

## 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	Ormiston six villages academy
Number of pupils in school	669
Proportion (%) of pupil premium eligible pupils	23% (156 total)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Paul Slaughter Principal
Pupil premium lead	Miss Corinne Jones Associate assistant principal
Governor / Trustee lead	Lisa Humphries

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	139,870
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£139,870

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and are young carers. The activities we have outlined in this statement are also intended to support the needs of all our students, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved and sustained alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. Our strategy is also integral to wider school plans for education recovery, through improved provision of, and engagement in, comprehensive enrichment and intervention programs, as well as using the support from the National Tutoring Programme for all pupils whose education has been worst affected, including non-disadvantaged pupils.

To ensure disadvantaged students are supported and challenged in their curriculum we will:

- Use strategies to improve and sustain the attendance of all students including disadvantaged
- Provide an appropriate curriculum that engages and motivates all students
- Where need is significant, increase support in accessing the curriculum and reduce literacy and numeracy gaps. This will be reflected in the student's behaviour and conduct.
- Ensure staff take ownership of disadvantaged pupils' outcomes and are supported by a robust CPD program to plan effective and timely interventions including social and emotional support, behavioural support and academic mentoring.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Diagnostic assessments suggest that on average disadvantaged students have a lower probability of achieving 5+ grades 9-5 including English and Maths and attainment data of disadvantaged pupils is generally lower than that of their peers.</p> <p>Assessments on entry to year 7 indicate a gap of over 10% when comparing disadvantaged pupils likely to achieve 5+ 9-5 grades compared to their peers.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the past 2 years 28% more of our disadvantaged students demonstrated a reading age below age-related expectations compared to that of our non-disadvantaged students.</p>
3	<p>Observations, discussions with staff and data from information evenings has demonstrated lower parental engagement of our disadvantaged students compared with that of non-disadvantaged students.</p> <p>From parents evening attendance data over the last 3 years the average attendance of our disadvantaged student's families was 40% less when compared to our non-disadvantaged students families.</p>
4	<p>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 3.9-4.9% lower than for non-disadvantaged pupils.</p> <p>20% more of our disadvantaged students were 'persistently absent' compared to that of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Our observations and discussions with students and families have identified social and emotional issues for many students. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment uptake of our students. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, 60-70% of all students were engaging with their online learning through all year groups.</p> <p>When analysing data for engaging in enrichment activities, entitled or extra-curricular there was a gap of 10-36% when comparing the engagement of disadvantaged students with these opportunities compared non-disadvantaged students.</p> <p>In addition, 25 pupils (12 of whom are disadvantaged) are currently receiving mentoring, with 29 (11 of whom are disadvantaged) currently receiving individual behaviour and welfare interventions. We also have 4 of 15 students receiving specific social and emotional intervention in KS3.</p>

## Intended outcomes

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> <li>• Improved average Attainment 8 score</li> <li>• Increased uptake of EBacc courses</li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved parental engagement across all year groups	Improved and sustained increase in the attendance of parents of disadvantaged students to all parents and information evenings and events.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• Improved overall attendance of all students</li> <li>• the gap between overall attendance of disadvantages students compared to non-disadvantaged students is reduced.</li> <li>• Reduction in the percentage of all pupils who are persistently absent and the gap between persistent absences among disadvantaged pupils reduced when compared to their peers.</li> </ul>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## 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: £ 97,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school literacy drive focusing on the provision of oral language interventions and specific reading comprehension strategies	<p>Oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing.</p> <p><b>EEF Oral language interventions +6 months</b></p> <p>Reading comprehension strategies focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves.</p> <p><b>EEF Reading comprehension strategies +6 months</b></p>	1,2
Students experience an ambitious curriculum, entitled enrichment and embedded cultural capital	<p>Quality teaching first – ensuring that the teacher in each class with high proportions, is the best placed practitioner to ensure progress is made.</p> <p><b>EEF Behaviour Interventions + 4months.</b></p> <p><b>EEF Metacognitions +7 months.</b></p> <p>Metacognition's aim to improve learning by getting learners to think about their own learning more explicitly so as to take increased responsibility for their own achievement.</p>	1,2,4,5
Students taught in smaller classes due to additional staffing	<p>Smaller teaching groups allows for closer monitoring and support.</p> <p><b>EEF Behaviour Interventions + 4months.</b></p> <p><b>EEF Metacognitions +7 months.</b></p>	1,2

	<p><b>EEF Reducing Cass Sizes + 2months.</b> Reducing class size appears to result in around three months' additional progress for pupils, on average</p>	
Students receive quality teaching and learning due to CPD training for all staff on barriers to learning for PP/SEND	<p>There is a common strategy across the school in the teaching of disadvantaged students, using questioning, feedback, seating plans and high quality teaching throughout every year group will start to reduce gaps throughout a student's education.</p> <p><b>EEF Individualised Instruction + 4months.</b> It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective</p>	1,2,4,5
Students receive quality teaching and learning due to additional training to support ITT on understanding the context of PP students and adapting T and L accordingly	<p>Delivery of further CPD to ITT through our professional studies programme will ensure that any new staff members, or trainee teachers will be informed of the importance of individualised instruction as well as common approaches used to support disadvantaged students across the school.</p> <p><b>EEF Individualised Instruction + 4months.</b></p>	1,2,4,5
Students demonstrate a high quality of work through the use of a variety of assessment and feedback opportunities	<p>Marking and feedback should always be formative and allow students to understand errors and make improvements.</p> <p><b>EEF Individualised Instruction + 4 months. EEF Metacognition +7 months.</b> <b>EEF Feedback + 6months.</b> Research evidence about feedback was part of the rationale for Assessment for Learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback.</p>	1
Students receive quality in-class intervention through informed teaching assistants providing support to PP in class and providing access arrangements effectively deployed for PP students	<p>Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than regular deployment.</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy</p>	1,2,5

	<p>between different deployments of teaching assistants.</p> <p><b>EEF Teaching assistant interventions +4months.</b></p>	
<p>Department time subject specific CPD, ensuring our teachers are the experts in the room and developing further support for ECT whilst promoting retention of teaching staff.</p>	<p>Barak Rosenshine's 10 principles of instruction (2012) come from 3 sources research on cognitive science, research on classroom practice of master teachers and research on cognitive supports to help students learn complex tasks.</p>	1,2
<p>CPD aimed at improving explicit teaching of tier 2 and 3 vocabulary</p>	<p>Low levels of literacy and numeracy are a main barrier to education and disadvantaged students are likely to be affected by low literacy and numeracy levels.</p> <p><b>EEF Individualised Instruction + 4months.</b></p> <p><b>EEF Behaviour Interventions + 4months.</b></p>	1,2,5
<p>Targeted observations focused on students learning in lessons, including seating plan support</p>	<p>Quality teaching first – ensuring that the teacher in each class with high proportions, is the best placed practitioner to ensure progress is made.</p> <p><b>EEF Behaviour Interventions + 4months.</b></p> <p><b>EEF Metacognitions +7 months.</b></p> <p>Metacognition's aim to improve learning by getting learners to think about their own learning more explicitly so as to take increased responsibility for their own achievement.</p>	1,2
<p>Purchase ingredients for disadvantaged students to enable them to fully participate in food and cookery practical lessons</p>	<p>Through observations and correspondence with parents, participation in practical lessons can be hampered by the inability to provide ingredients.</p> <p>In order for students to experience the full entitled enrichment available from the catering course, students who are unable to provide their own ingredients for practical lessons will be provided with ingredients. Provision has shown increased engagement and enjoyment of lessons.</p>	1,5
<p>Ensure that disadvantaged students are provided with basic stationary</p>	<p>Sanctions for lack of equipment or no equipment have been observed to start the school day negatively for students.</p> <p>Providing basic equipment where there is a need provides every student with an equally positive start to their day, preventing unnecessary sanctions and promoting a positive day of learning.</p>	1,2,4,5
<p>Increased engagement and entitled enrichment due to provision of musical instruments</p>	<p>From observations the purchase of additional musical instruments allows pupil premium students to improve their experience and engagement through participation in enrichment opportunities</p>	1,5

	using the instruments both in lessons, and in additional enrichment opportunities in school. As a number of students do not have the chance to practice at home.	
Students provided will full PE kit to support inclusive learning	From observation and discussion with students, participation in practical PE lessons would be increased and self-esteem of students improved with the provision of personalised Ormiston academy school PE kit.	1,5

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students in exam years are provided with a comprehensive revision programme to support revision for exams	<p>Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning.</p> <p>Providing different tasks catered to each learner and the specific gaps in their knowledge, identified by the teacher.</p> <p><b>EEF Individualised Instruction + 4months.</b></p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. This can be used to support disadvantaged students independent learning during their exam revision period.</p> <p><b>EEF Metacognitions +7 months.</b></p>	1,4,5
Use subject specialist teachers in maths and English to provide bespoke intervention for disadvantaged students	<p>A planned intervention programme put together focussed on disadvantaged students first to ensure they are accessing additional support that it most needed.</p> <p><b>EEF Extended School Hours + 3months.</b> Research has shown that on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school</p>	1,2,5



	programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress	
Ensure that disadvantaged students are attending interventions through careful monitoring and parent contact	<b>EEF Extended School Hours + 3months.</b> Research has shown that on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress	1,
Academic mentoring for disadvantaged students, to increase aspirations and provide academic role models.	Raising aspirations and educating students about different career paths will allow students to find out about careers that they may not have seen within their own family setting. <b>EEF Individualised Instruction + 4months. EEF 1-2-1 Tuition + 5months.</b> Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average	1,5
PP passports to provide additional information on each individual PP student and their barriers/needs	<b>Parental engagement +4months</b> Providing a positive dialogue with parents about their child's education through the PP positive start strategy will allow us to build trust and gain insights into how we can support each of our disadvantaged students on an individual basis. The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	1,3,4,5
Embedded careers programme	Raising aspirations and educating students about different career paths will allow students to find out about careers that they may not have seen within their own family setting. <b>EEF Individualised Instruction + 4months. EEF 1-2-1 Tuition + 5months.</b> Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Therefore we would look to provide additional career interviews for our PP students.	1,3,5
PP, HAT and SEND 6 intervention	For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. <b>EEF Individualised Instruction + 4months.</b>	1

	These groups have been identified as a focus for the school within the Academy improvement plan.	
Embedded subject and year group data analysis of assessment points to identify key areas and groups demonstrating requiring intervention	<p>Increasing awareness of groups requiring intervention through data analysis, discussion and CPD explicitly identifies where there is a need for intervention and allows various interventions to be put in place appropriately.</p> <p><b>EEF Individualised Instruction + 4months.</b></p> <p><b>EEF Mentoring + 2months</b></p> <p><b>EEF 1-2-1 Tuition + 5months</b></p> <p><b>EEF Extended School Hours + 3months.</b></p>	1,2,5
Purchase recommended revision guides and other online resources	<p>Metacognition and learning to learn are considered to be the most effective tools in closing the gap according to EEF. The revision planners, help students know what work they should be doing and give them guidelines about how much time and what tasks should be done for every subject they study. This support often comes from parents who have experienced educational success, and therefore providing all students with the tools they need to revise successfully will benefit students from disadvantaged backgrounds the most.</p> <p><b>EEF Individualised Instruction + 4months. EEF Metacognition +7 months.</b></p>	1,5

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

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritise the attendance of disadvantaged pupils through the focus of our attendance officer and the pastoral team. Provide a system of	Attendance is typically lower in the disadvantaged sub group when compared to their non-disadvantaged peers. Improving attendance and breaking down	3,4,5

rewards to promote the attendance of disadvantaged pupils	barriers for students accessing education is key to developing a success culture and raising aspiration. <b>EEF Parental Engagement +4months.</b> Increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings	
Disadvantaged pupils and their parents are invited to 'Information evenings' and events where teachers and professionals share strategies that will lead to improved progress and share achievements and positive outcomes of students.	<b>EEF Parental Engagement +4months.</b> Increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings	1,3,4,5
Ensure disadvantaged students have equitable access a range of trips, available designed to enhance all student's cultural capital.	<b>EEF Extended School Hours + 3months.</b> Research has shown that on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress	1,3,4,5
Ensure that students who are entitled to free school meals are using this entitlement and are therefore ready to learn	Maslow's hierarchy of needs suggests that students cannot learn unless their basic needs are met. (Maslow, 1946)	3,4,5
Provide a comprehensive PSHE programme	Evaluating the impact of PSHE on students' health, wellbeing and academic attainment by Pro Bono Economics in 2017 found 'very strong evidence' that learning in PSHE has a significant positive effect on academic attainment as well as benefits to physical health, mental health and behaviour.	5
Ensure students are able to find support to complete 'homework' for all subjects within school time.	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). <b>Homework +5months</b>	2,3,5
Improve enrichment uptake by disadvantaged students	<b>EEF Extended School Hours + 3months.</b> Research has shown that on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress	5

Rewards strategy targeting PP students	Disadvantaged students are more likely to respond to positive feedback and encouragement. <b>EEF Behaviour Interventions + 4months.</b> Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours	4,5
PP positive start initiative	<b>EEF Parental Engagement +4months.</b> Increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings	3,4,5
Participation of PP students in Dare to dream program	<b>76% of the disengaged students who have participated in the Dare to dream program are now reengaged or in alternative provision.</b> <b>93% of the students who took part in the program stated they felt happier after completion.</b>	4,5

**Total budgeted cost:** £139,870

## 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.

Overall through the successful implementation of a number of strategies within the pupil premium strategy statement the progress of our disadvantaged students has improved significantly from 2019 to 2022, with the progress 8 of disadvantaged students improving from -0.92 in 2019 to -0.09.

One of our core challenges, raising attainment 8 of all students also improved. Compared with 2019 the average attainment 8 for all students improved from 38.18 to 45.49 in 2022. That increase was even greater from disadvantaged students increasing from 29.98 to 37.77 respectively.

Overall there has been an increase in students taking EBacc courses 34% to 41%, but a decrease in disadvantaged students' percentages. This is due to working to provide the most appropriate and bespoke curriculum opportunities for all students with the student at the centre of these decisions.

Through development of the curriculum and increased provision of entitled enrichment across all subjects there has been a measurable increase in the students' engagement and enjoyment of the lessons, obtained through student voice. The provision of teaching and learning CPD has been a driver for this change, and this curriculum development (and CPD) is ongoing.

For the practical subjects the provision of resources has had a positive impact on attitude to lessons as well as outcomes.

As well as increased engagement observed during learning walks Food and catering saw a progress 8 score of +1.17. Providing musical instruments for students has shown positive attitude towards music lessons and playing musical instruments. PP students are actively attending enrichment sessions for musical instruments and there has been an increase in practice that has been carried out by PP students, evidenced by Log-ins and practice on Charanga website.

With the appointment of a new SENCO further CPD on the barriers for learning, especially with SEND-PP students has been provided. Some PP students have shown good progress at KS3 + KS4 in terms of growth in confidence in speaking (sharing their learning journeys) however there are still inconsistencies in students' experiences.

The targeted intervention strategies provided for students also showed some positive results. The comprehensive revision plan improved the current working grade of all students in November by +0.64 and disadvantaged students by +0.46 when compared

to the exam results they achieved. More focus must be put on ensuring PP students engage with all revision sessions and contact with parents must be increased to promote attendance, as this was inconsistent across subjects.

Online tutoring intervention in maths and English provided differing results. Students in year 9, 10 and 11 were provided with online tutoring through the national tutoring program. Overall disadvantaged students did not improve or worsen their grades, however there was a positive impact on HPA students in Maths, but not English, therefore tutoring will be targeted more specifically at PP/HPA cross over students in maths and alternative provision will be developed for English.

Academic mentoring of students was run in two groups of students the 5 PP students in group 1 improved their average p8 from  $-0.98$  in year 10 to  $-0.85$  in year 11. The final sample average p8 was  $-0.91$ , this compared to overall progress of PP students is low and further work is needed on the selection of those students who will engage full with the program.

In group 2 the 6 PP students improved their average P8 score from  $-0.69$  (projected) to  $-0.22$  (actual). An improvement of  $+0.47$  and was indicative of the improved engagement of the students in this group with the academic mentoring program.

Alongside mentoring an embedded careers program tailored to each students and promoted throughout each subject area ensured that all year 11 PP students having a post 16 destination and 31% of those students taking a-level or equivalent courses. Further development of the careers program across all key stages is ongoing.

Intervention was also provided for KS3 students in literacy and numeracy, this was carried out weekly for those students not currently on target in maths and English in years 7 and 8. This had a positive impact on the performance in their English lessons with 100% off year 7 and 55% of year 8 on or above target by the end of the termly sessions.

In comparison the impact on the student's maths grades was less significant, with 14% of students on or above target in year 7, and 25% in year 8.

If this intervention continues a different approach will be used, with students taken from tutor time to reduce impact on other parts of the curriculum and provide short targeted intervention.

Attendance of all students, but especially disadvantaged students has been a challenge to improve since COVID, however there have been successes.

The set-up of the attendance group targeting 48 students with the lowest attendance showed moderate improvements overall, with an increase of 1.17%, however individual success proved more significant, with nearly half of the students improving their attendance, and average of 58% of students per week improving their attendance and 6 students improving their attendance by more than 10%. Student voice also indicated the reward system in place to recognise improvement had a big impact with a number of students identifying the reward trips as a positive incentive.

In order to continue this positive impact all PP students will be invited to attend.

In terms of parental engagement there was an overall decrease in attendance to parents evenings when moved from online to in-person, therefore parents evenings have been moved back to online.

The administration team continue to work to ensure all parents have appointments for evenings, and teachers will now call home for any appointments that are missed to ensure all parents have been able to receive feedback on the progress of their child.

It is and will continue to be every tutor's responsibility to ensure they have contacted home for the PP students in their tutor group to share all positive feedback from the students' teachers at the start and at various times throughout the academic year. This has been met with positive feedback from parents and allowed stronger relationships to be built between all stakeholders, shown by average PP attendance to parents evening moved from 35.35% to 36.48.

The provision of extra-curricular enrichment has increased in some areas with most students in KS3 attending at least once, this decreases significantly in year 10 and 11 and further strategies are needed to improve attendance of KS4 students.

There are still not enough students attending extra-curricular enrichment activities on a regular basis.

In terms of offsite enrichment, trips and visits there has been an increase in the number of students applying for the 50% discount and it is expected that with COVID restrictions reduced more trips will be organised throughout the academic year with PP student's attendance prioritised.

Students education and well-being is supported through the development of a comprehensive PSHE curriculum, with feedback from academy leaders stating it is a well-mapped and resourced curriculum with nationally quality assured resources utilised throughout student voice has suggested students are more aware of their own well-being and how they and others around them can support their own well-being. However, feedback from academy leaders has also determined a lack of personal development content across the whole school curriculum and this is being embedded as a priority.

Additional personal development interventions have taken place across the year that were not included in the original strategies document. From student voice and increase attendance of those students involved these have had a positive impact. These include Dare to Dream, Breakfast club for boys, Boys to men group, Girls group and SPARKS fire and rescue targeted education.

## Further information

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We have looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We have an evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.