



The Forest Academy - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021-22 and 2022-23 academic years)-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 – updated December 2024

Detail	Data
School name	The Forest Academy
Number of pupils in school	842 (plus 181 in Beal 6 th form campus based at Forest Academy)
Proportion (%) of pupil premium eligible pupils	31% 264 students
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 <i>This is an year 1 of a 3 year plan.</i>
Date this statement was published	Year 1 – December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Will Mackintosh – Executive Principal
Pupil premium lead	Will Mackintosh – Executive Principal
Governor / Trustee lead	Stephen Smith – Vice Chair of LGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£277,000
Recovery premium funding allocation this academic year	£0
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	£277,000

Part A: Pupil premium strategy plan

Statement of intent

Our intent at The Forest Academy is to enrich the lives of all our students, no matter their background or prior attainment. We aim to both raise the achievement of all our students, as well as ensuring that we close the gap between our cohorts of student groups. Our aim is to ensure student needs are met through:

- Exceptional teaching and learning
- A broad, tailored and aspirational curriculum with brilliant support out of the classroom
- Thoughtful, bespoke personal development for all students tailored to emerging needs
- a high-quality enrichment programme
- Individual support for students who need it

These ambitious aims secure high quality universal provision for every child. The plans outlined in this Pupil Premium statement intend to support all students and all of their needs, regardless of whether they are disadvantaged or not.

We strive for the best possible progression for every student, with 100% going on to high quality destinations at post-16 and post-18. We aim to widen participation and robustly support social mobility through ensuring that high numbers of students move on to destinations within universities and HEIs or onto further training through high-quality careers and progression guidance.

We will focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.

We continue to focus on improving the quality of teaching and learning in every classroom, underpinned by our [CALIBRE curriculum framework](#). This includes a standardised lesson structure, underpinned by recent research on cognitive science and learning, a coaching programme for ECTs and teachers who need additional support, a robust quality assurance cycle and a simple and consistent approach to ensuring high levels of engagement in all lessons. We carefully plan for 'Intelligent Assessment', making careful use of this data to inform improvements in teaching and the curriculum and helping to maximise progress for all students.

The key principles of our strategy plan are:

- 1) An ambitious, broad and balanced curriculum for all
- 2) Ensuring high quality teaching and curriculum in every classroom
- 3) Ensuring high levels of attendance for all students
- 4) Targeted academic support through the BMAT Tutoring Programme
- 5) Improved 'intelligent assessment' across the school, to identify early gaps in student knowledge and understanding and focusing on concepts of retrieval, practice and mastery
- 6) Improving literacy and numeracy across the school and embedding a culture of reading in all year groups as well as a confidence in numeracy and number skills

- 7) Reduced group size/increased team teaching to provide additional support for key groups e.g. in KS2-3 transition, and for students who are re-sitting English and Maths GCSE.
- 8) Targeted pastoral and wellbeing support through our expanded counselling, mentoring, aspirations and careers support programmes
- 9) Extending school day, including a free breakfast club, widening access to enrichment and hardship support across our school community
- 10) A focus on high quality CPD for all staff through our BMAT CPD Hub. This supports development of Teaching, Learning and Assessment strategies, as well as providing bespoke leadership, coaching and training opportunities to support growth of talent and leadership capacity across the Trust
- 11) Alignment with our Sustainability and Climate Change Strategy to provide inspiring learning environments and to foster a culture of innovation for our current students and future generations
- 12) Ensuring that new technologies and Artificial Intelligence can be used to support key stakeholders and to support our students to be ready for life after TFA

Challenges

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

Challenge number	Detail of challenge																		
1	<p>Academic Gap - In 2024 there is a gap in outcomes between disadvantaged students and non-disadvantaged students.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2023-2024 Exam Grades</th> </tr> <tr> <th>All Students</th> <th>Gap between disadvantaged and non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>+0.08</td> <td>-0.15</td> </tr> <tr> <td>Attainment 8</td> <td>44.0</td> <td>-8.0</td> </tr> <tr> <td>% 4+ E&M</td> <td>57%</td> <td>-4%</td> </tr> <tr> <td>EBACC Entry</td> <td>81%</td> <td>-11%</td> </tr> </tbody> </table>		2023-2024 Exam Grades		All Students	Gap between disadvantaged and non-disadvantaged	Progress 8	+0.08	-0.15	Attainment 8	44.0	-8.0	% 4+ E&M	57%	-4%	EBACC Entry	81%	-11%	
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2	<p>Attainment on entry - Attainment on entry of our current Year 7 cohort shows that there is a significant gap across all KS2 SATs tests:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>GPS</th> <th>Reading</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Year 7 2024 2025 (43 students PP)</td> <td>FSM</td> <td>102.6</td> <td>102.7</td> <td>102.4</td> </tr> <tr> <td>Non FSM</td> <td>106.5</td> <td>105.3</td> <td>105.6</td> </tr> <tr> <td>Gap</td> <td>-3.9</td> <td>-2.6</td> <td>-3.2</td> </tr> </tbody> </table> <p>It is worth noting as well that the IDSR (Nov 2024) noted that overall prior attainment for the Year 8 (24/25), Year 9 (24/25) cohorts was overall below the national average on arrival at TFA.</p>			GPS	Reading	Maths	Year 7 2024 2025 (43 students PP)	FSM	102.6	102.7	102.4	Non FSM	106.5	105.3	105.6	Gap	-3.9	-2.6	-3.2
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3	<p>Attendance - Attendance at TFA is well above national average (highest quintile – IDSR 2024), with persistent absence below national average (lowest/best quintile for schools with similar level of deprivation but also compared to all schools), but there is a gap between disadvantaged students and their peers in attendance. This gap reduced in the last academic year but we still need to narrow this further.</p> <table border="1" data-bbox="371 389 1329 763"> <thead> <tr> <th></th> <th>Pupil Premium Attendance</th> <th>Non-PP Attendance</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>94.7%</td> <td>95.3%</td> <td>0.6%</td> </tr> <tr> <td>2021-2022</td> <td>94.7% (no change)</td> <td>95.7% (up 0.4%)</td> <td>1.0%</td> </tr> <tr> <td>2022-2023</td> <td>90.0% (down 4.7%)</td> <td>93.7% (down 2.0%)</td> <td>3.7%</td> </tr> <tr> <td>2023-2024</td> <td>94.2% (up 4.2%)</td> <td>95.3% (up 1.6%)</td> <td>0.9%</td> </tr> </tbody> </table>		Pupil Premium Attendance	Non-PP Attendance	Gap	2020-2021	94.7%	95.3%	0.6%	2021-2022	94.7% (no change)	95.7% (up 0.4%)	1.0%	2022-2023	90.0% (down 4.7%)	93.7% (down 2.0%)	3.7%	2023-2024	94.2% (up 4.2%)	95.3% (up 1.6%)	0.9%
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4	<p>Hardship - Many of our families, both disadvantaged and those who are not, have experienced significant levels of financial hardship since the onset of the pandemic. Many report through parent meetings and our parent voice activities that they struggle for IT and internet access at home, as well as quiet places for students to complete their homework. Many are struggling to afford school uniform.</p>																				
5	<p>Wellbeing - Many of our students have experienced challenges during and since the pandemic including the more recent cost of living crisis. This has exacerbated mental health concerns and well-being issues. We have experienced a significant spike in safeguarding referrals, need for counselling and mentoring across the school. These issues are repeated nationally.</p>																				
6	<p>Progression - Due to wider national and international issues, school absence and issues related to the pandemic, there is an increased risk of students becoming NEET (Not in education, employment or training) when they leave school without appropriate careers and progression mentoring.</p>																				
7	<p>EAL - A significant number of our students who are disadvantaged, join us mid-phase, often with limited proficiency in English. This makes it challenging for them to make progress initially, without additional support. We have a significant number of refugee students attending the school.</p>																				
8	<p>Destinations – Destinations for disadvantaged students in the 2024 IDSR noted the percentage progressing to sustained education, employment or training as ‘average’ at 92%. We aim to improve this for our students.</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
<p>Disadvantaged students have well-above national average (for disadvantaged students) for P8, A8 and E&M 4+.</p> <p>Disadvantaged students who have been at TFA for at least 2 years have at least national-average (for all students) for P8, A8 and E&M 4+.</p>	<p>Reduction in Attainment gap 8 from the 2024 results (-8.0 in 2024)</p>
<p>Disadvantaged students have well-above national average entry rate for EBACC subjects at KS4.</p>	<p>Maintain disadvantaged EBacc entry rates above the national average</p> <p>Reduce the gap between entry for disadvantaged vs non from the 2024 results (-11%)</p>
<p>Disadvantaged students have at least national average attendance</p> <p>Disadvantaged students have below national average (all students) of persistent absence</p>	<p>Attendance for disadvantaged students is in line with all students at TFA (target 96%) and at least national average for all students.</p> <p>Maintain attendance within the top (best) and persistent absence in the bottom (best) quintile for disadvantaged students</p>
<p>To improve the literacy of all of our students through focus on disciplinary literacy and to embed this within our great teaching plan.</p> <p>This will require:</p> <ul style="list-style-type: none"> • A focus on developing oracy – ensuring that high quality dialogue supports students to be confident communicators • Strategies to drive improvements in Reading for Pleasure and to improve students’ confidence and love of reading, including a focus on activating prior knowledge before reading • Explicit teaching of key vocabulary in each subject using strategies such as breaking down the morphology and etymology of words • For direct instruction of writing to be used to support students to construct written pieces. 	<p>Lesson observation data will indicate that staff are guiding practice with regards to reading, writing and key vocabulary. Explicit techniques will be seen during learning walks.</p> <p>Staff will report that they are able to use a range of strategies to embed explicit teaching of disciplinary literacy within their subject areas.</p> <p>Book monitoring will indicate that the extended writing of students is improving over time.</p> <p>Students will be able to tell us the meaning of key vocabulary within subjects and will be able to read well.</p> <p>Sparx Reader data demonstrates consistent completion of homework (we are currently baselining this data). Other sources of data e.g. e-Reader, library book borrowing, Unifrog indicate an increase in Reading for Pleasure</p>

<p>All students progress on to high quality post-16 and post-18 education, employment or training.</p>	<p>100% progression from TFA Y11 to high quality post-16 routes. 0% NEET</p>
<p>To ensure equal access to trips, visits and enrichment opportunities</p>	<p>Monitoring data indicates that disadvantaged students have engagement in relevant opportunities which is at least as high as other students</p>
<p>To use our Personal Development programme to achieve and sustain improved wellbeing for all students – ensuring all are aware of their own wellbeing, know how to improve their own wellbeing and personal development and how to get support.</p>	<p>QA cycle data show 100% of tutor time personal development sessions are good or better.</p> <p>Curriculum QA demonstrates full coverage of PSHE and statutory programmes, as well as regular refining of curriculum plans.</p>
<p>To use our Pastoral Support programmes to achieve and sustain improved wellbeing for all students who need additional support through high quality pastoral intervention, including counselling, mentoring and careers/progression support.</p>	<p>Counselling Provision – all students deemed in need of additional counselling support are provided with it.</p> <p>Re-referrals are limited, and where necessary are accompanied by wider medical/pastoral support – those whose needs are deemed ‘ongoing’.</p> <p>Mentoring provision – all students deemed in need of additional mentoring are provided with it – either through Lifeline or the Careers and Progression Mentor.</p> <p>All members of SLT to have received relevant training in aspects of safeguarding e.g. Level 3 Safeguarding Training, Understanding Thresholds Training, as well as developing understanding of key contextual safeguarding risks</p> <p>Attendance above national average</p>
<p>To improve the welfare of all of our students, through supporting financial hardship, increased before and after school support/provision, including a free breakfast for all students every day.</p>	<p>Average of 100+ students served free breakfast every day</p> <p>Average of 30 students accessing after school library and homework supervision each day</p> <p>Financial hardship support for families is clearly accessed (through local council, foodbanks, and uniform/equipment support in school)</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: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring high quality teaching and curriculum in every classroom with a focus on adaptive teaching and ensuring that teachers / support staff receive high-quality, tailored and subject specific CPD appropriate for their current experience</p> <p>Staff CPD – increased investment in staff development through external courses and time provision.</p> <ul style="list-style-type: none"> - Coaching training – build in time for coaching support for teachers - Identify staff who need support with aspects of teaching and provide them with a suitable coach. - Monitor the progress of staff on coaching programmes to ensure the best possible outcomes for students through lesson observations and learning walks. - Ensure high quality delivery of curriculum for all students - Embedding the great teaching plan in every classroom. (Do now, self- assessment, stop and jot, guided practice leading to independent practice, review) -Provide whole school, departmental and 1-2-1 CPD to ensure that staff know which techniques work and can sequence learning appropriately. -Ensuring that teachers who are at the start of their careers have a coherent training programme and access to high quality mentoring and support. 	<p>Staff CPD – increased investment in staff development through external courses and time provision. Including additional relevant SEND training, additional AO routes, mental health and safeguarding training, exam board training etc.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p><u>Evidence for including a do now in each lesson</u></p> <p><u>Do now Technique 20</u></p> <p>Lemov, D., Hernandez, J. and Kim, J., 2015. <i>Teach Like a Champion 2.0</i>. 2nd ed. Jossey-Bass: Wiley, p.161.</p> <p>Assessment for not assessment of learning</p> <p>Kirschner, P. and Hendrick, C., 2020. <i>How learning happens</i>. 1st ed. New York: Routledge, pp.187-195.</p> <p><u>Evidence for self-assessment and checking for understanding</u></p>	<p>1 – Academic Gap</p> <p>2 – Attainment on Entry</p> <p>6 - Progression</p> <p>7 – EAL</p>

<p>-Ensuring that Heads of Department are confident in how to sequence to curriculum effectively within their subject area</p> <p>BMAT CPD Hub – investing in professional development of staff across the Trust to support improvements in the quality of teaching and learning</p>	<p>Assessment for not assessment of learning</p> <p>Kirschner, P. and Hendrick, C., 2020. <i>How learning happens</i>. 1st ed. New York: Routledge, pp.187-195.</p> <p>EEF-meta-cognition-and-self-regulation.pdf</p> <p><u>Evidence for direct instruction – stop and jot leading to guiding practice</u></p> <p><u>Direct Instruction</u></p> <p>Kirschner, P. and Hendrick, C., 2020. <i>How learning happens</i>. 1st ed. New York: Routledge, pp.176-185. Direct instruction.</p> <p>Direct instruction gets no respect but it works</p> <p>https://3starlearningexperiences.wordpress.com/2018/05/01/direct-instruction-gets-no-respect-but-it-works/</p> <p>Kirschner, P. and Hendrick, C., 2020. <i>How learning happens</i>. 1st ed. New York: Routledge, pp.3-13. A novice is not a little expert.</p> <p>Principles-of-Instruction-Rosenshine (3).pdf</p> <p><u>Evidence for regular review</u></p> <p>Learning techniques that really work</p> <p>Kirschner, P. and Hendrick, C., 2020. <i>How learning happens</i>. 1st ed. New York: Routledge, pp.209-216.</p>	
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<p>Improved ‘intelligent assessment’ across the school, to identify early gaps in student knowledge and understanding</p> <p>-Invest in standardised assessment to support accurate tracking of progress e.g. CATs testing to support target setting for students who did not complete SATs tests</p> <p>-Invest in CPD on ‘intelligent assessment’ and use of assessment to increase speed of being able to intervene when students are struggling</p> <p>Focus on Key Stage 3 Assessment strategy – providing clarity for students on next steps in their learning</p>	<p>Evidence from EEF for use of standardised assessments to track progress:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Within ‘intelligent assessment’ and responding to assessment, feedback is critical – evidence for this comes from EPI/EEF:</p> <p>Systematic-Review-of-Feedback-EPPI-2021.pdf</p>	<p>1 – Academic Gap</p> <p>2 – Attainment on Entry</p> <p>6 – Progression</p> <p>7 – EAL</p>
<p>Improving literacy and numeracy across the school and embedding a culture of reading in all year groups and a confidence in the use of number</p> <ul style="list-style-type: none"> - Whole school literacy coordinator working with relevant departments to devise and deliver CPD sessions - Numeracy strategy and key staff working with relevant departments to ensure consistent approaches and curriculum mapping to support improvements in literacy skills - Continued expenditure on Reading Programmes as well as platforms to support improved literacy / numeracy e.g. Sparx Reader / Sparx Maths - Invest in full time librarian and improved library resources - Extend library opening hours - Whole-school approach refined - Target ‘everyone reading something’ and tracked - Additional experienced member of staff to support on EAL reading interventions <p>Delivery of BMAT tutoring / targeted interventions to support access to and progress made in</p>	<p>Evidence from EEF around how to improve literacy in secondary schools:</p> <p>Improving Literacy in Secondary Schools</p> <p>Evidence for improving literacy linked to attainment in English and Maths:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>Reading comprehension strategies evidence of impact from EEF:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>"Good numeracy is the best protection against unemployment, low wages and poor health."</p> <p>https://www.nationalnumeracy.org.uk/</p>	<p>1 – Academic Gap</p> <p>6 – Progression</p> <p>7 – EAL</p>

Sparx Reader or other relevant platforms used to support literacy / numeracy development		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£110,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduced group size/increased team teaching to provide additional support for key groups</p> <ul style="list-style-type: none"> - Additional form of entry added for Y7 to ensure smaller group support/team teaching to ensure catch up in core subjects - Team teaching/additional support used in-lessons to add small group tuition and to support development of staff expertise where relevant - Group size kept small for GCSE English and Maths groups for re-sit students. <p>CATs / other baseline testing to support identification of students in need of additional targeted support</p>	<p>Evidence for in-class small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small group tuition can add 4 months of progress, particularly impactful if targeted based on assessment data https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>1 – Academic Gap 2 – Attainment on Entry 6 - Progression 7 – EAL</p>
<p>Additional member of staff to support on full-time EAL intervention support (including for refugee students)</p> <p>EAL intervention and groups within KS4 option</p>	<p>Students often start at the school with no English – so primary experienced teaching assistant, with experience of early learners of English – will focus on language acquisition and phonics: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1669052096</p>	<p>7 – EAL 6 – Progression</p>

<p>blocks to support rapid acceleration of progress with early stage English acquisition</p> <p>Continued expenditure on platforms /programmes to support targeted intervention to accelerate progress e.g. Lexia / Learning Village</p>		
<p>Targeted academic support through the BMAT Tutoring Programme</p> <p>-Small Group tuition for students across subjects based on progress/attainment to target support as required</p> <p>Increased number of form tutors in Year 11 to allow for small groups and targeted support in relevant subject areas during morning form time</p>	<p>Evidence from EEF that small group tutoring can, when appropriately targeted, be used to close knowledge and attainment gaps.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>One-to-one tutoring evidence.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1 – Academic Gap</p> <p>2 – Attainment on Entry</p> <p>6 - Progression</p> <p>7 – EAL</p>

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

Budgeted cost: **£137,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extending school day, including widening access to enrichment and hardship support across our school community</p> <p>-Providing breakfast club for all students with a free breakfast every day and an earlier start</p>	<p>Evaluation of impact of National School Breakfast programme: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</p> <p>Evidence for extended school day impacting on student progress:</p>	<p>4 – Hardship</p> <p>5 – Wellbeing</p> <p>6 – Progression</p>

<p>-Hardship fund to support with individual barriers to learning and families with short-term financial hardship</p> <p>- Extend Library to extend school time and supervision</p> <p>-Increased extra-curricular programme and subsidies for trips to support equality of opportunity</p> <p>- Provision of or subsidising of resources to support access to the curriculum e.g. scientific calculators</p> <p>- Ensuring all disadvantaged students have access to technology to support learning e.g. investing in resources to support student learning such as laptops</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Evidence for impact of improving student physical activity and arts participation through extra-curricular programme.</p>	
<p>Targeted pastoral and wellbeing support through:</p> <p>-Expanded counselling</p> <p>-Increased mentoring provision – including through using external mentoring provision alongside / instead of internal mentoring through TFA staff</p> <p>-Aspirations and careers support programmes including careers and progression mentor</p> <p>Whole-school mental health strategy, including increased staff training and wider support. Additional mental health first aid training.</p> <p>New post of ‘pastoral support mentor’ recruited (permanently) to provide additional support to students who is experienced in behaviour interventions</p> <p>Personalised support through Respite and Reintegration provision + mentoring</p>	<p>Impact of Behaviour Interventions on student progress:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Strong evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>Significant evidence from Anna Freud centre – recent, open-access publications, with evidence of impact of counselling as part of mental-health</p> <p>https://www.annafreud.org/research-and-policy/research-policy/resources/articles/</p>	<p>5 – Wellbeing 6 – Progression</p>

<p>Staff training to support delivery of targeted intervention to allow students to increase emotional literacy and self-regulation</p> <p>Rewards: trips, certificates and prizes – to help to reinforce positive behaviours and characteristics e.g. high attendance, growth mindset</p> <p>- External speakers and agencies invited in to support our RSE/PSHE curriculum and focus on priority areas that have emerged as a result of the rising cost of living and financial hardship.</p> <p>Summer school programme that benefits pupils socially, helping to ensure that they return to school ready to learn</p> <p>Platforms to support parental (and student) engagement and communication e.g. Edulink</p>	<p>Evidence from Careers and Enterprise Company of “Effective Careers Interventions for Disadvantaged Young People: Evidence review”</p> <p>https://www.careersandenterprise.co.uk/media/3ogdxqu1/bit67-cec-report_v3.pdf</p>	
<p>Ensuring high levels of attendance for all students</p> <p>-Rigorous tracking processes</p> <p>- EWO support</p> <p>- Attendance training for key pastoral staff</p>	<p>EEF Review of attendance</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance</p> <p>Embedding principles of good practice set out in DfE’s Improving School Attendance advice.</p>	<p>3 – Attendance</p>

Total budgeted cost: £277,000

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 for the last 3 year plan which ended in summer 2024.

Despite national attendance challenges continuing in 2023-24, including a national attendance rate of 90.9% in state-funded secondary schools, our attendance interventions are having a significant impact. Our pupil premium attendance (and non-pupil premium attendance) is significantly above the national average, demonstrating that our PP students have excellent attendance and providing clear evidence of the impact of our PP strategy. Attendance is in the top quintile of all schools and in the top quintile of similar schools.

	Pupil Premium Attendance	Non-PP Attendance	Gap
2020-2021	94.7%	95.3%	0.6%
2021-2022	94.7% (no change)	95.7% (up 0.4%)	1.0%
2022-2023	90.0% (down 4.7%)	93.7% (down 2.0%)	3.7%
2023-2024	94.2% (up 4.2%)	95.3% (up 1.6%)	0.9%

	2018-2019 Exam Grades*		2023-2024 Exam Grades	
	All Students	Gap between disadvantaged and non-disadvantaged	All Students	Gap between disadvantaged and non-disadvantaged
Progress 8	-0.04	-0.17	+0.08	-0.15
Attainment 8	44.8	-6.9	44.0	-8.0
% 4+ E&M	56%	-18%	57%	-4%
EBACC Entry	34%	-17%	81%	-11%

*comparison with 2019 outcomes as COVID means that 2020 and 2021 outcomes are not directly comparable

The improvement in our Progress 8 score overall but also for our disadvantaged students also provides clear evidence of the impact of our Pupil Premium strategy. The percentage EBacc entry has also significantly increased from 2019, with a narrowing of the gap between disadvantaged students and non-disadvantaged students. The reduced gap for the percentage

of students achieving at 4+ in English and Maths provides further evidence that our PP strategy is effective.

We are confident our continued work in improving quality of teaching, CPD and curriculum across the school will continue to close these gaps.

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
Mentoring and Support	Lifeline Community Projects
Breakfast Club	National School Breakfast Programme
EWASS	

Service pupil premium funding (optional)

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

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