

Context and Overall Aim

The Pupil Premium provides schools with targeted funding for those most in need of support. The aim to ensure that success, achievement and progress are not determined by background, and that every child has the opportunity to achieve to the best of their ability. Students eligible for Pupil Premium are often referred to as ‘disadvantaged students’ in government and education. Academies have complete freedom in deciding how to spend the Pupil Premium allocation, however we must measure the impact of the support, evaluate provision and adapt where necessary.

The total PP funding that the academy received for 2021 -2022 was **£184,300**. Budget allocations below are based on the spend across the academic year. The total spend for 2022 – 2023 was **£251,904**.

Identified focus area of spend	Reasoning	Monitoring of impact	Budget allocation	Evaluation
Introduction of provision map across the Academy	Provision map allows for personalised support plans, improved communications between the academy and parents/ carers and an improved overview of the provision that students are accessing.	Usage statistics from the Provision map website.	£0	Provision Map has been successfully implemented across the academy and is utilised by staff to support learners needs.
Read aloud project	All students in year 7 access read aloud to on a daily basis. Purchase of texts and training for staff This is an opportunity for disadvantaged pupils to read regularly and instil a lifelong love for reading. This will help Disadvantaged pupils make expected progress in reading and support improvement in reading ages in line with or above their physical age.	Reading ages will be tested and CAT/ GL assessments throughout the year. Anecdotal evidence from academy English teachers.	Supported by the trust	167 students in Year 7 have read 2 new books over the course of academic year 22-23. 171 students in Year 8 have read 1 new book and a series of short stories over the course of academic year 22-23. These have taken place in form time.  Reading ages across the year were tested and there was a

				<p>non-significant increase across all year groups.</p> <p>Students across all year groups reported that they were reading more than at the start of the year.</p>
Use of the Accelerated Reader programme with year 7 and Year 8 students.	Accelerated reader programme is extended to all year 7 and year 8 students to try to ensure literacy skills are embedded and enhanced.	Students are tested on their reading age at regular intervals throughout the year.	£2448	<p>There is strong evidence of impact of these programmes from previous years however, the number of disadvantaged students requiring intervention in 2022-2023 increased across the academic year (13% in year 8, 9% in year 7)</p>
Lexia and Symphony maths are used with identified students from years 7-10.	<p>Lexia literacy is directed towards students identified as having specific literacy needs. It aims to improve vocabulary, grammar and comprehension.</p> <p>Symphony maths is directed towards students identified as needing further support. It is designed to develop conceptual understanding.</p>	Students are tested throughout to ascertain progress.	£1300	
Raising achievement mentor - mentoring across all year groups to help close the gap that has formed for students in home learning.	This role has, and will continue, to create capacity within the academy for mentoring and coaching so that individual disadvantaged students can access personalised support. There will be a specific emphasis on support in English and Maths and primarily for Yr 11 students.	The main measure of impact will be 2023 outcomes especially of those students that accessed intervention with raising achievement mentors.	£29208.50	<p>The gap increased this year to 0.69 in progress terms between disadvantaged and non-disadvantaged students. Disadvantaged basics 9-5 was 15% (47% for non-disadvantaged) and 9-4 basics</p>

				<p>was 35% (71% for non-disadvantaged)</p> <p>Students that specifically worked with raising achievement mentors did however see a Progress 8 score increase.</p>
Disadvantaged subsidy to support various provisions.	<p>The funds have been used in various ways. This includes basic needs such as uniform and equipment, access to music lessons and trips to develop cultural capital, ingredients for catering lessons and support for the purchase of revision guides.</p> <p>The intention is to remove financial barriers that may prevent access to engagement and the full offer of the academy.</p>	<p>The assistant principal with responsibility for disadvantaged students reviews each case and allocates funds where appropriate. A tracking system allows the academy to monitor which students are accessing the funding. Impact is measured through participation in lessons and clubs, through attendance and ultimately final outcomes.</p>	£8000	<p>60 out of the 142 students identified as pupil premium accessed the disadvantaged subsidy to experience things they may otherwise may not have had the chance to access. This represents £1790.48p of the allocated funds.</p>
Employment of attendance officer to provide support with getting students into school and to remove barriers for attendance	<p>The attendance administrator role ensures there are robust measures in place to monitor absence, provide support and challenge that leads to improved attendance. The post holder works closely with year leaders to</p>	<p>Improved attendance for the disadvantaged cohort, ultimately this should be in line with the rest of the cohort.</p>	£27241	<p>The pastoral support team provided essential care throughout the academy closure. Our most vulnerable students were all allocated a key worker and received regular</p>

	ensure all students, including those eligible for PP, to ensure barriers to good attendance are removed.			<p>calls –in some cases these were daily. The work that our pastoral team provide is key to ensuring that our most vulnerable students are happy, safe and successful.</p>
Pastoral and safeguarding support through the employment of an inclusion manager/deputy DSL	Some of the looked after children in our cohort require intensive 1:1 support both in and out of lessons. The key worker is integral to providing this support to ensure progress is made and attendance is good.	Progress, behaviour and attendance of individual students is monitored.	£61933	
Key Pastoral worker to work with looked after children and their carers and 4 pastoral assistants	The inclusion manager works with some of our most challenging and vulnerable students to support them with engaging with academy life. Both the role of inclusion manager and deputy safeguarding lead are crucial to ensuring we keep all of our students safe, including those who are eligible for pupil premium.	Individual case studies demonstrate impact in terms of keeping students safe and improved behaviour and attendance.	£100047	
Mental health provisions including access to Kooth, a mental health app and mental health first aid training from the catch up premium to help with the issues that have arisen through the home learning period.	Students have endured disruption to learning throughout the pandemic and spent sustained periods away from the academy. This will help students to deal with pastoral issues and add to the academies pastoral support offer.	Fewer incidents of behaviour related to negative mental health (SIMs and CPOMS)	£21224	