

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged 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
School name	Westbourne Academy
Number of pupils in school	1026
Proportion (%) of pupil premium eligible pupils	29.53% (303 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	31 st December 2021
Date on which it will be reviewed	Termly
Statement authorised by	Mark Bouckley
Pupil premium lead	Richard Hawkes and Maxine Abbott
Governor / Trustee lead	Jo Winter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£293,663
Recovery premium funding allocation this academic year	£45,458
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£339,221

Part A: Pupil premium strategy plan

Statement of intent

Westbourne is an inclusive academy. We support all students, regardless of starting point, to achieve their potential and develop the skills necessary for employment and life.

Our academy values are linked to our STAR ethos where we want to embed the key skills which all students need, not just in school but in the wider world. We want our students to be safe, thoughtful, accountable and respectful. We have high expectations of our students and want to ensure that all students, regardless of background, achieve academically but also become well rounded and thoughtful citizens.

We want to ensure that our disadvantaged pupils achieve in line with their peers and hopefully exceed their own expectations. Our strategy is built around the following key principles:

- **Achievement** - ensuring that all students have the opportunity to achieve or exceed expectations.
- **Attendance** - it is crucial that students attend the academy and we will ensure that all barriers to attendance are removed.
- **Reading** – we know that reading is a key to success in all subjects and we want to promote a culture where reading is celebrated and where students can have additional support when needed.
- **Motivation** – we want our students to enjoy learning and be committed to their learning.
- **Home Learning** – we recognise the importance of home learning and this has been magnified with the ongoing pandemic. We want to ensure that our learners have access to all the tools at home to support their achievement.
- **SEMH** – due to the pandemic, there has been a distinct increase in the number of students who need support in terms of their mental health. In certain cases, this is leading to Emotional Based School Avoidance. We recognise that we need to offer tailored SEMH support to help students as much as possible.
- **Enrichment and cultural opportunities** – we need to provide as many opportunities for students to participate in extra curricular activities and also opportunities to extend their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	PP students have lower levels of achievement than their peers on entry to the school and this gap continues to grow during KS 3 & 4
2	PP students' attendance is lower than their peers, with higher PA.
3	PP students' literacy including reading ages are lower on average than their peers on entry to the school
4	PP students' attitude to learning is on average lower than their peers, which is reflected both in behaviour and effort, use of the inclusion room and suspension statistics.
5	PP students' Home Learning Environment, social capital and parental engagement (e.g. attendance at parents evenings) is on average lower than their peers.
6	The impacts of Covid19 and Lockdown have had a disproportionate effect on the SEMH needs of PP students compared to their peers
7	PP students lack the cultural capital and enrichment opportunities of their peers.

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
<p>Improve student outcomes at GCSE (Challenges 1,3,4&5)</p>	<p>PP end of KS4 P8 scores are on (or better than) track to reach P8 = 0 by 2024 based on 2021 baseline i.e. Ever 6 P8 >-0.47 by 2024</p> <p>For the gap in KS 4 P8 and A8 scores to be inline or better than the national average by 2024</p> <p>Boys PP to have closed the gap year on year to national average or better</p> <p>% students achieving EBACC is increasing year on year</p>
<p>Improve quality of teaching and learning with "quality first teaching" in all classrooms embedding Rosenshine's Principles of instruction.</p> <p>(Challenges 1,3&4)</p>	<p>Learning walks, book checks and departmental deep dives, identify that all students experience lessons that enable at least good progress to be made.</p> <p>Dedicated CPD time to explore the challenges and solutions to PP underachievement.</p>

	PP end of KS4 P8 scores are on (or better than) track to reach P8 = 0 by 2026 based on 2021 baseline i.e. Ever 6 P8 >-0.2 by 2024
<p>Improve attendance of PP students</p> <p>(Challenges 1&2)</p>	<p>Attendance for PP in line with peers by 2024</p> <p>Persistent absence to decrease from 2020 figure</p>
<p>Improve PP students' attitude to learning through CLASH data and reduce number of Internal and Fixed Term Suspensions given to PP students so that it is inline with their peers</p> <p>(Challenges 1,4&6)</p>	<p>Student CLASH effort scores for PP in line with peers by 2024</p> <p>Sent out and Departmental Isolation data for PP is in line with peers by 2024</p> <p>For the % of PP students who receive infernal and fixed term suspensions to fall year on year, with the aim of being equivalent to their peers by 2024</p>
<p>Ensure that the achievement of PP students is recognised with appropriate rewards</p> <p>(Challenges 1,4&7)</p>	<p>Re-establish a rewards system that is fit for purpose and ensures that PP students have the same opportunities as their peers</p>
<p>PP students to engage in a wide range of enrichment activities to the same level as their Non-PP Peers</p> <p>(Challenges 1,2,4&7)</p>	<p>An effective system of tracking of participation is put in place</p> <p>Levels of engagement for PP students is in line with Non-PP students by 2024</p>
<p>Provide high quality CEIAG provision to all PP students i.e.:</p> <p>Further improve access to further education paths in to post 16 education.</p> <p>Ensure all PP students provided with at least two meaningful encounters with a careers adviser.</p> <p>Improve attendance of PP students to careers related trips and experiences.</p> <p>Improve access to further education paths in to post 16 education.</p>	<p>Attendance of PP parents and students at School events such as Careers and Success Fayres are in line with their peers.</p> <p>Apprenticeship and college information event provided to all year 11 students, with attendance of PP students in line with Non-PP students.</p> <p>All Year 9-11 students to have 1 career related trip / experience per school year</p> <p>There are no incidents of NEETS year on year</p>

<p>Select students on the green pathway have access to alternative provision to broaden their curriculum and skill set</p> <p>(Challenges 1,2,4&7)</p>	
<p>Improve the literacy of PP students through the KS 3 accelerated learner programme and appropriate interventions at KS3 and 4</p> <p>(Challenges 1, 3 &4)</p>	<p>Reading ages of PP students in KS3 to be in line with non PP students by June 2024</p> <p>Frequency of quizzes to be in line with non PP students by June 2024</p> <p>NGRT data shows the average difference between chronological age and reading age is closing between PP and non PP</p> <p>Reading ages and proficiency of PP students in KS4 to be in line with non PP students by June 2024</p>
<p>Increase PP parents' engagement with school</p> <p>(Challenges 1,2,4 &5)</p>	<p>Attendance at parents evening for PP is in line with their peers by 2024</p> <p>Re-establish events within school e.g. EAL coffee mornings and parental workshops to improve engagement of all parents</p>
<p>Support students where SEMH is an issue</p> <p>(Challenges 1,2,4 &6)</p>	<p>Thrive profiling and CLASH data shows that students feel supported</p> <p>Classroom environments enable students to feel safe, secure and validated.</p>
<p>Provide opportunities for students within the academy who struggle with home learning to ensure they have access to support, resources and equipment</p> <p>(Challenges 1,4 &5)</p>	<p>CLASH data identifies student home learning data is improving and the gap between PP and their peer is closing.</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: £ 169,430.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of key specialist teachers - Making sure students have teachers who are specialists. We recruit additional staff from Teach First to supplement our own recruitment process.	Research reported by the DFE (2016) suggests that student attainment in core subjects such as maths is greater when delivered by a specialist teacher	1,4
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies e.g. Rosenshine's Principles of Instruction are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g.</p> <p><i>Interleaving and questioning which has an impact of seven months and</i></p> <p><i>Assessment for learning / feedback which has an impact of six months.</i></p>	1,4

CPD and T&L briefings implemented to develop consistent high quality behaviour for learning techniques in all lesson	CPD to be based on the methodologies that are highlighted as most effective in wider literature e.g. Rodgers (2015) This is further supported by the EEF Tool Kit (2021) which claims that <i>'effective behavioural management strategies have a benefit of significant improvement in learning of four months'</i> .	1,4
Regular assessments to identify underperforming students and to signpost interventions.	Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning of seven months.	1, 4
QA led by teaching and learning Team, SLT and HoDs/SENCO/EAL Coordinator to provide developmental feedback, identify training needs and to share best practice.	DFE guidance on Teacher Standards states that <i>'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'</i> . Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice.	1, 4
Disciplinary Literacy is embedded across all departments. Students are exposed to the tier two and three vocabulary within different subject areas. Curriculum leaders will ensure that this is embedded in schemes of learning and students have the opportunity to speak and write like experts within	The EEF guidance report (2018) on 'Improving Literacy within Secondary Schools' highlights that <i>'Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects'</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1, 3 and 4

the different subjects.		
Teaching staff have the opportunity to participate in the NPQ qualifications to support professional development but also to contribute to the wider life of the academy.	<p>DFE (2021) <i>'The specialist and leadership NPQs provide training and support for teachers and school leaders at all levels, from those who want to develop expertise in high-quality teaching practice, such as behaviour management, to those leading multiple schools across trusts.</i></p> <p><i>They are part of a wider set of teacher development reforms which together will create a 'golden thread' of high-quality evidence underpinning the support, training and development available through the entirety of a teacher's career.</i></p> <p>https://www.gov.uk/government/publications/national-professional-qualifications-npqs-reforms/national-professional-qualifications-npqs-reforms</p>	1, 3, 4 and 5
Teaching and Learning Team will participate in the SSAT Lead Practitioner Accreditation and Learning Leaders Course. This will allow staff to coach other members of staff to ensure that quality first teaching is the key driver to improve the progress of PP students.	<p>John Hattie (2014) states <i>'coaching is the essence of teaching in that it requires deliberate listening, deliberate connecting, deliberate interventions, deliberate practice, and deliberate feedback'</i></p> <p>https://coachingwhatworks.com/hattie-foreword/</p>	1, 3 and 4
Newly qualified staff (ECTs) have a comprehensive in house training programme provided by the academy. Additionally, they also have other avenues of	Research indicates that highly effective support for ECTs and those new to the profession is highly effective in promoting progress for students. This is evidenced by ongoing EEF and NFER research.	1, 3 and 4

professional development and the support of a dedicated mentor.		
Opportunities are provided for staff to upskill their subject knowledge for GCSEs and also to attend any relevant training.	DFE Teachers Standards states that <i>'teachers need to have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. Additionally, they need to demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.'</i>	1 and 3
Teaching staff are aware of the needs of the students within their teaching groups and promote inclusivity. Additionally, they are aware how to diffuse and deescalate confrontational situations when they arise.	DFE Teachers Standards states that teachers need to <i>'have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these'</i> .	1 and 4

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

Budgeted cost: £ 93,408.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Interventions. We will offer a suite of reading interventions for students who are	The EEF guidance report (2018) on 'Improving Literacy within Secondary Schools' highlights that <i>'Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7. Developing a model of tiered support, which increases in intensity in line with need is a promising approach.'</i>	1, 3, and 4

significantly below chronological reading age. This includes 'Fresh Start Phonics' and 'Catch Up Literacy' as well as more bespoke dyslexia interventions.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 The EEF Toolkit highlights that Phonics can have an impact of five months on a student's progress. Additionally, the EEF Toolkit also highlights that Reading Comprehension programmes can have an impact of six months on a student's progress.	
Speech and Language. There is a correlation between expressive and receptive language with behaviour. We will assess identified students and will provide a personalised programme depending on need. Through analysis of data, we will be able to evidence impact.	The EEF toolkit highlights that ' <i>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</i> ' Evidence from the EEF Toolkit suggests that oral language interventions can have an impact of at least six months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3 and 4
Catch Up Numeracy. Catch Up Numeracy will be offered to KS3 students who have gaps in learning within Maths. Assessment data will be analysed and students identified.	NFER/EEF research shows that 1:1 support from a TA implementing schemes like Catch Up Numeracy is proven to have an impact on all students.	1 and 4

Students will have three 15 minute 1:1 sessions per week		
Night Club. Night Club will be open four nights a week until 6pm. This intervention will be targeted at Year Eleven students who need extra support with revision and study skills but also providing an opportunity for students to catch up on coursework etc.	The EEF states that extending the school day can have an impact of an additional three months progress over the course of a year. The EEF also states ' <i>that there is some evidence to suggest that disadvantaged pupils might benefit from more additional school time.</i> '	1, 3 and 4
Period Six. From January, subject areas will be targeting students who are underachieving. They will be providing revision sessions which will close the gaps in learning.	According to the EEF , small group tuition has an impact of four months additional progress. Additionally, ' <i>small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</i> '	1, 3 and 4
The Haven. The Haven is our new alternative provision offered on site for students who are struggling with engagement in learning.	According to the EEF ' <i>social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions.</i> ' This has an impact of four months on progress but also supports the drive of attendance.	1,2, 4 and 6

Students have bespoke sessions tailored to their needs in terms of managing emotions and behaviour but also taught sessions in vocational areas of the academy to support skills such as team building and problem solving,		
Oasis Centre. Our Oasis Centre is our other alternative provision centre and is specifically aimed at students who are struggling to come into school for attendance reasons or who are struggling with their SEMH needs. Students have taught bespoke 1:1 sessions on the different subjects which they study.	<p>According to the EEF '<i>social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions.</i>'</p> <p>This has an impact of four months on progress but also supports the drive of attendance. Due to the complex impact of Covid, our students are increasingly less social and emotionally literate so this is a vital intervention for them.</p>	1, 2, 4 and 6
Home Learning Club. In order to support students with their home learning, the	<p>According to the EEF, '<i>surveys suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space and are less likely to have access to a device suitable for home learning.</i>'</p> <p>Home Learning can have an impact of five months on progress.</p>	

LRC is open until 4pm where students can access support for their home learning.		
Use of digital platforms. We have bought subscriptions and licences to support blended learning and home learning within different subject areas. This includes Doodle for both Maths and Science, VIVA for MFL, Accelerated Reader for English and the LRC, Mathswatch and Hegarty Maths for the Maths Department.	<p>The EEF states that '<i>the use of digital technology can improve the quality of explanations and modelling and additionally, improves the impact of retention</i>'</p> <p>Digital platforms are also being used to implement some of Rosenshine's principles e.g. knowledge recall.</p> <p>Accelerated Reader has been reported to Baye, Slavein, Haslam (2019) to have a significant effect of +0.24.</p>	1, 4 and 5
Revision text books and copies of key texts are purchased for GCSE students. Digital licences are also secured where possible.	We know from research and experience that disadvantaged students are the least likely to have additional support or facilities at home. We provide our disadvantaged students with all the resources they need to succeed for free.	1 and 3
Provision of digital devices to support students without access to technology at home.	We know from research and experience that disadvantaged students are the least likely to have additional support or facilities at home. We provide our disadvantaged students with all the resources they need to succeed for free.	1, 3 and 5

Increased 1:1 Careers Advisor Interviews.	CEC (2020) highlights the importance of careers guidance. Hattie (2016) shows that careers interventions have an effect size of +0.39 and likely to have a positive impact on student achievement.	1, 2, 3 and 7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 76,382.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Manager. Historically, there has been a marked difference between the attendance of PP students versus non PP students. There is also an issue with persistent absence with PP students. The Attendance Manager's role will be part funded through the PP money with a focus on using strategies to support students' attendance. An external consultant will also be funded to support with academy based meetings etc in place of an EWO.	The EEF is currently undertaking a rapid evidence assessment on attendance interventions and programmes. Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).	2, 4 and 5
Thrive. Thrive is an intervention to support the emotional wellbeing and resilience of students, improving engagement in learning and reducing poor learning behaviours in school.	According to the EEF ' <i>social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions.</i> '	1, 2 and 6
ELSA. From September 2021, we	According to the EEF ' <i>social and emotional learning interventions seek to improve pupils' decision making skills,</i>	1, 2 and 6

have a trained emotional literacy support assistant who can deliver social and emotional/wellbeing sessions to support KS3 students who are struggling with aspects of their mental health.	<i>interaction with others and their self management of emotions.'</i>	
4YP Counselling. In order to support students, we have bought in the services of a 4YP counsellor to support students who are struggling massively with their mental health.	According to the EEF ' <i>social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions.'</i>	1, 2 and 6
Draw and Talk. From September 2021, we have launched Draw and Talk therapy to support individual students with their SEMH needs.	According to the EEF ' <i>social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions.'</i>	1, 2 and 6
Outdoor Learning. We are revising our outdoor learning programme to support students who might be struggling with engaging in school.	The EEF states that ' <i>outdoor adventure learning may have positive impacts on other outcomes such as self efficacy, motivation and team work.'</i>	1, 2, 6 and 7
Behaviour Process. From September 2021, we have refined our behaviour management process to ensure that there is a clear plan for students and also to ensure that cycles of interventions are implemented effectively.	Hattie (2016) reported that reducing disruptive behaviour has an effect size of +0.32 and is likely to have a positive impact on student outcomes.	4
Pastoral Team. As an academy, we value the importance of pastoral care to	The EEF reports that mentoring has an impact of two months on students' progress.	1,2, 4 and 6

support our students in accessing school but also supporting them with wider issues. Each House has a dedicated non teaching Pastoral Lead who can support students as and when needed.	Hattie (2016) states that behavioural intervention programmes have an effect size of +0.62 and when these programmes are specifically linked to the needs of students, this rises to +0.77.	
Inclusion Room. In order to support students whose behaviour is an issue, we have established the Inclusion Room. Our Inclusion Room is used for those students who would normally be fixed term excluded. Within inclusion, students are still accessing learning and are also having the opportunity to reflect on the incident. Additionally, this time can also be used for any screening to identify any unmet needs.	Hattie (2016) reported that reducing disruptive behaviour has an effect size of +0.32 and is likely to have a positive impact on student outcomes. The screening allows for more specific interventions to take place.	1, 2, 4 and 6
Breakfast Club. Research has shown that a significant number of students often do not eat breakfast and this impacts on them during the day. We will be providing 'Grab and Go' Bagels to support students first thing in the mornings.	The EEF reports that breakfast clubs can boost a student's academic performance by two months.	1 and 2
Westbourne Hardship Fund. We will have hardship fund which families can apply for if they need help with	The EEF reports that ' <i>pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</i> '	1,2,3,4,5,6 and 7

school uniform, school trips etc. We want to ensure that all students have the opportunity to attend trips and educational visits.		
Disadvantaged students are less likely to gain significant cultural capital from their home lives. Therefore, we need to provide these opportunities through our LORIC strategy, extra curricular and educational visit provision.	The EEF reports a two month benefit from both arts and sports participation.	1,2 and 7
Increased parental engagement in the academy through early online booking for parents evenings and offering alternative dates for subjects where there is high demands. Hosting events on site for parents focusing on different aspects e.g. careers, transition, success fayre, EAL coffee mornings etc.	The EEF reports that effective parental engagement can have a two month benefit to student progress.	1,5 and 7

Total budgeted cost: £ 339,221

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Cost	Outcome	Evaluative Summary
Teaching priorities 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	Team leaders had regular meetings with the Assistant Principal in charge of progress to discuss the TAGs and modified curriculum coverage due to Ofqual changes. Team Leaders also had the opportunity to attend drop in sessions with the Assistant Principal.	TAG's were all accepted by the exam boards. None of the appeals affected PP students.
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.	£3000 diverted to remote learning.	Exam boards provided all resources and materials free of charge including schemes of learning, sample exam questions and also through sharing sample answers which team leaders were encouraged to use with their departments.	Evidenced through the attainment 8 figure (51.4)
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	Visualisers were purchased and distributed to all departments and best practice was shared across the academy. Training was provided when needed.	Visualisers were extremely useful in terms of modelling and scaffolding examination responses and showcasing student work when movement around the classroom was restricted due to COVID-19.

<p>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.</p> <p>Training on Microsoft Teams for all staff and students in the event of a lockdown.</p>	£5,500	<p>Digital platforms such as 'Doddle', 'Maths Watch' and 'Hegarty Maths' have been used extensively by the core subjects in terms of setting regular homework and homework which is either linked to what is being taught in the classroom or which revises key concepts which have been taught previously (spaced learning). Home learning is more robust due to the investment in digital platforms.</p> <p>In the event of a subsequent lockdown, the IT department offered bespoke training for teaching staff on how to deliver online lessons during the Autumn Term using Microsoft Teams. Additionally, students had training in their IT lessons about logging onto Teams, using the chat function etc.</p>	<p>In the 2021 lockdown, all departments delivered online lessons to all teaching groups to ensure that students did not fall further behind academically.</p>
<p>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.</p>	£2,000	<p>All staff had initial training online with Claire Grimes (Assistant Principal who has published materials on Rosenshine's principles). Workbook on Rosenshine's principles purchased for every member of staff.</p>	<p>Rosenshine's principles to become embedded across the academy from September 2021 with a full academy quality assurance programme. Evidence will be seen through learning walks etc.</p>
<p>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 to ensure the curriculum offering is broad and balanced. Relevant CPD to</p>	Fully funded by IOA (Ipswich Opportunity Area)	<p>Full curriculum reviews were carried out and tailored support put in place to ensure that students received a broad and balanced curriculum.</p> <p>The Vice Principal in charge of CPD worked closely with the Teacher Development Trust to</p>	<p>IOA funded the work with the Teacher Development Trust to ensure that CPD was purposeful. Use was also made of the ATT Institute in terms of webinars and other courses.</p>

be discussed with the CPD lead.		create an action plan for CPD.	
P1:7 To recruit additional staffing, Teach First, to provide support for students in core subjects, and catch up during lockdown students in class and deliver catch up during the re-opening phase. The single biggest impact to closing the disadvantaged gap is quality first teaching.	£53,478	Academic Mentor partially funded by Teach First as part of COVID catch up premium provided small group and 1:1 support for disadvantaged students within the English curriculum. On costs for the Academic Mentor were from the Pupil Premium Budget.	Both the Teach First teachers in Maths and English, together with the Academic Mentor delivered additional literacy and numeracy sessions for identified students who were at risk of falling further behind during lockdown. They also worked to support key groups in Years Ten and Eleven to ensure that they remained on track for their target grades.
P1:8 To ensure students have the tools and equipment to access online learning due to the national lockdown so that they don't fall further behind academically	£18,511 (£15,511 diverted from breakfast club and additional £3,000 from team leader resources P1:2)	Stationary packs and workbooks were sent home for students who struggled with online learning. We purchased IT equipment (additional laptops, internet services etc) to supplement the government allocation.	This was a mammoth task to ensure that students had the equipment needed to access online learning. Workbooks were sent home for students who struggled with online learning. Through the 'safe and well' calls, we identified where there was need and ensured that we could meet need as far as possible.
P1:9 To provide a curriculum package on site during the national lockdown for our SEND and more vulnerable learn-		Due to the national lockdown, we needed to provide a comprehensive onsite programme for our SEND learners and also other vulnerable	We planned and resourced a programme for four year groups based on need. Feedback from both students

ers. This package included taught lessons in English, Maths and Science as well as Gym Trail, Wellbeing lessons and Project Bases Learning		learners on site. The programme looked at providing sessions within the majority of subject areas but also ensuring that there was a focus on wellbeing.	and parents was extremely positive.
P2:1 To create behaviour policy, which is clear and accessible to all stakeholders.	N/A	Due to COVID-19, we are seeing more students whose behaviour is affected by the lockdown. Therefore it is acknowledged that further work is needed in this area.	This objective will be carried forward into 2021-22. The focus will be looking at SEND and behaviour as we are faced with an increasing number of students in our Year Seven cohort who are struggling to cope within the secondary setting.
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.	N/A	Flow chart is in place and pastoral and SLT are aware of it. Needs to be communicated to all students and staff	Flowchart is clear and concise but needs to be updated in light of changes within the Local Authority. This flowchart needs to be communicated with all staff and displayed in classrooms.
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.	Figures included in P2:5.	Inclusion co-ordinator appointed. Room up and running from September 2020. Inclusion co-ordinator also supporting attendance with lates.	This is still a focus area for the next academic year and we need to rethink our provision for students who are struggling with behaviour and where the inclusion room is not an appropriate space. We will need to readvertise for the co-ordinators post. The inclusion room was used effectively to reduce the number of

			FTE. Of all of the incidents of Internal inclusion, 45.52% was for PP students (this amounted to 55 students, 26 students did not reoffend. The number of students with FTE in 2018-19 was 132. This had gone down to 94 in 2020-21. The % of these students who were PP was 34% in 2018-19. This had risen slightly to 38% by 2020-21. PEX students had gone from 2 PP in 2018-19 to 0 in 2020-21.
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.	£1,000	Workbooks purchased and resources to support learning. Creation of resources linked to SEMH. Purchase of my big life programme. Training offered by CISS and trainee Educational Psychologists	Teaching staff have been encouraged to upload work on the shared drive so that students have purposeful work to complete. We have also set up a reading area where there is a variety of books and reading materials. Students are encouraged to quiz on their books and this has been useful in supporting students' literacy needs. Workbooks have also been purchased, focusing on the core subjects. Opportunities are provided for reflection and intervention work e.g. My Big Life which encourages students to reflect on their behaviour. We have also purchased a variety of resources

			on the guidance of our CISS teacher looking at managing different emotions.
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 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).	£168,111	Due to COVID, we had to operate a year group model, and staffing was reallocated accordingly. Teaching Assistants took on responsibility for Year Seven form groups in order to support a smooth transition to the academy and provide a point of contact for parents. A pastoral "Triage" role was created to support KS4 issues. Every student, within the academy, was contacted weekly through our "Safe and Well" calls throughout lockdown.	From September 2021, we will be returning to an eleven form entry house system with vertical tutoring. We will also be looking at programmes such as SNAP B to support in identifying students' needs within behaviour and providing strategies for staff.
P3:1 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.	N/A	Timetabled enrichment lessons cover a variety of Mental Health and wellbeing issues across the curriculum and age groups. Awareness of support is increased through displays around the academy and in events such as assem-	Students have become more confident with how to look after their Mental Health and know how to access support. This is a critical area within the school due to the nature of the impact

		blies and highlighting World Mental Health week.	of COVID-19. Therefore, with the return to the house system, it needs to be retained as a priority.
P3:2 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	The website has details of the Mental Health First Aiders. Training was offered to staff to become Mental Health First Aiders.	This is still a priority for 2021/22. Whilst there has been a start made towards communicating the work of the Mental Health team, there is still some way to go in terms of ensuring this is embedded across all stakeholders. There is also a need for more male Mental Health Champions and First Aiders.
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%.	N/A	Due to the pandemic, vertical tutoring didn't happen and therefore a little momentum was lost in this area. Data was still analysed by the attendance manager and pastoral team to highlight those most at risk of school refusing.	Attendance of PP students was hit badly as a result of lockdown. In 2018-19 it was 91.3% (95.1% non pp), in 2020-21 it was 89.5% (94.1% non pp). When looking at PA however this had gone from 28.4% in 2018-19 to 28.3% in 2020-21
P4:2 To ensure Attendance covered in Enrichment lessons.	N/A	Sound coverage at KS4 when students are learning about employability and the world of work and learn the importance of good attendance.	Further development is needed in 2021/22. With the move back to vertical tutoring, attendance will become a focal point within the academy. There needs to be more focus on attendance within Enrichment lessons.

P4:3 To maintain a dedicated attendance officer who liaises with parents/carers and Suffolk County Council	£9,687	Attendance officer is full time, with an assistant during academy opening hours. Strong links are built with local authority, parents and feeder primary schools through this role.	Data produced for ECSI shows a positive impact of this position.
P1.1 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.	£2,000	This was not delivered due to COVID restrictions and staff being deployed for duties in light of the Covid 19 pandemic.	Programme is being resourced to be re-established in September 2021. All incoming Year Six students were assessed on the induction days so that students could be identified for the start of the academic year 2021/2022.
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 or as home learning/remote learning.	£100	This was not delivered due to COVID restrictions and staff being deployed for duties in light of the Covid 19 pandemic.	Programme is being resourced to be re-established in September 2021

P1:3 To provide opportunities for revision sessions for Easter to support targeted students	£2000	Revision sessions were implemented for subjects who needed extra time to provide an evidence base for Year Eleven TAG's and for practical and BTEC subjects who needed an opportunity to catch up.	A comprehensive timetable was created and students were invited in based on their bespoke needs within individual subjects. The Assistant Principal in charge of progress was also present on a daily basis to support where needed. Average PP attendance of 41%. Considering lockdown this is about where we expected.
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 groups and offer strategies to support quality first teaching and behaviour management.	N/A	This has been resourced fully, but due to the pandemic restrictions, it has been difficult to implement.	Following the relaxation of restrictions, this will be a focal point of the Heads of House from October 2021. Training has taken place on the schematic approach. The Principal will also be producing reports on a weekly basis which highlight the behaviour needs in each house from the data and Heads of House will be encouraged to use this data to identify areas of need and act accordingly.

<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>On site assessment programme is in place and uses elements of the GL SEN Assessment Toolkit. We have also purchased Speech-link to complement our on-site assessment programme and also use the Thrive programme for SEMH needs. Within the Inclusion Room, we are also assessing students to identify any needs.</p>	<p>This still need to be a focus point for 2021/22. Several students, who are not SEND, have been flagged as a concern for speech and language following a visit to the Inclusion Room. Students have consequently been placed on an intervention programme. There is clear evidence of impact as behaviour incidents have decreased. 75% of students have had a decrease in behavioural incidents. The SENCO has presented locally at the Suffolk SENCO forum on the use of Speechlink and will be setting up a working group with the Local Authority. From 2021/2022, we also want to adopt a whole school screening programme for Speech, Language and Communication Needs.</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>N/A</p>	<p>ASD mentoring scheme in place in the academy. Clear evidence that this has had an impact in supporting students who were on the trajectory of being school refusers. ASD mentor also offering parents advice through email contact.</p>	<p>The ASD mentoring work is seen as an example of best practice within the Local Authority and resources have been used by organisations such as SENDIASS. The ASD mentor created a guide for parents and students on how to deal with lockdown and the Covid</p>

			19 pandemic. The ASD mentor has provided regular, bespoke support based on need. Attendance of ASD students on average has been 95%.
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.	£500	Thrive was used successfully through lockdown to support the most vulnerable students in school. We have started to look at whole class profiling with Thrive to see what strategies we can provide staff. A limited number of students were on the Thrive programme throughout the year, due to COVID-19 restrictions and staff deployment to duties.	The Thrive practitioner delivered bespoke sessions during the lockdown for our most vulnerable learners. She also offered online sessions for students who were struggling with lockdown. 70% of students on Thrive made progress. This will still be a focus area for 2021/2022 as we would like to embed the whole class profiling but will also be leading the Thrive Hub within the Ipswich Opportunity Area. We are also redeveloping our referral process for SEMH interventions.
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.	£500	Ecotherapy was used successfully through lockdown to support the most vulnerable students in school. We were awarded the RHS Level Five schools and gardening awards. A limited number of students were on the Ecotherapy programme throughout the year, due to COVID-19 restrictions.	Within lockdown, 95% of students were positive about their experience of Ecotherapy. It was successful with a PP student who had a phobia of bugs and dirt which he managed to address and also extremely positive for a Year Ten student who was disengaged. Our work was also show-

			<p>cased in 'The Garden' magazine for RHS subscribers. This will continue to be offered as part of our SEMH interventions in 2021/2022.</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>	£100	<p>This didn't happen due to COVID 19 restrictions and staff deployment. This unit is resourced.</p>	<p>This will continue into 2021/2022. We will be offering a suite of SEMH interventions and also have a trained ELSA who can deliver sessions.</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>This happened during lockdown, however, not as extensively pre or post due to COVID-19 restrictions and staff deployment. However, it is fully resourced.</p>	<p>80% of students, who accessed the Gym Trail sessions during lockdown, gave positive feedback. We have been in contact with Occupational Therapists from the Local Authority who are in the process of developing a secondary based programme which could complement our existing programme.</p>
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<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>£6,000</p>	<p>The Attendance Manager monitors attendance of all students especially that of disadvantaged students. Early intervention is crucial and the Attendance Manager will meet with parents to discuss a plan as necessary. The plan is monitored and adjusted when needed. This budget also includes time for a Head of House to support the Attendance Manager with home visits for our most vulnerable students.</p>	<p>This still needs to be an area of priority for 2021/2022 as disadvantaged attendance continues to be lower than non disadvantaged. The Attendance Manager has built up extensive links with the primary school and is looking to address attendance issues with the incoming Year Seven quickly. Home visits will be re established in the light of restrictions easing . Academy based meetings will take place with parents and the use of the external consultant will support the Attendance Manager with the students who are at risk of poor attendance. The Attendance Manager has also worked with the Local Authority on the EBSA project.</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</p>	<p>£4,000</p>	<p>Due to COVID, vertical tutoring did not take place which meant that we were unable to promote this fully.</p>	<p>This still needs to be a priority for 2021/2022. The attendance triangle will be reintroduced into all form groups and vertical tutors will be encouraged to monitor this and support students where attendance is an issue. PA for PP was at 28.3% compared to 28.4% 2018-19.</p>

GCSEs A* to C equivalent and 2.8 times more likely to achieve 5 GCSEs A* to C equivalent including English and Maths.'			
<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</p>	£4,963	<p>Nightclub started in December 2020, but due to the national lockdown ceased. Period Six did take place before Christmas with practical and BTEC subjects. It was then re-established in the run up to the submission of TAG's post lockdown.</p>	<p>Period 6 was attended well by the students requested by staff.</p>

hours of four and six four nights a week.			
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.	£6,500	Team Leaders decided on appropriate revision materials for their subjects. The funding was used to purchase revision materials for all Year Eleven students.	Students were prepared as fully as possible for their TAG submissions. This is evidenced through the increases in both Attainment 8 and the percentage of students achieving Grade 5 or above in both English and Maths.
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 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.	N/A	Due to COVID 19 restrictions, we were unable to have parents on site. However, we did run online parents evenings within the Summer Term.	Online parents' evenings were well received by both staff and students This format might continue in 2021/2022 if restrictions are further in place. Overall attendance was weaker (52% compared to average of 63% face to face).

P2:2 To engage with external agencies such as PLOT and other external interventions in order to support our most challenging students.	£1,000	Due to COVID restrictions, there was limited access to external agencies, however we used this funding to pay for dog therapy for students who were struggling with behaviour.	Dog Therapy was used for students who were displaying quite challenging behaviour. We had six students on this intervention and in terms of behaviour, five students' behaviour improved immensely. We also had a Year Seven student, who was at potential risk of not lasting in mainstream, who has excelled.
P3:1 To create Mental Health First Aiders to attend parents' evenings and other academy events to promote the importance of good mental health.	N/A	Due to COVID-19, parents' evenings didn't happen. We did train three members of the pastoral staff as Mental Health First Aiders	Male Mental Health First Aiders are still required to ensure a gender balance and that the service is open to all.
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.	£100	This didn't happen due to ongoing COVID-19 restrictions	This priority will be rescheduled to 2021/2022.
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.	N/A	Programme in place to support parents. Screening process for students undiagnosed.	Attendance of ASD students has been positive. Students, who participated in the programme, had average attendance of 95%.

P4:1 To launch a rewards programme focused on attendance, which will reward students whose attendance is 100% or where there has been a significant improvement. This will ensure that the importance of attendance is highlighted extensively throughout the academy.	£1,000	Students were entered for a draw to win a laptop from each year group?	Attendance rewards were disrupted through the pandemic. We are hopeful to get a more embedded system in place from September.
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.	£15,511 (re-allocated to computers)	Due to COVID 19 restrictions, we were unable to run the breakfast club due to social distancing measures and lack of space. Money assigned to the breakfast club has been diverted to the support for remote learning as this became a major priority.	We are hoping to restart the breakfast club in 2021/2022.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.