# Pupil premium strategy statement – Rockwood Academy – 2021-22

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## 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 students. 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 | Rockwood Academy |
| Number of students in school | 967 |
| Proportion (%) of pupil premium eligible students | 59.81% (523) |
| Academic year/years that our current pupil premium strategy plan covers **2021-22.** | 2021-22 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Greg Williams (SHT) |
| Pupil premium lead | David Cooke (Deputy HT) |
| Governor / Trustee lead | PP Governor – Crisma Bugem. |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £499,465.00 |
| Recovery premium funding allocation this academic year | £75,835 |
| 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 | £575,300 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| *You may want to include information on:*   * *What are your ultimate objectives for your disadvantaged students?* * *How does your current pupil premium strategy plan work towards achieving those objectives?* * *What are the key principles of your strategy plan?*   Our intention is that all students, irrespective of their background or the challenges they face, make good **progress** and rates of **attainment** in line or above national average figures across the curriculum, particularly in Maths and English.  The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including good progress for those who are already high prior attainers. We will consider the challenges faced by our vulnerable students especially in relation to their demographic challenges, such as those who have a social worker and 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. The activities we have outlined in this statement is also intended to support their 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 for their disadvantaged peers. The “Excellence at Rockwood” teaching strategy will remain the cornerstone and foundation for high quality teaching in 2021-22. We will also engage in initiatives that focus on developing reading skills and improving provision for SEND students as part of CORE Education Trust.  Our strategy is also integral to wider school plans for education recovery; notably in its targeted support through the use of tutoring, targeted intervention teaching, mentoring and curriculum innovation for students whose education has been worst affected, including 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 * ensure the curriculum meets the need of the local community * 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” * Support staff CPD to ensure highly effective CPD to enhance the “Excellence at Rockwood” teaching strategy. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | **Attainment** for disadvantaged studentsoverall is below national expectations in Maths and English. Attainment for disadvantaged students is lower than non-disadvantaged students in all year groups. Assessment Point (AP) 1 2021-22 indicates that progress of all Year 11 students remains a priority, so that progress is once again well above national averages. |
| 2 | **Achievement** for all disadvantaged students is a priority as a result of the lost learning through the COVID-19 pandemic. The recovery curriculum needs to be developed so that GAPS and misconceptions in learning can be planned and developed. |
| 3 | Assessments, observations and discussion with students indicate that disadvantaged students generally have lower levels of **reading** comprehension than peers. This impacts on disadvantaged students’ progress in all subjects. Disadvantaged students’ levels of literacy are below that of their non-disadvantaged peers. |
| 4 | Our assessments, observations, monitoring and discussions with students and families suggest that the **education and wellbeing** of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations. |
| 5 | Monitoring of **behaviour** incidents suggest that a significant percentage of disadvantaged students lack metacognitive / self-regulation 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 effects the choices they make. |
| 6 | Monitoring (from Year Group Co-ordinators and Form Tutors) observations and discussions with students and families have identified social and emotional issues for many students, such as **anxiety, depression, low mood and low self-esteem.** This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment. During the pandemic and in recent times, teacher/YGCs referrals for support has increased. |
| 7 | Our **attendance** data over the last two years indicates that attendance among disadvantaged students has been lower than that of our non-disadvantaged students. |
| 8 | Disadvantaged students do not always have **access** to technology, kit, equipment, resources that support their academic progress and overall achievement. |
| 9 | Disadvantaged students often do not have access to the same opportunities to develop their overall **cultural capital,** which supports their academic and personal growth. |
| 10 | Disadvantaged students form challenging backgrounds need to have access to a well-planned and sequenced **Personal Development** curriculum that ensures they are well prepared for adult life. This curriculum also includes statutory Sex and Relationships Education. |

## 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 be in line with national expectations in Maths and English. | Disadvantaged student attainment to be in line with the performance of non-disadvantaged students.  Overall attainment to be in line with national average for English and Maths. |
| **Progress** for Disadvantaged Students by the end of Year 11 to be in line with Non-Disadvantaged students in core subjects English, Maths and Science. | Overall progress of disadvantaged students to be in line with non-disadvantaged students. Progress will be within 0.25 for each core subject.  Progress overall at the Academy to continue to be above national average in core subjects. |
| **Progress** by the end of year 11 Disadvantaged students in non-core subjects will demonstrate continued high standards of performance or show improvement. | Progress of non-core subjects will continue to be above national average in year 11.  Improvement in French and Drama will show a minimum of +0.3 increase compared to the previous year. |
| **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 progress in line with aspirational targets in 2021-22. |
| **Reading** ages of disadvantaged students to be show improvement in relation to their chronological reading age in 2021-22. | Reading ages will significantly improve as a result of reading strategies utilised across the academy. A minimum of 30% of students in each year group (who’s chronological reading age is below expectations) will reach their 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 2021-22. | * 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 93%. Disadvantaged students will be in line with their non-disadvantaged peers, in 2021-22 up to a maximum of 5% difference. * Persistent absence of disadvantaged students will be below 20% in 2021-22. |
| 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. | * PASS (Pupil Attitudes to School and Self, GL Assessment) data for disadvantaged students clearly sees a reduction in overall anxiety, depression, low mood and low self-esteem throughout the course of the year. * Student voice minutes indicate that students understand how to access support within school. 80% or above, of disadvantaged students understand how to access support. * 80% of disadvantaged students will report that they feel happy, safe and well within the school environment. |
| 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 will go on one external trip at least and have more than one in-school experience in 2021/22 |
| All disadvantaged students will have access to a high quality Personal Development curriculum, resulting in deeper understanding of a range of topics. | * The Personal Development curriculum is well planned, sequenced and in place by the end of 2021-22. Appropriate age-related content will have been developed. * The curriculum and timetable will demonstrate planned weekly coverage of Sex, Health and Relationships Education is planned and coherent with age related expectations. * 80% or above of Disadvantaged students will report positive experiences and a growth of knowledge associated with SRE. * 80% or above disadvantaged students will identify that Opportunity Days have increased awareness of topics that keep them safe and well. * 80% of disadvantaged Students will report that they are confident to discuss and talk about complex issues such as:   Sex, Health and Relationships education. |

**Activity in this academic year - 2021-22.**

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: (£92, 262 including - Recovery Premium)

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional teacher of English to support the achievement of disadvantaged students at Rockwood Academy | Additional teachers enable reduced class sizes which can lead to improved outcomes for Disadvantaged Students. Evidence: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit> | 1,2,3 |
| Additional teacher of Mathmatics to support achievement of disadvantaged students at Rockwood Academy | Additional teachers enable reduced class sizes which can lead to improved outcomes for Disadvantaged Students. Evidence: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit> | 1,2,3 |
| Additional small group tuition teachers (Hamptons) to support progress and attainment of disadvantaged students in Core and EBAAC subjects. | Small group tuition can lead to impact at a low cost as identified by the EEF.  Evidence: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit> | 1,2,3 |
| 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> | 1,2,3 |
| Design and implement a CPD programme (in house which builds on CORE Education Trust-wide developments) underpinned by the development of the “Excellence at Rockwood” teaching model. | 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/). | 1,2,3 |
| Embed Homework expectations and process across the academy. Provide targeted support for disadvantaged students | EEF (2020) highlights the effectiveness of a tiered approach. This will include homework clubs, access to ICT facilities and wider opportunities to overcome barriers to learning. Homework will also contribute to the recovery curriculum. | 1,2,3 |
| To embed effective teaching by the use of visualizers to enhance the quality of teaching and feedback. | EEF Toolkit 2021 highlights the need for effective feedback. EEF state:  “Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome”.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> | 1,2 |

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

**Budgeted costs: (£118, 744 including - Recovery premium)**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Maximise the effectiveness of Reading Plus for students reading below chronological age, particularly in Y7 / Y8/ Y9. | Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).  Reading comprehension strategies can have a positive impact on students’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:  [Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/) | 3 |
| 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 interventions are delivered over a shorter timespan:  [Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/) | 1,2,3 |
| Provide opportunity for students to extend learning out of school hours. (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. high quality physical aovides. | 1,2.4.5,6 |
|  |  |  |
| Provide opportunity to support students MHWB through the services of an appointed school councillor. | The aim of the project is to enhance personal and academic performance through effective support and guidance. Research reports significant gains to academic outcomes within schools that have effective provision.  <https://onlinedegrees.bradley.edu/blog/the-positive-impact-school-counselors-can-have-on-students/> | 4,5,6 |
| 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:  “Small group tuition has an average impact of four months’ additional progress over the course of a year”. EEF 2021.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1,2 |
| Utilise the additional support of a Speech and Language therapist so that students’ language development is enhanced. | CPD for staff regarding S&L is also incorporated in the annual work to enhance teacher expertise of speech and language development.  The NHS report on the significance of providing this level of support:  “Speech and language therapists provide life-changing treatment, support and care for children and adults who have difficulties with communication, eating, drinking and swallowing”.  <https://www.healthcareers.nhs.uk/explore-roles/allied-health-professionals/roles-allied-health-professions/speech-and-language-therapist> | 1,2,3,4,5,6 |
| Utilise the support for Disadvantaged students offered from PETXI and Elevate Education | All of these companies have extensive evidence to show that they have a positive impact on student outcomes. Research demonstrates that intensive intervention can lead to +1 grades attainment. | 1,2 |
| Offer weekly tutoring to disadvantaged students in English, Maths and Science. | Small group tuition (My Tutor/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.  <https://educationendowmentfoundation.org.uk/> | 1,2 |
| 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](http://www.gov.uk). Identifies the national curriculum offer. | 1,2,10 |

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

**Budgeted cost:** £364, 294 including recovery premium.

|  |  |  |
| --- | --- | --- |
| 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> | 4, 5, 6, 7, 9, 10. |
| To invest in the GL assessment suite that supports the tracking and monitoring of all disadvantaged students. | “Standardised GL assessments will help us judge whether the strategy is having the required impact”.  **Stephen Tierney** Leader of the Key Stage 3 Literacy Project.  <https://www.gl-assessment.co.uk/assessments/trusts/evidencing-impact/> | 1,2,6 |
| 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. | 5, 9, 7,10 |
| To ensure Rockwood Academy disadvantaged students take a full and active part in the CORE US trust wide project. | 1. 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) 2. <https://www.jubileecentre.ac.uk/1571/projects/character-education-research/character-education-in-uk-schools>.   The EEF Report (2020) also states that there is intrinsic value in teaching students creative and performance skills and ensuring disadvantaged students access a rich and stimulating arts education, and that participation in arts can gain +3 months of academic development.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation> | 5,9,7,10 |
| To ensure Rockwood Academy disadvantaged students take a full and active part in the CORE LOT project. | Research by the SSAT and associated CPD suggests:  “Student leadership has been shown to be the driving force behind many of the most successful schools”. Our disadvantaged students will benefit from being fully involved in CORE Education Trust projects.  <https://www.ssatuk.co.uk/cpd/student-leadership/making-student-leadership-effective/> | 5,9,7,10 |
| To ensure Rockwood Academy disadvantaged students take a full and active part in the CORAM Shakespeare’s Schools Foundation project. | 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>.  The EEF Report (2020) also states that there is intrinsic value in teaching students creative and performance skills and ensuring disadvantaged students access a rich and stimulating arts education, and that participation in arts can gain +3 months of academic development.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation> | 5,9,7,10 |
| To ensure Rockwood Academy disadvantaged students take a full and active part in the CCF project. | We recognise that taking part in a range of activities is of huge benefit for our disadvantaged students. Becoming a cadet within the CCF can be a life-changing experience. Being a cadet will give students the opportunity to take part in a huge range of exciting and adventurous, military-themed activities.  <https://combinedcadetforce.org.uk/get-involved/benefits-of-being-a-cadet/> | 5,9,7,10 |
| To ensure Rockwood Academy Disadvantaged Students take a full and active part in the Duke of Edinburgh award scheme. | Through the DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and university and job applications.  <https://www.dofe.org/do/benefits/> | 5,7,9,10 |
| 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>   1. The 2021 report by CFEY about the Importance of outdoor learning, social action and enrichment in education also highlights the importance for our Disadvataged Students to take part in a range of activities for academic and personal development. 2. <https://cfey.org/2021/11/what-next-for-enrichment/> | 5,7,9,10 |
| Ensure that the Library equipment and resources meet our value of “Excellence”. This supports our literacy drive and provides additional motivation for students who attend the library for social and academic reasons. | Reading comprehension strategies can have a positive impact on students’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:  [Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/) | 3, 4, 5 |
| To ensure that students access MINDSAFE and use effectively to enable us to focus on the MHWB needs of our disadvantaged students. | MindSafe is an online digital tool that supports students wellbeing. Offering 24/7 access it has been developed with students, parents, schools and experts to be user led. MindSafe is supported by the NHS as a tool to support MHWB among our disadvantaged students.  <https://www.mind-safe.com/Home> | 6 |
| To ensure that disadvantaged students take a full and active part in CORE Sports and Inter-Academy competitions. | 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>   1. The 2021 report by CFEY about the Importance of outdoor learning, social action and enrichment in education also highlights the importance for our Disadvataged Students to take part in a range of activities for academic and personal development. 2. <https://cfey.org/2021/11/what-next-for-enrichment/> | 5,7,9,10 |
| Utilise the services of Anna Smith (PP LEAD) to provide additional impact monitoring and support for classroom development. | The support for disadvantaged students is a declared priority from our Government. | 1,2,3,4,5,6,7,8,9,10 |
| To access curriculum support from outstanding schools that support the academic and personal development of students and provide excellent CPD for staff. | As a school we will be working with an outstanding provider to further enhance a range of aspects of School life including, Teaching, Learning and Pastoral support. CORE Education Trust and Dixons Trinity (TRUST) have formed a collaborative partnership that will enable further improvements to be made. | 1,2,3,4,5,6,7,8,9,10 |
| Utilise the services of re-creat8now to develop the MHWB of a range of targeted Disadvantaged Students. | For over 15 years, Recre8now have been working with young people. Recre8now have used proven drama-based psychology techniques to creatively rehabilitate and develop young people in the justice system or who are at risk of offending. | 4,6,7,9 |
| Utilise additional online resources that support the academic development of students including (PiXL, Twinkl, Linguascope Mathswatch, GCSE pod, and school cloud). | As a school we will utilise a range of widely accepted resources that enhance outcomes for all students. For example:  What is PiXL in schools?  The PiXL (**Partners in Excellence**) Club are a collaboration of over 1300 schools across the UK and abroad, who share a common goal to raise standards and inspire students, through purposeful and vibrant conferences, networks, training opportunities and sharing online resources.  <https://www.pixl.org.uk/leadership-strategies> | 1,2 |
| Provide breakfast every morning so all students are ready to learn It is well documented that students are better placed to learn having had breakfast. | (healthyeating.org 2012) Ensuring we provide a breakfast for our PP students will not only ensure they are prepared for their day but will also help encourage attendance and punctuality. | 1,2,4 |
| Maximise the effectiveness of paired readers during tutor time through guided reading so students read widely / often. This programme is supported by Accelerated Reader. | 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, and this is particularly the case when interventions are delivered over a shorter timespan:  [Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/) | 3 |
| Provide additional ICT equipment and resources for our SEND, disadvantaged students to support their academic and personal development. Including IPADS, Virtual Headsets, provision mapping and Lexia. | Research by the Education and Training foundation identifies a number of ways that technology can enhance learning for SEND students. Examples of this can be found at:  <https://send.excellencegateway.org.uk/digital-technologies> | 1,2,3 |
| Utilise the support of “Flash Academy” to support our Disadvantaged EAL Students. | With FlashAcademy, over 90% of EAL students made at least 1 proficiency grade of progress with over 50% of them achieving 2 grades of progress last year.” Hollie O'Sullivan, Director of EAL at Fortis Academy.  [www.flashacademy.com](http://www.flashacademy.com) | 1,2 |
| 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. | 1,2,3,4,5,6,7 |
| Provide additional study support revision 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/> | 1,2 |
| Offer a rewards programme in school to provide incentives for our most disadvantaged students. This aspect of our strategy will complement our development of Class Charts. | Attendance has a significant impact on pupil attainment. According to DFE data, Schools that have introduced Class Charts have **on average saved 500 pupil learning days**. We fundamentally believe that better attendance will result in better achievement. Class Charts will also enable every parent and teacher to track and monitor rewards and sanctions.  <https://pages.classcharts.com/class-charts-in-september/> | 1,2,4,5,6 |
| Utilise the services of Victor Allen (BASE strategy) to support the development of students’ ability to self-regulate. Victor Allen will also provide support for staff with a package of CPD centred on the BASE strategy. | Victor Allen is a keynote speaker and author specialising in the BASE theory.  **(BASE) theory**will play an essential part in creating and maintaining the optimum learning and working environment.  <https://www.victorallen.co.uk/mental-security-1>  There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:  [Cognitive Behavioural Therapy - Youth Endowment Fund](https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/)  EIF’s report on adolescent mental health found good evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression:  [Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation (eif.org.uk)](https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions) | 4,5,6 |
| Provide additional ICT equipment for staff at the Academy to track and monitor all aspects of school life. | Through the course of the year we will track and monitor the impact of our strategy using software such as Class Charts. | 4,5,6,7 |
| Provide targeted support through a home-school attendance support worker 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  The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. | 7 |
| Maximise the effectiveness of the careers advisor and careers education programme for disadvantaged students. | Good career guidance **helps inspire students towards further study** and enables them to make informed decisions whenever choices are open to them. It helps them to understand enough about the world of work to know what skills they need to succeed.  <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance> | 1,2,10 |
| Invite aspirational speakers into the academy to present to students involving a range of issues such as Personal Development, career aspirations and the SRE curriculum. | It has been widely understood that guest speakers for a wide range of reasons including **student enrichment**, play an important, motivational part in the personal development of all students.  [www.educationandemployers.org](http://www.educationandemployers.org) | 4,5,6 |
| Employ a Home School Liaison Worker to support hard to reach families with attendance, punctuality and those students on part-time timetables and Early Help Assessment students. | In a recent publication by the DfE, improving school attendance was highlighted as an essential element to school improvement in 2021-22.  <https://www.gov.uk/government/publications/school-attendance>. | 7 |
| To develop and improve resources that support our Personal Development programme for all students including RSE curriculum so that lessons and opportunity days meet our value of “Excellence” | The PSHE national association suggests that good PSHE education begins with a well-planned programme. Our strategy will aim to co-ordinate a well-planned sequence of learning for the Personal Development of all disadvantaged students.  <https://pshe-association.org.uk/content/resources-and-curriculum> | 10 |
| To ensure that parents and teachers have access to a cloud based parents evening via school cloud to ensure that barriers that are associated with COVID-19 do not effect overall achievement. | School Cloud is the most popular and trusted parents' evening platform which will mean that we can remain in contact with all our parents if required during any future lockdown.  <https://www.parentseveningsystem.co.uk/> | 1,2 |
| 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>  The 2021 report by CFEY about the Importance of outdoor learning, social action and enrichment in education also highlights the importance for our Disadvataged Students to take part in a range of activities for academic and personal development.  <https://cfey.org/2021/11/what-next-for-enrichment/> | 9,10 |
| To enhance the quality of therapy rooms for Art and Music. | ADD. Intervention to help students who have experienced some trauma emotionally or psychologically. Through engagement with live music, students can explore and connect with the world around them. Using art methods to enhance mental health. Creative expression can foster healing and mental well-being. | 1,2,10 |