Pupil premium strategy statement – 2023-24.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Rockwood Academy

Detail	Data
School name	Rockwood Academy
Number of pupils in school	1104
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 year
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	David Cooke
Pupil premium lead	Victoria Creedon
Governor / Trustee lead	Tamara Marsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£572,312**
Recovery premium funding allocation this academic year	**£154074**
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£763309

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good **progress** with rates of **attainment** in line or above national average figures across the curriculum, particularly in English, Maths and Science.

The focus of our pupil premium strategy is to provide exceptional support for our disadvantaged students to achieve that goal, including good progress for those who are already high prior attainers. We will consider and plan our strategy based upon the challenges faced by our vulnerable students especially in relation to their demographic category and the Mental Health and Wellbeing of all our students. Our students face several challenges in their daily lives, and we are particularly aware of those students who have a social worker or are young carers. One of our aims is to ensure that students who are vulnerable receive the right help at the right time and are able to access a wealth of support both internally and externally. The activities we have outlined in this statement are also intended to support students' personal and social needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit, in the intended outcomes detailed below is the intention that non-disadvantaged students' achievement will be sustained and improved alongside achievement of their disadvantaged peers. The "Excellence at Rockwood" teaching strategy underpinned by the principles associated with the science of learning will remain the cornerstone and foundation for high quality teaching in 2023-24. We will also engage in initiatives that focus on developing reading skills and provide layers of support so that all students can aim to be at a level associated with their chronological reading age. Improving provision for SEND students as part of CORE Education Trust wide provision also remains a key focus for our developments in 2023-24 so that these students progress in line with expectations.

Our strategy is also integral to wider school plans for education recovery; notably in its targeted support through the use of tutoring, targeted intervention, quality of teaching, mentoring and curriculum innovation for students whose education has been worst affected by the pandemic, including those non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they are set
- act early to intervene at the point need is identified
- support disadvantaged students to fully access the curriculum
- identify, target and support disadvantaged families through the use of our education welfare support team

- ensure the curriculum meets the needs of the local community and drives aspiration
- adopt a whole school approach in which all staff take responsibility for disadvantaged student' outcomes and raise expectations of what they can achieve through "Excellence at Rockwood"
- provide a range of support to ensure students Social, Emotional and Mental Health needs are being met
- Support staff CPD to ensure highly effective CPD to enhance the "Excellence at Rockwood" teaching strategy
- Provide CPD for staff in creating a "culture of excellence" that is underpinned by the principles of emotional wellbeing.

Challenges – 2023-24

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

Challenge number	Detail of challenge
1	**Attainment and progress** for disadvantaged students **(Year 11 - 2023)** overall is in line with national average particularly in core subjects but remains a priority for all subjects to ensure students can access aspirational post 16 destinations and fulfil their potential.
2	Disadvantaged students have lower levels of **reading** comprehension than their peers. This impacts on disadvantaged students' progress in all subjects.
3	**The education and wellbeing** of many of our disadvantaged students remains a priority. This has been impacted by partial school closures and the pandemic to a greater extent than other students nationally based on our demographic. In 2023-24 our aim is to continue to create a "Culture of Excellence" which is underpinned by emotional wellbeing.
4	Monitoring of **behaviour** incidents suggest that a significant percentage of disadvantaged students lack metacognitive / self-regulation and leadership strategies that are required when faced with challenging tasks, social time, and independent activities. Some of our disadvantaged students face/live within a challenging local area that can affect the choices they make.
5	Our **attendance** indicates that attendance among disadvantaged students has been lower than that of our non-disadvantaged students and remains a priority in 2023-24.
6	Disadvantaged students do not always have **access** to technology, kit, equipment, resources that support their academic progress and overall achievement.
7	Disadvantaged students often do not have access to the same opportunities to develop their overall **cultural capital,** which supports their academic and personal growth.

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
Overall Attainment by the end of Year 11 for disadvantaged students to remain in line or above national average in Maths, English and Science.	Disadvantaged student attainment to be in line with the performance of non-disadvantaged students. Overall attainment to be in line with or above national average 2022-23.
Overall Progress for Disadvantaged Students by the end of Year 11 to remain in line or above national average especially in English, Maths and Science.	Overall progress of disadvantaged students to be in line with or above non-disadvantaged students. - Progress will be within 0.15 for each core subject. - Progress overall at the Academy to continue to be above national average in core subjects. - Progress of students in "open bucket" subjects to be in line with national average and show +0.25 minimum improvement in terms of progress.
Progress by the end of KS3 will demonstrate that students are on track to meet secure progress through the intended curriculum.	A minimum of 80% of all disadvantaged students by the end of KS3 will demonstrate that they are 'secure' in curriculum progress.
More able disadvantaged KS3 students will make progress in line with high expectations.	A planned series of intervention will mean that at least 80% of KS3 disadvantaged students will make 'extending' progress in curriculum subjects
Reading ages of disadvantaged students to show improvement in relation to their chronological reading age in 2022-23.	Reading ages will significantly improve as a result of reading strategies utilised across the academy. A minimum of a 75% of students in each year group (who's chronological reading age is below expectations) will demonstrate a diminishing gap between actual and chronological reading age by the end of the Academic Year.
Recorded **behaviour** incidents in the academy report no significant difference between disadvantaged and non-disadvantaged students.	- Fixed Term (FTE) and Permanent Exclusions (PEX) of disadvantaged students should not show a significant difference to that of non-disadvantaged students. The figure for disadvantaged students will not be more than 25% higher than that of non-disadvantaged students. - Reported behaviour incidents such as bullying, homophobic language, physical

	assault should not be significantly different or disproportionate for disadvantaged students. The figure for Disadvantaged students will not be more than 25% of the total reported incidents.
Attendance of disadvantaged students will improve in 2022-23.	- Overall attendance of disadvantaged students will be in line with non-disadvantaged students. Overall Disadvantaged students will be within 5% of Non – Disadvantaged students. - Overall school attendance will be above 92%. Disadvantaged students will be in line with their non-disadvantaged peers, in 2023-24 up to a maximum of 5% difference. - Persistent absence of disadvantaged students will be below 20% in 2023-24.
The Mental Health and Wellbeing of disadvantaged students at Rockwood Academy remains positive and enables students to access all the opportunities available at the Academy.	- Student voice minutes indicate that students understand how to access support within school. 80% or above, of surveyed disadvantaged students understand how to access support. - 80% of surveyed disadvantaged students will report that they feel happy, safe and well within the school environment. - Disadvantaged students (through data and student council) show an increasing ability to be confident in reporting incidents of bullying, homophobia, and discrimination. - An increasing number of disadvantaged students take part in leadership opportunities within the academy.
Disadvantaged students will access a range of opportunities that develop cultural capital.	- All disadvantaged students will have accessed opportunities to develop personal and social skills as well as cultural capital. Each disadvantaged student will go on and have access to at least one external trip during 2023-24.

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: £45,214

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise Trust lead Practitioners across Ebacc subjects to support quality first teaching.	Supporting the attainment of disadvantaged students (DFE, 2021) (EEF Toolkit) suggests high quality teaching, including mastery teaching is a key aspect of successful schools and raising attainment among students. Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2
Leadership of pupil outcomes and pupil premium quality first teaching provision. DHT, AHT.	Supporting the attainment of disadvantaged students (DFE, 2021) (EEF Toolkit) suggests high quality teaching, including mastery teaching is a key aspect of successful schools and raising attainment among students. Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. "Excellence at Rockwood".	Supporting the attainment of disadvantaged students (DFE, 2021) (EEF Toolkit) suggests high quality teaching, including mastery teaching is a key aspect of successful schools and raising attainment among students. Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,
Design and implement a CPD programme for 2022-23 (in house which builds on CORE Education Trust-wide developments and DACE) underpinned by the development of the "Excellence at Rockwood" teaching model and the science of learning.	Ensuring an effective teacher is front of every class' (EEF 2021) highlights the importance for a comprehensive programme of support, guidance and CPD for our staff. Evidence gained by SLT/ML through drop ins, observations, book scrutiny, QA cycle demonstrates the effectiveness of staff following the teaching model in ensuring regular consistent practice. (EEF identify quality teaching includes approaches to developing metacognition and self-regulation. Metacognition and self-regulation	Toolkit Strand	Education Endowment Foundation	EEF.	1,2
Embed Homework expectations	Homework has a positive impact on average+5 months for students in secondary school.	1

and process across the academy. Home learning policy to provide targeted support for disadvantaged students.	Homework	EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: **£256,961**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide opportunities to improve literacy levels and access to the curriculum for EAL students through CORE Hello.	Individualised instruction involves providing different tasks for each learner and support at the individual level. 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. Individualised instruction	EEF (educationendowmentfoundation.org.uk)	1, 2
Appoint a literacy lead to improve levels of literacy with a particular focus for on disadvantaged students.	Reading comprehension strategies are high impact on average + 6 months. Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies	EEF (educationendowmentfoundation.org.uk)	1, 2
Provide academic guidance and support for disadvantaged students through the appointment of an	Teaching assistants can provide a large positive impact on learner outcomes supporting teachers in classroom environments as well as providing targeted support.	

additional teaching assistant.	Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	
To continue to provide appropriate reading CPD for all staff to enable targeted support. For example: Ruth Miskin resources and staff / student CPD.	Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when in-terventions are delivered over a shorter timespan: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	1,2
Provide opportunity for students to extend learning out of school hours and at recreational times. (Especially to support MHWB through sport). Subjects such as PE, ART, Music and Drama are to be prioritised.	COVID restrictions dictated that learning outside of school hours have been challenging. EEF toolkit 2021. There is a positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance. Arts participation | EEF (educationendowmentfoundation.org.uk)	1,2.3
Provide opportunity to support students MHWB through the services of an appointed school councillor,	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	1, 2, 3,4, 5
Provide additional tutoring and intervention programmes during Saturday's and Holiday periods.	This targeted approach will have an impact on outcomes for disadvantaged students. The EEF Toolkit highlight that periods of lost learning can be achieved with this approach: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
Utilise the support for Disadvantaged students offered from Coachbright afterschool.	The research of extending the school day and offering Saturday and summer schools suggest this can add upto 3+ months progress. Extending school time | EEF (educationendowmentfoundation.org.uk)	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise the support for Disadvantaged students offered from Impress the examiner and other external agencies on Saturdays	The research of extending the school day and offering Saturday and summer schools suggest this can add upto 3+ months progress Extending school time | EEF (educationendowmentfoundation.org.uk)	1
Offer weekly tutoring (graduate coaches) to disadvantaged students in English, Maths and Science and creative arts.	Small group tuition (National Tutoring programme) is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. The research of extending the school day and offering Saturday and summer schools suggest this can add up to 3+ months progress. Summer schools | EEF (educationendowmentfoundation.org.uk)	1,2,4
To ensure disadvantaged students gain full access to Music tuition from the local LA services.	It is a declared priority of the school to enable disadvantaged students to access a broad and balanced curriculum. www.gov.uk. Identifies the national curriculum offer.	6, 7

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

Budgeted cost: **£461,134**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To appoint 5 Year Group Co-ordinators to oversee and lead all aspects of pastoral care and development within each year groups 7-11. YGC will be pivotal in the recovery premium action plan.	The DFE identify that pastoral care is a priority particularly in respect to the effects of COVID 19 and periods of lockdown. The DFE state: "Schools are aware that some students will require additional emotional and pastoral support when they return to school, so making time for pastoral care is a priority". https://www.gov.uk/guidance/pastoral-care-in-the-curriculum	3, 4, 5, 6

9

To ensure Rockwood Academy disadvantaged students take a full and active part in the Echo Eternal and Horizon trust wide project.	The Henley Review 2012 (cultural education in UK) identifies the importance of creativity and cultural education for YP, particularly supporting disadvantaged young people, supporting creative industries and enabling creative people of the future) https://www.gov.uk/government/publications/cultural-education-in-england Particularly strong emphasis on the need for every child to gain access to cultural knowledge has been identified.	3, 4, 5, 6, 7
To ensure Rockwood Academy disadvantaged students take a full and active part in the CORE trust wide partnerships. Cadets, Core Leaders of tomorrow, DoE	Character Education in School identifies the added value of such projects. The *Character Education in UK Schools* report was launched by Professor Sir Anthony Seldon. (This particularly supports Theatre and Choir as developing strong character among our disadvantaged students) https://www.jubileecentre.ac.uk/1571/projects/character-education-research/character-education-in-uk-schools. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3, 4, 5, 6, 7
To ensure that Rockwood Academy Disadvantaged Students take part in a range of trips and visits that support both the academic and personal development of students.	DfE Report 'An Unequal Playing Field', shows huge disparities in children's participation rates across a wide range of extra-curricular activities depending on their social background. A key aim for us is to ensure that our disadvantaged students have equal opportunities in their lives https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility The 2021 report by CFEY about the Importance of outdoor learning, social action and enrichment in education also highlights the importance for our Disadvantaged Students to take part in a range of activities for academic and personal development. https://cfey.org/2021/11/what-next-for-enrichment/	3, 4, 5, 6, 7
Maximise the effectiveness of paired readers during tutor time through guided reading so students read	EEF Teaching and Learning Toolkit states places peer tutoring as being effective (EEF online) + 5 months' progress for one to one tuition Reading comprehension strategies can have a positive impact on students' ability to understand a text,	2

widely / often. This programme is supported by the recovery funding.	and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	
Offer subsidies for uniform, kit and equipment for disadvantaged students. This will include football boots for the use of the 3G pitch.	Gov.uk signposts parents to ask local councils/schools directly for support with school uniform. BCC (website) states schools should also offer arrangements so that no family feels unable to apply for a place because of the cost of uniform. School uniform | EEF (educationendowmentfoundation.org.uk)	1,2, 6
Provide additional study support revision materials, and materials for disadvantaged students. (Particularly KS4).	In July 2021 Third Space Learning (Sam Southall) identifies that breaking down any barriers to success is crucial in the overall achievement of disadvantaged students. https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/	1,4, 6
Provide targeted support through a home-school attendance support worker and a further attendance officer to improve attendance, punctuality and links with families.	EEF Teaching and Learning toolkit states that behaviour interventions and parental engagement are both effective strategies that have positive impact. (EEF online) +3months progress Aspiration interventions | EEF (educationendowmentfoundation.org.uk) https://www.gov.uk/government/publications/school-attendance.	3, 5
Provide additional opportunities for disadvantaged students to gain access to a range of alternative activities that are not easily accessible such as, DJ, Basketball Coach and Boxing.	DfE Report 'An Unequal Playing field', shows huge disparities in children's participation rates across a wide range of extra-curricular activities depending on their social background. A key aim for us is to ensure that our disadvantaged students have equal opportunities in their lives and access a range of extra-curricular activities. https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility	6

Pupil premium strategy outcomes

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

Evaluation of Intended Outcomes 2022-23.

Attainment & Progress.

Our five-year curriculum offer ended with students sitting a range of GCSE and Vocational qualifications. In 2023, the progress of our Year 11 cohort was in line with national average including the performance of Disadvantaged Students.

Below is a summary of the 2022-23 Year 11 progress data:

Attainment/Progress 8 Summary			
Measure	Pupil Premium	Total	%
Average Attainment 8 Grade	All	4.17	
	N	4.15	
	Y	4.19	
	GAP	-0.04	
Average Total Progress 8	All	-0.06	
	N	-0.05	
	Y	-0.07	
Basics 9-7			
Measure	Pupil Premium	Total	%
	All	17	9.4
	N	6	6.8
	Y	11	11.8
Basics 9-5			
Measure	Pupil Premium	Total	%
	All	60	33.1
	N	29	33
	Y	31	33.3
	GAP	-2	-0.3
Basics 9-4			
Measure	Pupil Premium	Total	%

	All	97	53.6
	N	48	54.5
	Y	49	52.7
Attainment/Progress 8 - English			
Measure	Pupil Premium	Total	%
Average English Progress 8	All	0.65	
	N	0.7	
	Y	0.6	
	GAP	0.1	
Attainment/Progress 8 - Maths			
Measure	Pupil Premium	Total	%
Average Maths Progress 8	All	-0.26	
	N	-0.26	
	Y	-0.26	
	GAP	0	
Attainment/Progress 8 - EBacc			
Measure	Pupil Premium	Total	%
Average EBacc Progress 8	All	0.09	
	N	0.13	
	Y	0.06	
	GAP	0.07	
Attainment/Progress 8 - Open			
Measure	Pupil Premium	Total	%
Average Open Progress 8	All	-0.47	
	N	-0.5	
	Y	-0.44	
	GAP	-0.06	

- There is no significant gap between PP and NPP progress, both are broadly in line with 0.
- Progress of Disadvantaged Students in English was well above national
- PP students outperform NPP in achieving the higher grades in English and Maths.
- We have seen positive progress in the Ebacc elements
- Improvement in Maths progress and attainment will be a priority.
- Progress and attainment in some subjects (particularly open bucket subjects) has room for improvement and will remain a key priority for 2022-23.

Teaching and Learning.

Quality first teaching CPD has enabled the Academy to meet the ambitious academic targets.

- CPD sessions were delivered and have upskilled teachers on the following: cognitive load theory; memory; retrieval practice and metacognition.
- The Teaching and Learning Team have also delivered additional best practice CPD on memory and retention of knowledge, which has supported progress of all students.

13

- A staff survey has highlighted the fact that CPD sessions improved staff knowledge and understanding of the Cognitive Load Theory; memory, learning and metacognition.
- Understanding of retrieval practice, interleaving and spaced practice has improved.

A number of reading strategies have now been implemented. Strategies include 'Control the Game'; Ruth Miskin 'Fresh Start Training' and Lexia.

In addition to this, reading CPD for all staff has taken place to develop the expertise of staff and drive improvement to the quality of teaching with a particular focus on incorporating reading development within the classroom.

A culture of Reading has been established with many new resources being invested into the School Library.

The breakdown of improvement SAS reading scores in targeted reading intervention for PP students is shown below per year group.

Year 7

Analysis of group scores (by custom 1)

The table below shows the distribution of scores for the group against the national average, for each point of testing.

	No. of students	Test point	Mean SAS	1 <74	2 74-81	3 82-88	4 89-96	5 97-103	6 104-111	7 112-118	8 119-126	9 >126
National	-	-	100.0	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	46	Start	69.9	98%	2%	0%	0%	0%	0%	0%	0%	0%
		End	79.1	46%	26%	9%	7%	7%	4%	2%	0%	0%
Yes	26	Start	70.2	96%	4%	0%	0%	0%	0%	0%	0%	0%
		End	79.3	50%	19%	8%	8%	8%	8%	0%	0%	0%
No	20	Start	69.6	100%	0%	0%	0%	0%	0%	0%	0%	0%
		End	78.8	40%	35%	10%	5%	5%	0%	5%	0%	0%

Year 8

Analysis of group scores (by custom 1)

The table below shows the distribution of scores for the group against the national average, for each point of testing.

	No. of students	Test point	Mean SAS	Stanine 1 <74	2 74-81	3 82-88	4 89-96	5 97-103	6 104-111	7 112-118	8 119-126	9 >126
National	-	-	100.0	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	30	Start	69.5	100%	0%	0%	0%	0%	0%	0%	0%	0%
		End	75.9	53%	27%	10%	3%	3%	3%	0%	0%	0%
No	15	Start	69.7	100%	0%	0%	0%	0%	0%	0%	0%	0%
		End	78.2	40%	33%	13%	0%	7%	7%	0%	0%	0%
Yes	15	Start	69.3	100%	0%	0%	0%	0%	0%	0%	0%	0%
		End	73.5	67%	20%	7%	7%	0%	0%	0%	0%	0%

Year 9

Analysis of group scores (by custom 1)

The table below shows the distribution of scores for the group against the national average, for each point of testing.

	No. of students	Test point	Mean SAS	Stanine 1 <74	2 74-81	3 82-88	4 89-96	5 97-103	6 104-111	7 112-118	8 119-126	9 >126
National	-	-	100.0	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	30	Start	70.1	90%	10%	0%	0%	0%	0%	0%	0%	0%
		End	82.1	40%	17%	17%	7%	17%	3%	0%	0%	0%
Yes	16	Start	69.9	94%	6%	0%	0%	0%	0%	0%	0%	0%
		End	83.6	38%	13%	19%	6%	19%	6%	0%	0%	0%
No	14	Start	70.3	86%	14%	0%	0%	0%	0%	0%	0%	0%
		End	80.4	43%	21%	14%	7%	14%	0%	0%	0%	0%

Year 10

15

Analysis of group scores (by custom 1)

The table below shows the distribution of scores for the group against the national average, for each point of testing.

	No. of students	Test point	Mean SAS	Stanine 1 <74	2 74-81	3 82-88	4 89-96	5 97-103	6 104-111	7 112-118	8 119-126	9 >126
National	-	-	100.0	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	8	Start	69.0	100%	0%	0%	0%	0%	0%	0%	0%	0%
		End	73.6	88%	0%	0%	13%	0%	0%	0%	0%	0%
No	4	Start	69.0	100%	0%	0%	0%	0%	0%	0%	0%	0%
		End	76.3	75%	0%	0%	25%	0%	0%	0%	0%	0%
Yes	4	Start	69.0	100%	0%	0%	0%	0%	0%	0%	0%	0%
		End	71.0	100%	0%	0%	0%	0%	0%	0%	0%	0%

Behaviour and Attitudes.

All impact reports on Trust wide initiatives such as Cadets, Core Leaders of Tomorrow, Duke of Edinburgh, Core Us, Royal Birmingham Conservatoire project, and Matheletes show disadvantage students have enjoyed and developed their leadership skills through the variety of opportunities and activities provided through the initiatives. The initiatives will be promoted further to ensure more disadvantaged students have the opportunity to take part in the character and confidence building projects, exposing our students to working with professionals in various sectors.

During the academic year 2022-23 exclusions at the academy were used to reinforce standards and expectations. Reducing exclusions, will remain a key focus within the Academy for 2023-24. The total number of exclusions for Disadvantaged students was higher than non-disadvantaged students and as a result of this remains a priority for 2023-24.

Attendance.

Year 7	• Year 7 Attendance – 89.7% • Year national average for FSM 6 student attendance. (National 85.3%) • PP attendance – 89.4%
Year 8	• Year 8 Attendance – 88.7% • All year groups demonstrated above national average for FSM 6 student attendance. • Year 8 PP 88.4 – national 86.3%
Year 9	• Year 9 Attendance – 86.8% • All year groups demonstrated above national average for FSM 6 student attendance.

	• Year 9 – PP – 86.3% National 84.2%
Year 10	• Year 10 Attendance – 85.9% • All year groups demonstrated above national average for FSM 6 student attendance. (National 85.3%) • Year 10 PP - 83.8 % - National PP - 83%
Year 11	• Year 11 Attendance – 89.7% • Year 11 PP – 89.3% - National – 82.9% • All year groups demonstrated above national average for FSM 6 student attendance. (National 85.3%)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

The school improvement plan 2022-23 highlights a range of key developmental objectives that will improve provision for disadvantaged students but are not solely dependent on pupil premium or recovery premium funding.

This improvement plan is regularly reviewed by the Governing body and a range of School Improvement Partners that evaluate the quality of school leadership in the context of Pupil Premium students. An annual Pupil Premium review takes place by external consultants to ensure that leadership of this aspect of school life remains exemplary.