ↑
	GAP	-13%	-10%
Students Achieving Securing+ in Maths	All	77%	66%
	DA	70%	56%
	Non-DA	80%	71%
	GAP	-10%	-15%
Year 8		Autumn Term	Summer
Students Achieving Securing+ in English	All	61%	65% ↑
	DA	53%	55% ↑
	Non-DA	66%	71% ↑
	GAP	-13%	-16%
Students Achieving Securing+ in Maths	All	67%	53%
	DA	64%	46%
	Non-DA	69%	57%
	GAP	-5%	-11%

Year 9		Autumn Term	Summer
Students Achieving Securing+ in English	All	59%	76% ↑
	DA	58%	75% ↑
	Non-DA	60%	77% ↑
	GAP	-2%	-2%
Students Achieving Securing+ in Maths	All	80%	46%
	DA	75%	43%
	Non-DA	83%	48%
	GAP	-8%	-5%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
GL Assessments	A Renaissance Company
Accelerated Reader	Renaissance Learning
Sparx Maths	Sparx Learning
ActiveLearn	Pearson Education

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

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