



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

| Detail | Data |
|---|---|
| School name | The Forest Academy |
| Number of pupils in school | 746 (plus 175 in Beal 6 th form campus based at Forest Academy) |
| Proportion (%) of pupil premium eligible pupils | 30.26% 226 students |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 <i>This is an update for year 2 of 3 year plan.</i> |
| Date this statement was published | Year 1 - November 2021 Year 2 - Updated November 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Will Mackintosh – Principal |
| Pupil premium lead | Will Mackintosh – Principal |
| Governor / Trustee lead | Stephen Smith – Vice Chair of LGB |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £249,698 |
| Recovery premium funding allocation this academic year | £82,827 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

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| 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 | £332,525 |
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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 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 personal development for all students and a high-quality enrichment programme
- Individual support for students who need it

This combined results in the high-quality universal provision we aim for. 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 aim that 100% of students go 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.

This year, we have a relentless 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.

The key principles of our strategy plan are:

- 1) Ensuring high quality teaching and curriculum in every classroom
- 2) Ensuring high levels of attendance for all students
- 3) Targeted academic support through the BMAT Tutoring Programme
- 4) Improved 'intelligent assessment' across the school, to identify early gaps in student knowledge and understanding
- 5) Improving literacy across the school and embedding a culture of reading in all year groups
- 6) 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.
- 7) Targeted pastoral and wellbeing support through our expanded counselling, mentoring, aspirations and careers support programmes
- 8) Extending school day, including a free breakfast club, widening access to enrichment and hardship support across our school community

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 2019 and 2022 there is a gap in outcomes between disadvantaged students and non-disadvantaged students. The gap in Progress in particular has widened since 2019:</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2018-2019 Exam Grades</th> <th colspan="2">2021-2022 Exam Grades</th> </tr> <tr> <th></th> <th>All Students</th> <th>Gap between disadvantaged and non-disadvantaged</th> <th>All Students</th> <th>Gap between disadvantaged and non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>-0.04</td> <td>-0.17</td> <td>-0.05</td> <td>-0.66</td> </tr> <tr> <td>Attainment 8</td> <td>44.8</td> <td>-6.9</td> <td>46.5</td> <td>-6.1</td> </tr> <tr> <td>% 4+ E&M</td> <td>56%</td> <td>-18%</td> <td>63%</td> <td>-8%</td> </tr> <tr> <td>EBACC Entry</td> <td>34%</td> <td>-17%</td> <td>44%</td> <td>-20%</td> </tr> </tbody> </table> <p>Overall academic attainment has increased across all students from 2019-2022, with a reduced gap in percentage of students achieving at 4+ in English and Maths between non-disadvantaged and disadvantaged.</p> <p>*Data and commentary updated 2022</p> | | 2018-2019 Exam Grades | | 2021-2022 Exam Grades | | | All Students | Gap between disadvantaged and non-disadvantaged | All Students | Gap between disadvantaged and non-disadvantaged | Progress 8 | -0.04 | -0.17 | -0.05 | -0.66 | Attainment 8 | 44.8 | -6.9 | 46.5 | -6.1 | % 4+ E&M | 56% | -18% | 63% | -8% | EBACC Entry | 34% | -17% | 44% | -20% | |
| | 2018-2019 Exam Grades | | 2021-2022 Exam Grades | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | All Students | Gap between disadvantaged and non-disadvantaged | All Students | Gap between disadvantaged and non-disadvantaged | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Progress 8 | -0.04 | -0.17 | -0.05 | -0.66 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attainment 8 | 44.8 | -6.9 | 46.5 | -6.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % 4+ E&M | 56% | -18% | 63% | -8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EBACC Entry | 34% | -17% | 44% | -20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | <p>Attainment on entry - Attainment on entry of our last 2 cohorts has shown:</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 (33 students FSM)</td> <td>FSM</td> <td>103.2</td> <td>102.1</td> <td>101.5</td> </tr> <tr> <td>Non FSM</td> <td>105.2</td> <td>103.8</td> <td>102.6</td> </tr> <tr> <td>Gap</td> <td>-2.0</td> <td>-1.7</td> <td>-1.0</td> </tr> <tr> <td rowspan="3">Year 8 (42 students FSM) (retrospective scaled scores generated from CATs tests)</td> <td>FSM¹</td> <td>100.8</td> <td>99.7</td> <td>97.2</td> </tr> <tr> <td>non FSM</td> <td>104.2</td> <td>102.9</td> <td>102.1</td> </tr> <tr> <td>Gap</td> <td>-3.4</td> <td>-3.2</td> <td>-4.9</td> </tr> </tbody> </table> <p>The gap in prior attainment is smaller for our current Y7 cohort than the current Y8, with the gap being largest for Maths in Year 8 and GPS for Year 7.</p> <p>*Data and commentary updated 2022</p> | | | GPS | Reading | Maths | Year 7 (33 students FSM) | FSM | 103.2 | 102.1 | 101.5 | Non FSM | 105.2 | 103.8 | 102.6 | Gap | -2.0 | -1.7 | -1.0 | Year 8 (42 students FSM) (retrospective scaled scores generated from CATs tests) | FSM ¹ | 100.8 | 99.7 | 97.2 | non FSM | 104.2 | 102.9 | 102.1 | Gap | -3.4 | -3.2 | -4.9 |
| | | GPS | Reading | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 (33 students FSM) | FSM | 103.2 | 102.1 | 101.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Non FSM | 105.2 | 103.8 | 102.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Gap | -2.0 | -1.7 | -1.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 (42 students FSM) (retrospective scaled scores generated from CATs tests) | FSM ¹ | 100.8 | 99.7 | 97.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | non FSM | 104.2 | 102.9 | 102.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Gap | -3.4 | -3.2 | -4.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

¹ FSM status used rather than PP indicator currently as PP funding not yet confirmed for current Y7

| 3 | <p>Attendance - Attendance at TFA is well above national average (highest quintile – IDSR 2022), with persistent absence below national average (lowest quintile for schools with similar level of deprivation), but there is a gap between disadvantaged students and their peers in attendance. This gap reduced in the last academic year.</p> <table border="1" data-bbox="371 309 1329 506"> <thead> <tr> <th></th> <th>Pupil Premium Attendance</th> <th>Non-PP Attendance</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2019-2020</td> <td>92.1%</td> <td>95.7%</td> <td>3.6%</td> </tr> <tr> <td>2021-2022</td> <td>94.7% (up 2.6%)</td> <td>95.7% (no change)</td> <td>1.0% (down 2.6%)</td> </tr> </tbody> </table> | | Pupil Premium Attendance | Non-PP Attendance | Gap | 2019-2020 | 92.1% | 95.7% | 3.6% | 2021-2022 | 94.7% (up 2.6%) | 95.7% (no change) | 1.0% (down 2.6%) |
|-----------|--|-------------------|--------------------------|-------------------|-----|-----------|-------|-------|------|-----------|-----------------|-------------------|------------------|
| | Pupil Premium Attendance | Non-PP Attendance | Gap | | | | | | | | | | |
| 2019-2020 | 92.1% | 95.7% | 3.6% | | | | | | | | | | |
| 2021-2022 | 94.7% (up 2.6%) | 95.7% (no change) | 1.0% (down 2.6%) | | | | | | | | | | |
| 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 the pandemic and lockdown that 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> | | | | | | | | | | | | |

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> | <table border="1" data-bbox="678 481 1404 1198"> <thead> <tr> <th></th> <th>National DA 2019</th> <th>National Average 2019</th> <th>Target by 2021/2022 (all TFA DA)</th> <th>Target by 2023/2024 (all TFA DA)</th> <th>Target 2021/2022 (those DA at TFA more than 2 years)</th> <th>Target 2023/2024 (those DA at TFA more than 2 years)</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>-0.45</td> <td>0.00 (approx.)</td> <td>0.00</td> <td>+0.05</td> <td>0.00</td> <td>+0.10</td> </tr> <tr> <td>Attainment 8</td> <td>36.7</td> <td>46.7</td> <td>44.0</td> <td>46.0</td> <td>45.0</td> <td>47.0</td> </tr> <tr> <td>% Students Achieving Grade 5+ in English and Maths</td> <td>24.7%</td> <td>43.2%</td> <td>36%</td> <td>41%</td> <td>40%</td> <td>45%</td> </tr> </tbody> </table> | | | | | | | National DA 2019 | National Average 2019 | Target by 2021/2022 (all TFA DA) | Target by 2023/2024 (all TFA DA) | Target 2021/2022 (those DA at TFA more than 2 years) | Target 2023/2024 (those DA at TFA more than 2 years) | Progress 8 | -0.45 | 0.00 (approx.) | 0.00 | +0.05 | 0.00 | +0.10 | Attainment 8 | 36.7 | 46.7 | 44.0 | 46.0 | 45.0 | 47.0 | % Students Achieving Grade 5+ in English and Maths | 24.7% | 43.2% | 36% | 41% | 40% | 45% |
| | National DA 2019 | National Average 2019 | Target by 2021/2022 (all TFA DA) | Target by 2023/2024 (all TFA DA) | Target 2021/2022 (those DA at TFA more than 2 years) | Target 2023/2024 (those DA at TFA more than 2 years) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Progress 8 | -0.45 | 0.00 (approx.) | 0.00 | +0.05 | 0.00 | +0.10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attainment 8 | 36.7 | 46.7 | 44.0 | 46.0 | 45.0 | 47.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % Students Achieving Grade 5+ in English and Maths | 24.7% | 43.2% | 36% | 41% | 40% | 45% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Disadvantaged students have well-above national average entry rate for EBACC subjects at KS4.</p> | <table border="1" data-bbox="678 1388 1404 1769"> <thead> <tr> <th></th> <th>National DA 2019</th> <th>National Average 2019</th> <th>Target by 2021/2022 (all TFA DA)</th> <th>Target by 2023/2024 (all TFA DA)</th> <th>Target 2021/2022 (those DA at TFA more than 2 years)</th> <th>Target 2023/2024 (those DA at TFA more than 2 years)</th> </tr> </thead> <tbody> <tr> <td>EBacc Entry</td> <td>27.5%</td> <td>40%</td> <td>35%</td> <td>60%</td> <td>38%</td> <td>65%</td> </tr> </tbody> </table> | | | | | | | National DA 2019 | National Average 2019 | Target by 2021/2022 (all TFA DA) | Target by 2023/2024 (all TFA DA) | Target 2021/2022 (those DA at TFA more than 2 years) | Target 2023/2024 (those DA at TFA more than 2 years) | EBacc Entry | 27.5% | 40% | 35% | 60% | 38% | 65% | | | | | | | | | | | | | | |
| | National DA 2019 | National Average 2019 | Target by 2021/2022 (all TFA DA) | Target by 2023/2024 (all TFA DA) | Target 2021/2022 (those DA at TFA more than 2 years) | Target 2023/2024 (those DA at TFA more than 2 years) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EBacc Entry | 27.5% | 40% | 35% | 60% | 38% | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <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>To improve the literacy of all of our students through focus on disciplinary literacy and to embed this within our great teaching plan. Key first steps will be:</p> <ul style="list-style-type: none"> - For key vocabulary to be explicitly taught in each subject using strategies such as breaking down the morphology and etymology of words - For prior knowledge to be activated before getting students to read something. - For direct instruction of writing to be used to support students to construct written pieces. Oracy will form one of these strategies to encourage good speakers. - Staff will be trained on the above techniques and provided time to follow up with this and generate resources. | <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>Data from accelerated reader will indicate that all year 7 and 8 students are reading regularly and they are progressing in the level of book they are reading.</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.</p> <p>2022 Summer provisional figures are:</p> <table border="1" data-bbox="730 1357 1327 1563"> <thead> <tr> <th>CATEGORY</th> <th>Confirmed Progression 2022</th> </tr> </thead> <tbody> <tr> <td>TOTAL PROGRESSION</td> <td>100%</td> </tr> <tr> <td>SEN PROGRESSION</td> <td>100%</td> </tr> <tr> <td>PUPIL PREMIUM PROGRESSION</td> <td>100%</td> </tr> </tbody> </table> | CATEGORY | Confirmed Progression 2022 | TOTAL PROGRESSION | 100% | SEN PROGRESSION | 100% | PUPIL PREMIUM PROGRESSION | 100% |
| CATEGORY | Confirmed Progression 2022 | | | | | | | | |
| TOTAL PROGRESSION | 100% | | | | | | | | |
| SEN PROGRESSION | 100% | | | | | | | | |
| PUPIL PREMIUM PROGRESSION | 100% | | | | | | | | |
| <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</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> | | | | | | | | |

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| <p>counselling, mentoring and careers/progression support.</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>Increased number of senior staff with specialist safeguarding training, Level 3 and detailed understanding of specific key contextual safeguarding risks. To 5 in 2021, and 8 in 2023-2024.</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 50 students served free breakfast every day, rising to 100 in 2023-24.</p> <p>Average of 20 students accessing after school library and homework supervision each day in 2021-22, rising to 30 in 2023-24.</p> <p>Financial hardship support for families is clearly access (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: **£145k**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--|
| <p>Ensuring high quality teaching and curriculum in every classroom</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 | <p>Staff CPD – increased investment in staff development through external courses and time provision. Including additional trained SENCO, additional AO routes, mental health first aid 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>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>1 – Academic Gap</p> <p>2 – Attainment on Entry</p> <p>6 - Progression</p> <p>7 – EAL</p> |

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| <p>- Embedding the great teaching plan in every classroom. (Do now, self-assessment, stop and jot, guided practice leading to independent practice, review)</p> <p>-Provide whole school, departmental and 1-2-1 CPD to ensure that staff know which techniques work and can sequence learning appropriately.</p> <p>-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> | <p>Direct instruction gets no respect but it works 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-Insruction-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> | |
| <p>Improved ‘intelligent assessment’ across the school, to identify early gaps in student knowledge and understanding</p> <p>-Invest in standardised assessment</p> <p>-Invest in CPD on ‘intelligent assessment’ and use of</p> | <p>Evidence from EEF for use of standardised assessments to track progress: 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: Systematic-Review-of-Feedback-EPPI-2021.pdf</p> | <p>1 – Academic Gap 2 – Attainment on Entry 6 - Progression 7 – EAL</p> |

| | | |
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| <p>assessment to increase speed of being able to intervene when students are struggling</p> | | |
| <p>Improving literacy across the school and embedding a culture of reading in all year groups</p> <ul style="list-style-type: none"> - CPD sessions - Continued expenditure on Reading Programmes - 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>Evidence from EEF around how to improve literacy in secondary schools: Improving Literacy in Secondary Schools</p> <p>Evidence for improving literacy linked to attainment in English and Maths: word-gap.pdf (oup.com.cn)</p> <p>Reading comprehension strategies evidence of impact from EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | <p>1 – Academic Gap 6 – Progression 7 – EAL</p> |

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

Budgeted cost: **£89,000**

| 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 - Group size kept small for GCSE English and Maths groups for re-sit students. | <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>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>Targeted academic support through the BMAT Tutoring Programme</p> <ul style="list-style-type: none"> -Small Group tuition for students across subjects based on progress/attainment and impact of lockdowns | <p>Evidence from EEF that small group tutoring can, when appropriately targeted, be used to close knowledge and attainment gaps. Small group tuition Toolkit Strand Education Endowment Foundation EEF One-to-one tutoring evidence. One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | <p>1 – Academic Gap 2 – Attainment on Entry 6 - Progression 7 – EAL</p> |

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

Budgeted cost: **£98,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|---|
| <p>Extending school day, including widening access to enrichment and hardship support across</p> | <p>Evaluation of impact of National School Breakfast programme: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</p> | <p>4 – Hardship 5 – Wellbeing 6 – Progression</p> |

| | | |
|---|---|---|
| <p>our school community</p> <ul style="list-style-type: none"> -Providing breakfast club for all students with a free breakfast every day and an earlier start -Hardship fund to support with individual barriers to learning and families with short-term financial hardship - Extend Library to extend school time and supervision -Increased extra-curricular programme | <p>Evidence for extended school day impacting on student progress: 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> <ul style="list-style-type: none"> -Expanded counselling -Increased mentoring provisions -Aspirations and careers support programmes including careers and progression mentor <p>Whole-school mental health strategy, including increased staff training and wider support. Additional mental health first aid training.</p> | <p>Impact of Behaviour Interventions on student progress: 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: 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 https://www.annafreud.org/research-and-policy/research-policy/resources/articles/</p> <p>Evidence from Careers and Enterprise Company of “Effective Careers Interventions for Disadvantaged Young People: Evidence review” https://www.careersandenterprise.co.uk/media/30qdxgu1/bit67-cec-report_v3.pdf</p> | <p>5 – Wellbeing 6 – Progression</p> |

| | | |
|--|--|-----------------------|
| <p>New post of 'pastoral support mentor' recruited (permanently) to provide additional support to students who is experienced in behaviour interventions</p> | | |
| <p>Ensuring high levels of attendance for all students</p> <ul style="list-style-type: none"> -Rigorous tracking processes - EWO support - Attendance training for key pastoral staff | <p>EEF Review of attendance 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=sit_e_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: £

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.

Attendance continued to improve, and attendance interventions were effective with PP students, with the gap in attendance being only 1% and being 2.6% smaller than previous report. Attendance is in the top quintile of all schools and in the top quintile of similar schools.

| | Pupil Premium Attendance | Non-PP Attendance | Gap |
|-----------|--------------------------|-------------------|------------------|
| 2021-2022 | 94.7% (up 2.6%) | 95.7% (no change) | 1.0% (down 2.6%) |

| Year Group | Last Academic Year September 2020 – July 2021 | Attendance 2021-22 |
|------------|--|--------------------|
| 7 | 94.91% | 96.19% |
| 8 | 94.76% | 95.09% |
| 9 | 95.84% | 95.03% |
| 10 | 94.71% | 94.42% |
| 11 | 96.50% | 95.37% |
| Overall | 95.34% National 2019 = 94.5% | 95.17% |

EBACC entry, Attainment 8 and 4+ E&M increased significantly from 2019 to 2022 exam results. Due to the small number of 'counted' students – a significant number of our PP students come to TFA without KS2 data – the progress 8 figure is not representative of overall progress made as a school with this cohort.

| | 2018-2019 Exam Grades | | 2021-2022 Exam Grades | |
|--------------|-----------------------|---|-----------------------|---|
| | All Students | Gap between disadvantaged and non-disadvantaged | All Students | Gap between disadvantaged and non-disadvantaged |
| Progress 8 | -0.04 | -0.17 | -0.05 | -0.66 |
| Attainment 8 | 44.8 | -6.9 | 46.5 | -6.1 |
| % 4+ E&M | 56% | -18% | 63% | -8% |
| EBACC Entry | 34% | -17% | 44% | -20% |

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 |
| Aspirations Day | Stepladder Foundation |

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? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |