



Pupil Premium Review for Disadvantaged Students 2020 - 2021

NFER Building Blocks for Success

We have reviewed the impact of last year's spending and the 'National Foundation of Educational Research' (NFER) and the Pupil Premium Toolkit to implement this year's spending. Along with our Vision and Key Drivers, we underpin our Academy Improvement Plan and 'day to day' working with the NFER 'Building Blocks to Success'.

1. Whole-school ethos on attainment for all	2. Addressing behaviour and attendance	3. High quality teaching for all	4. Meeting individual learning needs	5. Deploying staff effectively	6. Data driven and responding to evidence	7. Clear, responsive leadership
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Pupil Premium Expenditure Review 2020 - 2021

1. Summary information					
School	Sir Thomas Wharton Academy				
Academic Year	2020-2021	Total PP budget	287,455	Date of most recent PP Review	July 2021
Total number of students	929	Number of students eligible for PP	296	Date for next internal review of this strategy	
2. Current attainment					
			Students eligible for PP (STWA)	Students not eligible for PP STWA (National Average non DA 2018)	
Progress 8 score average 2020 outcomes			-0.41	+0.27 (0.13)	
Attainment 8 score average 2020 outcomes			39.07	52.36 (50.14)	
Basics 4+ 2020 outcomes			54%	84% (71%)	
Basics 5+ 2020 outcomes			25%	59% (50%)	
3. Barriers to future attainment (for students eligible for PP) 2020 - 2021					
Academic barriers					
A.	Poor literacy and numeracy skills				
B.	Lack of resilience and independence when studying				
C.	Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students				
Additional barriers (including issues which also require action outside school)					
D.	Attendance of specific groups, poor social, emotional and mental health of some				
E.	Lack of parental interest from some Pupil Premium families				
4. Intended outcomes (specific outcomes and how they will be measured)			Success criteria		
A.	Improve literacy and numeracy skills.		Increase the overall percentage of students achieving the basics measure as follows: 4+ to 76% (5% above 2019 nationally validated results for non-disadvantaged students) 5+ to 55% (5% above 2019 nationally validated results for non-disadvantaged students)		

		<p>To continue to close the gap between disadvantaged and non-disadvantaged students on each measure.</p> <p>Development of reading skills and love of reading through 'reading for pleasure' to improve reading comprehension and metacognition across Key Stage 3.</p> <p>Cross curricular teacher PLD programme for the improvement of numeracy skills.</p> <p>Bespoke Achieve programme to effectively intervene with students and maximise performance in English and mathematics at GCSE.</p> <p>Study skills and mentoring programme with sixth form students to maximise student outcomes.</p>
B.	<p>Improve the performance of boys in external examinations by supporting them to become independent and resilient learners</p>	<p>Deliver Character Education to widen the cultural capital of students and increase resilience through a 'never give up' culture.</p> <p>Y11 mentoring programme for "at risk" students regarding behaviour, mental health, careers planning, and building close links with parents in order to maximise school attendance, Achieve attendance and reduce instances of poor behaviour.</p> <p>Focused action cycles based upon RAP outcomes.</p>
C.	<p>Improved outcomes for high ability and PP students:</p> <ul style="list-style-type: none"> • Increase the Progress 8 score for higher ability students to above floor. • Rapidly close the gap between performance of higher ability PP and non-PP students on key measures 	<p>Increase the proportion of high-quality teaching by embedding the lesson cycle through high-quality whole-school and departmental PLD.</p> <p>Deliver departmental audits and improvement programmes related to pupil premium outcomes across KS3 - KS5 to secure high quality curriculum provision in all subject areas.</p> <p>Identify pathway 4 students and modify classroom maps to ensure the classroom experience is optimised for these students.</p> <p>All pathway 4 students to attend enrich and inspire, either as a participant (at KS3) or as a student mentor (KS5).</p> <p>Robust Career Education Information Advice and Guidance (CEIAG) provision in place to meet the needs of students in all year groups.</p> <p>Mentoring programme for all Y11 HA students.</p> <p>Regular access to university and business links for students.</p>
D.	<p>Improve attendance of PP and SEND students.</p>	<p>Attendance for all in line with national and the gap between disadvantaged and non-disadvantaged students close rapidly.</p> <p>Provide SEMH support through the Behaviour and Inclusion Manager and counselling support through the Trailblazer project to support those with mental health issues.</p>
E.	<p>Engage Pupil Premium parents in their child's education.</p>	<p>Increase the number of PP parents attending parents and information evenings to bring it in line with NPP parents.</p> <p>Mentoring programme for Y11 PP students to provide close link between PP students and SLT.</p>

Pupil Premium Strategy Review of Expenditure 2020 - 2021

5. Review of expenditure 2020 - 2021				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To effectively embed the assessment marking and feedback policy across the Academy.	To promote progress over time and close PP gaps in attainment compared to National averages for NPP.	<p>All implementation steps from the PP expenditure plan were completed, including:</p> <ul style="list-style-type: none"> • Coherent policy across the Trust. • Bespoke departmental policies for maximum impact. • Departmental audit via middle leaders programme. • Effective training of staff via PLD programme. • In-depth analysis of T&L. Targeted responses via line management. • Integral part of Quality Assurance (QA) cycle of evidence. • The Implementation of the MLT teaching and learning standard' will rapidly improve the quality of T&L and marking at the academy. This will ensure a consistently high standard of 'quality first teaching'. <p>Up to the point of Covid 19 lockdown, there had been significant improvements in the quality of assessment marking and feedback which was impacting on learning, as evidenced by internal reviews.</p> <p>Teachers took part in PLD sessions about quality marking and feedback The marking policy was embedded in KS3, KS4 and KS5 throughout 2020 and marking was embedded, as evidenced in PP external review.</p>	<p>The use of a more rigorous and continuous process of work scrutiny that was calendared in and adhered to, the use of the work scrutiny template used by all staff regularly for quality assurance and the specific feedback received by staff about their marking ensured that teachers and leaders focussed on the right priorities to drive improvement.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Marking and feedback PLD will now focus on the security of data collection for learning cycles based on effective marking. • The continued focus upon excellence in the marking and feedback policy will be evidenced through improvements in student iZones, close the gap activities and assessed work. <p>Due to the success in this area we will continue with this approach and investigate strategies that will reduce teacher workload whilst continuing to deliver exceptional learning experiences.</p>	£70,768

		<p>A rigorous monitoring and evaluation strategy was rolled out across the Academy in 2019 there is now evidence of consistency across the majority of subjects as evidenced in work scrutiny, which was further supported by the evidence gathered in the external pupil premium review.</p> <p>Evidence of impact via progress data was inconsistent. Significant progress was shown with pathway 4 (high ability pupil premium) students, although it must be noted that this is a small cohort. Intra-year data showed initial good progress from Y10 LC4 to Y11 LC1 for pupil premium students. However, in some areas, most notably the Ebacc group, the gap between non-PP and PP widened between LC1 and LC3, owing to the continued challenges of Covid-19 absence and the January to March lockdown.</p> <p>Evidence is provided in detail within governors' impact reports, however to summarise the headline figures as part of the impact analysis:</p> <ul style="list-style-type: none"> • July 2021 P8 was 0.09 from -0.05 2020 and -0.53 2019. • July 2021 PP P8 was -0.5 from -0.46 2020 and -0.96 2019. • July 2021 PP high prior attaining (pathway 4) P8 was 1.03 from -1.24 2020 and -1.22 2019. 		
To secure sound knowledge of key terminology and subject content	To ensure the curriculum is robust to deliver content and skills that build on prior knowledge in order to make effective progress towards specific end points.	<p>All implementation steps from the PP expenditure plan were completed, including:</p> <ul style="list-style-type: none"> • Curriculum intent that is coherent across subject areas with an aim to develop the 'whole child'. • Embed high quality curricula with clear departmental planning to support all 	<p>The curriculum overhaul has successfully created a challenging and progressive curriculum. Via internal reviews it is clear that the standard of teaching and learning has been improved owing, in part, to this overhaul.</p> <p>The modification of the curriculum will continue following Covid-19 disruption and examination changes in order to support students' progress.</p>	

		<p>students, including Pupil Premium students.</p> <ul style="list-style-type: none"> • Effective training of staff via PLD programme. • Regular sharing of good practice. • Integral part of QA cycle of evidence during lesson observations and ELEs. • Embedding of key terminology and subject content via the lesson cycle. <p>Following the overhaul of the Academy curriculum in 2020. We now have a high-quality curriculum in place in all areas and years for full delivery. This is routinely assessed and improved via departmental deep dives, subject leader audits, senior leader lesson drop-ins, and a variety of external reviews (including SEND and PP focused reviews).</p> <p>Subsequent to this, curriculum mitigation plans were put in place following the pandemic to ensure students continued to make progress. The focus shifted to online live teaching. Significant resources were deployed to support all staff to deliver live remote lessons, and to secure students' investment in these. This was the foundation for good quality delivery of remote learning.</p> <p>Evidence is provided in detail within governors' impact reports, however, to summarise the headline figures as part of the impact analysis:</p> <ul style="list-style-type: none"> • July 2021 P8 was 0.09 from -0.05 2020 and -0.53 2019. • July 2021 PP P8 was -0.5 from -0.46 2020 and -0.96 2019. 	<p>We are also fully equipped to deliver live online teaching at short notice. Remote learning through live teaching (as we delivered throughout lockdown 2) is much more effective than providing independent learning work packs (that we delivered in Lockdown 1). It is still possible to use the structure and strategies developed through our curriculum planning whilst online.</p> <p>Our approach to online learning and the support offered to PP students during lockdown was identified as a strength in our external PP review (July 2021):</p> <p>'The measures put into place for pupils during Covid lockdowns were of very high quality which led to high levels of engagement from pupils'.</p> <p>We will continue to use the lesson structure and curriculum planning approach, whether online or face to face as it is an integral part of teaching and learning.</p>	
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		<ul style="list-style-type: none"> July 2021 PP high prior attaining (pathway 4) P8 was 1.03 from -1.24 2020 and -1.22 2019. 		
To develop pedagogy and practice for effective wave 1 teaching, learning and assessment to promote progress.	To ensure all lessons are effective or highly effective across the Academy for all students.	<p>All implementation steps from the PP expenditure plan were completed, including:</p> <ul style="list-style-type: none"> High quality bespoke PLD programme linked to appraisal targets and T&L analysis. Embed high quality curricula with clear departmental planning to support all students, including Pupil Premium students. High-quality provision for SEND students. <p>The pupil premium pathways model was introduced. Every pupil premium student is placed on a pathway. Each pathway is generated via prior attainment, behaviour and attendance. Each pathway group has a specific aspect of the lesson cycle targeted at them. This allows staff to sustainably and efficiently target high-quality teaching and learning towards pupil premium students. The pathways approach was identified as a strength in external review (July 2021).</p> <p>PLD throughout the year supported staff to embed the pathway 2 and 4 strategies. This was evidenced via lesson drop ins, IRIS self-reflection groups and the pupil premium external review.</p> <p>Pupil premium students were also supported by wider PLD which included the introduction of the lesson cycle including; sharp start, input, guided practice, iZone and review ensured a</p>	<p>The pathways model will continue to be used to identify and track the progress of pupil premium students. The supporting teaching and learning strategies will continue to be embedded. Pupil tracking via the new KS3 data system will improve the quality of pupil premium data prior to KS4.</p> <p>Student voice indicates that students like the consistent approach across departments and this has raised expectations of teachers with regards to extended writing. We continue to use our lesson cycle across the Academy.</p> <p>The pupil premium pathways model will continue to be implemented as identified as a strength in the external PP review (July 2021). A strength is: ‘The system of identifying PP in classes and how teachers ensure pupils’ needs are met very precisely, for example through the metacognition checklist’.</p>	

		consistency that was apparent prior to lockdown and routines that the students were engaging with. The use of iZone helped to secure a more consistent approach to assessment pieces, extended writing and examination practice – all evidenced in work scrutiny, learning walks and lesson observation.		
Improve progress of HAPs and PP students to bring in line with National averages	Students complete home study that is high quality to improve performance in assessments Students complete independent study time in each lesson to apply knowledge	<p>All implementation steps from the PP expenditure plan were completed, including:</p> <ul style="list-style-type: none"> • Embedding of Show My Homework and bespoke homework curricula. • Knowledge test curricula homework embedded for humanities subjects. • Embedding of iZone as part of the lesson cycle and consistent application across all subjects. <p>The introduction of Show My Homework in March came just prior to lockdown 1 and the use of Show My Homework was adjusted to support the independent study of students from home in place of lessons. This was very successful for a high proportion of students and we are aware that the independent learning skills of a high number of students did improve as a result. This allowed for the embedding of the use of this technology prior to September 2021. It was again able to be used to ensure that any students experiencing Covid-19 absence could access all homework tasks and that the completion of these could be tracked, in spite of significant absence. The homework tasks explicitly supported remote learning via preparation for learning and knowledge retrieval tasks.</p>	During lockdown period we learnt about the SMHW system's capability to support independent learning and adjusted our approach throughout. Lessons were set weekly for students to complete. We learnt that students were very engaged with the quizzing option which gave them immediate feedback and they clearly enjoyed it; there was mixed response to the flexible learning tasks. It was difficult, on some occasions, to get the feedback to the students and some students struggled to access computers. This was rectified by giving out DfE computers to support learning and to the vulnerable students. We continue to use SMHW now as a homework tool. We will drive the management of homework completion data via the use of support staff, to support students who fail to complete homework more swiftly.	£9888

		<p>Independent learning skills continued to be developed through the student completion of tasks on SMHW and through specific projects that were set such as year 9 ASPIRE. Students also responded well to the motivational activities run alongside this such as the virtual sports day.</p> <p>High prior attaining PP (pathway 4) students gained a progress grade of 1.03. This was a significant rise from -1.24 in 2020.</p> <p>Wider improvements include:</p> <ul style="list-style-type: none"> • July 2021 P8 was 0.09 from -0.05 2020 and -0.53 2019. • July 2021 PP P8 was -0.5 from -0.46 2020 and -0.96 2019. Whilst this is not an increase it represents a significant improvement on intra-year LC1 – LC3 data in spite of Covid-19 generated absence. 		
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<p>Spend showed good impact in this area, as evidenced by:</p> <ul style="list-style-type: none"> • Internal work scrutiny and lesson observation • External pupil premium review identified strengths in this area as: • The system of identifying PP in classes and how teachers ensure pupils' needs are met very precisely, for example through the metacognition checklist. • The measures put into place for pupils during Covid lockdowns were of very high quality which led to high levels of engagement from pupils. • Pupils' books show engagement with learning, good levels of challenge and many opportunities to recall knowledge. 	<p>Allocated spend utilised as planned</p>
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ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To improve the literacy and numeracy skills of students in Key Stage 3	<ul style="list-style-type: none"> To improve literacy and reading skills of KS3 students so that they can access the curriculum. To ensure students transitioning from Primary who are already behind their peers catch up quickly. All students are literate on leaving the Academy giving them the best opportunity to succeed in life. <p>Students develop numeracy skills across a range of subject areas</p>	<p>All implementation steps from the PP expenditure plan were completed, including:</p> <ul style="list-style-type: none"> Leadership and delivery of 'Reading for pleasure' across all Key Stage 3 classes through the English curriculum and use of the Library Reading tests used to support teacher planning for differentiation across subjects Choice of reading that engages students of all groups/ages through purchase/loan of a variety of books in the library Specific LS teaching groups in Year 7 and Year 8 to focus on Literacy and Numeracy 'Catch up' Cross curricular links extended in order to develop numeracy skills in different contexts via staff PLD. <p>Leadership and delivery of 'Reading for pleasure' across all Key Stage 3 classes through the English curriculum and the use of the Library improved; all Year 7 and 8 classes took part in a reading for pleasure lessons. The "Reading Rampage" strategy increased the visibility of reading of pleasure and involved the buy-in of all staff. During the January to March lockdown the English department continued the focus on the importance of reading through social media. Students were provided with books to read for their reading for pleasure</p>	<p>Reading for pleasure must be embedded alongside the redevelopment of the library. Reading tests, and an improved KS3 data tracking system will allow staff to assess the impact of reading plans most rigorously. Seating plans across the school will continue to be checked to ensure that students are sat in an appropriate position with reference to their reading age.</p> <p>Cross-curricular PLD will now be expanded to follow the key areas of numeracy outlined in the development plan. Cross-curricular sessions are built into the School Improvement Calendar.</p>	£93,500

	<p>lessons and a mobile library ran during lockdown.</p> <p>Reading tests were conducted throughout the school year to allow staff to understand the reading age of each student and seat them with appropriately supportive and aspirational students within seating plans. The reading tests are used to subsequently design reading intervention, design intervention and plan extra-curricular groups.</p> <p>The library has been redesigned to increase students' enjoyment of the space, and is allied to a complete overhaul of texts to further engage all students. Reading lessons take place in the library.</p> <p>Specific teaching of literacy and numeracy groups continues. The impact of this will be derived from the new KS3 data process and the redevelopment of curricula.</p> <p>Cross-curricular numeracy PLD was embedded throughout the year and now ensures that staff are teaching for understanding and fluency via the most effective and, crucially, consistent methods. Cross-curricular links have continued to be extended in order to develop numeracy skills in different contexts.</p> <p>Super-curricular projects have been delivered in maths, science, English, computer science and geography. Pupil premium pathway 4 (high prior attaining) students were invited to all sessions, and in many cases pathway 4 students were over-represented.</p>	
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<p>To increase the percentage of students achieving Basics at Grade 4+, 5+ and 7+ in Key Stage 4</p>	<ul style="list-style-type: none"> • To ensure students have the skills required to access all other areas of the curriculum and prepare them for life-long learning. • To increase parental involvement in preparing students for exams. 	<p>All implementation steps from the PP expenditure plan were completed, including:</p> <ul style="list-style-type: none"> • Detailed tracking throughout KS4 in RAP meetings of cross over and vulnerable group performance • Targeted interventions during lesson and Achieve programme. • Provide bespoke study support materials for GCSE outcomes. • Mentoring of PP students and close PP-SLT links for vulnerable PP cohorts. • Live trials in core prior to trial exams to build confidence. Live trials in Achieve for humanities subjects focused on grade 5+ masterclasses. <p>The RAP process was used to track progress and design intervention and follow-up with reference to underperformance. In-year data tracking is provided via the governors impact report pack.</p> <p>Achieve programme was used in conjunction with RAP process to design intervention, supported by assessment feedback and question-level analysis. Parents' evenings were delivered online. During the January to March lockdown, lesson attendance tracking allowed us to ensure that parents were aware of student absence and felt supported to ensure students were accessing their lessons. Y11 PP mentoring group with senior leader helped ensure all vulnerable PP students were on track to access an apprenticeship or college course. Numerous live trials were provided across humanities to support progress grade improvements. 14 full or partial live trials were delivered in geography and history.</p>	<p>The RAP process will continue to be used to identify areas for development for students and track progress between data collections. Learning portfolios will continue to be used to support students' engagement with knowledge retrieval, targeted interventions and the Achieve programme.</p> <p>Bespoke revision and study material programme to be expanded.</p> <p>Live trial process will continue and embedded within curriculum mitigation plan. Humanities achieve programme will continue, supported by RAP process and line management to continue to drive forward progress.</p>	
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<p>To increase the Progress 8 and Attainment 8 of higher ability students across the school.</p>	<ul style="list-style-type: none"> • To ensure students access higher grades across all subject areas and know what they need to do to improve. • To improve higher order literacy skills through practice of extended answers and use of key subject terminology 	<p>P8 of HAPs improved from -1.12 (2019) to -0.21 (2020) to 0.41 (2021).</p> <p>P8 of HAPs improved from -0.85 to +0.41 A8 of HAPs improved from 47.52 to 61.67 Higher ability PP improved from -1.14 to 1.03 (above floor for the first time) A8 for Higher ability PP improved from 47.52 to 55.7; % 4+ Basics from 81% to 83% Successful introduction of iZones across the Academy to improve higher order literacy skills and extended answers as evidence in books.</p>	<p>Continued use of RAP process as described above with a focus on this group. New KS3 data tracking system to improve the quality of tracking and intervention prior to KS4. Delivery of curriculum mitigation plans. Regular drop-ins, line management and quality assurance of curriculum materials and delivery thereof.</p> <p>Pathway 4 students continue to receive personalised instruction as part of the pupil premium pathways programme.</p>	
<p>To ensure that disadvantaged students and boys are provided with a toolkit for successful learning at Key Stage 4.</p>	<ul style="list-style-type: none"> • To support students revision/consolidation of learning. 	<p>All implementation steps from the PP expenditure plan were completed, including:</p> <ul style="list-style-type: none"> • Enable students to be more independent learners through the introduction of Integrated Learning Portfolio with Y11 to focus on production and use of knowledge organisers and self-regulation of learning/revision. Ensure the use of these is integral part of lesson time to build long-term memory skills. • Provide study support materials at regular intervals prior to trial examinations, available on website. • Live trial sessions in core subjects to show students how to access assessment criteria on exams.. • Train staff on the effective use of knowledge organisers. 	<p>Implement boys' progress strategy.</p> <p>Continue to use the Character Education approach to develop a successful toolkit for learning through assemblies and form time.</p> <p>Continue to use live trial approach at KS4 to continue impact on trial and examination results.</p> <p>Continue to provide revision and examination materials for students.</p>	

<p>Spend showed some good impact in this area, as evidenced by:</p> <ul style="list-style-type: none"> • Internal work scrutiny and lesson observation • External pupil premium review strengths identified were: • The system of identifying PP in classes and how teachers ensure pupils' needs are met very precisely, for example through the metacognition checklist. • The clarity of vision from subject leaders who are all focused on improving outcomes and cultural capital of pupils who are eligible for pupil premium. • The measures put into place for pupils during Covid lockdowns were of very high quality which led to high levels of engagement from pupils. • Pupils' books show engagement with learning, good levels of challenge and many opportunities to recall knowledge. 	<p>Allocated spend utilised</p> <p>Contingency used to support students access materials in design and technology.</p>
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iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To improve attendance across the Academy with particular focus on PP, SEND and boys.	<ul style="list-style-type: none"> To ensure that students are present to enable them to learn. Reduce PA to below national. 	<p>All implementation steps from the PP expenditure plan were completed, including:</p> <ul style="list-style-type: none"> Clear, robust tracking of student attendance down to vulnerable groups and individuals. Early intervention to target groups of students that are below national attendance or for students whose attendance dips during the year. Involvement of whole school in push to raise attendance with high priority in briefings, staff meetings and staff bulletin. Link attendance to rewards and celebrations giving it a high profile in house assemblies and Half Term Heroes. Regular contact with parents through MyEd App, use of key workers, CAMHS worker, safeguarding lead. Early Attendance Panel intervention with parents for those students whose attendance is a cause for concern. Mentoring of PP students and families via SLT link in Y11 	<p>Expand attendance programme to drive improvement in attendance. For further detail see attendance strategy plan.</p> <p>Attendance tracking and support required significant modification during the Covid-19 absence and lockdown periods in order to support access to remote learning. These strategies will be deployed again as appropriate.</p> <p>Expansion of attendance rewards.</p> <p>Strategies used to improve attendance during and after lockdown were identified as a strength in our external PP review (July 2021). but we still need to:</p> <p>‘Improving attendance further for PP pupils’.</p> <p>‘Reducing the proportion of PP pupils who are subject to fixed term exclusion’.</p> <p>This is still a major focus for us moving forward.</p>	£71,301

<p>To secure the work of the Behaviour and Inclusion Manager.</p>	<ul style="list-style-type: none"> • To ensure students with SEMH needs have full access to learning and support when in crisis • To improve attendance and reduce fixed term exclusions of those with SEMH needs and improve attendance of SEND students to bring it in line with NA 	<p>All implementation steps from the PP expenditure plan were completed, including:</p> <ul style="list-style-type: none"> • To deliver high quality training to the new pastoral and behaviour/inclusion team and monitor performance. • To ensure provision for individual SEND students to support their needs in terms of Individual Education Plans (IEPs). • Behaviour and Inclusion manager to deliver the National Reach project initiative with targeted students to meet the needs of SEMH students in Years 7 to 9 • Launch healthy eating breakfast club in SEMH/SEND area for targeted students • Targeted counselling support from Trailblazer project for SEMH students 	<p>We will continue to deliver high-quality training to new pastoral staff and monitor performance and improvement via data tracking and line management. We have seen significant impact in this area through the introduction of the new systems and processes.</p> <p>LCR guidance continues for all staff regarding new IEPs and modification of existing plans. Staff have commented how much more organised the IEP system is on classcharts and it is easier to access and use on a daily basis.</p> <p>Next steps:</p> <p>Reach provision to be developed by inclusion manager to:</p> <ul style="list-style-type: none"> • Improve investment of students in learning. <p>Provide all staff with radios to allow corridor staff to assist promptly when students are in crisis.</p> <p>Embedding of sanctions system across school. Management of internal exclusion system with new internal exclusion manager.</p>	
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<p>To raise aspiration and participation of students across the Academy whilst developing the 'whole child'</p>	<ul style="list-style-type: none"> • To promote opportunities for students through local business links and university links/visits. • To empower students through Character Education to build resilience and leadership skills • To give all students the opportunity to engage with school trips, music lessons and food technology lessons. 	<p>The following implementation steps from the PP expenditure plan were completed:</p> <ul style="list-style-type: none"> • High quality CEIAG provision to all year groups with the aim of providing at least 4 high quality interactions per student in their school career through use of DOA funding stream. • Targeted high-quality careers and mock employer interviews for Year 11. • Disadvantaged students and others are exposed to employers from different business sectors, university visits and talks. • Working towards securing the Careers Quality Award • Embed Character Education curriculum • To embed the work of the Student Voice group in school improvement. • To support students financially to engage with music lessons, trips and food technology. 	<p>Re-focus upon delivering a work experience programme wither virtually or in-person. We continue to work towards the Careers Quality Mark. Embedding of the rewards policy. New extra-curricular programme to be introduced from HT2. We continue to provide additional funding to food technology and design and technology to enable vulnerable students to take part in practical/making and to support students with access to Peri lessons or trips when needed. University visits could not take place owing to Covid-19. These will be rescheduled for the coming academic year</p> <p>Careers education is identified as a strength in the external PP review: 'Careers education is strong. Gatsby benchmarks are above 90% met. This is above the local authority and local schools'</p> <p>We continue to follow our robust Careers plan to ensure we develop the whole child and raise their aspirations.</p> <p>Due to Covid we were unable to run extra- curricular activities or Enrichment opportunities that we would have liked to. The external PP review identified 'further thought to improving pupils' enjoyment of school ...This needs some reflection but in relation to non-examination activities in school. This may be through increasing the range of extra-curricular activities, non-examination opportunities (such as DoE scheme, first aid certificates etc.) We have a strong focus on this now restrictions have been lifted as recommended in the external PP review.</p>	
<p>To secure the Arts Mark Award for the school</p>	<ul style="list-style-type: none"> • To help unlock the potential of the students, help to develop character and talent, and increase their knowledge and understanding 	<p>The Arts Mark aim was not completed mainly due to the Covid 19 pandemic and lockdown. Our priorities shifted to other areas during that time. Funding allocated to this was utilised for the mobile library.</p>	<p>Secure the Arts Mark via the following steps:</p> <ul style="list-style-type: none"> • Two members of staff to attend the development day and work on the statement of intent and the case study. • Share the intent with students in assemblies and lessons. 	

			<ul style="list-style-type: none"> • Regular review of progress. • Direct link in with PRIDE and Pledges agenda to encourage participation. The Chair of Governors will be the direct strategic link to illustrate the benefits of the wider curriculum opportunity. 	
<p>Spend showed some good impact, as evidenced by:</p> <ul style="list-style-type: none"> • Quality of education improvements face to face and through live teaching. (Internal work scrutiny and lesson observation showed evidence of this). • Early developments in the new sanction system internal data • External pupil premium review strengths identified were: • The strategies in place to improve attendance across the school and for PP pupils. • The measures put into place for pupils during Covid lockdowns were of very high quality which led to high levels of engagement from pupils. <p>Other areas identified as strengths in the external PP review were:</p> <ul style="list-style-type: none"> • The overview and strategic scrutiny provided by governance. • The strategic leadership of pupil premium. • The clarity of vision from subject leaders who are all focused on improving outcomes and cultural capital of pupils who are eligible for pupil premium 			<p>Allocated spend utilised</p>	