

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium) for the 2023-2024 academic year 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.

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School overview

Detail	Data
School name	Ernest Bevin Academy
Number of pupils in school	872
Proportion (%) of pupil premium eligible pupils	232 of 570 (Y7-11) (40%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025 (2023-24 is Year 2 of this 3yr plan)
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Tracy Dohel
Pupil premium lead	Dan Blakemore
Governor lead	Stuart Slingsby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,120
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	£240,120

Part A: Pupil Premium strategy plan

This statement details our school's use of Pupil Premium funding.

Statement of intent

Ernest Bevin Academy is committed to ensuring the progress, achievement and well-being of all our pupils. We recognise the need for measures to be taken to close the gap in achievement and progress which is evident nationally between pupils from disadvantaged backgrounds and their more privileged peers. The Pupil Premium enables us to provide additional resources and opportunities, with the intention of diminishing this difference, thereby ensuring that all our pupils are supported to fulfil their potential.

Ambition and vision

In order to diminish the achievement difference between our pupils eligible for Pupil Premium Funding and their peers we endeavour to foster engagement with learning and school life, to develop skills, facilitate participation, raise aspirations and maximise achievement.

Pupil Premium

The pupil premium grant is additional funding for publicly funded schools in England. It is a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation. In the 2023 to 2024 financial year, secondary schools will receive £1,035 for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years.

The funding is allocated for schools to:

- Improve the academic outcomes of disadvantaged pupils of all abilities
- Close the attainment gap between disadvantaged pupils and their peers across the country

The DfE states that school leaders are best placed to decide how to use the pupil premium to improve disadvantaged pupils' academic attainment. The needs of all pupils should be assessed, and the grant used to make maximum impact in the school. Pupil needs will differ and will cost differing amounts to address. There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis. For example, £1,035 is allocated for each eligible secondary pupil counted in the school census but this does not mean that £1,035 extra has to be spent on every pupil. Some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils.

Pupil Premium funding for Looked-after Children

For those children in care, funding is passed to the 'Home Borough' Virtual School and not to the school the child attends. The Virtual School retains some of the funding centrally to commission services or activities that will benefit Wandsworth Looked After Children holistically. The remainder is allocated on the basis of individual learning need as set out in the Personal Education Plan (PEP). Set amounts can be requested, per child, via the PEP and further amounts will be agreed only at the discretion of the Virtual School Head teacher.

Pupil Premium funding for Previously Looked-after Children

Pupil Premium for permanently placed children (often referred to as Pupil Premium Plus, or PP+) was introduced in 2014 in recognition that children who ceased to be looked after as a result of adoption, a Special Guardianship Order (SGO) or a Care Arrangements Order (CAO) often require extra support and help in school in view of their early life experiences. This is paid directly to the school only if parents declare their child's eligibility. Pupil Premium Plus is used to support these children emotionally, socially and educationally, but is not ring-fenced either to the eligible cohort of children, or to an individual eligible child.

Service Pupil Premium

Additional funding is available to offer mainly pastoral support to help mitigate the negative impact on service children of family mobility or parental deployment. Service personnel with children in state schools in England must notify the school of their children's eligibility for the Service Pupil Premium (SPP) in order for this to be accessed.

Summary of the main challenges to achievement for eligible pupils:

- Behavioural and emotional issues which affect pupils' learning
- Attendance
- Parental engagement
- The number of pupils who are in receipt of Pupil Premium and are also on the SEND register for cognition and learning
- Lack of opportunity to engage with activities and experiences which will raise pupils' aspirations

The school recognises that pupils in receipt of Pupil Premium funding have varying needs and therefore not all these barriers will be applicable to every pupil who is in receipt of the funding.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across a broad and balanced curriculum.

They should have the same curriculum opportunities as any other pupil. Our vision for the Pupil Premium spend is that it addresses the various barriers a Pupil Premium child may face; these will be different for every child. We always consider the challenges faced by vulnerable pupils and look closely at the context of our school and local area to ensure our actions are targeted in the right areas.

Some of the needs are contextual to our school; for example, we have pupils open to services, pupils who are young carers, and a high number of pupils classified as vulnerable, each with their own individual challenges.

As a school we look closely at data to enable us to close the gaps and offer bespoke and personalised support for individual pupils. High-quality teaching, high standards of behaviour, excellent attendance and strong curriculum design are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that academic progress and pastoral welfare go hand in hand

Challenges

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

1	<p>The English attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that pupils particularly struggle with aspects of English where high-level vocabulary is required.</p> <p>Assessments on entry to year 7 in the last 3 years indicate that a greater number of our disadvantaged pupils arrive below age-related expectations compared to their non-disadvantaged peers. Subsequent internal and external (where available) assessments show that this gap widens by around during pupils' time at our school.</p>
2	<p>Assessments (completed at Primary School, and when joining Year 7), along with observations and discussion with key stage 3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 this year, a greater number of our disadvantaged pupils arrive below their chronological reading age, when compared to non-disadvantaged peers.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</p>
4	<p>Our observations suggest lower attaining disadvantaged pupils often have lower metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is evident across the curriculum.</p>
5	<p>Our assessments (including wellbeing surveys), 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.</p> <p>This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is on average, lower than for non-disadvantaged peers.</p> <p>Persistent absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>In a 'post-covid' educational landscape, there are significant concerns nationally about students' attendance to school, and the emergence of higher PA rates. Although our attendance processes are rigorous, we are not immune to these emerging national issues.</p>
7	<p>Our pastoral work and observations, borne out by national data, suggests disadvantaged pupils are less likely to experience consistent, key stability factors in their home life, and benefit significantly from consistent expectations on site, and clear pastoral care.</p>
8	<p>Our pastoral work and observations, borne out by national data, suggests disadvantaged pupils are less likely to benefit from clear, structured, academic support in the home</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
Improved attainment among disadvantaged pupils across the curriculum at the end of key stage 4, with a focus on EBACC subjects.	<p>In Summer 2023, fewer pupils in receipt of Pupil Premium funding were entered for the English Baccalaureate compared to non-disadvantaged peers.</p> <p>By September 2024, we aim for our KS4 outcomes for disadvantaged students to demonstrate:</p> <ul style="list-style-type: none"> • Both the attainment and progress gaps between PP and non-PP pupils has been reduced, with a long-term aim of zero gap. • Attainment 8 is in line with boys' national average. • EBacc entry in line with national average
Improved reading comprehension among disadvantaged pupils across key stage 3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>The data then feeds into a suite of interventions, both classroom and non-classroom based, designed to support students in improving standards of literacy.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing, demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations shows little disparity. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils (In line with national average)	<p>Sustained high attendance, demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4% in line with 96% attendance target, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%. • the percentage of all pupils who are persistently absent including those who come from disadvantaged backgrounds to be at least in line with national averages.
To support improvements in ambition, career aspirations and social mobility for all pupils, particularly disadvantaged pupils.	<p>To support improvements in ambition, career aspirations and social mobility for all pupils, particularly disadvantaged pupils.</p> <p>Improvements in careers education and tracking for PP students, as evidenced by a careers participation tracker. Engagement in enrichment opportunities for all pupils will improve even further, as evidenced by participation rates.</p>

Activity in this academic year – 2023/2024

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year – 2022/2023** to address the challenges listed above. In line with DFE guidance, where schools and academies are advised to have a ‘3 year’ plan, many components of this spending has been carried over from the 2022/23 plan. To effectively illustrate this carry-over, the following should be noted.

1. Where we have decided that an item of spending from 2022-23 plan has been effective, and we plan to continue, a note has been added labelled ‘*Note – continuation from 2022-23:*’
2. Where we have decided that an item of spending from 2022-23 plan has not been effective, this has been removed and the money allocated to a component which we anticipate will be more impactful
3. Where this is new spending, and not part of the 2022-23 plan, a note has been added, labelled ‘*Note – new activity for 2023-24*’

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£51,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</p> <p><u>Note</u> – continuation of spending from 2022/23</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3
<p>Improving literacy in all subject areas in line with recommendations</p> <p><u>Note</u> – continuation of spending from 2022/23, but with a focus on 4-wave intervention rather than whole-year structure, where literacy lessons took place in all classrooms</p>	<p>Acquiring direct instruction literacy is an approach we are continuing for pupils where there is a comprehension need.</p> <p>For children with phonics as an area of need, we are utilising an approach called <i>Lexonic Leap</i>, delivered by Literacy Lead within her remit as literacy LSA.</p> <p>The impact of these two approaches are measured through regular analysis of standardised reading scores</p>	2

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

Budgeted cost: **£60,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> <p><u>Note – continuation from 2022-23:</u> Following review of 2022-23 data, we will move away from whole-class sessions for this activity, and instead will focus on smaller, targeted groups on a 6-week cycle.</p>	<p>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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Employing academic mentors to provide a blend of tuition, mentoring and 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.</p> <p><u>Note – continuation of spending from 2022/23</u></p>	<p>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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3

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

Budgeted cost: **£129,120**

Activity	Evidence that supports this approach
<p>Providing breakfast for PP students upon arrival at the school, between 8:15-8:45am</p> <p><u>Note</u> – continuation of spending from 2022/23</p>	<p>Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools.</p> <p>Also, findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club; this could be due to the content of the breakfast itself or to other social or educational benefits of the club.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>
<p>Provide Intervention for specific pupils who require support with regulating their behaviour and emotions.</p> <p><u>Note</u> – continuation of spending from 2022/23</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p>
<p>Development of cultural capital - Peripatetic Music Lessons</p> <p><u>Note</u> – continuation of spending from 2022/23</p>	<p>Structured music lessons significantly enhance children’s cognitive abilities — including language-based reasoning, short-term memory, planning and inhibition — which lead to improved academic performance.</p> <p>https://blog.frontiersin.org/2018/04/19/neuroscience-music-lessons-cognitive-skills-academicperformance/</p> <p>Additionally, we must consider the non-academic impacts, which are often more difficult to quantify and/or measure, such as increases in confidence.</p>
<p>Development of cultural capital - Subsidising of PP student attendance to trips, holidays and events</p> <p><u>Note</u> – continuation of spending from 2022/23</p>	<p>Evidence suggests that trips can have a positive impact on learning of facts and concepts. Documented learning gains are often relatively small, but small effects are not surprising given the one-off nature of most school trips.</p> <p>We also must consider the non-academic impacts, such as increases in confidence, ambition and improvements in work-ethic.</p>

	<p>https://www.tandfonline.com/doi/pdf/10.1080/10645570802355562</p> <p>Additionally, we must consider the non-academic impact, which are often more difficult to quantify and/or measure, such as increases in confidence.</p>
<p>Recruitment of Pastoral mentor for both Y7-11, and 6F to provide pastoral support, advice and guidance where necessary.</p> <p><u>Note</u> – continuation of spending from 2022/23</p>	<p>Evidence suggests work to support pupils in meta-cognition, self-regulation, as well as social and emotional learning approaches, have a positive impact on both academic outcomes for pupils, and will support pupils in maintaining boundaries and consistent expectations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>
<p>Use of external pastoral agencies, such as Futuremen to provide pastoral support for pupils at risk of expulsion, and those pupils with acute pastoral needs</p> <p><u>Note</u> – continuation of spending from 2022/23</p>	<p>Evidence suggests work to support students in meta-cognition, self-regulation, as well as social and emotional learning approaches, have a positive impact on both academic outcomes for pupils, and will support pupils in maintaining boundaries and consistent expectations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>
<p>Effective and targeted use of student counsellor to support pupils with pastoral, emotional, and/or mental health needs</p> <p><u>Note</u> – continuation of spending from 2022/23</p>	<p>Evidence suggests work to support pupils in meta-cognition, self-regulation, as well as social and emotional learning approaches, have a positive impact on both academic outcomes for pupils, and will support pupils in maintaining boundaries and consistent expectations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>

<p>Additional ELSA training for staff within the school to provide acute and bespoke support.</p> <p><u>Note</u> – continuation of spending from 2022/23</p>	<p>Evidence suggests work to support pupils in meta-cognition, self-regulation, as well as social and emotional learning approaches, have a positive impact on both academic outcomes for pupils, and will support the maintenance of boundaries and consistent expectations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>
<p>Hardship Fund to be used to support families financially with uniform and equipment issues, and where needed breakfast.</p> <p><u>Note</u> – continuation of spending from 2022/23</p>	<p>When successfully incorporated into a broader school improvement process, which includes the development of a school ethos and the improvement of behaviour and discipline, uniform can have a positive impact on many areas, and so supporting pupils financially is a sensible approach.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>
<p>Summer School for new Year 7</p> <p><u>Note</u> – continuation of spending from 2022/23</p>	<p>Summer schools have a positive impact on average (three months' additional progress), but are expensive to implement. Providing additional support during the school year may be a more cost-effective approach to improving outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>
<p>Year 11 Revision Guides, and additional resources</p> <p><u>Note</u> – continuation of spending from 2022/23</p>	<p>Supporting Year 11 pupils by providing resources and revision guides can have positive impact ability and willingness to study, and can have measurable impact on both progress and attainment. For core subjects, PP students will be provided with revision guides before the November mock exams.</p> <p>https://core.ac.uk/download/pdf/82925.pdf</p>
<p>This includes training for support staff, collaboration with our local behaviour coordinator and teacher release time.</p> <p>Appointment of a Healthcare coordinator to provide support to individuals well- being and care</p> <p><u>Note</u> – continuation of spending from 2022/23</p>	<p>EIF's report on adolescent mental health found good 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>Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will receive training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p> <p><u>Note</u> – continuation of spending from 2022/23</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>
<p>Contingency fund for acute issues.</p> <p><u>Note</u> – continuation of spending from 2022/23</p>	<p>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, such as providing tailored alternative provision.</p>

Total Budgeted Cost

£240,120

Part B: Review of outcomes in the previous academic year – 2022/2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aim	Outcome																									
<p>Improved attainment and progress among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.</p>	<p>P8 for the school was +0.25, placing us top 5 for Boys progress in Wandsworth schools, and above national average for boys.</p> <p><u>Attainment</u> PP Students: Average attainment 8 score was 4 for 2022-23, compared to a score of 4.5 in 2021-22. Non-PP students: Average attainment 8 score was 5.2 for 2022-23, compared to a score of 5.5 in 2021-22.</p> <p>Attainment of PP students was less than non-disadvantaged peers. However, this gap has closed in the last 12 months, which would indicate a level of success in our approach, especially if we examine data of HAP students, where we has excellent Year 11 outcomes</p> <table border="1" data-bbox="421 913 1505 1131"> <thead> <tr> <th><u>Progress</u></th> <th></th> <th><u>APS</u></th> <th><u>P8</u></th> <th></th> </tr> </thead> <tbody> <tr> <td>2021/22</td> <td>PP</td> <td>4.6</td> <td>0.06</td> <td></td> </tr> <tr> <td></td> <td>Non-PP</td> <td>5.3</td> <td>0.64</td> <td>(Gap of -0.58)</td> </tr> <tr> <td>2022/23</td> <td>PP</td> <td>4.0</td> <td>-0.18</td> <td></td> </tr> <tr> <td></td> <td>Non-PP</td> <td>5.2</td> <td>0.59</td> <td>(Gap of -0.77)</td> </tr> </tbody> </table> <p>Progress of disadvantaged students declined in 2022-23, both in terms of raw data, and in terms of the comparison to non-disadvantaged peers. This data mirrors trends evident both locally within Wandsworth and Nationally.</p> <p>33 PP students (56.9% of PP) were entered for EBACC.</p> <p>19 more PP students entered than in 2021-22, compared with students 71.7% of non - PP Peers.</p>	<u>Progress</u>		<u>APS</u>	<u>P8</u>		2021/22	PP	4.6	0.06			Non-PP	5.3	0.64	(Gap of -0.58)	2022/23	PP	4.0	-0.18			Non-PP	5.2	0.59	(Gap of -0.77)
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<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Reading age data for 2021/22 showed the improvement of reading ages of several sub-groups over the course of the 2022-23 academic year.</p> <p>Specifically:</p> <ol style="list-style-type: none"> 1. Improvement from 27% to 38% in number of Year 8 PP students reading 'above' their age. This compared favourably with whole school data for the whole metric, suggesting our targeting of students had been effective. 2. Improvement in Year 7 PP students who are reading 'below the age of 10, with this number falling from 39% to 39%. Again, this compared favourably with whole school data for the same metric, suggesting our targeting of students had been effective. <p>However, we did not see significant improvements in other metrics, which has led to a re-shaping of our approach here, as laid out in the 'targeted academic support' section</p>																									

	on Page 7.
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggested that all pupils improved their ability to monitor and regulate their own learning over 2022-23, and disadvantaged pupils did not see slower improvements here.</p> <p>This assertion is supported by supported by homework completion rates across all classes and subjects.</p> <p>Behaviour data for disadvantaged pupils suggested that, although these pupils receive marginally more behaviour-based sanctions than their peers, this gap is smaller than national data would suggest, and the gap is closing. Spending on personalised support in 2022-23, which more than proportionately positively impacts upon PP students, has had an impact here:</p> <ul style="list-style-type: none"> - 34 students regularly access mentoring, 76% of whom are PP - 24% of these students also access ELSA support - 74% also access other interventions <p>Future Men provision was accessed by 28 students, of which 50% were PP, and all saw positive impacts on metrics including attendance, academic progress, and behaviour.</p> <p>Anonymised case-studies show clear impact on individuals</p> <p>Similarly, punctuality data for disadvantaged pupils suggested that, although these pupils receive marginally more punctuality-based sanctions than their peers, this gap is smaller than national data would suggest, and the gap is closing.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Use of our hardship funding has had significant impact in numerous areas, including:</p> <ul style="list-style-type: none"> - Emergency food vouchers for a small number of students, improving physical wellbeing. - Uniform support for 23 different families - Purchasing of water bottles - Laptops loaned, ensuring students have the resources to work from home - Covering hot meals at lunch for students who sit just outside the FSM threshold - Small number of disadvantaged Year 7s (7 students in total) were subsidised to attend the PGL residential in May 2023, and 18 students were offered discount on cinema trip in summer term <p>These components of spending has improved physical wellbeing and welfare of students, helped to secure attendance to school, and positive contributed to progress and attainment.</p> <p>Total of 43 students accessed the school counsellor in 2022-23, of which 34 students had 6 of more sessions. Of these 34, 64% are PP.</p> <p>Of 8 students who were involved in 30+ sessions (weekly appointments), 75% of these</p>

were PP.

Student voice throughout 2022-23, gathered through surveys, the wellbeing committee, and the students council, suggested that:

- The vast majority of pupils felt cared-for and safe in the college
- Safeguarding processes are solid, and all pupils knew how to disclose, of where to seek support
- Most pupils thought wellbeing was something the academy took seriously, and our policies and approaches lent themselves to this
- Time was devoted to wellbeing, mental and physical health in tutor times, PSHE, and assemblies

Enrichment and Extra-Curricular

22-23	% of pupils attending at least one extra-curricular activity	% of PP students attending at least one extra-curricular activity
Year 7	98	94
Year 8	46	42
Year 9	54	57

Data shows that our enrichment and sports provision has been successful in engaging all students in these activities, but also we have been particularly successful in targeting and engaging disadvantaged students.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils (In line with national average)

Attendance for PP students for 2022-23 was hugely improved compared to Non-PP peers, with data showing attendance for disadvantaged students was 0.8% higher than non-disadvantaged peers.

Compared to a negative gap of -1.5% in 2021-22, this data suggests significant success in this area.

Attendance surpassed internal targets, and borough attendance figures following the Covid pandemic.

140 pupils in years 7 to 11 (up to and including July 2023) were at one stage classified as a Persistent Absentee:

Of these students, 39% were PP, and 61% were Non-PP

Although this gap shows there is still work to be done, it is an improvement on data for Persistently Absent pupils in 2021/22, when the gap was wider.