

Pupil premium strategy statement (Secondary)
Academy overview

Academy name	Westbourne Academy
Pupils in academy	1026
Proportion of disadvantaged pupils	28.9%
Pupil premium allocation this academic year	£291,725
Academic year or years covered by statement	2020-21 and reviews 2019-20
Publish date	30 September 2020
Review date	September 2021
Statement authorised by	Regional Education Director
Pupil premium lead	Richard Hawkes
Local Academy Committee (Governor) lead	Jo Winter

Disadvantaged pupil performance overview for last academic year

Measure	Academy Performance 2019-20 This year's performance was calculated using Centre Assesses Grades due to the Covid19 pandemic.	Comparison to previous years		
		2018-19	2017-18	2016-17
Progress 8	0.20	0.06	-0.50	-0.55
Ebacc entry	49%	47%	45%	4%
Attainment 8	40.8	43.2	35.0	39.03
% Grade 5+ in English and maths	31%	31%	26%	20%

2020-21 Executive Summary

Identified Barriers	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	
		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
Curriculum Content PP Strategy Priority 1 KLI2 / KLI3 / KLI5 / KLI6	Aspects of curriculum not covered, especially in Year Eleven to be addressed.	P1:1 Team Leaders to plan how they will deliver the Year Eleven curriculum due to lockdown.	N/A	P1:1 To use Fresh Start Phonics for new Year Seven to address any gaps in knowledge.	£2,000	P1:1 To commence Night Club for Year Eleven and period six classes from January 2021.	£4,963
	Remote Learning will be robust and carefully planned in the light of potential lockdowns or whether students are self-isolating.	P1:2 Team Leaders to have any resources, which may help them in delivering the curriculum across the academy.	£3,000	P1:2 To use Timestables Rockstars in KS3 to embed knowledge and understanding, especially for teaching groups which struggle with numeracy.	£100	P1:2 To ensure the availability of additional concrete learning materials such as revision guides for Year Ten/Eleven	£6,500
	Students have the opportunity to engage in a broad and balanced curriculum. Departments have sufficient staffing, which can be used to support small group tuition.	P1:3 To use visualisers to be implemented across the academy to support teaching and learning through modelling and scaffolding	£6,000				

		<p>P1:4 To use digital platforms to set home learning and projects.</p> <p>P1:5 To implement Rosenshine's principles across the academy.</p> <p>P1:6 To provide CPD for quality first teaching and learning.</p> <p>P1:7 To provide extra staffing to support students in core subjects, to support and catch up during the lockdown.</p>	<p>£5,500</p> <p>£2,000</p> <p>Fully funded by IOA</p> <p>£53,478</p>			and IT resources	
Behaviour, Barriers and Safeguarding PP Strategy Priority 2	Students know and understand behaviour expectations.	<p>P2: 1 To create revised behaviour policy, which is clear and accessible to all stakeholders.</p> <p>P2:2 To create a behaviour flowchart</p>	<p>N/A</p> <p>N/A</p>	P2:1 To use the HOH to support colleagues with behaviour using the schematic approach.	<p>N/A</p> <p>£500</p>	P2: To invite parents to be invited in for meetings to discuss behaviour and	N/A

KLI1 / KLI4	<p>Staff know and understand how to use the behaviour policy effectively.</p> <p>There is a decrease in the % of PP students being fixed term or permanently excluded.</p> <p>An inclusion unit is provided for students, offering bespoke programmes for each student and helping students' behaviour to improve.</p>	<p>which shows staff how the policy operates.</p> <p>P2:3 To appoint an Inclusion Coordinator who will lead the new inclusion unit.</p> <p>P2:4 To create an inclusion unit on site.</p> <p>P2:5 To provide staffing in key pastoral areas (Pastoral Leads, Non-teaching Head of House and Heads of House).</p>	<p>see below</p> <p>£1,000</p> <p>£168,111</p>	P2:2 To Create a Multi Assessment programme in the inclusion unit, which will allow students to be individually assessed to identify any areas of need.		<p>work with the academy when needed.</p> <p>P2:2 To use external agencies to be used where deemed appropriate to support students</p>	£1,000
<p>Mental Health</p> <p>PP Strategy Priority 3</p> <p>KLI1 / KLI7</p>	<p>Due to the ongoing Covid 19 pandemic, students who might struggle mentally receive appropriate support including that from external agencies.</p> <p>There is a flexible approach towards supporting students with Mental Health including</p>	<p>P3:1 To ensure enrichment in every year group has a dedicated suite of lessons devoted to Mental Health.</p> <p>P3:2 To ensure that all stakeholders are aware of the academy's policy regarding Mental Health.</p>	<p>N/A</p> <p>N/A</p>	<p>P3:1 To implement ASD mentoring scheme to support ASD students across the academy.</p> <p>P3:2 To implement 'Thrive' for students who may need extra support.</p>	<p>N/A</p> <p>£500</p>	<p>P3:1 To ensure Mental Health is promoted at parents' evenings and other events.</p> <p>P3:2 To run Mental Health</p>	<p>N/A</p> <p>£100</p> <p>N/A</p>

	'waves of intervention' and all stakeholders are aware.			<p>P3:3 To implement 'Ecotherapy' for students who may struggle with school and have the potential to become school refusers.</p> <p>P3:4 To implement 'Self Esteem unit' as an intervention at KS3.</p> <p>P3:5 To implement 'Gym Trail' as an intervention at KS3.</p>	<p>£500</p> <p>£100</p> <p>£100</p>	<p>workshops for parents.</p> <p>P3:2 To create a ASD mentor post to run a parents support programme which was trialled during lockdown.</p>	
<p>Attendance</p> <p>PP Strategy</p> <p>Priority 4</p> <p>KLI4</p>	<p>Pupil premium attendance is in line if not better than national average of 96%.</p> <p>Pupil Premium Persistent Absence to decrease to be in line if not below national average of 10.9%.</p> <p>Punctuality improves to ensure all students are in the</p>	<p>P4:1 To ensure the Pastoral Team and tutors reinforce the importance of good attendance at the academy.</p> <p>P4:2 To ensure the importance of attendance is covered in enrichment lessons.</p>	<p>N/A</p> <p>N/A</p> <p>£9,687</p>	<p>P4:1 To ensure the attendance manager conducts late area, parent meetings and conduct home visits.</p> <p>P4:2 To ensure the attendance manager promotes and monitors whole academy attendance</p>	<p>£6,000</p> <p>£4,000</p>	<p>P4:1 To provide rewards for improved attendance and 100% attendance.</p>	<p>£1,000</p> <p>£15,511</p>

	academy on time and ready to learn.	P4:3 To maintain staffing in key areas (Attendance Officer).		through assemblies, displays and family support. Attendance manager to also have support from external consultant.		P4:2 To offer a free breakfast club to support both punctuality and attendance. Free bagels and fruit.	
		£248,776		£13,800		£28,974	

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	0.84	Sept 21
Attainment 8	51.4	Sept 21
% Grade 5+ in English and maths	68%	Sept 21
Attendance	97%	Sept 21
Ebacc entry	22%	Sept 20

Teaching priorities for current academic year

Measure	Activity	Predicted cost
<p>Priority 1: Curriculum Content</p> <p>Aspects of curriculum not covered, especially in Year Eleven to be addressed.</p> <p>Remote Learning will be robust and carefully planned in the light of potential lockdowns or whether students are self-isolating.</p> <p>Students have the opportunity to engage in a broad and balanced curriculum.</p> <p>Departments have sufficient staffing, which can be used to support small group tuition.</p>	P1:1 To create schemes of learning which provide students with a broad and balanced curriculum. Money is dedicated to resources to support teams with purchasing texts etc, refining the curriculum following the Ofqual response on the consultation.	N/A
	P1:2 To purchase and produce any resources, which may help teachers in delivering the curriculum across the academy. Exam boards and publishers are likely to make available revised materials to accommodate the changes to Summer 21 exams.	£3,000
	P1:3 To purchase visualisers for staff to use within the classroom. Research from the EEF 'Digital Technology' highlights that visualisers can have an impact on metacognition as a 'visualiser is an ideal way of supporting the practice of making things explicit'.	£6,000
	P1:4 To use digital platforms to set home learning and projects such as 'Show My Homework', 'Twinkl', 'Maths Watch', 'Hegarty Maths' and 'Doddle'. All can be used as intervention programmes to supplement in class teaching and for home learning. EEG guidance highlights that home learning can have an impact of at least five months on a student's progress.	£5,500
	P1:5 To implement Rosenshine's principles across the academy. All Team Leaders to have a copy of the book. CPD to be provided by the Teaching and Learning Team from Aut2.	£2,000
	P1:6 To provide CPD to support quality first teaching and learning. Team Leaders to support staff with planning and developing their schemes of work	Fully funded by IOA

	<p>to ensure the curriculum offering is broad and balanced. Relevant CPD to be discussed with the CPD lead.</p> <p>P1:7 To recruit additional staffing, Teach First, to provide support for students in core subjects, to support students in class and deliver catch up during the reopening phase. The single biggest impact to closing the disadvantaged gap is quality first teaching.</p>	£53,478
<p>Priority 2 – Behaviour, Barriers and Safeguarding</p> <p>Students know and understand behaviour expectations.</p> <p>Staff know and understand how to use the behaviour policy effectively.</p> <p>There is a decrease in the % of PP students being fixed term or permanently excluded.</p> <p>An inclusion unit is provided for students, offering bespoke programmes for each student and helping students' behaviour to improve.</p>	<p>P2:1 To create behaviour policy, which is clear and accessible to all stakeholders.</p> <p>P2:2 To create a behaviour flowchart which is to be refined and delivered to all staff so that staff are aware of the different interventions and paths within our behaviour policy.</p> <p>P2:3 To appoint an Inclusion Coordinator. The Inclusion Coordinator will run the Inclusion unit but also act as a triage to support the pastoral team in the mornings with any issues which are raised.</p> <p>P2:4 To create an inclusion unit on site. We need to reduce the number of fixed term and permanent exclusions. However, there is limited alternative provision in Suffolk and it is incredibly difficult to get into. With a permanent exclusion costing in the region of £9,000, this is huge drain in terms of both staffing and time. By creating the inclusion unit, we hope to identify the causes and implement interventions etc. to support the student. The EEF highlights that specialist behaviour interventions can have an impact of at least three months.</p> <p>P2:5 To ensure Pastoral care always plays a significant role in supporting students and to identify barriers to learning. The academy's pastoral structure normally involves students being placed in one of four houses and</p>	<p>N/A</p> <p>N/A</p> <p>See below</p> <p>£1,000</p> <p>£168,111</p>

	one of thirteen vertical tutor groups. Each house has a Head of House and Pastoral Lead who deal with issues outside of the vertical tutor group and regular work with parents and outside agencies. Staffing (Pastoral Leads, Head of Houses and Inclusion Manager).	
Priority 3 – Mental Health Due to the ongoing Covid 19 pandemic, students who might struggle mentally receive appropriate support including that from external agencies. There is a flexible approach towards supporting students with Mental Health including ‘waves of intervention’ and all stakeholders are aware.	P3: To ensure enrichment has a suite of lessons written by the Designated Mental Health Lead, which talks in detail about Mental Health. Students also know where they can go if they need extra support. P3: To ensure that all stakeholders are aware of the academy’s policy regarding Mental Health. This is to be communicated on the website and Mental Health First Aiders to be promoted.	N/A N/A
Priority 4 – Attendance Pupil premium attendance is in line if not better than national average of 96%. Pupil Premium Persistent Absence to decrease to be in line if not below national average of 10.9%. Punctuality improves to ensure all students are in the academy on time and ready to learn.	P4:1 To use Pastoral Team and tutors to reinforce the importance of good attendance at the academy. Research shows that a 90% attendance rate can lower your chances of achieving 5 GCSEs at Grade 4 to 9 to 34.7%. P4:2 To ensure Attendance covered in Enrichment lessons. P4:3 To maintain a dedicated attendance officer who liaises with parents/carers and Suffolk county council	N/A N/A £9,687

Barriers to learning these priorities address	Curriculum content amendment because of Covid 19. Attendance and Persistent Absence. Low socio economic demographic – limited cultural capital. Mental Health issues because of Covid 19 and other factors. Parental engagement. Home learning.	
Projected cumulative spending		£248,776

Targeted academic support for current academic year

Measure	Activity	Predicted cost
Priority 1: Curriculum Content Aspects of curriculum not covered, especially in Year Eleven to be addressed. Remote Learning will be robust and carefully planned in the light of potential lockdowns or whether students are self-isolating. Students have the opportunity to engage in a broad and balanced curriculum. Departments have surplus staffing, which can be used to support small group tuition.	P1. To implement Fresh Start Phonics in Year Seven to immediately address gaps in learning. This will be aimed at students with a KS2 teacher assessment of Below or Concern within the Reading paper. We trialled phonics last year and by lockdown 73% of students had returned to mainstream English lessons. The EEF guidance also highlights that Phonics can have an impact of four months on a student's progress. P1:2 To use Timestables Rockstars. From working with the students who are below age related expectations at KS2, it is apparent that a major area for students is timestables. By purchasing the Timestables Rockstars, this programme can be set at a student's individual ability and can be used as in school intervention of as home learning/remote learning.	£2,000 £100
Priority 2 – Behaviour, Barriers and Safeguarding	P2:1 To adopt a schematic approach, which involves Heads of House supporting staff who might be struggling with difficult teaching groups. According to EEF guidance, quality first teaching is a key driver to improving the attainment of disadvantaged students. The Head of House will visit	N/A

<p>Students know and understand behaviour expectations.</p> <p>Staff know and understand how to use the behaviour policy effectively.</p> <p>There is a decrease in the % of PP students being fixed term or permanently excluded.</p> <p>An inclusion unit is provided for students, offering bespoke programmes for each student and helping students' behaviour to improve.</p>	<p>groups and offer strategies to support quality first teaching and behaviour management.</p> <p>P2:2 To create our own academy on site assessment programme to identify students' areas of needs and provide appropriate interventions. For example, we will be trialling the use of Speech link as there is a link between poor behaviour and language. In Suffolk, there has been some work around students who have been permanently excluded or are under the Youth Offending Service. A large percentage of students have been identified as having a language need. We are also working with county on trialling Speech link at secondary level.</p>	<p>£500</p>
<p>Priority 3 – Mental Health</p> <p>Due to the ongoing Covid 19 pandemic, students who might struggle mentally receive appropriate support including that from external agencies.</p> <p>There is a flexible approach towards supporting students with Mental Health including 'waves of intervention' and all stakeholders are aware.</p>	<p>P3:1 To ensure that we have a comprehensive and bespoke programme for ASD students, which will be led by our mentor. ASD students have been highlighted as a group who will struggle with coming back into school after a prolonged period of time off due to Covid.</p> <p>P3:2 To introduce 'Thrive' across all year groups. We have trialled 'Thrive' last academic year and have had some excellent results with students making huge gains in their profiles, sometimes an increase of 50%. 'Thrive' provides a bespoke programme for each individual student. The EEF highlights that social/emotional interventions can have an impact of at least four months on a student's progress.</p> <p>P3:3 To introduce 'Ecotherapy' across Key Stage 3. We have trialled 'Ecotherapy' last academic year for students who were classed as vulnerable at transition and had the potential to be school refusers. 90% of students achieved 95% + Attendance. The EEF state that Outdoor Learning can have an impact of four months progress.</p>	<p>N/A</p> <p>£500</p> <p>£500</p>

	<p>P3:4 To introduce self-esteem intervention. We have written and sourced a new unit to look at improving self-esteem and confidence as this is an area, which causes our students anxiety. This is mainly based around language and communication. According to the EEF, oral language interventions can have an impact of five months on a student's progress.</p> <p>P3:5 To run a bespoke programme called 'Gym Trail' as a KS3 intervention. 'Gym Trail' is an intervention designed to promote healthy bodies and healthy minds, both physically and mentally. We have designed a bespoke programme for secondary students, which is aimed at students who are reluctant to physically exercise or need help with key skills such as team building and problem solving. Research has shown that collaborative work can have an impact of three months progress on a student.</p>	<p>£100</p> <p>£100</p>
<p>Priority 4 – Attendance and Persistent Absence</p> <p>Pupil premium attendance is in line if not better than national average of 96%.</p> <p>Pupil Premium Persistent Absence to decrease to be in line if not below national average of 10.9%.</p> <p>Punctuality improves to ensure all students are in the academy on time and ready to learn.</p>	<p>P4: To maintain and fund the Attendance Manager role. Attendance Manager's work is crucial to ensure that the attendance of disadvantaged improves. OFSTED 2019 stated that 'too many disadvantaged pupils are persistently absent from school.' Through forensic tracking of attendance, holding academy based meetings and conducting home visits with another member of the pastoral team, the percentage of whole academy attendance will be close to or in line with national average.</p> <p>P4:2 To ensure attendance is promoted through vertical tutor time and remains an academy high priority strategy. The academy aims to achieve national average but also to decrease the percentage of persistent absence. Poor attendance and punctuality has a massive impact on attainment. DFE guidance published in 2015 states that 'students with no absence are 1.5 times more likely to achieve 5 GCSEs A* to C equivalent and 2.8 times more likely to achieve 5 GCSEs A* to C equivalent including English and Maths.'</p>	<p>£6,000</p> <p>£4,000</p>
Barriers to learning these priorities address	<p>Attendance and Persistent absence.</p> <p>Mental Health Issues.</p> <p>Parental Engagement.</p>	

	Anxiety related to the ongoing Covid 19 pandemic for both parents and students. Poor behaviour for learning.	
Projected cumulative spending		£13,800

Wider strategies for current academic year

Measure	Activity	Predicted cost
Priority 1: Curriculum Content Aspects of curriculum not covered, especially in Year Eleven to be addressed. Remote Learning will be robust and carefully planned in the light of potential lockdowns or whether students are self-isolating. Students have the opportunity to engage in a broad and balanced curriculum. Departments have surplus staffing, which can be used to support small group tuition.	<p>P1: To ensure there is extra curriculum time outside of academy hours to compensate for the digital divide and inadequate home learning environments. Research and our own internal data has shown that a large percentage of disadvantaged students struggle with access to ICT in terms of both equipment and Internet usage. Sometimes, students struggle with having the right home learning environment to study. Given that Year Eleven have missed curriculum content due to Covid 19, our priority is to ensure that they can have extra sessions after school in the form of period six lessons. Additionally, we will relaunch 'Night Club' to support those students who need a quieter place to study after school and which is staffed between the hours of four and six four nights a week.</p> <p>P1: To provide access to high quality revision materials. Given the ongoing issues of the coronavirus pandemic, students need to have access to materials to support their subject knowledge and understanding. We will ensure that all disadvantaged students have access to relevant and engaging revision materials for their exams.</p>	<p>£4,963</p> <p>£6,500</p>
Priority 2 – Behaviour, Behaviour and Safeguarding	P2: To create and promote opportunities for parents to come into the academy to support their child by having meetings with key staff. According to EEF guidance, parental engagement is seen as a low cost, high impact intervention with having an impact of at least three months on a student's progress. Once lockdown restrictions are lifted, we will also continue with	N/A

Measure	Activity	Predicted cost
<p>Students know and understand behaviour expectations.</p> <p>Staff know and understand how to use the behaviour policy effectively.</p> <p>There is a decrease in the % of PP students being fixed term or permanently excluded.</p> <p>An inclusion unit is provided for students, offering bespoke programmes for each student and helping students' behaviour to improve.</p>	<p>our model of offering parental workshops within the academy. We trialled this prior to lockdown with a Maths workshop style approach which had ten parents attending on a regular basis.</p> <p>P2:2 To engage with external agencies such as PLOT and other external interventions in order to support our most challenging students.</p>	£1,000
<p>Priority 3 – Mental Health</p> <p>Due to the ongoing Covid 19 pandemic, students who might struggle mentally receive appropriate support including that from external agencies.</p> <p>There is a flexible approach towards supporting students with Mental Health including 'waves of intervention' and all stakeholders are aware.</p>	<p>P3:1 To create Mental Health First Aiders to attend parents' evenings and other academy events to promote the importance of good mental health.</p> <p>P3:2 To run a series of workshops to support parents which will help parents with supporting their child's mental health. Parental engagement can have an impact of at least three months according to the EEF.</p> <p>P3:2 To trial a parent support programme initially with our ASD students, which will support both parents, and students. We could look at expanding this further for other key groups.</p>	<p>N/A</p> <p>£100</p> <p>N/A</p>
<p>Priority 4 – Attendance and Persistent Absence</p>	<p>P4:1 To launch a rewards programme focused on attendance, which will reward students whose attendance is 100% or where there has been a</p>	£1,000

Measure	Activity	Predicted cost
<p>Whole school attendance to be in line if not better than national average of 96%.</p> <p>Persistent Absence to decrease to be in line if not below national.</p> <p>Improve punctuality to ensure all students are in the academy and ready to learn.</p>	<p>significant improvement. This will ensure that the importance of attendance is highlighted extensively throughout the academy.</p> <p>P4:2 To recommence breakfast club, once Covid restrictions are lifted, providing both bagels and fruit to support both punctuality and attendance. EEF guidance about the impact of breakfast clubs on academic performance at primary level states that it can have an impact of up to two/three months but also has an impact on ensuring students are ready to learn.</p>	£15,511
Barriers to learning these priorities address	<p>Attendance, persistent absence and punctuality.</p> <p>Mental Health.</p> <p>Parental Engagement</p> <p>Being ready to learn.</p> <p>Securing the right external agencies.</p>	
Projected cumulative spending		£28,974

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and additional cover being provided by SLT.
	Staff taking ownership of their own professional development.	Staff to be encouraged to use PLP on Blue Sky and to speak to the CPD lead within the academy.
	Potential local or national lockdown.	Assistant Principal with CPD responsibility given oversight of lockdown delivery and bridging resources ahead of remote learning. Departments to ensure that robust work is available for students self-isolating or in case of lockdowns. CPD taking place to support delivery during lockdown utilising remote technologies including SWAY.
	Implementation of Rosenshine's principles across the academy and whether staff will utilise this model in their own teaching.	SLT to promote Rosenshine as a non-negotiable within Teaching and Learning and to provide necessary support for integration from Aut 2.
	Cost of quality first CPD	Use the ATT Institute. Network opportunities from Ipswich Opportunity Area and the Local Authority.
Targeted support	Ensure that interventions are robust and led by the right member of staff.	Principal and SENCO to ensure that all interventions are robust and fully tracked.

	<p>Ensure that interventions are fully tracked with clear entry and exit criteria.</p> <p>Ensure that the onsite inclusion unit is robust and fit for purpose.</p>	<p>Assistant Principal, SENCO, HOH and Inclusion Coordinator to meet regularly and ensure all procedures are in place.</p>
Wider strategies	<p>Engaging the parents</p> <p>Engaging the appropriate external agency and ensuring that their provision is robust.</p>	<p>Working closely with parents, perhaps using more informal events like the socially distanced picnic and creating more opportunities such as informal workshops.</p> <p>Assistant Principal and SENCO to work with LEA and other external organisations.</p>

Review: last year's aims and outcomes

Aim	Cost	Outcome	Evaluative Summary
To ensure that all students have access to quality first teaching and the highest provision of pastoral care	£233,730	80% of teaching is graded good or better. Concerns are logged and acted upon by the pastoral team.	Through many different initiatives, the quality of teaching and learning has improved from the previous academic year. This is still an ongoing priority as according to the EEF, quality first teaching is the most important intervention for disadvantaged students. The pastoral care system incorporates 13 staff members including the Assistant Principal/DSL. Academy students have complex needs which are largely met internally but staff have the expertise and training to refer to outside agencies.
To improve questioning within lessons so that students are challenged	£100	Local Academy FAR review indicated that progress had been made with questioning throughout the academy.	Questioning is still a key focus area in the academy and work produced through the questioning group will be shared with all staff.
To implement metacognition strategies throughout the academy	£500	Lead Practitioner and Assistant Principal attended a course on metacognition. Course content formulated the basis of the metacognition working group led by the Lead Practitioner and the SENCO. Metacognitive strategies have been shared within the academy and will be built on this academic year.	EEF guidance states that metacognition is one of the most purposeful strategies for raising achievement. We have completed initial work on this but this still needs to be continued as an action next academic year alongside the implementation of Rosenshine's Principles.

To redevelop the staff CPD programme to ensure that CPD is meaningful and productive	£20,000	CPD is more focused and productive than in previous years as evidenced through the working party groups and staff taking ownership for their own CPD as well as some staff leading CPD. A Teaching and Learning Journal has been published which showcases the work which has been completed over the academic year.	CPD is crucial to quality first teaching and we need to ensure that this is still a key area. We also need to ensure that CPD is relevant and purposeful. The ATT Institute also offers a wide range of courses, which can be used by staff.
To embed literacy approaches throughout the academy.	£6,000	<p>All teaching and support staff have had training from an external provider on the importance of reading and vocabulary. Teaching areas have been encouraged to develop resources, which can support students' understanding of Tier Two and Tier Three subject specific words.</p> <p>One of the Teaching Assistants trialled a vocabulary book with some of the Year Eleven students to support them with key subject terminology. It was apparent that this worked because the students became much more confident when faced with mock exam papers etc.</p> <p>Literacy was also a focus working group where staff shared and developed strategies.</p>	<p>The external provider was due to work with individual departments offering bespoke support but due to Covid 19, this has been unable to happen and is something, which will need to be implemented next academic year.</p> <p>We are also looking to trial the vocabulary books across the whole of Year Seven.</p>

To look at the issue of boys underachievement across the academy and implement strategies to support learning.	£1,000	Working party was established looking at the issue of boys' achievement. Staff have shared strategies and contributed articles to the teaching and learning journal. All staff were encouraged to attend the webinar led by Mark Roberts on the achievement of boys and copies of the book were purchased for staff.	This is still a focus area for the academy and something which we need to work on further this academic year.
To ensure Accelerated Reader is embedded throughout KS3	£6,000	Licences are purchased for all students across KS3. Students have a dedicated library lesson where they can take quizzes. Testing takes place on a termly basis to ascertain progress. The LRC manager has also devised a rewards scheme for students who are making good progress with their reading. In terms of results, 50% of Year Seven students made an improvement in their reading age from the Autumn to the Spring Term. In Year Eight, the figure was 43%. Due to Covid 19, we were unable to test in the Summer term.	The LRC manager adopted a different way of working during lockdown and managed to secure on line books, which students could test on and also created a lot of competitions and challenges such as the Lockdown Reading Challenge. Both SEND and disadvantaged students were regularly in the top ten readers. We will be continuing with this approach next year as reading is the key to success in all subjects.
To implement outdoor learning to support students who are struggling with SEMH issues.	£1,000	EEF guidance highlights the importance of outdoor learning as an intervention, which can have an impact of four months on a student's progress. We had two	This approach will continue next academic year and will also expand further to include more groups. We are looking at ways to include more transition type activities as well.

		groups in Years Seven and Eight which contained students who were highly vulnerable for a number of reasons e.g. potential school refusers, students who disengage and potential behavioural issues. Up until lockdown, 95% of students had attendance of 95% or more and there was a distinct lack of behavioural incidents.	
To implement the 'Thrive approach' across the academy.	£2,000	EEF guidance states that social/emotional learning interventions can have an impact of four months on a student's progress. 'Thrive' involves profiling the student at the start of the programme and profiling the student at regular intervals. Students, on the Thrive programme, have regularly increased their profile score by at least 30% and in some cases 50%. Consequently, there has been a decrease in behavioural incidents and an increase in attendance.	'Thrive' is on the strategy for next year as it is more important than ever for our students. During lockdown, our Thrive practitioner created booklets for parents and students to work on. She also offered sessions via TEAMS and via phone calls with parents and students. The practitioner developed a range of strategies including social stories which have been promoted at county level and via SENDIASS.
To develop a leadership model across the academy.	£1,000	Visits took place to schools in Essex by two Heads of House. They have collaborated and created a proposal which has been taken to Team Leaders and the Pastoral team.	Due to Covid 19, we were unable to launch this model across the academy. All departmental areas have been consulted and put forward their suggestions. This will

			be actioned during the next academic year.
To improve attendance and persistent absence of disadvantaged ` students	£4,000	<p>Attendance and Admissions Manager has been liaising with parents regularly and has regular academy based meetings for students whose attendance is a major cause for concern. Alongside one of the Heads of House, she has dedicated time to conduct home visits for persistent attendance issues.</p> <p>An external consultant also regularly comes in the academy to advise and support the work in attendance.</p> <p>PP attendance in the Autumn Term 1 increased from 92.64 to 93.78. In Autumn Term, this increased from 91.03 to 93% and in Spring Term 1, this increased from 90.93 to 92.88%.</p> <p>Persistent absence also decreased from 19.88 to 18.46 in the first half of the Autumn Term. In the second half of the Autumn Term, it decreased from 23.63 to 17.11 and in the first half of the spring term, it decreased from 23.34 to 18.79.</p>	This approach is starting to work effectively but will need to continue this during the next academic year as this remains a key line of improvement for the academy.

<p>To increase the engagement of parents within the academy.</p>	<p>£1,000</p>	<p>On average, parents' attendance at parents' evenings is about 65%. Other events have been run such as an EAL parents event in order to engage with our most hard to reach families. We have also piloted a Maths workshop approach for parents and ten parents are regularly attending.</p> <p>During lockdown, all parents were called on a weekly basis as part of the 'safe and well' checks. This has helped to build more productive working relationships with parents. We also hosted a Year Six socially distanced picnic where we had about fifty families attend.</p>	<p>This approach will still continue and we will be looking at restarting the Maths workshops for parents once restriction are lifted. This will also be a focus area led by the SEND team on further developing parental engagement.</p>
<p>To implement strategies to support homework across the academy.</p>	<p>£10,000</p>	<p>We have invested in 'Show My Homework' and also other online platforms such as 'Doddle,' Maths Watch' etc. for students. Although the vast majority of students have the technology to access home learning, we discovered during lockdown that several students had limited or no access to ICT. All students, without any form of ICT, were provided with laptops so that work could be accessed.</p>	<p>This approach will continue to be embedded into next academic year, especially with a potential lockdown. A home learning survey has been carried out with all students to ascertain the ICT needs across the academy. Staff are devising resources and lessons which can be used in the event of self isolation or local/national lockdown. We also need to ensure that online platforms meet the needs of our students and provide work, which can be accessed, for our less able learners.</p>

<p>To ensure that students are ready to learn when they are in the academy e.g. by having the correct equipment etc</p>	<p>£1,000</p>	<p>All Heads of House were furnished with equipment to support students who were regularly failing to come to the academy with the correct equipment. Heads of House monitor the situation closely and intervene where necessary.</p>	<p>This approach will continue as by ensuring that there is equipment available, there is no longer the lost learning time which has happened previously when staff are trying to sort out equipment in lessons. We have also provided all Year Seven students with a pencil case with equipment so that there are no excuses in terms of lack of equipment.</p>
<p>To ensure that families are supported during Covid 19.</p>	<p>£10,000</p>	<p>During lockdown, we established our own on site food bank where we supplied over seventy families on a weekly basis and were able to continue with this during the holidays as well.</p> <p>We also ensured that we could meet as many ICT requests as possible.</p> <p>Furthermore, we supplied all students with exercise books and printed copies of work if needed as well as stationary needs.</p> <p>We also catered for SEMH needs by sending Thrive booklets home to students who would benefit from the extra support.</p> <p>Finally, parents were contacted as part of the 'safe and well' calls and some parents had more phone calls for extra support.</p>	<p>This approach will continue in the event of a local or national lockdown.</p>

Cumulative Cost	£297,330.		