

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2024 to 2025 academic year funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
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| School name | Millbay Academy - Secondary |
| Number of pupils in school | 497 |
| Proportion (%) of pupil premium eligible pupils | 57.7% |
| Academic year/years that our current pupil premium strategy plan covers | 2024/25 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | April 2025 |
| Statement authorised by | Jo Ware |
| Pupil premium lead | Matthew Bisco |
| Governor / Trustee lead | Nick Buckland |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £281,400 |
| Pupil premium funding carried forward from previous year | £0 |
| Total budget for this academic year | £281,400 |

Part A: Pupil premium strategy plan - Secondary

Statement of intent

The Millbay Academy Pupil Premium Strategy adopts a three-tiered approach to spending, focusing on improving teaching, providing targeted academic support, and implementing wider strategies (EEF). These activities and expenditures are informed by evidence specific to our unique context, as well as a breadth of research, to ensure that contextually disadvantaged students achieve outcomes equal to or exceeding those of their peers.

Situated at the edge of a coastal city and alongside an international port, Millbay Academy thrives within a socio-economic environment marked by challenges and opportunities. Decades of underfunding, a transitioning employment landscape reliant on seasonal tourism, and migration patterns have contributed to an increasing socio-economic divide. However, Plymouth's diverse and evolving community brings with it a richness of cultures, perspectives, and resilience.

Our student intake reflects this dynamic diversity:

- **57% of students** are in receipt of Pupil Premium funding.
- **38% of students** have identified SEND needs, with **5.65%** holding an EHCP (compared to the national average of approximately 3%).
- **26.8%** of our students are EAL learners, and **41.2%** are non-white British in a city where only 6% of the population identifies as BAME.

This diversity is a strength that enriches our school community and presents us with opportunities to embrace a more inclusive, globally aware curriculum. While challenges such as mobility (e.g. 8% of pupils joining mid-year, mid-cohort, since September 2024) and low baseline attainment persist, our strategy is designed to harness our unique context to build equity and celebrate differences.

Central to this plan is the enhancement of resources to ensure high-quality teaching, aligned with the Education Endowment Fund's guidance on the most effective use of Pupil Premium funding. As we invest in teaching and learning, we are also

addressing attendance as a key barrier to success. Disadvantaged students at Millbay Academy average 4% lower attendance rates than their peers, making this a pressing focus of our strategy.

Attendance, combined with high-quality teaching, forms the foundation for achieving our goals. Equally, we aim to promote enriching experiences and protective factors that rebuild academic resilience, particularly for those whose schooling was disrupted by remote or blended learning earlier in their education.

We are acutely aware of the financial barriers many families face, from the costs of school uniforms to accessing enrichment opportunities such as residential trips. These challenges not only affect engagement but also impact mental and physical well-being. Our pupils have voiced concerns about mental health, well-being, and positive relationships as their most urgent priorities. Therefore, our strategy is designed to ensure equitable access to all areas of school life, fostering a sense of belonging and empowerment for every student.

This plan is as much about addressing challenges as it is about celebrating the vibrant, diverse community we serve. By investing in our pupils' education and well-being, we aim to build not just equity but aspiration and pride so that every child at Millbay Academy can thrive.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | <i>Pupil premium attendance: academic year 2023/24 PP 83%, Non PP 90% ; On average, pupil premium students were in school over two weeks less than their non-PP peers In Year 11, 39% of the year were Persistently Absent at the point of exams starting. Of those PA students, 18 had attendance of less than 80%.</i> |

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| 2 | <i>Behaviour: comprising 53% of the secondary cohort, PP made up 77% overall students receiving internal seclusions; Not only did a greater percentage of PP students receive removal from class, they were likely to be removed for longer (cumulative hours through repeat incidents). However, this groups was a small percentage of the overall PP cohort - a targeted issue.</i> |
| 3 | <i>The progress GAP for Pupil Premium students overall remains negative compared to their peers (-0.75) PP v -0.35 non-PP). However, 23/24 terminal results saw the gap halve (from -1.39 to -0.75), with national at -0.57. While remaining a challenge, this improvement is a notable success. Different and complex pictures between year groups with regard to progress in English, specifically reading and literacy, are apparent. Reading age data, particularly in KS3 shows an acute concern.</i> |
| 4 | <i>Over recent years, participation in extra-curricular activity and curriculum enrichment has significantly reduced. We are seeing a steady resurgence through consistent Pupil Premium Strategy planning. However, more work is required. Research shows a disproportionate impact on disadvantaged students, who have been less likely to take part since returning from COVID19 protective measures. This has been significant for those who experienced their secondary transition during this period (current Year 11 and to following, Year 10)</i> |
| 5 | <i>Sustained culture of pride, resilience and belonging, maintaining standards - student aspiration and belief, the essential building blocks for the academic resilience required by a broad, balanced and rich curriculum.</i> |

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 |
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| Attendance improves significantly for disadvantaged students, with a particular progress on persistent absenteeism. | <i>Attendance for disadvantaged pupils will be in line with the national and regional picture (or better). Homework clubs and 'Session 6' are well attended by PP students, as is breakfast club provision. Year group analysis and plans ensure bespoke and appropriate provision Proactive communication with families is in place for every case of concern.</i> |

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| Pupils achieve good and better progress and outcome targets with specific support for Pupil Premium and SEN students. | <p><i>Progress 8 for All =0 SEN/PP= Better than National Average</i></p> <p><i>Action Plans include reference to, and provision for:</i></p> <ul style="list-style-type: none"> ● <i>Strategies to tackle disadvantage</i> ● <i>Analysis of vulnerable groups</i> <p><i>An effective CPD programme, tailored to these cohorts</i></p> |
| Hours of <i>high quality teaching</i> lost to behaviour consequences are reduced. | <p>Internal seclusions reduce and do not disproportionately impact on PP</p> <p>Reduction in suspensions, where a safe and orderly environment can be maintained.</p> <p>Work carried out with students receiving repeated internal seclusions identifies barriers and <i>contributes</i> to progress in lessons</p> |
| All PP students are actively enabled in their access to extracurricular and curriculum enrichment activities, and barriers are addressed. | <p>Cost barriers for trips and visits are reduced.</p> <p>Staff organising trips consider PP relevance and outcomes in their planning.</p> <p>Increased access to improved sport and health activities.</p> |
| Every member of the school community takes pride and experiences a sense of belonging as part of the school community, without perceived exclusion. | <p>Uniform is consistently maintained</p> <p>Student successes are celebrated</p> <p>Increased attendance at school events such as open evenings and parent meetings.</p> |

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: £137,539.52

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Key staff trained in literacy and numeracy strategies by specialists. This training is shared with all teachers in the English and maths departments, including those in the Progress Support Centre.</p> <p>Whole school literacy strategy, working across the curriculum. This is to include establishing a formal school library system.</p> <p>Additional Support In Lessons re Literacy</p> <p>Additional Support for Literacy (PP students)</p> | <p>As an example, our externally verified 'No More Marking' English data insights have shown that in Y, against national figures, the cohort remains below the national average. However, progress in writing has been strong, particularly for girls and PP pupils - significantly above the national average for both groups, which is working to close the gap pupils had on entry to Year 7. For boys, this is widening.</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class (EEF)</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. (EEF)</p> <p>Visible Learning Meta-X shows that 'Exposure to Reading' presents an effect size of (+0.43). Where technology may be offered as a cost-effective route to accessing reading, comparative research analysis (summarised through 'Technology in Reading') shows a positive but significantly lower effect size of +0.29. Therefore, we shall still pursue establishing a formal library. Parent feedback has also highlighted this as an area for development and welcomed investment, encouraging 'reading for pleasure', above and beyond the learning of technical reading strategies.</p> | <p>3</p> |

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| who are also EAL) eg Flash Academy | | |
| Home Learning access and support such as Dr Frost Maths, Sparx, Maths Box/ White Rose, Bedrock Vocabulary, including 'extended day' sessions. | School-based evidence has shown that vocabulary remains a significant barrier to disadvantaged students across cohorts from point of entry, right through to accessing formal examination material. The direct teaching of vocabulary, as evidenced by the Plymouth Oracy Project, has been shown to have a high impact on students from disadvantaged students - Bedrock Vocabulary stands to address this. Furthermore, the use of blended learning can be used to draw this knowledge from the classroom into extended day sessions such as breakfast club and homework club. | 3 |
| Targeted use of the teaching assistants within the teaching in the classroom through clear CPD and support. Any CPD bursary will require an evidence and analysis-based proposal with a specific requirement for impacting disadvantaged pupils. | <p>The EEF summarises that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. However, <i>"In the most positive examples, it is likely that support and training will have been provided for both teachers and teaching assistants so that they understand how to work together effectively, such as by making time for discussion before and after lessons."</i></p> <p>School-based evidence through 2022/23 has proven the function of our Progress Support Centre in targeting support to areas of identified need. It is intended that developing a synergy between the extraction model and the class-based deployment of TAs, through CPD as well as active collaboration, will increase positive progress effects for disadvantaged students.</p> | 3 |
| Use of visualisers in all classes, with a specific focus on improving feedback. | The EEF evidence supports 'feedback' as a very high impact for low cost (up to an additional 5 months progress in a year, in secondary). Within this Pupil Premium Strategy, the funding constitutes investment in technology to support classroom feedback. | 3 |

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

Budgeted cost: £110,388.42

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Maintain the use, and improve the effectiveness, of the progress support centres within school in Key Stage 3 and Key Stage 4.</p> | <p>The Education Endowment Foundation (EEF) states that, “the average impact of small group tuition is four additional months’ progress, on average, over the course of a year” and that, “small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support”. In addition, it goes without saying that providing training to the staff that deliver small group support is required in order to increase the likelihood of a significant positive impact.</p> <p>The PSC is a short to medium term intervention in order to address where there are significant and sustained gaps in foundational learning. Intensive work then allows reintegration and enhanced transition to mainstream lessons, where high quality teaching and universal provision works to close the gap.</p> | <p>3</p> |
| <p>Academic re-engagement small-group/1:1 Learning Mentor role(s) alongside Reset Room as part of restorative behaviour practices.</p> | <p>Our internal data shows a disproportionate weighting towards Pupil Premium for those students attending internal seclusion. Compounding this, where the PP gap is evident, those students who have prior low attainment, which can often drive poor behaviour choices, become further disadvantaged. Without the academic intervention and investment in addressing gaps, we have seen their distance from the curriculum increase, and the emergence of detachment behaviours that result in a perpetual loop of punitive behaviour consequences (however necessary to reduce disruption to learning of others) - the gap widens further and with that goes aspiration and academic resilience.</p> | <p>3, 2</p> |

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| | <p>Qualitative evidence gathered over the previous year has shown early signs of positive students engagement and a secure understanding with staff about the purpose of this role, and who it should be targeting.</p> <p>Furthermore, this allocation should be used in order to contribute to practices (e.g. referrals to services) that reduce the risk of repeated suspensions and lost learning.</p> | |
| <p>1:1 academic tutoring and homework clubs - extended school day.</p> <p>Digital support assigned on a case by case basis, reducing barriers to access for tutoring/homework/remote learning.</p> | <p>Visible Learning Meta-X reports homework as 'likely to have a positive impact' (+0.28). This is weighted towards Secondary-age students, where the impact is closer to 0.4. We know, through insights gained during periods of school closure due to COVID-19 social distancing measures, that the home environment varies greatly across children, particularly those from disadvantaged backgrounds. The effect size of homes where the support and a conducive environment is available is significant - +0.52 - meaning that, without intervention, the gap between disadvantaged and non-disadvantaged students is likely to widen. Therefore, the allocation of funding towards this provision, with monitoring in place to review attendance and impact on disadvantaged students will be important. It is our aim that providing the space for extended consolidation work, supported by appropriately trained staff, will ensure in particular that those young people who have barriers experienced by their home environment's appropriateness for study will receive support to address that disparity from their non-disadvantaged peers.</p> <p>Tutoring (1:1/ Group) will continue to be delivered in order to address compounded gaps created by interruptions to face-to-face provision, and the persistent absenteeism legacy. Particularly focussing on GCSE classes where students have had low prior engagement in remote learning and/or hindered progress, or have poor prior attendance. We have rich and detailed data available to us with regard to the areas above in order to be able to direct the resource to need.</p> <p>In order to ensure all barriers to access are addressed, a proportion of funding will be assigned to support with technology in order that no pupils are disadvantaged by lack of appropriate access to digital learning tools outside of the classroom.</p> | <p>3, 1</p> |

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| Employing external agency professional support through the MAST referral system. | Millbay Academy's Pastoral Team and SEND team have been working in collaboration with the safeguarding and Raising Standards Leads, along with the Local Authority, to further improve an internal 'Team Around the School' strategy. Students are discussed and agreed direction of travel is minuted for ongoing review. Internal tracking, and current referrals for support, shows an area for further opportunity in developing CPD for staff within our graduated approach to inclusion. Furthermore, opportunity to employ outside agency and professional support for students where the needs are beyond our universal and targeted offer. | 2, 5 |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33,472.06

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Behaviour Officer & Mentoring Programme, including family engagement. | Our internal exclusion data shows a decrease over the past year, but a sustained requirement for this role function - particularly notable for PP students. It must be remembered that this is in place in order to reduce incidents of fixed term exclusion, as also to enable our restorative practices, which are what will ultimately support the behavioural changes over time. | 2, 5 |
| Behaviour & Attitudes Intervention | The EEF states the highest impact from interventions that focus on self-management and role-play, improving cognitive and social skills. Millbay Academy will engage with external professionals and engage support staff in evidence-informed CPD to develop a programme of Pastoral Interventions as part of our Early Help offer. | 2, 5 |
| Parental involvement through Student Support Work in order to address attendance concerns | We have a persistent concern with absenteeism and lost learning, specifically targeting those < 90%. Through COVID19 interruptions and subsequent, habitual absenteeism, our students' access to the curriculum through regular school attendance is, in a significant number of cases, inconsistent and | 1 |

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| <p><i>earlier</i> - Broken weeks and/or continued absence</p> | <p>unsustained. Our internal data shows that poor mental health is a major issue, as well as physical health concerns and challenging behaviour. Furthermore, capacity within the protective team is fully absorbed by cases at a high level, including full use of the local authority Education Welfare Service. Much work is needed in engaging our families at, or just below, the 'persistently absent' threshold. Family circumstances are diverse and complex, and require considerable investigation, understanding and support. This role function will ensure the Academy can offer proactive rather than solely reactive and punitive intervention, affecting sustained change.</p> | |
| <p>Education Welfare Service</p> | <p>It is essential that the school maximises external support in maintaining accountability structures for good school attendance in line with legal frameworks. Autumn term data shows that within the high-level cases currently live with Education Welfare Service, along with our Student Support Worker, approximately 60% are showing a positive recent attendance trend. Where this is not the case, further formal action is underway. Leaders will keep the new Education Welfare Services under review.</p> | <p>1</p> |
| <p>Parent Meetings software to increase parental engagement with student progress.</p> | <p>Feedback from staff and parents across the 2023/24 implementation period has been positive. It is known to break down barriers to parent attendance such as childcare commitments or transport. It also reduces teacher workload in administration, allowing redirection of time to following up where home-school communication is lacking. We would expect to see incremental increases in participation over the next strategy period, improving feedback on pupil progress to families and engaging parental support in the students' next steps.</p> | <p>1, 3</p> |
| <p>Uniform subsidy for PP students where risk is identified, including <i>all</i> Y7s at enrollment.</p> | <p>2021 guidance on the implementation of school uniform across schools in England was published to ensure that policies do not impose additional financial strain on children from disadvantaged backgrounds.</p> <p>Furthermore, Millbay Academy has used this lever as a positive strategy for engaging student voice, creating a revived sense of belonging and pride.</p> | <p>5</p> |

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| | <p>School budget expenditure over the past year has confirmed the ongoing need of families for support in order that <i>all</i> of our pupils have equitable access to this compulsory aspect of school life. Positive uniform consistency has been noted through SIP and monitoring visits, with further development work underway, and pupil voice has reported that it contributes to a positive sense of belonging and aspiration. Therefore, an emergency bursary should be maintained for 2024/25. This will also be used to maintain an 'on-the-day' stock so that learning is not lost through consequences of arriving at school with inadequate uniform.</p> | |
| <p>Trips and visits/direct curriculum costs/extra-curricular clubs subsidy to be applied for on a case-by-case basis by academic leads.</p> | <p>Through the prior implementation of Youth Endowment Fund project work, we have further identified a much wider group for whom access to aspirational extra-curricular activity, as well as curriculum enhancement activities designed to increase cultural capital, is of necessary focus. The maintains equity to these experiences that may incur costs, bringing barriers to access down for all (increasing opportunities available) and targeting support to some (those who may otherwise miss out).</p> <p>In addition to trips and visits, we know that the imposed costs of curriculum areas where additional resources are required, such as Food Technology/Hospitality and Catering, can cause a disparity in access. We therefore intend to direct PP funding towards reducing the financial impact on families. This will strive to ensure that finances are mitigated as a barrier to students from disadvantaged backgrounds taking up these creative courses and thus narrowing the breadth of their curriculum experience, particularly at KS4. The same principle can be extrapolated for access to peripatetic music tuition. In addition, there will be a reserve subsidy to contribute to the upkeep and upgrade of sports equipment in order to ensure on-site provision for extra curricular activity is maintained. Furthermore, an improvement in our offer for sport provision may require specialist equipment. Promoting access to these resources is key to enhancing the overall curriculum experience, as well as health and wellbeing, of our pupils from disadvantaged backgrounds.</p> | <p>4</p> |

Total budgeted cost: £281,400

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 recent years.

| Intended Outcomes | Success Criteria | Impact and Lessons Learnt |
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| <p>Attendance improves significantly for disadvantaged students, with a particular progress on persistent absenteeism.</p> | <p><i>Attendance for disadvantaged pupils will be in line with the national and regional picture (or better).</i></p> <p><i>Homework clubs and 'Session 6' are well attended by PP students, as is breakfast club provision.</i></p> <p><i>Year group analysis and plans ensure bespoke and appropriate provision</i></p> <p><i>Proactive communication with families is in place for every case of concern.</i></p> | <p>Where attendance remains a concern, additional sessions or extensions to the school day, not reflected in roll call percentages, were positively disproportionately attended by PP students. E.g. Easter Holiday revision for Y11, 36/40 attending English sessions were PP, positively addressing the identified concerns about some home environments being conducive to study. This could be a more focussed target for attendance to 'Session 6', to follow the same positive pattern.</p> <p>Session 6/Homework club – allocation of tutoring funding was targeted to internal staff sessions (3.30-4.30). Analysis from middle leaders shows that relationships were key for this vulnerable year group.</p> <p>The Senior Leadership team are therefore committing a greater resource focus on external tutoring for the extended day sessions in order to <i>increase</i> capacity, where this has been cited as a barrier to impact, despite the informed intent regarding familiarity and relationship.</p> |

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| | | <p>Breakfast/Homework club, now committing 75% contribution from PP funds for additional breakfast service through 2024/25 (25% for 2022/23) attended by >60 unique students, regularly. Recorded improvement on homework completion through 2022/23 and again through 2023/24 (Bedrock Vocabulary up to 95% completion week on week). This is meeting a clear need and engagement continues to grow. Vitality, Bedrock supports the foundations of vocabulary acquisition, cited as one of the most significant barriers to literacy access for our cohort.</p> <p>Support staff funded to extend after school sessions Monday and Wednesday - not yet used to target students with persistent absenteeism but an opportunity for 2024/25.</p> <p>(Multi Agency Support Team (MAST)).</p> <p>Provided positive pathways for students with barriers to school attendance and consistent positive behaviour (e.g. Anxiety-based School Avoidance).</p> <p>20 allocations to MAST (EP+), which supported transition to greater <i>Early Help</i> offer. This work continues to reveal the scale of the issues around lost learning through poor attendance and should be maintained.</p> <p>Spending allocated to Student Support Workers for 2024/25. Again, responding to increased pressures on school to provide Early Help. This is likely to further an increased vulnerability moving through 2024/25 due to reduced local authority offer. Early evidence suggests deployment through Team Around the School (Locality Offer) is having a positive impact with</p> |
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| | | <p>regard to supporting attendance, mental health and access to Early Help.</p> <p>Senior Leaders are also working with the LA on Community Hub strategy, offering Millbay Academy as a hub once construction work is complete.</p> |
| <p>Pupils achieve good and better progress and outcome targets with specific support for Pupil Premium and SEN students.</p> | <p><i>Progress 8 for All =0 SEN/PP= National Average</i></p> <p><i>Action Plans include reference to, and provision for:</i></p> <ul style="list-style-type: none"> ● <i>Strategies to tackle disadvantage</i> ● <i>Analysis of vulnerable groups</i> <p><i>An effective CPD programme, tailored to these cohorts</i></p> | <p>Intervention running through English and Maths.</p> <p>This has allowed targeted small group interventions - handwriting, reading comprehension. As well as dynamic grouping in core sessions, responsive to current need, and needs arriving (in-year admissions), of which there are numerous. Must maintain this capacity to be dynamic due to, for example, 50% of Year 11 being new joiners since the beginning of Year 8 ('mobile'); 40% Year in 10, 44%</p> <p>Combination of extraction interventions and whole-class teaching. Training through Progress Support Centres – specialist staff taking classes, as well as small group interventions (e.g. for adapted timetable students) ensuring continuity of provision. Data shows improved progress for these students, as well as increased attendance.</p> <p>Student Survey presented 'significant' data regarding reading not taking place in the home for Pupil Premium students, especially. This has informed action planning and whole-school disciplinary literacy strategy - ongoing/carry forward for 2024/25.</p> |

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| | | <p>Strategy allowed for significant investment in texts during 2022/23. This has informed development of the tutor reading programme. Data shows poor literacy as a stark and pressing concern, applicable to progress across the curriculum. Updates and expansion of these materials are required for 2024/25</p> <p>Texts are age-appropriate for weak readers which, at secondary level particularly, lays a foundation to boost reading for pleasure.</p> <p>Bedrock Vocabulary data for the Academy shows the most impact with Pupil Premium and EAL learners. 17% improvement for PP. Average attainment is 16% - working to narrow the gap. Further monitoring to be maintained</p> <p>Consistent and well-resourced support staff timetable, coordinated by SENDCo. The Academy's Progress Support Centre provides a range of sessions, following core subject supplementary curriculum.</p> <p>Additionally, schedule for in-class support, with focus on vulnerable students. The impact may be reflected in the Attainment Data for Year 11 Pupil Premium Students, with EHCP students achieving almost positive progress in 2024/25 terminal exams.</p> <p>SENDCo – improvement in SEND provision, reflected in monitoring visits and noted as an area of improving strength. 61% of SEND students are PP. SENDCo has overseen successful implementation of Progress Support Centres. Improvement plans underway, to secure the enhanced transition strategy that is designed to respond to the acute needs of a locally mobile cohort.</p> |
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| <p>Hours of <i>high quality teaching</i> lost to behaviour consequences are reduced.</p> | <p>Internal seclusions reduce and do not disproportionately impact on PP Reduction in suspensions, where a safe and orderly environment can be maintained.</p> <p>Work carried out with students receiving repeated internal seclusions identifies barriers and <i>contributes</i> to progress in lessons</p> | <p>Student Support Workers recruited. Positive engagement from students at risk of repeated removal from class. Identified persistent barriers and need underneath the behaviours. Role to be further developed for 2024/25 and specific expertise explored. Potential to consider how to increase the reach of this role to impact on a larger number of students, with designated role focussing on persistent absentees.</p> <p>Where needs are being better met, we saw a reduction in challenging behaviour leading to suspension; the cohort is shrinking, despite numbers of repeat incidents remaining high.</p> |
| <p>All PP students are actively enabled in their access to extracurricular and curriculum enrichment activities, and barriers are addressed.</p> | <p>Cost barriers for trips and visits are reduced.</p> <p>Staff organising trips consider PP relevance and outcomes in their planning.</p> <p>Increased access to improved sport and health activities.</p> | <p>Exemplars of spend allocation: theatre visit -</p> <ul style="list-style-type: none"> ● whole of year 9. ● Copy of text to every PP student: Macbeth ● Y8 - “read a book in a day” as curriculum enrichment and contribution to Literacy Strategy. ● Revision guides purchased for all Y11s ● Contributions to our first Enrichment Week. <p>Training of new EVCs has ensured greater confidence and modelling built into next year’s curriculum planning.</p> <p>Peripatetic music tuition has now been reinstated. Expanding this priority for targeted disadvantage access within 2024/25.</p> |

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| | | <p>Allocation from the PP budget to Hospitality and Catering ensured equal access to broad and balanced curriculum. This was combined with parent contributions and curriculum budget to ensure sustainability, not relying on one income stream. The impact was that all KS3 students were enabled to cook 6 times in the academic year. All KS4 students cooked 15 times in the academic year (as part of their course), without financial barriers, all KS3 students to We have 30 students continuing Catering from Year 9 to Year 10 and 45 remaining in Year 11 (50% of cohort). The impact not only on maintaining aspects of a broad, balanced and creative curriculum, but also on health and independence, crossing over with Health & Wellbeing strategy</p> |
| <p>Every member of the school community takes pride and experiences a sense of belonging as part of the school community, without perceived exclusion.</p> | <p>Uniform is consistently maintained Student successes are celebrated Increased attendance at school events such as open evenings and parent meetings.</p> | <p>Online parent meeting software enabled targeted work on parent engagement with Parents Evenings. Still an area of concern, particularly Year 10 going into Year 11 for 2024/25. Barriers to be explored further.</p> <p>Y7 65% attendance Y8 48% attendance Y9 60% attendance Y10 43% attendance Y11 73% attendance</p> <p>Accelerated provision of uniform for students where finances are a concern. Student voice has recorded a significant lift in sense of belonging, contributing to positive behaviour and attitudes. In line with best practice for affordable uniform.</p> |

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| | | 6 rewards assemblies carried out through the year. During recruitment processes, students talked positively about their recognition. Allocation of funds supporting prizes and badges, building model of positivity, aspiration and success. |
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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 |
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