

Challenges

This table shows the **10 key challenges** to achievement that we have identified among our disadvantaged pupils.

Challenge number	challenge?	Want to know more?
1	Approximately one third of our pupil premium year 7 students arrive with a reading age of between 6 and 8 years old each year.	

	difference to outcomes and wellbeing now and in the future.	<p>students whose attendance was between 91% and 95% increased to an average of +0.37. For those PP students with attendance above 95%, the PP score was +0.79.</p> <p>The EEF's rapid evidence assessment report entitled 'Impact of school closures on the attainment gap', states that 'there is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils'.</p>
8	Increasing opportunities and broadening pupil experiences remains a priority for our pupil premium students.	<p>Pupil premium students may have not had the opportunity to take theatre trips, travel within the UK and abroad, read extensively for pleasure and effectively engage socially with peers and adults due to a lack of oracy skills. This is especially the case due to Covid. School can support them with this.</p>
9	A significant number of students (disadvantaged and non-disadvantaged) at our academy have SEMH (social, emotional and mental health) as their key area of need. Children with SEMH needs often have difficulties in managing their emotions or their behaviour and this can be a barrier to learning.	<p>91 students were referred by school for ASD/ADHD diagnoses in 2022-23</p> <p>34 students have already been referred for ASD/ADHD diagnoses in this academic year so far (Correct as of Oct 2023)</p> <p>The 4 Arc pathways now cater for a significant number of PP students with SEMH needs</p>

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Closely monitor:

- A) the number of disadvantaged students attending off site alternative provision. It should continue to be used as a last resort.
- B) the number of disadvantaged students working in our reflective behaviour centre (The Arc) and ensure that they are making progress academically and pastorally (i.e. behaviour for learning, attitude to learning).

In 2022-23, 25 students were at an off-site alternative provision. 20 were disadvantaged.

At present (October 2023), 21 students are at an alternative provision. 20 are disadvantaged.

At present (October 2023), we have 21 students working in our on-site reflective behaviour setting (The Arc). 14 are disadvantaged.

Intended outcomes

This explains the outcomes we are aiming for



5. Staff retention data is strong.
6. Staff voice on

		<p>interventions are put in place at the earliest opportunity.</p> <p>4. Weekly feedback is given to curriculum team areas regarding pastoral concerns for all year 7-11 students esp. disadvantaged students and once termly (6-7 weeks) year 11 academic COBRA meetings will be held with curriculum leaders to share intervention strategies and give time for Q&A.</p>
	<p>We increase the % of PP students on the EBACC pathway (this means students who study English, Maths, Geography/History, science and French/Spanish).</p>	<p>1. By the end of 2022/23, there was a marked increase in the number of PP students following the EBACC pathway (42% vs 60% for all). This will continue to increase into 2023-24. EBACC PP outcomes and the GCSE options process will be closely monitored so that we encourage PP students who are capable of completing the EBACC qualification, will enjoy it and feel motivated, to do so.</p>
	<p>A clear line of communication is established between academic and pastoral teams to support our pupil premium cohort who have significant pastoral challenges often linked to having and SEND need (SEMH).</p>	<p>1. The twice weekly pastoral COBRA meetings act as a platform to put students of concern forward for wellbeing support, SEND referral or additional SEND support required, counselling or mentoring.</p> <p>2. Essential student updates are sent</p>

		<ol style="list-style-type: none"> 3. We have recently invested in a middle leader who quality assures the education offer our AP students receive. She will further develop AP curriculum maps and ensure that student needs are being met when she visits the off-site AP settings. 4. Students who attend off-site alternative provision and may be able to re-integrate back into mainstream school, are helped to do so.
	<p>The Phase 1 Graduation, Phase 2 Trinity Challenge and Phase 3 Competitive Edge programmes are further embedded. Participation and outcomes data as well as student voice shows that we are raising aspirations, developing academic resilience, increasing cultural capital and providing a 'competitive edge' for students in years 7 to 11.</p>	<ol style="list-style-type: none"> 1. Student voice feedback about all programmes is positive. Any negative feedback is acted upon swiftly. 2. Phase 1 meetings take place to

Assistant so that students get support at the right time.

5. The Compass Mental Health Audit is reviewed and RAG rated each half term.
6. There is an annual audit (and expansion) of external agencies supporting with student wellbeing.

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.

RECRUITMENT AND RETENTION OF THE BEST STAFF

A renewed focus on staff wellbeing through our School Improvement Group programme based on our three Academy aims:

1. To clear the clutter so that teaching staff are able to teach and refine their craft.
2. To ensure that staff voice informs change
3. To motivate staff through high quality CPD that drives professional progress

To increase the number of PP students studying triple science at GCSE level.		

Targeted academic support

Budgeted cost: £ 139,574

Activity	Evidence that supports this approach	Challenge number(s) addressed
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A FOCUS ON LITERACY

Year 7, 8 and 9 students who need urgent literacy support are placed into Platinum, Bungee English, Writing Resilience or Nurture sessions. Students should re-enter the mainstream as quickly as possible once they have caught up.

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 2022 to 2023 academic year.

We have a clear system of evaluating the impact of our pupil premium strategies. We follow DfE latest guidance and ensure that evaluation is an ongoing process. When we look at the impact our pupil premium strategies had on students last year, we can see that:

Quality first teaching has meant that PP student progress 8 and attainment 8 scores have only seen a slight dip post Covid. Considering the impact of school closures caused by two lockdowns and the subsequent academic and health impact on the students in our care, we are really proud of what we have achieved. See the table below for the latest data. Please note: the table shows the last two years of data when 'standard examinations' were completed by students with full examination papers being completed covering all content. This is 2018-19 (pre-Covid) and 2022-23 (post-Covid).

	2018-19	2022-23
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There has been a slight increase of 11 students more being placed into literacy interventions this year. The number of students being placed on a literacy pathway fluctuates from year to year

In 2022-23 we are proud to say that 115/122 PP students (94%) passed 'Graduation'. The 6% of students who did not pass have had significant support to understand the reasons why this may have happened and what they can do better in Year 9. 84% of Year 9 PP students passed their Trinity Challenge last year which involves completing 50 personal life skill challenges successfully. 38% of our PP students achieved their Duke of Edinburgh silver award last year and 17% of our PP students achieved their silver award. 36 school trips took place last year and PP funding was used to support disadvantaged students who may not have been able to take

Further information (optional)

The statement above is a working document an