



Montsaye Academy Pupil Premium Strategy 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

The statement has been completed inline with the guidance on [using pupil premium](#).

School Overview	
Detail	Data
School name	Montsaye Academy
Number of pupils in school	1065
Proportion (%) of pupil premium eligible pupils	26.63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Meena Gabbi (Principal)
Pupil premium lead	Marc Jordan (Assistant Vice Principal)
Governor / Trustee lead	Angela Lloyd

Funding Overview	
Detail	Amount
Pupil premium funding allocation this academic year	£211,055 £5449 KS5 bursary
Recovery premium funding allocation this academic year	£32,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£248,549
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, low attendance and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'. As recognised by the EFF we acknowledge that 'good teaching is the most important variable schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes, especially in the areas of English and Maths.

The objectives of this plan are therefore:

- To narrow the gap in attainment and progress between disadvantaged students and non-disadvantaged students;
- For all disadvantaged students to have attendance inline with the national average for all students;
- To ensure that all disadvantaged students have access to and the opportunity to engage with the wider curriculum.
- To ensure high quality T&L is at the centre of our strategy for improvements
- To ensure all students have access to a broad and balanced curriculum that supports a high aspirations culture

The key principles of our strategy include:

- Promoting a culture of high expectations of attainment for all
- Individualised approach to address barriers focused on outcomes for individuals
- Consistent high quality-first teaching
- Focus on outcomes for individuals – rather than on just providing strategies
- Recruit and develop staff to ensure access to quality first teaching
- Decisions based on data and respond to evidence
- Clear, responsive leadership – setting high aspirations and responsibility for raising attainment to all staff.

Challenges

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

Challenge number	Detail of challenge
1	Teacher recruitment nationally / Marketing and recruitment strategy. Not being fully staffed
2	Lower levels of literacy and numeracy of PP students, especially at Y6 into 7
3	Low aspirations amongst this group of students. Increasing the number of PP students who study L3 qualifications at MA and no. of Y13 PP students attending university
4	Poor attendance
5	Weaker progress and attainment for disadvantaged students compared to non-disadvantaged, further compounded during lockdown.

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
An ambitious and progressive curriculum will be fully established across school	A progressive curriculum across Y7- 11 will be in place ensure knowledge and skills are build on each year for all pupils
Improve progress and attainment of PP students of all prior attainment in all aspects of P8 and A8. Target to meet National non-PP (focus on MA boys). Close the gaps for PP students caused by	Gap closed between PP and non PP within school but also between our PP score and national data for non PP.

lockdowns and subsequent time missed from school.	Use of residuals data at all key stages shows gaps closing and are comparable to non PP and FFT targets This will be measured using in school data tracking through go4schools and nationally published data for public examinations
Improve low reading age/literacy skills/levels of numeracy of PP students on-entry compared to non-PP, so that gap is closed compared to national date.	Reading ages of PP students closes rapidly towards non PP reading ages . Tracked by reading age data obtain every term (14 week term)
Improve attendance of PP students to meet the whole school attendance target of 96%.	PP attendance gap closes so it meets at least the national average or better for PP students
Raise aspirations by providing PP students with aspirations/careers/enrichment opportunities so they have direct access to high-quality careers advice and guidance early on.	All PP students at Post -16 & Post 18 are not NEET and have a pathway in place. PP students to receive priority interviews at KS4 or in Y9 to engage with careers and aspirations. All year groups to have accessed any external opportunities for aspirational education trips to UoN or other provider
Ensure access to good/outstanding teachers to ensure quality first teaching for PP students.	Quality of teaching and learning and the curriculum allows students to make at least the same progress as non-PP students nationally

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed

Recruit extra Maths and English staff to support the catch-up programme for KS3 & 4.	EFF toolkit Small group tuition +4 months . EFF toolkit Oral language interventions + 6 months	1
ERA learner CPD to improve T&L across the Academy in line with our whole school ERA principles	EEF toolkit – Meta cognition + 7 months EFF Toolkit behaviour interventions – supporting better engagement + 4 months	1

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
English and Maths intervention / catch up for KS3 & KS4 with tutors for DA pupils	EFF toolkit Small group tuition +4 months . EFF toolkit Oral language interventions + 6 months	2 5
Literacy / Reading and Numeracy interventions for students not secondary ready as identified from CATs scores	EFF Toolkit – Reading and comprehension + 6 months EFF toolkit Oral language intervention + 6 months	2 5

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
-----------------	---	--------------------------------------

<p>Aspirations and Careers through ERA days, prospects support</p>	<p>Previous feedback from students and parents , low numbers of NEET for our Y11 students</p>	<p>3</p>
<p>Pupil Premium first strategies implemented in all classrooms to support progress and attainment in all Key Stages</p>		<p>5</p>
<p>Use of PL to monitor and oversee interventions linked to attendance / behaviour and progress. New attendance officer. Use of Pastoral support mentors. SLT lead on Attendance and Behaviour Supporting vulnerable PP students through the pastoral support team.</p> <p>Regular meeting of to identify barriers to PP progress for each year group with PP lead/ PL / SWO and SENCO</p> <p>Use of attendance policy so timely action is taken to challenge low attendance</p>	<p>EFF Parental Engagement +4 months</p>	<p>4</p>
<p>Total budgeted cost:</p>		<p>£ <i>[insert sum of 3 amounts stated above]</i></p>

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.

- 1) IMPROVE PROGRESS AND ATTAINMENT OF PP STUDENTS OF ALL PRIOR ATTAINMENT IN ALL APECTS OF P8 AND A8 . TARGET TO MEET NATIONAL NON PP. (FOCUS ON MA BOYS). – DATA FROM 2017/18 & 18/19 SHOWS POOR PROGRESS AND ATTAINMENT FOR ALL CONTEXTUAL PP STUDENT GROUPS, WHEN COMPARED TO NON-PP. CLOSE THE GAP FOR DA STUDENTS CAUSED BY THE COVID-19 LOCKDOWN AND SUBSEQUENT TIME MISSED IN SCHOOL- FOCUS ON ENGLISH AND MATHS CATCH UP WORK ACROSS ALL YEAR GROUPS.

Montsaye Academy School Performance Summary	Year 11 2020-21					Year 10 2020-21	
	2021 Projected Grades DC1	TAG AP1	TAG AP2	TAG AP3	2021 Actual	2022 Proj DC1	2022 Proj DC2
Disadvantaged pupils							
Number of disadvantaged pupils in the Progress 8 score	38	37	37	37	41	48	51
Progress 8 score for disadvantaged pupils (fine)	-0.74	-0.53	-0.49	-0.53	-0.53	-0.47	-0.50
Progress 8 score for Montsaye non disadvantaged pupils	-0.23	-0.23	-0.05	-0.07	0.02	-0.19	-0.26
Progress 8 score for disadvantaged pupils - English	-1.06	-0.88	-0.61	-0.49	-0.49	-0.79	-0.59
Progress 8 score for disadvantaged pupils - Maths	-0.55	-0.1	-0.14	-0.50	-0.50	-0.21	-0.50
Progress 8 score for disadvantaged pupils - English Baccalaureate slots	-0.59	-0.28	-0.33	-0.43	-0.43	-0.37	-0.42
Progress 8 score for disadvantaged pupils - Open slots	-0.8	-0.84	-0.81	-0.68	-0.68	-0.53	-0.53
Average Attainment 8 score per disadvantaged pupil	38.68	39.83	40.80	40.33	40.33	41.70	40.01
Average Attainment 8 score per Montsaye non disadvantaged pupil	46.19	46.02	47.75	47.61	48.76	47.84	45.74
Average Attainment 8 score per disadvantaged pupil - English	7.9	8.00	8.62	8.84	8.84	8.36	8.52
Average Attainment 8 score per disadvantaged pupil - Maths	7.66	8.45	8.48	7.82	7.82	8.6	7.66
Average Attainment 8 score per disadvantaged pupil - English Baccalaureate slots	11.4	12.01	11.91	11.58	11.58	12.21	11.67
Average Attainment 8 score per disadvantaged pupil - Open slots	11.71	11.37	11.73	12.09	12.09	12.53	12.24
% of disadvantaged pupils entering the English Baccalaureate	22%	23%	20%	20%	20%	20%	23%
% of disadvantaged pupils achieving a strong pass in the English Baccalaureate (grade 5 or above)	7.30%	5.00%	8.90%	4.40%	4.40%	8.00%	7.50%
% of disadvantaged pupils achieving a standard pass in the English Baccalaureate (grade 4 or above)	17%	18%	16%	16%	16%	12%	11%
Average EBACC APS Score per disadvantaged pupil	3.35	3.53	3.56	3.45	3.45	3.54	3.40
% of disadvantaged pupils achieving a strong pass in English and maths (grade 5 or above)	31.70%	30.00%	37.80%	28.90%	28.90%	28.00%	32.10%
% of disadvantaged pupils achieving a standard pass in English and maths (grade 4 or above)	48.80%	52.50%	57.80%	55.60%	56.00%	48.00%	50.90%

Prior attainment has been calculated by converted KS2 Scaled scores into APS fine scores for the purposes of tracking only.

Microcohort Data - Projected Grade Data

English Yr 7		
English	AP1* On Target	AP2 On Target
Pupil Premium	77.40%	77.30%
Not Pupil Premium	86.90%	87.30%

English Yr 8		
English	AP1 On Target	AP2 On Target
Pupil Premium	71.70%	72.30%
Not Pupil Premium	84.00%	84.10%

English Yr 9		
English	AP1 On Target	AP2 On Target
Pupil Premium	82.00%	80.50%
Not Pupil Premium	83.40%	82.90%

Maths Yr 7		
Maths	AP1* On Target	AP2 On Target
Pupil Premium	69.80%	66.70%
Not Pupil Premium	72.80%	70.20%

Maths Yr 8		
Maths	AP1 On Target	AP2 On Target
Pupil Premium	37.00%	42.50%
Not Pupil Premium	52.80%	50.80%

Maths Yr 9		
Maths	AP1 On Target	AP2 On Target
Pupil Premium	74.00%	70.70%
Not Pupil Premium	61.40%	60.70%

Science Yr 7		
Science	AP1* On Target	AP2 On Target
Pupil Premium	73.60%	68.40%
Not Pupil Premium	79.00%	74.70%

Science Yr 8		
Science	AP1 On Target	AP2 On Target
Pupil Premium	39.10%	36.20%
Not Pupil Premium	57.60%	49.20%

Science Yr 9		
Science	AP1 On Target	AP2 On Target
Pupil Premium	36.00%	25.60%
Not Pupil Premium	43.50%	38.60%

AP1* On Target

AP1 there were 13 students without a target in Year 7 due to no CAT Test data

Achievement of students in the Pupil Premium cohort at KS4

Please note this data is based on the Teacher Assessed Grades that the school produced and were moderated within the school and externally with other schools , the work was also ratified by the exam boards and Ofqual.

On a number of the key progress and attainment measures our PP cohort stayed broadly in line with 2020 cohort. The progress 8 outcome for our Y11 PP students this year was 0.52 (-0.56 in 2020). The gap between PP and non PP is still an issue for the academy and continues to be a priority. The gap between PP and nonPP students being on target at KS3 also dipped through the year due to Covid issues and remains a high priority for the Academy

- 2) IMPROVE THE LOW READING AGE / LITERACY SKILLS/ LEVELS OF NUMERACY OF PP STUDENTS ON ENTRY COMPARED TO NON PP, SO THE GAP IS CLOSED COMPARED TO NATIONAL DATA. LOW READING AGE / LITERACY AND NUMERACY SKILLS ARE BARRIERS TO LEARNING FOR THE

Reading Age Data Sept 20 to Sept 21

Sept 2020	First Test Reading Age	Sept 2020	Progress	Dec 2020	Jan 2021	March 2021	July 2021	Final	Student Age	Progress
Year 7 All	11.38	11.38	n/a	11.68			12.66	12.81	12.58	1.00
Year 7 Boys	11.53	11.53	n/a	11.73			12.41	12.57	12.56	0.92
Year 7 Girls	11.15	11.15	n/a	11.61			12.99	13.17	12.60	1.12
Year 7 SEN	9.18	9.18	n/a	9.39			10.82	10.92	12.55	0.86
Year 7 Dis ALL	10.93	10.93	n/a	11.12			11.85	12.15	12.57	0.98
Year 8 ALL	10.61	11.61	1.00	11.61	11.93	12.03	12.92	13.08	13.54	2.24
Year 8 Boys	10.45	11.42	0.97	11.42	11.70	11.83	12.73	12.92	13.53	2.27
Year 8 Girls	10.89	11.93	1.04	11.93	12.32	12.35	13.23	13.33	13.56	2.19
Year 8 SEN	9.45	10.33	0.88	10.33	10.57	10.80	11.65	11.79	13.43	2.22
Year 8 Dis ALL	9.76	10.54	0.78	10.54	10.87	10.98	11.68	11.93	13.50	2.01
Year 9 ALL	10.90	13.72	2.82	13.72			14.40	14.40	14.10	3.56
Year 9 Boys	10.91	13.71	2.80	13.71			14.35	14.35	14.09	3.53
Year 9 Girls	10.89	13.73	2.84	13.73			14.45	14.45	14.11	3.59
Year 9 SEN	10.22	12.92	2.70	12.92			13.51	13.51	14.08	3.72
Year 9 Dis ALL	10.39	13.24	2.85	13.24			13.84	13.84	14.08	3.58

Contextual Groups Year 7	Student Numbers	Year 7 Mean Levels 1		Year 7 Mean Levels 2		English: Projected - Target: Levels AP1	English: Projected - Target: Levels AP2	Maths: Projected - Target: Levels AP1	Maths: Projected - Target: Levels AP2
	PP	57	-0.05	-0.06	-0.01	0.73	-0.31	0.15	
Not PP	111	0.17	0.20	0.31	0.96	-0.10	0.41		
PP Higher	19	-0.62	-0.64	-0.33	0.26	-0.75	-0.26		
Not PP Higher	46	-0.26	-0.31	-0.07	0.46	-0.39	-0.16		
PP Lower	3	0.37	0.45	0.00	1.11	0.00	0.83		
Not PP Lower	3	0.40	0.42	0.44	1.11	0.00	0.22		
PP Middle	29	0.25	0.26	0.18	0.99	-0.07	0.37		
Not PP Middle	53	0.56	0.63	0.65	1.39	0.17	0.92		
PP Female	26	0.11	0.09	0.10	1.00	-0.28	0.48		
Not PP Female	40	0.24	0.29	0.28	1.02	-0.05	0.72		
PP Male	31	-0.17	-0.18	-0.08	0.52	-0.32	-0.09		
Not PP Male	71	0.13	0.15	0.32	0.92	-0.13	0.24		
PP SEN E									
Not PP SEN E	1	0.33	0.18	0.00	1.00	0.00	0.00		
PP SEN K	15	-0.02	-0.04	-0.09	0.58	-0.27	0.07		
Not PP SEN K	14	0.20	0.33	0.13	0.90	-0.03	0.37		

Contextual Groups Year 8	Student Numbers	Year 7 Mean Levels 1		Year 7 Mean Levels 2		Year 8 Mean Levels 1		Year 8 Mean Levels 2		English: Projected - Target: Levels AP1 Y7	English: Projected - Target: Levels AP2 Y7	English: Projected - Target: Levels AP1 Y8	English: Projected - Target: Levels AP2 Y8	Maths: Projected - Target: Levels AP1 Y7	Maths: Projected - Target: Levels AP2 Y7	Maths: Projected - Target: Levels AP1 Y8	Maths: Projected - Target: Levels AP2 Y8
	PP	47	0.05	0.07	-0.37	-0.42	0.25	0.35	0.22	0.29	0.02	0.00	-0.56	-0.50			
	Not PP	120	0.11	0.16	-0.04	-0.04	0.28	0.45	0.52	0.67	0.19	0.18	-0.05	-0.07			
	PP Higher	13			-1.11	-1.17			-0.72	-0.49			-1.47	-1.44			
	Not PP Higher	69			-0.30	-0.34			0.23	0.36			-0.51	-0.52			
PP Lower	7			0.09	0.24			1.14	0.86			-0.04	0.00				
Not PP Lower	7			0.47	0.50			0.89	1.28			0.50	0.50				
PP Middle	26			-0.20	-0.26			0.41	0.53			-0.39	-0.28				
Not PP Middle	41			0.29	0.35			0.94	1.07			0.63	0.59				
PP Female	16	0.08	-0.02	-0.37	-0.31	0.18	0.24	0.27	0.46	0.26	0.14	-0.12	-0.02				
Not PP Female	48	0.14	0.16	-0.04	-0.09	0.23	0.37	0.37	0.49	0.35	0.33	0.10	0.06				
PP Male	31	0.04	0.11	-0.37	-0.48	0.27	0.39	0.20	0.20	-0.07	-0.06	-0.75	-0.75				
Not PP Male	72	0.09	0.17	-0.04	0.00	0.32	0.49	0.62	0.79	0.08	0.08	-0.15	-0.15				
PP SEN E	1	0.28	0.30	0.08	0.38	0.33	0.33	1.33	1.33	0.00	0.00	0.00	0.00				
Not PP SEN E		0.61	0.59	-0.73		1.67	1.00			0.00	0.00	0.00					
PP SEN K	14	0.22	0.23	-0.24	-0.30	0.31	0.40	0.55	0.31	0.16	0.13	-0.49	-0.55				
Not PP SEN K	22	0.45	0.45	0.20	0.07	0.18	0.33	0.73	0.84	0.57	0.53	0.40	0.12				

Contextual Groups Year 9	Student Numbers	Year 8 Mean Levels 1	Year 8 Mean Levels 2	Year 9 Mean Levels 1	Year 9 Mean Levels 2	English: Projected Y8 AP1 - Target: Levels	English: Projected Y8 AP2 - Target: Levels	English: Projected Y9 AP1 - Target: Levels	English: Projected Y9 AP2 - Target: Levels	Maths: Projected Y8 AP1 - Target: Levels	Maths: Projected Y8 AP2 - Target: Levels	Maths: Projected Y9 AP1 - Target: Levels	Maths: Projected Y9 AP2 - Target: Levels	
	PP	51	-0.22	-0.22	-0.46	-0.45	0.21	0.24	0.33	0.60	-0.34	-0.33	0.21	0.24
	Not PP	140	-0.07	-0.03	-0.18	-0.18	0.14	0.31	0.65	0.84	-0.47	-0.45	0.00	-0.02
	PP Higher	13	-0.60	-0.56	-0.80	-0.82	0.22	0.26	0.19	0.31	-0.89	-0.85	-0.44	-0.33
	Not PP Higher	67	-0.41	-0.36	-0.53	-0.59	0.00	0.11	0.25	0.33	-0.83	-0.78	-0.35	-0.44
PP Lower	12	0.20	0.22	-0.03	-0.04	0.70	0.63	0.61	0.64	0.03	0.00	0.78	0.78	
Not PP Lower	10	0.38	0.41	0.48	0.54	0.54	0.54	1.30	1.50	0.08	0.12	1.00	1.07	
PP Middle	22	-0.23	-0.26	-0.61	-0.57	0.06	0.18	0.21	0.58	-0.26	-0.26	0.09	0.03	
Not PP Middle	55	0.25	0.30	0.09	0.12	0.25	0.51	1.06	1.34	-0.16	-0.16	0.19	0.24	
PP Female	23	-0.27	-0.26	-0.38	-0.34	0.08	0.19	0.45	0.74	-0.32	-0.30	0.24	0.38	
Not PP Female	54	-0.14	-0.12	-0.26	-0.25	0.08	0.15	0.49	0.77	-0.39	-0.38	0.22	0.22	
PP Male	28	-0.17	-0.19	-0.52	-0.54	0.33	0.30	0.22	0.49	-0.36	-0.36	0.19	0.12	
Not PP Male	86	-0.02	0.04	-0.13	-0.14	0.17	0.42	0.75	0.88	-0.52	-0.49	-0.15	-0.17	
PP SEN E	1	-0.07	-0.23	0.24	0.27	-0.67	-0.67	1.33	1.33	-0.33	-0.33	2.33	2.33	
Not PP SEN E	1	0.08			-0.05	0.33			0.00	-0.67			0.00	
PP SEN K	16	0.02	-0.03	-0.31	-0.42	0.71	0.71	0.29	0.23	-0.26	-0.26	0.44	0.42	
Not PP SEN K	17	0.16	0.18	0.01	0.18	0.21	0.31	0.77	1.39	-0.23	-0.21	0.65	0.71	

Reading data shows that year on year (September 20- September 21) there was some improvements in reading ages but not by the amount we would normally expect due to Covid lockdowns

- 3) IMPROVE ATTENDANCE OF PP STUENTS TO MEET THE WHOLE SCHOOL ATTENDANCE TARGET OF 96%. POOR ATTENDANCE IS A BARRIER TO LEARNING AND ACCESSING QUALITY T&L AT THE ACADEMY

	Attendance 2020-21							
	Term 1		Term 2		Term 3*		Whole Year*	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
Year7	93.34	94.69	91.29	93.27	91.57	93.48	91.46	93.55
Year8	87.34	93.14	91.33	91.27	88.06	92.33	86.19	92.22
Year9	83.21	93.41	85.41	92.67	80.33	92.69	81.76	92.11
Year10	82.68	93.60	82.90	91.23	85.03	92.36	83.09	93.07
Year11	78.45	90.95	83.77	92.52	82.12	92.80	76.69	91.82

* Excluding Summer half Term 2 in Year 11

The attendance of PP students was below that of non-PP student which is shown in the table above. The biggest gap was in Y11 where a very small number of PP students didn't re engage with the school post lock down.

- 4) PROVIDE PP STUDENTS WITH ASPIRATION / CAREERS / ENRICHMENT OPPORTUNITIES THAT THEY MAY NOT HAVE DIRECT ACCESS TO THIS GROUP OF STUDENT NEED ACCESS TO QUALITY CAREERS ADVICE AND GUIDANCE EARLY ON TO RAISE ASPIRATIONS.

Student Welfare Officers and wider pastoral team supported students, particularly through COVID-19 lockdown and return.

Two tutors have been employed to work with groups of PP students on Maths and English to ensure they are supported in closing the gap.

Attendance of PP students was monitored extensively by the school's attendance officer, and along with the SWO home visits took place during lockdown. This ensured that the school was fully aware of the situation of our vulnerable students. The attendance of PP students was below that of non-PP student, therefore this is still a priority area for the Academy.

Work by our careers was successful with all PP students in KS4/5 being seen with the follow up meetings for the most vulnerable students to minimise NEET. Data shows that the NEET for Y11 was 1.58%

- 5) ENSURE QUALITY OF T&L AND ACCESS TO GOOD/OUTSTANDING TEACHERS IS AVAILABLE TO PP STUDENTS - ENSURE TEACHER CPD IS A FOCUS OF THE ACADEMY TO FURTHER DEVELOP FIRST WAVE TEACHING AND RECRUIT AND RETAIN THE BEST TEACHERS FOR OUR PP STUDENTS.

Further development of ERA learner and ERA teaching with CPD focussing on challenge, Questioning & Retrieval and Differentiation / Scaffolding has led to a more consistent approach in lessons. This has been evident during learning walks and the QA process. Due to the disrupted year this is an area that continues to be a priority to ensure that it is fully embedded throughout the school.

Remote learning – the school enabled all students to access not only on-line learning but also live lessons through Teams. Training was provided to teachers and students on the use of remote learning technology – live sessions were delivered during lockdown and 88% of parents surveyed stated that they were satisfied or very satisfied with the

remote learning strategy delivered. The School was nominated for a Pearson Teaching award for the quality of its online provision.

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

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?	<p>Improve A8 and P8 outcomes</p> <p>Improve PP attendance</p> <p>Provide good quality T&L / intervention and support in lesson (online remote learning in lock down)</p> <p>Provide good quality careers guidance to promote aspirations</p>
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Delete and add your own text

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.