

## Ash Hill Academy 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	Ash Hill Academy
Number of pupils in school	742
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22-2024/25 (three-year plan).
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr Richard Brooke Executive Principal
Pupil premium lead	Mat Hicks Vice Principal
Governor / Trustee lead	Carol Cartwright Acting Chair of AAB

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£322,790
Recovery premium funding allocation this academic year	£49,010
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0,000
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	£371,800

### Statement of intent

At Ash Hill Academy we have a relentless desire that every student irrespective of background or prior attainment should make outstanding progress academically and gain a wealth of cultural capital and personal development experiences throughout their academic journey at Ash Hill Academy.

At Ash Hill Academy we have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children. Through evidence-informed planning teachers and leaders at Ash Hill Academy have combined findings from research with professional expertise to make informed decisions. We have been relentless in taking an evidence-informed approach to pupil premium spending by comparing how similar challenges have been tackled in other schools within the Trust and other schools locally and nationally, understanding the strength of evidence behind alternative approaches and considering the likely cost-effectiveness of a range of approaches. Using the Educational Endowment Fund research<sup>1</sup>, Ash Hill Academy has implemented a tiered approach to pupil premium spending.

#### Quality First Teaching

Ash Hill Academy's spending on improving teaching and implementing a knowledge rich curriculum has included professional development, training, and support for early career teachers, combined with recruitment and retention of outstanding teachers. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving through quality continued professional development, is the key ingredient of our successful academy and is the top priority for our pupil premium spending.

#### Targeted Academic Support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Ash Hill Academy uses teachers and teaching assistants to provide targeted academic support, in the form of structured one-to-one and small group intervention linked to classroom teaching, as a key component of our effective pupil premium strategy.

#### Wider Strategies

At Ash Hill Academy, wider strategies relate to our local communities' significant non-academic barriers to success in school, including attendance, post 16 progression, aspirations, behaviour and social and emotional support are being addressed through our ambitious plan.

Our aim is to ensure at the heart of everything we do, the gap in attainment between pupil premium and non-pupil premium students is closed, that pupil premium students have access to the same knowledge and cultural capital as their peers and that levels of engagement in all aspects of school life are high. We strive for all pupil premium students to have access to an extensive range of personal development opportunities in which pupils have access to a wide, rich set of experiences. These exceptional opportunities for disadvantaged student help them to develop their talents and interests and gain a love of learning. In essence, our mission is to provide our pupil premium students with an outstanding experience, allowing students to

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<sup>1</sup> The [EEF Guide to the Pupil Premium](#) (2019)

achieve their undoubted potential. Our goal is for all our students to leave us as happy, well-qualified, confident young adults who go on to excel in local sixth-forms, colleges, higher level apprenticeships, universities, and the wider world.

Finally, the academy has a relentless desire to ensure that pupil premium students have the same access to remote learning and distance learning during times of isolation as a result of COVID.

## Challenges

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

Challenge number	Detail of challenge
1.	<p>Lower KS2 Attainment</p> <p>There are disproportionate number of lower prior attainment students which are disadvantaged than non-disadvantaged. This negatively impacts on the number of disadvantaged students achieving English and Mathematics (at grades 5-9).</p>
2.	<p>Lower literacy Levels</p> <p>Assessments, observations, and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p>
3.	<p>Develop Metacognition and Self-Regulatory Strategies</p> <p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science</p>
4.	<p>Attendance and Levels of Persistent Absentees</p> <p>Our attendance data over the last two years indicates that attendance among disadvantaged pupils is proportionally lower than for non-disadvantaged pupils. Statistically, disadvantaged pupils have been 'persistently absent' more often in comparison to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5.	<p>Progress Gap</p> <p>There is a progress gap of +0.22 between disadvantaged and non-disadvantaged students nationally. In 2019 Ash Hill Academy has a -0.03 gap between disadvantaged and non-disadvantaged learners.</p>
6.	<p>Lower Ebacc Progress</p> <p>There is a -0.05% progress gap between the disadvantaged and non-disadvantaged Ebacc entry students.</p>
7.	<p>Mental Health and Emotional Wellbeing</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/prospects, and the lack of enrichment opportunities due to the pandemic.</p>

	These challenges particularly affect disadvantaged pupils, including their attainment.
8.	<p>Personal Development</p> <p>Many of our pupils eligible for the pupil premium funding do not have a wealth of cultural capital and personal development experiences compared to their peers.</p>
9.	<p>Opportunity to Access Extra-Curricular Activities</p> <p>Fewer disadvantaged students access extra-curricular activities that non-disadvantaged students.</p>
10.	<p>Behaviour for Learning</p> <p>Pupil Premium students receive more 'Consequences', Matrix removes (C4) and sessions in The Reflections Room (C5) than other pupils. This detrimentally affects their academic progress.</p>
11.	<p>Parental Engagement</p> <p>Some disadvantaged pupils have a lack of support at home with academic progress, cultural capital, aspirations, uniform, food and social skills. Parental engagement has a high impact on pupil progress according to the Educational Endowment Fund research (EEF).</p>

### 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
Closing gaps in KS3 for disadvantaged students with lower KS2 Attainment	<p>Implementing a broad and balanced curriculum will be implemented consistently by all teachers for disadvantaged pupils so that they can develop detailed knowledge and skills and, as a result, achieve well.</p> <p>This will be monitored through triangulation between assessment data, GA assessment and the Ash Hill Academy QA process.</p>
Improving literacy Levels	<p>Incremental increase in students reading ages, predominately across Years 7 and 8 and measured using GL assessments, narrowing the gap towards age related expectations and the ability to access different texts across the curriculum with more confidence.</p> <p>Through regular performance data, students will be highlighted for intervention.</p>
Developing metacognition and self-regulatory strategies	<p>Closing of the gap between P8 score between PP and other groups.</p> <p>Increases across the school in knowledge retention which could be tracked through summative and formative assessment, curriculum implementation scrutiny and lessons observations (academy QA cycle).</p>

Improving Attendance and reducing levels of Persistent Absentees	<p>Attendance to increase across all year groups, particularly those students who are disadvantaged.</p> <p>Attendance of disadvantaged students to be in line with that of non-disadvantaged and the national average.</p> <p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul>
Close the progress 8/Attainment gap for disadvantaged students	<p>Progress of disadvantaged students will be inline or above the progress 8 score nationally of disadvantaged students.</p> <p>The progress 8 gap between disadvantaged and non-disadvantaged students within the academy will close by +0.10 compared to the 2021 TAG Progress gap.</p>
Improving Ebacc Attainment	<p>By the end of our current plan in 2024/25, 60% or more of disadvantaged pupils enter the English Baccalaureate (EBacc) will achieve the qualification.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils will achieve:</p> <ul style="list-style-type: none"> <li>An average Attainment 8 score of +0.10</li> <li>An EBacc average point score of 4.2</li> </ul>
Mental Health and Emotional Wellbeing support	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>Qualitative data from student voice, student and parent surveys and teacher observations triangulated through the academy QA process.</li> </ul>
The opportunity to access a range of Personal Development opportunities to develop cultural capital and raise aspirations	<p>Disadvantaged students experience a range of enrichment/extra-curricular and have high aspirations for their future.</p> <p>This will be assessed through:</p> <ul style="list-style-type: none"> <li>Student voice through the academy QA process</li> <li>Academy destinations data with 0% NEETS in 2023-24.</li> <li>Registers of students' holistic personal development opportunities.</li> </ul>
Opportunities to Access Extra-Curricular Activities	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Evidenced by a target of 75% of all disadvantaged students participating in a form of extra-curricular activities by the end of the 2023-2024 academic year.</p>
Develop sustainable behaviour interventions for disadvantaged students	<p>To reduce the number of fixed term exclusions for disadvantaged students by 20% by 2024-25, with a 30% decrease in the number of C5's for disadvantaged students through bespoke interventions to remove barriers to</p>

	learning, targeted SEN interventions and quality first teaching.
Improving Parental Engagement with the academy	<p>Improve the communication between parents/carers and the academy Host parent/pupil progress events for all year groups over the course the academic year. Evidenced through:</p> <ul style="list-style-type: none"> <li>• An increased collaboration with the parents/carers of our disadvantaged pupils and the academy</li> <li>• Attendance and feedback from the progress and engagement events.</li> </ul>

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: £165,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the Ash Hill Academy Disadvantaged First Strategy.	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. (The EEF Guide to Pupil Premium (2019))	1, 2, 5, 6
Disadvantaged First T&L Strategy and weekly Ash Hill CPD based on evidence-based research.		1, 2, 5, 6
Systematic use of Demonstrate and Connect throughout all curriculum areas to provide opportunities for regular Direct Improvement and response Time (DIRT)	The Pupil Premium: How schools are spending the funding successfully to maximise achievement (2013) suggests, 'The systematically focused on giving pupils clear, useful feedback about their work, and ways that they could improve it'.	1, 2, 5, 6
Regular use of GL standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1, 2, 5, 6

	<a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	
<p>Yearly subscriptions to teaching and learning resources.</p> <p>Hegarty Maths, Sparx and GCSE Pod.</p>	The Education Endowment Foundation: Teaching and Learning Toolkit highlights effective feedback as a high impact and low cost (+8 months) strategy to raise attainment for disadvantaged students. EEF (2019)	1, 2, 5, 6
<p>Recruitment and retention of key members of core teaching staff.</p> <p>Increased leadership in the following roles:</p> <ul style="list-style-type: none"> <li>• Vice Principal (Deep Support)</li> <li>• Associate Vice Principal (Deep Experience)</li> </ul>	EEF recommends improving teaching as having the largest impact on disadvantaged pupils.	3,5, 6
<p>Quality First Teaching for all disadvantaged students within the academy through the employment of an Assistant Principal with responsibility for teaching and learning leading the academy approach to assessment, feedback, collaborative structures and the Ash Hill Academy Magic 8 teaching strategies.</p>		
<p>CPD, INSET, Curriculum planning time. Recovery curriculums in place within departments.</p>		
<p>Delta Directors subject specific support in core and Ebacc subjects to deliver and lead targeted interventions and support bespoke CPD to develop departmental teaching and learning.</p> <ul style="list-style-type: none"> <li>• English Director support in the Academy three days per week.</li> <li>• Maths Director support in the Academy five days per week.</li> <li>• Science Director support in the Academy two days per week.</li> <li>• Geography Director support in the Academy one day per week.</li> </ul>	'Keep your focus relentlessly on the quality of teaching and learning in your part of the school is fundamental to closing gaps in performance for pupil premium students'. Using the pupil premium effectively: an evidence-based approach to closing the gap (Dunford 2014).	5,6

History Director support in the Academy one day per week. • MFL Director support in the Academy two days per week		
Implementation of the Ash Hill Academy Reading Strategy	The EEF (2019) suggests, 'Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech' as a key recommendation of improving literacy in secondary schools.	1,2
To implement small group work that focuses on phonics, handwriting, spellings, and numeracy for students identified as working below their age-related expectation in year 7.	The Improving Literacy in Secondary Schools guidance report (2019) highlights, 'Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7'.	1,2,5
Developing metacognitive and self-regulation skills in all pupils.  This will involve ongoing Teaching and learning CPD focus of retrieval learning and development of collaborate structures.  The implementation Knowledge Organisers led retrieval home learner for years 7-10.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a>	3

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

Budgeted cost: £97,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the Accelerated Reader programme in year 7 and 8	The Education Endowment Foundation (EEF) has recently conducted research into Accelerated Reader. The study found that Year 7 pupils who were offered Accelerated Reader made 5 months' additional progress in reading compared to other similar pupils	1,2
Targeted English and Maths interventions for Year 11 pupil premium students.	The EEF guide to the pupil premium (2019) suggests, 'small group tuition, personalised homework support and online learning packages, supplementary to the high-quality teaching and learning that is critical for pupils every day' have been successful strategies in improving pupil premium attainment.	5,6
Intervention budget including teaching and learning resources.		5,6



KS3 English and Maths Interventions	The Education Endowment Foundation (2019) suggests 'Small group tuition has a +4 month impact on attainment of disadvantaged students'.	1,2
Targeted Diamond Group in which Non-Secondary Ready (NSR) students are identified and received bespoke small group support in English/Mathematics in order to make accelerated progress in year 7 and 8.	The EEF also identifies through evidence-based research that, 'a 2014 evaluation Year 6 and 7 pupils made an additional three months' progress with a structured programme involving small group tuition'	1,2
Implementation of Year 11 intervention at the end of each academic day.	Supporting the attainment of disadvantaged pupils: articulating success and good practice research report (2015) suggests 'Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well'.	5,6
Focused deployment of Teaching Assistants in core subjects (Mathematics, English and Science).		1,5
Y11 Pupil Premium Progress Mentors for targeted disadvantaged students.	school-based approaches to mentoring can be successful in improving outcomes for targeted disadvantaged students (EEF 2021).	5,6
Employment of an SEN Co-Ordinator	Reading comprehension strategies are high impact on average (+6 months). Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.	1,5
Employment of a LRC Management to implement targeted reading interventions for disadvantaged students.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,5,6

Structured tutor time focused on literacy and oracy.	<p>Structured tutor time with a focus on the improving reading and literacy skills and implementing the oracy strategy of debate and discussion.</p> <p>Tutor time activities:</p> <ul style="list-style-type: none"> <li>• Word of the Week – key vocabulary, one word per week, and tested during tutor time</li> <li>• Reading Strategy – Developed using texts and using the four stages of the strategy</li> </ul>	1,2,5
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## Curriculum

Budgeted cost: £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
An ambitious curriculum intent in which all disadvantaged students have the opportunity to gain the Ebacc.	'High ability pupil premium pupils are less likely to take GCSEs in History, Geography, Triple Science and Languages than non-pupil premium students'. The Education Endowment Foundation (2016).	6
Targeted alternative provision for pupil premium students using a blended approach to support students who are unable to adapt to the mainstream provision due to significant behavioural, emotional, social difficulties which is rigorously tracked and monitored.	The Education Endowment Foundation – Improving Behaviour in Schools Report suggests, 'A tailored approach to support an individual's behaviour should complement the school's behaviour policy'.	4,10
Students in Year 11 have access to 'Option English' and 'Option Maths'. The timetable is constructed to offer additional curriculum time in English and mathematics for students who require additional targeted support and intervention.	The EEF outlines how one-to-one tuition can accelerate student performance by +5 months (EEF Toolkit)	1,5,6

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £77,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further broaden students' experiences and widen their exposure to the wider world through a planned enrichment journey for all learners within the academy including each student having the opportunity to attend the Delta Trust, Darrowgill Residential Centre and attend weekly school led enrichments in academic and sporting activities.	<p>'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement' (National Curriculum 2014).</p> <p>The EEF (2019) identifies sports participation has +3month impact on attainment.</p>	8,9
Employment of an Attendance Manager to coordinate the improving attendance strategy and support the safeguarding of students within the academy	<p>To remove the attendance gap between pupil premium and non-pupil premium students who attend Ash Hill Academy.</p> <p>The Education Endowment Foundation - Its target students and schools suggest 'Pupil premium students are three times more likely than other pupils to miss at least one in five days in secondary school'</p> <p>The Department for Education (DfE) published research in 2016 identified, 'The higher the overall attendance rate across Key Stage 3 and Key Stage 4, the higher the likely level of attainment at the end of a student's GCSE studies. Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs 9- 5 or equivalent including English and mathematics than pupils that missed 15-20% of Key Stage 3 and 4 lessons.</p>	4
The Attendance Manager and wider attendance Team to target students who are persistently absent (PA) or in danger of becoming PA through home visits, attendance plans, and well checks and prosecutions.		
First Day call and home Visits targeted towards current FSM and disadvantaged students.		4
Target attendance rewards including (spot prizes for poor attendance periods.		4
School minibus hire and driver.		4
<p>Praise and celebration to further develop the culture in the Academy. DEEP role for leading praise culture through:</p> <ul style="list-style-type: none"> <li>• Pledges</li> <li>• Proud Thursday Positive postcards home</li> <li>• Above and Beyond recognitions</li> <li>• Y9 Graduation</li> <li>• Y11 post-trial exam celebration assemblies</li> </ul>	<p>The National College identifies an effectively embedded rewards system as being a contributory fact in improving attainment and engagement.</p> <p>'... schools boost the self-esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free School Meals' Linsell (2012).</p>	7,8,9,10,11

<ul style="list-style-type: none"> <li>• Half termly celebration assemblies</li> <li>• Annual rewards trips for each year group</li> </ul>		
The Annual Ash Hill Academy Year 6 Transition Summer School will be held in August 2022 focused upon support attending pupils to make up for some of their missed education due to Covid.	Alexander et al (2007) highlighted, 'students lose a month's learning over the summer break. And while this "summer slide" is likely to affect most students, it was estimated as being three times as severe for students from disadvantaged families.	1,4,8,9,11
<p>The monitoring of progress, improvement engagement in education with support from outside agencies, and developing effective academy/home partnerships and removing barriers to education.</p> <ul style="list-style-type: none"> <li>• 1 x Vice Principal for Deep Support</li> <li>• 1 x Assistant Principal for Deep Support</li> <li>• 1 x Inclusion Manager</li> <li>• 5 x Learning Managers</li> <li>• 1 x Personalised Learning Centre Manager</li> <li>• 1 x Bridge Manager</li> <li>• 2 days per week counsellor</li> </ul> <p>External agencies (CAMHS, Fortis, Boss) to support with therapy through anger management, mental health, and social relationships.</p>	The Education Endowment Foundation: Teaching and Learning Toolkit highlights effective behaviour interventions has having moderate impact for moderate costs (+4 months), based on extensive research for pupil premium students.	4,7,11
The Ambition Project in which students work with employers and industry on a work-based project to raise aspirations.	The DFE report on Strategies to raise Aspirations in Pupil Premium students (2019) suggested that pro-active work to develop partnerships and links with universities and other external organisations (e.g. local employers) that can provide support for aspiration-raising and career development activities.	8,11
Promotion of an Associate Assistant Principal with responsibility for Careers (Deep Experience)	The Gatsby Benchmark Toolkit identifies that successful schools have 'a clear strategic overview of a student's career needs, knowledge and skills at each stage of their learner journey, as well as	8,11

A commissioned independent & impartial careers advice & guidance advisor employed for two days per week.	the decisions they are likely to face. This information sets a progressive framework of learning goals and includes contextual factors, such as parental aspirations and family backgrounds. It recognises the scope of improving social mobility by identifying the student's barriers to overcome and the bridges of support they need to maximise their life chances'.	
Contingency fund for acute issues. For example, provide uniform and equipment for students who require additional financial support (Hardship Fund)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	4,11

Total budgeted cost: £ 371,800

## 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.

	Pupil Premium Outcomes 2021	Pupil Premium Outcomes 2019	Non-Pupil Premium Outcomes 2021	Non-Pupil Premium Outcomes 2019
Percentage Grade 4+ in English and Mathematics	53%	51%	75%	64%
Percentage Grade 5+ in English and Mathematics	41%	28%	41%	49%
Average Progress 8 score	-0.08	-0.11	+0.51	-0.08

Internal assessments during 2020/21 suggested that the performance of disadvantaged pupils in terms of attainment had decreased compared to the previous 2 years. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised primarily due to the impacts of Covid-19.

The focus of the academy has been on embedding quality first teaching and learning within every classroom, through effective questioning, quality feedback to support directed improvement and response time (DIRT) and building opportunities for collaborative structure to empower students to develop self-regulation and metacognition strategies. These strategies have been supported by bespoke interventions.

This professional development cycle was disrupted by the partial school closures and whole-school CPD time was diverted to supporting high quality remote learning. The partial closure was most detrimental to our disadvantaged students. The academy implemented significant supporting disadvantaged families in supplying hardware and providing connectivity. The academy also identified students who would benefit from in school support and offered face to face learning.

The impact of the pandemic has led to the most disadvantaged students not fully benefiting from our pupil premium funded improvements to teaching, targeted interventions and wider strategies to the degree that we intended.

The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure with key worker/vulnerable pupil provision in school and with the use of visualisers and Microsoft Teams.

Our inclusion team have evidence in their records that pupil behaviour, absence, wellbeing, and mental health were significantly impacted last year, primarily due to COVID-19-related issues.

Whilst attendance for all students decreased, the impact was particularly acute for our disadvantaged students. We used pupil premium funding to provide an enhanced pastoral structure that included two dedicated attendance officers and we are building on that approach in our new plan with increased capacity in the inclusion team.

#### 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
Hegarty Maths
Sparx Maths
Accelerated Reader
Nessy Maths
GCSE Pod
Ambition Programme

