

Ansford Academy- Pupil premium strategy statement 2024–2027

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	523
Proportion (%) of pupil premium eligible pupils	22% (24.6% national)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Duncan Powell
Pupil premium lead	Fran Hirst
Governor / Trustee lead	Enita Andrews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99750
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	£99750

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 intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. 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 and supported 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 all pupils make the same progress, whatever their starting point
- ensure that disadvantaged pupils have attendance in line with their peers
- ensure that disadvantaged pupils are supported to achieve their aspirations - whatever those might be

Challenges

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

Challenge number	Detail of challenge
1	<p>Accelerating progress from lower starting points</p> <p>A key challenge is to ensure disadvantaged students unlock their potential and make more than age related progress. A pattern within our local primaries is that the attainment of disadvantaged students is consistently lower than that of their peers on entry.</p>
2	<p>Improving disadvantaged student attendance</p> <p>- Pupil Premium students (especially in KS4) attendance is lower than their peers perpetuating the 'Matthew effect' and the attainment gap. Absence also significantly impacts social and emotional development on the individuals.</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 incidents occurring across the academy.</p>
4	<p>Building parental engagement to help support learning at home and ensure access to off-site learning</p> <p>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 and cannot always support their own child academically.</p>
5	<p>Developing the acquisition of cultural capital</p> <p>Cultural knowledge deficit- disadvantaged students often do not have the same amount of knowledge about the world as their peers, impacting on schema and ability to acquire new knowledge.</p> <p>A key challenge at Ansford also affected by the lack of cultural exposure 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>Double disadvantage SEND/PP</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.</p>
7.	<p>Low Literacy, Oracy and Vocabulary for some students on entry making it difficult to acquire new knowledge.</p> <p>Disadvantaged students are disproportionately affected by having lower reading ages. Many homes do not have a reading culture and pupils are more likely to use screens than books. The gap is likely to remain steady during the five years they are with us unless there is significant, school wide intervention</p>

8.	<p>Ensuring a culture of ambition</p> <p>Attitude to Learning & Lower aspiration than previous years, especially in the upper school and the uncertainty about the examinations. Students often opt for Level 1 or 2 courses with less rigorous entry requirements. This includes challenging staff bias and expectations about what can be achieved</p>
9	<p>Cost of Living</p> <p>Limited household budgets have impacted on mealtimes, family outings and leisure activities. Work and shift patterns has also changed as families seek to tackle the impact of inflation on the family budgets.</p> <p>Students often lack resources, materials or an appropriate place to study outside Academy.</p> <p>Sutton Trust report has suggested that Pupil Premium students may be further disadvantaged from their peers whose parents pay for private tuition to address underperformance in examination years.</p>
10	<p>Attitude to Learning & Developing Independent Learners</p> <p>Students sometimes are not aware that hard work and perseverance will make a difference to their achievement in school and often don't stay after school for revision sessions, struggle to revise at home and do home learning.</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>Improved 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>Improved attainment demonstrated by:</p> <ul style="list-style-type: none"> ● Early identification of underachieving students takes place due to robust analysis after each internal data point ● Each subject area to have a clear plan in place which outlines the support given to underachieving students ● Staff understand what good progress looks like in their subject areas ● All staff will understand be able to identify and adapt their teaching to meet the needs of their disadvantaged students in their teaching groups. ● All disadvantaged students will receive targeted intervention in English/Maths where appropriate. ● Disadvantaged students are provided with additional resources / interventions and revision materials to support study for their examinations. ● Gap between disadvantaged and non-disadvantaged pupils is 0.00 ● Disadvantaged achieve at least in line with national. ● Rigorous testing process in place to identify any needs for intervention. ● Evident increase in knowledge of key skills shown through low stakes in-class assessments, key skills starters, formal regular assessments and public examinations. ● Pupil voice shows increased condence and enjoyment in lessons. ●

<p>Improved and sustained attendance for our disadvantaged students</p>	<p>Improved attendance demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all students being no more than the local average the attendance gap between disadvantaged students and their non-disadvantaged peers closing so disadvantaged student attendance is within 4% of the non-disadvantaged. 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. A robust attendance system will ensure early intervention and parental contact is made when concerns about a child's absence are raised. All staff are aware of the role they play with regards to attendance and the raising attendance agenda.
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Intended outcome	Success criteria
<p>Reduced number of suspensions and negative behaviour points for disadvantaged students (with particular reference to SEN disadvantaged)</p>	<p>Improved behaviour demonstrated by:</p> <ul style="list-style-type: none"> Pupil Premium Leads regularly monitor suspension data and work with key pupils to ensure these learners are accessing support and able to remain in lessons, enjoy and achieve. Pupil Premium pupil suspension data is equal to or lower than that of non-disadvantaged pupils and lower than national. Pupil Premium pupil re-tracking data is equal to or lower than that of non-disadvantaged pupils and lower than national. Development of teacher assessment to focus on approach to learning – to securing student engagement and enthusiasm. Individual Curriculums and outreach provision is flexible and responsive to ensure that our offer meets the needs of all of our students.
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Improved reading comprehension demonstrated by:</p> <ul style="list-style-type: none"> 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. All disadvantaged students identified as not reading at their Chronological Reading Age (CRA) are making progress towards their CRA
<p>Increased parental engagement to support learning at home and ensure access to off-site learning</p>	<p>Improved [parental engagement demonstrated by:</p> <ul style="list-style-type: none"> Higher attendance at Parents' Evenings by disadvantaged students than in 2024-25 % of parents of disadvantaged students attending Parent Information Evenings proportionally similar to others. Parent/carer surveys show parents are happy with provision at Ansford and can access online learning/have resources to support their child.
<p>Raised ambition - Disadvantaged students make more aspirational life choices</p>	<p>Improved ambition demonstrated by:</p> <ul style="list-style-type: none"> All HPA disadvantaged students progress to academic studies post 16 All MPA disadvantaged students progress to L3 studies. Disadvantaged students Post 14/Post-16/Post 18 make choices that are aspirational (eg lead to university options)Destination data at Post-16 and Post-18 shows that disadvantaged students have had the opportunity to achieve their ambitions

Activity in this academic year 2024-25

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: £50,595 (includes an nominal allocation of pupil premium income of £48,440 allocated to teaching staff and resources at £2155)

Activity	Evidence that supports this approach	Challenge number(s) addressed
NGRT Testing programme	<p>Testing programme identifies reading ability. There is a direct correlation between literacy levels and access to education. Identifying student reading ability early allows the school to apply targeted reading intervention to all students</p> <p>Cost: £1155 for pupil premium cohort</p>	1, 5, 7, 8, 10
Reading Wise Catch-up reading strategy	<p>Reading catch-up programme at bottom 205 weakest readers - Delivered in line with recommendations of little and often x 4 a week as tutor sessions. Program adapts to individual needs meaning that support is highly targeted</p> <ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions <p>Cost: £500 for pupil premium cohort</p>	1, 5, 7, 8, 10
Tutor Reading Programme	<p>Tutor reading programme delivered as Reciprocal Reading- an effective and proven approach to developing reading and comprehension. As an intervention programme it is particularly effective with children who can decode but do not fully understand what they read. However the reciprocal reading approach and strategies are also very helpful for shared reading and, particularly, guided reading. Reciprocal reading interventions can have an impact of 4+ months on a student's education according to the EEF report. Resources to be used: EEF report and recommendations</p> <ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies <p>Cost: Resources £500 and within main staffing budget.</p>	1, 5, 7, 8, 10
Smaller groups in maths and English classes taught by qualified maths teachers	<p>Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group work is effective and, as a rule of thumb, "the smaller the group the better." EEF, Small Group Tuition guidance.</p> <p>Funding is provided to allow smaller class sizes in lower sets which have a disproportionate number of PP/disadvantaged students in</p> <ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition <p>Cost: Per hour session cost is £55 per hour.</p>	1,6,10

<p>GCSE Intervention classes</p>	<p>Small group intervention sessions after school and during tutor time provide more targeted support to students not meeting expected progress. This group is overly represented by PP/Disadvantaged students</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition <p>Cost: Per hour session cost is £55 per hour.</p>	<p>1,6,10</p>
<p>Dedicated Oracy coach</p>	<p>Research suggests that Oracy interventions have a high impact on student outcomes making up to six months additional progress.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions <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> <p>Cost: Per hour session cost is £55 per hour.</p>	<p>1, 5, 7, 8, 10</p>
<p>Staff professional development programme</p> <p>CPD central to PP/Dis development</p>	<p>The school has devised a professional development and targeted INSET programme aimed at developing their understanding of formative assessment techniques and adaptive teaching strategies and managing low level behaviour to promote engagement in learning.</p> <p>Research indicates that supporting high quality teaching is pivotal in improving children's outcomes. The aim of this professional learning is to address student underachievement and how structured learning and adaptation for SEND can better support disadvantaged students</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development <p>Cost: per hour of inset per staff member is £55 per hour</p>	<p>1, 2,, 3, 7, 8,</p>

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

Budgeted Cost: included in overall teaching time budget section

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff raising achievement plan with specific focus on PP</p>	<p>The school has devised an intervention programme to address student underachievement. Staff focus on vulnerable groups of KS4 students at risk of underachieving. 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. 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 identify students on seating plans making planning for them in lessons straight forward.</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> <p>Cost: Per hour session cost is £55 per hour.</p>	<p>1, 4, 6, 7, 8, 10</p>
<p>AP and adapted timetables for key students to allow access to the curriculum and promote engagement with education</p>	<p>Research indicates that 1:1 tuition is very effective at closing the attainment gap and engaging students back into learning. AP at Ansford is targeted at students who are struggling to access the curriculum who are overrepresented by PP/Disadvantaged</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition <p>Cost: Per hour session cost is £55 per hour.</p>	<p>1, 2, 3,, 6, 7,</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>Cost: Per hour session cost is between £30 and £55 per hour.</p>	<p>1, 6, 8, 9, 10</p>

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

Budgeted Cost: £47000 (includes an nominal allocation of pupil premium income of £46,000 and resources at £1000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Case Work officer</p>	<p>Poor attendance is a significant barrier to progress for our disadvantaged students. This has been exacerbated 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</p> <ul style="list-style-type: none"> • https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement <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> <p>Cost: Per hour session cost is £30 per hour.</p>	<p>1, 2, 3, 4, 8</p>
<p>Pastoral behavior lead</p>	<p>Poor behavior or disengagement is a significant barrier to progress for our disadvantaged students. Ensuring students are focus in their lessons and systems are in place to manage disengagement supports improved outcomes</p> <p>A dedicated behavior pastoral officer will ensure strong relationships are built with students and poor behavior effectively challenged across the academy and that multiagency and parental links are fostered to provide timely support when required as outlined by the DFE guidance</p> <p>Cost: Per hour session cost is £30 per hour.</p>	<p>1, 3, 4, 8, 10</p>
<p>Personalisation Fund</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, revision materials and equipment. All requests are made after discussion with the Head of Department and applied for through the PP lead.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform 	<p>All barriers</p>

	Cost: £1000	
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<p>PSHE and Personal Development Curriculum</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 PSHE 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> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-andemotional-learning <p>Cost: £2200 (percentage allocation of PHSCE lead teacher time)</p>	<p>1, 2, 3, 5, 8,</p>
<p>Increase the number of aspiration opportunities available for disadvantaged students to make visits</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 career interviews by our Careers Advisor.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspirationinterventions <p>Cost: Within the £1000 personalisation fund.</p>	<p>1, 2, 3, 4, 5, 8</p>

<p>Social, Emotional and Mental Health Lead</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-andemotional-learning</p> <p>Cost: £500 towards training costs</p>	<p>1, 2, 3, 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 2023/24 six of these students were from disadvantaged backgrounds with one student in receipt of service funding.</p> <p>Cost: £50 per session per student</p>	<p>1, 2, 3, 6,</p>
<p>Independent Careers Advisor</p>	<p>Disadvantaged students may need more guidance on identifying suitable option choices and aspirational career choices than than their peers. A dedicated career guide with a specific focus on targeting career guidance for PP/Dis creates more opportunities and aspiration to achieve well in GCSE outcomes.</p> <p>Cost: £2000 (percentage allocation of Advisors time)</p>	<p>1, 2, 3, 4, 5, 8</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 2023/4

Outcomes for disadvantaged pupils

Academy performance data indicates that during 2023-24 the overall attainment was considerably lower in comparison to non-disadvantaged students. PP outcomes remain a very high priority for the academy and this is reflected in the high levels of intervention being out in place fro 24/25

2023-24

Group	Basics 9-7 %	Basics 9-5 %	Basics 9-4%	Prog 8	Attain 8
Disadvantaged	0	10	20	-1.17	23.6
Disadvantaged Target	5%	50	90	0.95	45.3
Non-Disadvantaged	4.3	28.7	53.2	-0.25	40.8
Non Disadvantaged Target	5.3	53.2	83	0.52	48.6

EBacc Entries

Disadvantaged	10%
Non-Disadvantaged	15%

- Behaviour data
- Attendance data
- Rewards data

The last academic year has been one of embedding the initiatives we enacted post covid. 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. Non-disadvantaged students have been 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 2023-24 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 2024-25. Joining the MNSP Trust and the support put in place from Sept 2024 has more effectively challenged our provision and put in place far more support measures.

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 2023 - 2024

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 interviews. 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
REACH	REACH Alternative Education
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 - not this year
Forest School	Ansford Academy

Seneca	Seneca
Medical Tuition	Tor School
Lexia	Lexia Learning

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. All 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.