

Ansford Academy- Pupil premium strategy statement 2023–4

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	545
Proportion (%) of pupil premium eligible pupils	22
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Rachel Purnell
Pupil premium lead	Eleanor King
Governor / Trustee lead	Paul Spencer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100395
Recovery premium funding allocation this academic year	£28704
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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	£129099

Part A: Pupil premium strategy plan

Statement of intent

At Ansford Academy, we support all of our students to be the best that they can be. Our spending of the Pupil Premium funding is aimed at redressing some of the disparity of opportunity which is evident within our student population. We have a number of students from more disadvantaged backgrounds and it is important to us that they are able to flourish as much as any others.

Our aim is to unlock the potential of all students in order to secure their futures. By encouraging students to build self-confidence, self-esteem and resilience, we hope to equip students to take their place in society therefore allowing them to participate more and achieve their potential.

By reducing gaps, raising attainment and improving outcomes we hope that all disadvantaged students will make at least expected progress and leave Ansford prepared for the next stage of their lives.

Central to this approach is a focus on high quality teaching and learning, with a focus on areas in which disadvantaged students need most support. This whole school priority will also ensure we are improving the progress, and raising the attainment of disadvantaged and non- disadvantaged students across the academy.

Integral to this whole school approach is the wider educational priority of addressing the impact of the pandemic through the educational recovery programme. This will also be used to ensure that we are responsive to the needs of our students and acting in a timely manner to provide academic support to enable them to make progress.

Challenges

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

Challenge number	Detail of challenge
1	Accelerating progress (basic scores on entry) A key challenge is to ensure disadvantaged students unlock their potential and make more than age related progress. A pattern within our local primaries and providers is that the Maths attainment of disadvantaged students is consistently lower than that of their peers on entry. Assessments on entry to Year 7 over the last 3 years indicate that between 21%-40% of our disadvantaged students arrive below age related expectation compared to 11%-29% of their peers.

2	<p>Improving disadvantaged student attendance</p> <p>We need to ensure that school is a positive, safe and welcoming experience for our disadvantaged students so that they feel like they belong here at Ansford. Data from 2020-21 indicated that attendance amongst disadvantaged students was 7.58% lower than that of non-disadvantaged students with 11% of disadvantaged pupils ‘persistently absent’ during this period. In 2021-2022 this reduced to a difference of 6.01% but it remains a significant concern as in 2022-23 12.01% of disadvantaged students were categorised as having persistent absence. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. We also need to build strong relationships with our parents and carers as they may not value students’ attending school if they have no relationship with the academy and do not see the benefit of education.</p>
3	<p>Reducing the numbers of negative behaviour incidences for disadvantaged students</p> <p>Internal data indicates that disadvantaged students are over-represented in the number of negative behaviour incidences occurring across the academy with 50% of the students receiving the most negative behaviour points being from our disadvantaged cohort. Although in 2022-2023 this reduced to 30% we still need to ensure that support and a preventative, whole-school, graduated approach is in place for students with key, timely, interventions and provision to limit suspensions. Developing on-site provision to ensure students feel successful and are supported is a key development area alongside the embedding of our now established behaviour systems.</p>
4	<p>Building parental engagement to help support learning at home and ensure access to off-site learning</p> <p>Through our observations, and discussions with students and families we have identified that a number of our disadvantaged students lack academic support at home, alongside the equipment, such as online devices to access the work and workspace. Building stronger relationships with parents of disadvantaged students will support them to make progress, attend school and engage. This is difficult if parents themselves do not value education or have had bad experiences in relation to their own schooling.</p>
5	<p>Developing the acquisition of cultural capital, poverty and rurality</p> <p>A key challenge we find is that many of our disadvantaged students lack the acquisition of cultural capital and word wealth which allows them to access concepts in key subjects and make links between them. This can be due to their family situation outside of the academy but also affected by the lack of opportunities and resources in our rural location. We also need to ensure that we value our rural location and provide opportunities which embrace this context.</p>
6	<p>Identifying and supporting students with dual vulnerabilities</p> <p>Through our internal tracking systems and the analysis of both our behaviour and attendance data we have identified that a significant proportion of our disadvantaged students hold dual vulnerabilities and therefore can also be categorised as SEND or in year admission for example. For example, 35% of disadvantaged students are also SEND K or E. We need to ensure that we are therefore tailoring our support for these students and meeting their needs accordingly.</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>Improve attainment among disadvantaged students across the curriculum by the end of Key Stage 4, thus reducing the gaps between disadvantaged and non disadvantaged students.</p>	<p>Early identification of underachieving students takes place due to robust analysis after each internal data point</p> <p>Each subject area to have a clear plan in place which outlines the support given to underachieving students</p> <p>Staff understand what good progress looks like in their subject areas</p> <p>All staff will understand be able to identify and adapt their teaching to meet the needs of their disadvantaged students in their teaching groups.</p> <p>All disadvantaged students will receive targeted intervention in English/Maths where appropriate.</p> <p>Disadvantaged students are provided with additional resources / interventions and revision materials to support study for their examinations.</p> <p>Internal teacher reports and class observations alongside internal assessment suggest that teaching across all subjects is developed and enhanced so that learning becomes securely good.</p>
<p>To achieve and sustain improved attendance for our disadvantaged students</p>	<p>Improving attendance from 2024-5 demonstrated by:· the overall absence rate for all students being no more than the local average, and the attendance gap between disadvantaged students and their non disadvantaged peers closing so disadvantaged student attendance is within 4% of the non-disadvantaged.</p> <p>The percentage of all pupils who are persistently absent being below 10% and disadvantaged students persistent absence being no more than 10% lower than their peers.</p> <p>A robust attendance system will ensure early intervention and parental contact is made when concerns about a child’s absence are raised.</p> <p>An extensive range of strategies will be available to promote good attendance and respond quickly to poor attendance</p> <p>All staff are aware of the role they play with regards to attendance and the raising attendance agenda.</p>

Intended outcome	Success criteria
<p>Reduce the number of suspensions for disadvantaged students (with particular reference to SEN disadvantaged)</p>	<p>Development of teacher assessment to focus on approach to learning – to securing student engagement and enthusiasm.</p> <p>A behaviour system is implemented which reflects the needs of our students and adapts accordingly to ensure disadvantaged students are successful.</p> <p>Individual Curriculums and outreach provision is flexible and responsive to ensure that our offer meets the needs of all of our students.</p> <p>Reduction in the number of re-tracking and suspensions for disadvantaged students.</p>
<p>Extend enrichment opportunities</p>	<p>A review of the curriculum in 2024-5 indicates that it is rich and varied and meets the needs of all students, enabling them to make at least good progress and prepares them for the next phase of their lives.</p> <p>Students are empowered to hold leadership positions across the academy and feel that their voice is heard.</p> <p>Qualitative data from student and parent surveys, teacher observations and destination information indicate that students’ aspirations are raised.</p> <p>Disadvantaged students have the opportunity to experience at least one enrichment activity a year.</p> <p>A significant increase in participation in enrichment activities, particularly amongst disadvantaged students.</p>
<p>Increased parental engagement to support learning at home and ensure access to off-site learning</p>	<p>Parent/carer surveys show parents are happy with provision at Ansford and can access online learning/have resources to support their child.</p> <p>Increased attendance at open evenings and parents’ evenings.</p> <p>Teachers report that disadvantaged students are more able to monitor and regulate their own learning.</p> <p>Improving levels of task and homework completion supports this.</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: £44,000 in staff time and resources

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The embedding of Bedrock vocabulary programme</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>(Sutton Trust: Reading Comprehension Strategies +6 months)</p> <p>Research indicates that vocabulary and comprehension programmes can have a positive impact on students' ability to understand a text and address vocabulary and concept gaps.</p>	<p>1, 5</p>
<p>Engaging in research projects to support teacher understanding of barriers to learning with regards to reading comprehension and SEND need</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>(Sutton Trust: Reading Comprehension Strategies +6 months)</p> <p>Research indicates that vocabulary and comprehension programmes can have a positive impact on students' ability to understand a text and address vocabulary and concept gaps.</p> <p>We are committed to engaging with external research projects to improve our pedagogy and understanding of student barriers to learning and progress. This develops staff's toolkit and helps them to meet the needs of our most vulnerable students with particular a focus on those with Dual Vulnerabilities such as SEND.</p>	<p>1,6</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of staff pedagogical expertise with particular reference to adaptive teaching and formative assessment techniques	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Research indicates that supporting high quality teaching is pivotal in improving children’s outcomes. Teachers across school are involved in a raising achievement focus. This includes being given the opportunity as part of their professional development to develop their understanding of formative assessment techniques and adaptive teaching strategies.</p>	1, 6
Staff professional development programme	<p>The school has devised a professional development programme using the National College.</p> <p>The aim of this professional learning is to address student underachievement and as such personalised ‘reading lists’ for staff have been created to address whole academy teaching and learning priorities. This includes focussing on how to narrow the gap, adaptive teaching methods and formative assessment.</p>	1, 6

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

Budgeted Cost: included in overall staff time budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff raising achievement agenda	<p>The school has devised an intervention programme to address student underachievement. Staff focus on vulnerable groups of KS4 students at risk of underachieving.</p> <p>Disadvantaged students are regularly discussed and monitored. Individual support plans are written for students by each subject area, identifying required strategies and interventions to improve student attainment.</p> <p>Staff are more aware of our vulnerable students, information is updated regularly and relevant, allowing them to close the gap more effectively for these students. Class charts identifies students on seating plans making planning for them in lessons straight forward.</p>	1, 4, 5, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>Increase in numbers of students making good or expected progress. A reduction in numbers of students not making age related progress.</p> <p>Staff can identify their vulnerable students and are confident in the provision to provide for them - staff voice.</p> <p>Dedicated time given in twilight sessions and INSET days to focus on students at risk of underachievement to develop interventions to support their academic progress.</p>	
Investment in 1:1 Tuition	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Research indicates that 1:1 tuition is very effective at closing the attainment gap. Tuition at Ansford is targeted at students with low prior attainment or those who are struggling in specific areas with knowledge acquisition.</p> <p>A number of providers will be utilised to ensure tuition takes place across a number of subject areas to meet a range of student needs. Different tutoring programmes include school led tutoring, Seneca, GCSE Pod, 'Get Ahead', Active Learn and a Year 11 specific programme with Academy 21. All disadvantaged students at KS4 are considered for intervention and are specifically prioritised with regards to the allocation of places on the school led tutoring sessions.</p>	1, 6

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

Budgeted Cost: £47000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Case Work officer	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Poor attendance is a significant barrier to progress for our disadvantaged students. This has been exac-</p>	1, 2, 4, 6

	<p>erbatated by COVID. Engaging families plays an important role in this by creating relationships and recognizing the importance of early intervention. Research indicates that it is important to consider how we interact with our parents to avoid widening the attainment gap.</p> <p>A dedicated attendance case work officer will ensure non- attendance is challenged across the academy and that multiagency and parental links are fostered to provide timely support when required as outlined by the DFE guidance https://www.gov.uk/government/publications/school-attendance/frameworkfor-securing-full-attendance-actions-for-schoolsand-local-authorities</p> <p>Academy attendance remains above local and national average.</p> <p>Persistent absence decreases. Increase in numbers of students making good or expected progress.</p>	
Personalisation Fund	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p>It is important to us that we address as many barriers as possible for disadvantaged students and create bespoke packages for them when appropriate.</p> <p>A personalised fund for staff to use will meet the needs of individual students and close the gap. This can be in the form of educational resources, uniform, trips, transport and equipment. All requests are made after discussion with the Head of Department and applied for through the PP lead.</p>	All barriers
Dedicated Oracy coach	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Research suggests that Oracy interventions have a high impact on student outcomes making up to six months additional progress.</p> <p>A member of staff is given time on their timetable to develop Oracy across the Academy and curriculum, helping to improve students' vocabulary and Oracy skills. This role also involves the delivery of staff and student training, coaching and developing student leadership such as the academy council.</p>	1, 5, 6

<p>PSHCE and Personal Development Curriculum</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-andemotional-learning</p> <p>Disadvantaged students may need more social and emotional support than their peers. COVID and home education has also served to exacerbate the need for this further.</p> <p>The PSHCE curriculum has been re-designed and sequenced to ensure that our students are able to recognize what healthy and unhealthy relationships are, how they can be influenced and exploited by others and what to do to seek help if they recognize this is happening to them. The Personal Development offer is being audited and mapped to ensure that students have the best experiences of a curriculum in the widest sense at Ansford. Focusing on both students' mental and physical health seeks to equip them for any future emotional challenges that they may face.</p>	<p>1,2,3,5,6</p>
<p>Increase the number of aspiration opportunities available for disadvantaged students to make visits</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspirationinterventions</p> <p>Aspiration interventions with regards to a student's future career, university or training can incentivize students to raise their attainment. It can also extend their knowledge of the world around them.</p> <p>Aspiration activities may include visits to higher education institutions, or local businesses to see what job opportunities exist e.g. visit to Bath University, visit to Leonardo Helicopters.</p> <p>Disadvantaged students are prioritised for these visits and any costs are subsidised through the disadvantaged fund. These visits are followed up with careers interviews by our Careers Advisor.</p>	<p>1, 5, 6</p>

<p>Social, Emotional and Mental Health Lead</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-andemotional-learning</p> <p>Disadvantaged students may need more social and emotional support than their peers. COVID and home education has also served to exacerbate the need for this further.</p> <p>A member of the Senior Leadership Team is now trained as the academy's Mental Health Lead. This role ensures students' needs are met through the sourcing of SEMH intervention, developing the role of student and staff wellbeing champions and ensuring that we are an academy in which we value and promote the emotional health of all of our stakeholders.</p>	<p>1,2,3,5,6</p>
<p>School Counsellor</p>	<p>Disadvantaged students may need more social and emotional support than their peers. Supporting students with their mental health and wellbeing is a key area of focus for the Academy. We have therefore invested in a school counsellor twice a week to work with students from all year groups. In 2022/23 six of these students were from disadvantaged backgrounds with one student in receipt of service funding.</p>	<p>3, 6</p>
<p>Exam preparation support: information packs and revision guides</p>	<p>There is much evidence to suggest that students will benefit greatly when they are able to develop their meta cognition and structure their own learning.</p> <p>All disadvantaged students in Year 11 receive exam equipment packs and revision guides to support their revision and preparation for GCSE examinations.</p>	<p>1, 6</p>

Total budgeted cost: £ 91,000 for targeted elements with the remainder of the budget supporting the delivery of these interventions within the main teaching staff budget.

Part B: Review of the previous academic year 2022-2023

Outcomes for disadvantaged pupils

Academy performance data indicates that during 2022-23 the overall attainment (students achieving 5 strong passes including English and Maths) was considerably lower in comparison to non-disadvantaged students. For example, 31.5% of non-disadvantaged students compared to 12.5% of disadvantaged students achieved 5 strong passes including English and Maths. Progress of disadvantaged students was also lower in comparison to non-disadvantaged students. For example, non-disadvantaged students' average Progress 8 score was -0.33 in comparison to disadvantaged students' grade of -0.57. However, this gap has closed since 2021-2022 which is in part due to our whole school improvement focus looking at disadvantaged attainment with a particular focus on securing grade 4s. For example, 59% of disadvantaged students achieved the Basics (9-4) in English and Maths, an improvement from 32% in 2021-22. 50% of disadvantaged students achieved the Basics (9-5) compared to 11% of disadvantaged students in 2021-22. Overall the disadvantaged progress gap has closed from -33 in 2022 to -7.5 in 2023. The attainment gap has also closed from -31.9 to -19 in 2023. Nevertheless, there is still room for development as the number of disadvantaged students entered for the EBacc qualification, although improving, remains low (4.2%) and consequently we are working hard to encourage more disadvantaged students to undertake the EBacc moving forward by altering our options process and raising our expectations that students take an Ebacc subject with our stakeholders.

The last academic year has been one of embedding the initiatives we enacted post covid. Despite the Academy and education returning to what has appeared to be a normal way of working there is no doubt of the lasting impact the school closures have had on our young people. Our previous school improvement plan indicates that we quickly identified that student behaviour, wellbeing and mental health were areas significantly impacted, primarily due to the COVID-19-related issues aforementioned but also due to the decrease in availability of professional external support. The impact was particularly acute for disadvantaged students. Due to this the improvement of student behaviour, SEND provision and our systems underpinning this, formed a central element of our school improvement plan, with INSET and staff professional learning tailored to provide teachers with both the support and tools to make progress in these areas. Survey returns have continued to indicate that staff felt safer, more effectively supported, and that student behaviour had improved inline with our school improvement aims. We also looked internally and creatively to provide timely, wellbeing support for all students, and targeted interventions where required. A significant number of students were referred to our school counsellor, Chaplain and the MHST and we also utilised our PFSA and the new Pastoral Support Leader roles.

Targeted support and investment in 1:1 tuition allowed a variety of interventions to be put in place based on student need. This tuition was provided both online and through small group teaching. There were also opportunities for all students to have access to revision sessions and materials throughout their exam period.

Attendance continues to be a key focus area and therefore features as a central part of our pupil premium plan. In the year 2021-2022 34% of non-disadvantaged students were identified as having persistent absence compared to 58% of disadvantaged students. However, the appointment of a dedicated attendance case work officer, reviewing our internal attendance systems, creating a graduated approach to attendance intervention and increasing our interaction with parents and carers has meant that we are beginning to see improvements in our attendance rates. As a school we tracked

on or above both regional and national attendance figures throughout 2022-2023 both with regards to whole school attendance (91% compared to 90.7%) and FSM attendance (86% compared to 85.3%).

Due to the contextual information above, many of the previous years' priorities have yet to be fully realised and will therefore be integral to the plan moving forward in 2023-2024. As previously mentioned, we have continued to prioritise high standards of pastoral care and support for students' social, emotional and mental wellbeing which was detrimentally affected by the pandemic. This continues to be a central part of our student strategy moving forward. However, we also acknowledge the need to ensure that we are focused equally on outcomes and improving attainment.

The following strategies were deployed in the year 2022 to 2023:

Academic Coaching

Timetabled coaching sessions fosters student independence within their curriculum time and develops their awareness of their goals and how to reach them. All Year 7 -11 students attended timetabled coaching sessions.

As part of this programme disadvantaged students were prioritised and received fortnightly/weekly academic coaching from a member of staff to help monitor their progress, discuss barriers to learning and improve their attainment. This was designed to foster student independence within their curriculum time and to develop their awareness of their goals and how to reach them.

Pastoral team staffing restructure

The academy has invested heavily in additional staffing to support students to improve their behaviour and attendance, foci exacerbated by the pandemic but also identified through internal data, and our most recent Ofsted visit feedback. Research indicates that developments in whole school ethos which challenges poor behaviours, providing consistency and clarity can lead to improved student attainment. Disadvantaged students are monitored with extensive time and intervention given to support students at risk of suspension and in turn reduce behaviour incidents.

Existing systems have also been reviewed and new initiatives introduced to support the restructure and emphasis on student welfare, behaviour and attendance. For example, Class Charts now allows behaviour patterns to be identified and addressed, the rewards system has been developed so students now receive recognition of their successes in regards to both their contribution to the Academy as well as through good behaviour and improving attendance.

ELSA Provision

Funding was allocated to provide training for an additional Teaching Assistant to be able to deliver ELSA to vulnerable students across school. Such interventions will seek to improve students' decision making skills, interactions with others and the self management of their emotions thus making them more equipped to learn and make progress.

School Counsellor

Case studies indicate that attendance, behaviour, emotional health and wellbeing improved to allow students to flourish within the curriculum. In 2021-2022, school counsellor hours were increased from 1 to 2 days to more effectively meet the needs of our students.

Independent Careers Advisor

All disadvantaged students at the Option Taking process in Year 9 accessed the school advisor and few option changes took place. At Year 10, all disadvantaged students accessed Careers support with the WEX programme (with some disadvantaged students being provided with transport to access

the placements) and all disadvantaged students undertook a work experience placement. In Year 11, all students had one or more post 16 advice interview. Students had access to virtual FE visits and careers fairs. NEET numbers show that 98% of school leavers remain in education/employment and compared to National figures of 91.6% (2022 DfE figures).

Uniform and welfare including transport/revision guides

A number of disadvantaged students have had new uniforms purchased or supplied to help remove barriers to them feeling part of the Academy. The school minibus was used to transport students to allow attendance at organised events, aspiration activities and revision sessions. Revision guides (including online) and log books were also provided for identified students.

Disadvantaged student passports

Every pupil premium student now has an academic learning passport held by their coach which is updated regularly. This allows for staff to ‘know’ that student and therefore plan accordingly to ensure that they meet their needs

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
GCSE Pod	GCSE Pod
Motor Project	REACH
Project Future Roots	Rylands Farm
Academy 21	Academy 21
Extended Work Experience	Selection of Providers
College Courses (Hair and Beauty, Engineering, Motor Vehicle)	Yeovil College
Forest School	GrowIn

Seneca	Seneca
Medical Tuition	Tor School
Lexia	Lexia Learning
The Equivalent Project	Equine Facilitated Learning and Development

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Support for students to take part in DofE. Enrichment and outreach opportunities were offered such as the Bath University trip. One of our students in receipt of service funding has additional, bespoke, support provided by the Learning Bridge which is fully staffed and only offered to six students across the school. Another student has had sessions with the school counsellor to support their mental health and wellbeing. Support for all students is provided through our pastoral team which includes tutors, Heads of Year and Pastoral Support Leaders.

The impact of that spending on service pupil premium eligible pupils

The allocation of our service pupil premium was directed through individual assessments for each child in receipt of this funding. This ensured that the intervention met their needs and helped them to feel successful, and made school a more positive experience. Two of the students have become prefects, one has had the number of behaviour incidents reduced over the last academic year since belonging to the Learning Bridge.

Further information (optional)

Our pupil premium strategy is also underpinned by key academy initiatives which have the needs of the individual at their centre.

Adaptive Teaching and Meta-cognition

A focus of whole teaching and learning pedagogy has been the development of staff expertise with regards to 'adaptive teaching' and metacognition. Whole staff inset time has focussed on 'know your subject, know your student' asking staff to ensure they are experts in their field and personalising their lesson for the individual needs of their students.

Metacognitive strategies such as retrieval starters have been introduced in every lesson across every department to develop students' working memory and enable staff to assess students' understanding more rapidly.

Closing the GAP agenda

At all levels across the academy, staff are asked to intervene in a timely and effective way to close the gap. All staff are encouraged to use Wave 1 in-class intervention and then refer to Wave 2 when more support is needed. Wave Panel meetings have been timetabled to ensure that referrals for Wave 3 are discussed, enacted and reviewed by pastoral leads and the SENDCo. At these meetings the most vulnerable students are discussed and interventions agreed and reviewed.