

Pupil premium strategy statement – The Wellington Academy

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 (Y7–Y11)	991
Proportion (%) of pupil premium eligible pupils	18.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	This is the first year of our 3-year plan.
Date this statement was published	16/12/2022
Date on which it will be reviewed	18/10/2023
Statement authorised by	Mr S Paddock (Headteacher)
Pupil premium lead	Mr M Baker (Assistant Headteacher)
Governor / Trustee lead	Mrs J Lord (Governor Lead)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,225
Recovery premium funding allocation this academic year	£52,570
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£55,000
Total budget for this academic year	£289,795

Part A: Pupil premium strategy plan

Statement of intent

Aim - To close the gap in attainment and progress between disadvantaged pupils within the school and non-disadvantaged pupils nationally and to ensure that no Wellington Academy pupils are disadvantaged as a result of Covid-19. This will be achieved through evidence-based actions and strategies to:

- Improve the quality of teaching for all pupils
- Provide targeted interventions matched to specific needs
- Support whole-school strategies to improve attendance, behaviour and readiness to learn

Challenges

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

Challenge number	Detail of challenge
1	Literacy skills for disadvantaged learners are lower than their non-disadvantaged peers (as evidenced through reading age and academic data).
2	The achievement of boys is below that of girls. For disadvantaged learners, this is most notable in English.
3	Readiness to learn of disadvantaged learners is lower than their non-disadvantaged peers.
4	Persistently absent (below 90% attendance) rates are higher for disadvantaged learners than for their non-disadvantaged peers.
5	Low academic aspiration in the local area is a barrier to achievement for our disadvantaged learners. As a lead school within the Wessex Inspiration Network, our Academy is recognised as being in a specific geographic areas where Higher Education participation is low overall and lower than expected, given GCSE attainment levels.
6	School closure resulted in the majority of pupils unable to access face to face learning. Access and engagement with online learning varied and the retention of knowledge and understanding of threshold concepts varied depending on home circumstances and the conditions under which work was completed. Disadvantaged learners have been disproportionately, but not exclusively, affected.

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
A significant reduction in the percentage gap between pupils with below chronological reading ages that are disadvantaged and those who are not.	The gap between Disadvantaged Learners and their non-disadvantaged peers will reduce to at least 0% and overall numbers of those with below chronological reading ages will significantly reduce for all pupils. This will be evidenced using STAR Reading tests.
The achievement of our disadvantaged boys will be in line with national outcomes for non-disadvantaged boys.	The national Progress 8 score for non-disadvantaged boys was -0.12 in 2019. This is the benchmark for measuring the success of our actions.
There will be no gap in readiness to learn data between disadvantaged learners and their non-disadvantaged peers. This will be measured by the percentage of pupils who have been sent to the 'Reset Room' due to disruption to learning. Past evidence shows that 40% of Reset Room occurrences relate to disadvantaged learners.	There is at least no gap, if not a positive gap, between the occurrences of Reset Room referrals for disadvantaged learners and their non-disadvantaged peers.
A significant reduction in the percentage of disadvantaged learners that are persistently absent (below 90% attendance) and an increase in the overall attendance of disadvantaged learners to be at least in line with their non-disadvantaged peers.	A reduction in the number of persistent absentees among disadvantaged pupils to 10% (the national average for non-disadvantaged learners) or below. The gap in overall attendance among disadvantaged pupils and their non-disadvantaged peers to close to 0%.
Significantly improved understanding of future pathways (including, but not exclusively, a desire to continue to Higher Education).	Pupil survey data demonstrates the positive impact of careers guidance on the understanding of future pathways.
A significant reduction in the progress and attainment gap between disadvantaged learners and their non-disadvantaged peers.	Internal and external data shows that the progress and attainment gap is closing over time.

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: £94,938

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Diagnostic assessment to identify precise gaps in learning</p> <p>There is a clear need to assess the extent to which learning has been affected by school closure. It is important to differentiate between learning that has been forgotten due to extended absence and material that has not been learnt properly.</p> <p>We utilise a wide-ranging package of GL assessments to provide precise and timely question level analysis and enable us to target interventions.</p>	<p>Step one of 'The EEF guide to the Pupil Premium' is to 'Diagnose your pupil's needs. This enables the entire strategy to be precisely targeted to meet the need of our pupils.</p> <p>The EEF is very clear on the value and effect of high quality feedback.</p> <p>An emphasis on precise diagnostic assessment that provides question level gap analysis in a timely and efficient manner will enable feedback to be manageable and meaningful, maximising the impact it will have on learning and progress.</p>	1, 2 and 6
<p>Embedding feedback in teaching and learning</p> <p>There is a clear expectation that teachers will identify gaps in knowledge and skills in relation to learning goals or outcomes to bring about improvement in pupils' learning.</p> <p>A programme of training, development and quality assurance will seek to bring</p>	<p>The EEF reports that 'feedback studies tend to show very high effects on learning' and suggests an average of 8 months additional progress when used effectively.</p> <p>The EEF also recognises that approaches that 'explicitly aim to provide feedback to learners tend to have a positive impact' and links evidence of this to evaluations of Assessment for Learning, which showed that an improvement of half a GCSE grade per pupil, per subject is achievable.</p>	1, 2 and 6

about improvements in the frequency, quality and impact of feedback across the curriculum.		
<p>Reading development</p> <p>All Key Stage 3 pupils will focus on reading in one English lesson per week in which they will read books within their zone of proximal development and complete comprehension activities specific to the books they are reading. As their reading age progresses, so will their zone of proximal development. A love of reading will also be developed by on-going initiatives throughout the year.</p> <p>Pupils who require additional intervention with their reading will be identified by teachers, assessment outcomes and STAR reading tests to measure reading age.</p> <p>For those pupils in all year groups who require a more intensive programme of support, a range of specialist testing will be coordinated by the SENDCo to diagnose areas for development. Small group interventions will then follow to rapidly progress reading ability.</p>	<p>The EEF recognises that supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches. They also however recognise that those who are struggling may require extra intervention.</p> <p>Reading compression strategies have been shown to have a benefit of 6 months additional progress per year.</p> <p>Accelerated Reader helps to facilitate and monitor our interventions. This has been marked by EEF as a 'promising project' with potential for additional progress of 3 months in reading age after 22 weeks. This included positive impact for FSM-eligible pupils.</p>	1,2 and 6
<p>Literacy development across the curriculum</p> <p>The strategy aims to prioritise disciplinary literacy, provide targeted vocabulary instruction, developing reading comprehension of complex texts, break down complex writing tasks, combine writing instruction</p>	<p>The EEF provides guidance on improving literacy across the curriculum, based on research and evidence. Elements of this such as reading comprehension strategies have been shown to have a benefit of 6 months additional progress per year.</p>	1, 2 and 6

with reading in every subject, provide opportunities for structured talk and provide high-quality literacy interventions for struggling pupils.		
<p>Continual professional development (CPD) to improve the quality of teaching for all</p> <p>A programme of training and development is routinely provided for all staff, including ECTs. This serves to improve practice, ensure consistency in the adherence to whole-school policies and promote retention through investing in continual professional development.</p> <p>As part the Royal Wootton Bassett Academy Trust we access to the full suite of OLEVI courses. This includes the Outstanding Teacher Programme and the Creative Teacher Programme. We are also members of Challenge Partners which uses peer review to provide training and support for whole school and subject specific improvement.</p>	<p>The Department for Education (DfE) published the 'Standard for teachers' professional development' document in July 2016 and outlines that 'effective teaching requires considerable knowledge and skill, which should be developed as teachers' careers progress'. The document goes on to state that 'Professional development can take many forms, but the best available evidence shows that the most effective professional development practices share similar characteristics'.</p> <p>The same document goes on to outline evidence that a one-day course can have a positive effect if part of a 'sustained, coherent programme which includes structured, collaborative in-school activities for teachers to refine ideas and embed approaches'.</p>	1, 2 and 6
<p>Mentoring and Coaching</p> <p>All teachers take part in a programme of incremental/peer coaching. This involves around three short observations per term and coaching sessions to set practical action steps to move teaching and learning forward.</p> <p>Our Early Career Teachers (ECTs) all receive regular mentoring sessions with their</p>	<p>The EEF guidance report on Effective Professional Development clearly recommends that the mechanisms of a professional development programme are vital to its success. Our coaching programme utilises the three examples given in the summary on page 11:</p> <p>Goal setting: as part of the PD, teachers set and agree a goal.</p>	1, 2, 3 and 6.

<p>allocated subject mentor. Whilst this time is funded, we also give the same time commitment to our Teach First teachers and other new staff that may be used to alternative education systems. All new staff take part in a programme of new staff induction, largely focussed on activities to improve the quality of teaching and learning.</p>	<p>Feedback: The PD monitors and provides feedback to teachers and practitioners.</p> <p>Action planning: Teachers are prompted to conduct detailed action planning to ensure they change their practice.</p>	
<p>Recruitment and retention of teaching staff</p> <p>Retaining teaching staff is very important to ensure continuity and quality in education. A number of activities aim to contribute to this.</p> <p>The DfE's 'Reducing School Workload Collection' is taken account of when devising mechanics of assessment, marking and feedback with a focus on ensuring activities are meaningful, manageable and motivating.</p> <p>All teaching staff are timetabled more non-contact time than the DfE requirement and there is a substantial investment in cover capacity to reduce instances of teachers having to 'rarely cover'.</p> <p>We are working with an external consultant on developing our working culture to develop a strong positive working environment in which all staff and pupils are able to flourish.</p>	<p>The DfE's 'Reducing School Workload Collection' makes it clear that reducing teacher workload is a key factor in staff retention.</p> <p>We pay particular attention to 'Eliminating unnecessary workload around marking' and 'Eliminating unnecessary workload associated with data management'.</p> <p>The 2019 DfE publication 'Teacher recruitment and retention strategy' highlights the importance of 'more supportive school cultures and reduced workload'.</p> <p>The EEF highlights that 'boosting retention via high quality professional development' may be a practical approach and we take account of their 'Effective Professional Development' guidance report to ensure we are doing this.</p>	<p>1, 2, 3 and 6.</p>

<p>We sometimes have to be creative in our recruitment methods to ensure our pupils receive subject specialist teaching in shortage areas. This includes recruitment and retention points and sourcing staff from overseas.</p>		
<p>Resourcing high quality teaching and learning</p> <p>Accelerated Reader is used by all Key Stage 3 pupils. They focus on reading in one English lesson per week in which they will read books within their zone of proximal development and complete comprehension activities specific to the books they are reading. As their reading age progresses, so will their zone of proximal development.</p> <p>Hegarty Maths is used by all Key Stage 3 pupils. This enables teachers to set personalised, comprehensive and scaffolded work, view all answers, scores and comments and focus their time on the mistakes and misconceptions, giving them accurate feedback to improve.</p> <p>Visualisers enable our teachers to model examples live to pupils, enabling them to better understand how to approach learning activities.</p>	<p>Accelerated Reader helps to facilitate and monitor our interventions. This has been marked by EEF as a 'promising project' with potential for additional progress of 3 months in reading age after 22 weeks. This included positive impact for FSM-eligible pupils.</p> <p>Hegarty Maths enables our Maths teachers to focus their time on the mistakes and misconceptions made so that feedback has more meaning and therefore more impact. The EEF reports that 'feedback studies tend to show very high effects on learning' and suggests an average of 8 months additional progress when used effectively.</p> <p>The EEF also recognises that approaches that 'explicitly aim to provide feedback to learners tend to have a positive impact' and links evidence of this to evaluations of Assessment for Learning, which showed that an improvement of half a GCSE grade per pupil, per subject is achievable.</p> <p>The EEF guidance report on 'Using Digital Technology to Improve to improve learning' states that 'Technology has the potential to help teachers explain and model new concepts and ideas' and that it 'can help teachers model in new ways and</p>	<p>1, 2, 3 and 6.</p>

	provide opportunities to highlight how experts think as well as what they do'.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £49,793

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading intervention</p> <p>Pupils who require additional intervention with their reading will be identified by teachers, assessment outcomes and STAR reading tests to measure reading age. Further diagnostic testing will identify specific areas of need, for example, with reading comprehension or phonics. One to one and small group interventions will then follow to rapidly progress reading ability and relevant CPD activities will ensure this is of the highest quality.</p>	<p>The EEF recognises that supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches. They also however recognise that those who are struggling may require extra intervention.</p> <p>Reading comprehension strategies have been shown to have a benefit of 6 months additional progress per year.</p>	1,2 and 6
<p>Numeracy intervention</p> <p>Internal assessment data is used to identify pupils who required additional intervention in Maths in Year 7 and Year 8. This group will spend one tutor time per week with an Academic Mentor who will guide them in the use of Maths-Whizz.</p> <p>Maths-Whizz is the UK's leading virtual maths tutor that aims to engage children in maths, increase confidence and deliver learning outcomes and is designed for use in school and at home.</p>	<p>Research by Whizz Education - conducted with over 12,000 students and verified by independent experts - found that students who used Maths-Whizz for 45-60 minutes a week increase their Maths Age, on average, by 18 months in the first year of use.</p>	2 and 6

<p>Activities and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>We have a large number of disadvantaged pupils with SEND. Many of these pupils access our other interventions but activities specific to these pupils include:</p> <ul style="list-style-type: none"> - Catch Up® Literacy - uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes. - Catch Up® Numeracy involves 15-minute individual sessions delivered twice a week. It is grounded in academic research and addresses 10 key components of numeracy. 	<p>Research by Catch Up® Literacy and Numeracy shows that pupils achieve more than double the progress of typically developing learners.</p> <p>The EEF conducting a study of the impact of Catch Up Literacy that showed an additional 2 months of progress for those pupils taking part.</p> <p>The EEF guide ‘Special Educational Needs in Mainstream Schools’ gave five recommendations, one of which is to complement high quality teaching with high carefully selected small-group and one-to-one interventions. The intensity of the intervention should increase with need.</p>	<p>1 and 6</p>
<p>Metacognition and self-regulation</p> <p>Selected pupils will undertake a programme of Metacognition and self-regulation approaches to help them think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>The EEF has evaluated a number of programmes that seek to improve ‘learning to learn’ skills and some of these have shown indications that they were particularly beneficial for pupils from low income families.</p>	<p>2 and 6</p>

<p>Tutoring</p> <p>The evidence base on tutoring is clear and we access The National Tutoring Programme and provide tutoring through the school-led route. In order to ensure provision is of a high quality we supplement the amount we are unable to claim through the school-led tutoring grant with our pupil-premium and remaining catch-up funds.</p> <p>We also have an in-house Academic Mentor who will tutor pupils, provide small-group interventions and support with the implementation of the wider pupil premium strategy.</p>	<p>The EEF states that ‘one to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of <u>Extending school time</u> or a <u>Summer school</u> – or as a replacement for other lessons’.</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.</p>	<p>1 and 6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £145,064

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <p>Attendance rates are carefully tracked for all pupils and data is live for all staff. We have clear systems for challenging poor attendance and rewarding good attendance as overseen by our Attendance Officer.</p> <p>Pupils who remain persistently absent will be given a dedicated tutor to encourage attendance and maintain regular contact with parents to ensure support</p>	<p>There are also often wider benefits for low-income pupils in terms of attendance at school, behaviour and relationships with peers. Attendance and punctuality is clearly linked to pupil progress.</p> <p>The DfE recognises that attendance nationally is lower for disadvantaged pupils than their peers. Attendance has been shown through evidence to have a direct correlation with attainment and progress.</p>	<p>4</p>

<p>mechanisms are best placed to have a positive impact.</p> <p>The past attendance of new starters is identified to provide an indication of potential future attendance concerns and put early intervention into place.</p>		
<p>Behaviour support</p> <p>A small number of pupils who have been deemed at risk of exclusion due to their behaviour have bespoke timetables which includes a combination of regular timetabled lessons (accompanied by support staff), one to one teaching, ELSA interventions and anger management support.</p> <p>All pupils will benefit from the promotion of a positive school ethos through the introduction of 'Conduct Cards', which all pupils are expected to carry on them at all times. These cards facilitate clear expectations of conduct around the Academy by recording incidents of both negative and positive conduct.</p>	<p>The EEF recognises that behaviour support interventions can lead to an average of 3 months of additional progress over an academic year. This evidence is mostly focussed on interventions targeted at specific pupils.</p> <p>The EEF also suggests that 'school-level behaviour approaches are often related to improvements in attainment' although indicate that attributing causation of this directly to such approaches lacks a sufficient evidence base.</p>	3
<p>Social and emotional well-being</p> <p>We embed well-being lessons within our Values Curriculum which are delivered through tutor time. It is designed to encourage our pupils to self-reflect and consider the well-being of themselves and others.</p> <p>Pupils also experience 6 whole school drop down days aimed at a specific theme and get to experience and discover new things about themselves and the world they live in.</p>	<p>According to Public Health England 'The link between pupil health and well-being and attainment', evidence showed that education and health are closely linked. Key points from the evidence identified that pupils with better health and well-being are likely to achieve better academically and that effective social and emotional competencies are associated with greater health, well-being, and achievement.</p>	3, 4 and 6

<p>Pupils who have specific concerns relating to their well-being are able to communicate this through both paper based and online referral systems and have access to our full-time time employee from the registered charity 'Place2Be', devoted to supporting the mental health of our pupils.</p> <p>We also have a 'Thrive' room, focussed on working positively with pupils during the school day who become significantly over-whelmed and need a calm environment in which to re-focus and re-engage with their learning.</p>		
<p>Parental engagement</p> <p>A selection of disadvantaged learners will have an identified staff link, who will invite parents in for meetings and support both them and their child with areas of need. Specific targets are developed, which will be monitored by the link, pupils and parents and engaged with by relevant teaching and support staff.</p>	<p>Evidence for the improvement of parental engagement on academic progress of disadvantaged learners is mixed. However, the EEF cites two recent meta-analyses from the USA that showed an average two to three months extra progress over an academic year.</p>	<p>All</p>
<p>Participation to increase cultural capital</p> <p>The curriculum has been developed to include a range of artistic and creative subjects with one hour per week devoted to music, dance, drama, art and design technology at KS3. Pupils also benefit from the opportunity to learn a foreign language and gain cultural insight from the study of Religious Studies.</p>	<p>Participation in sports and the arts has been shown by the EEF to contribute to an additional 2 months of progress over an academic year. An increase in curriculum time for the learning of artistic and creative activities has been linked to improved attainment in English, Maths and Science and in some cases a greater impact has been shown for disadvantaged learners.</p> <p>EEF also cites evidence that participation in artistic and creative</p>	<p>3 and 5</p>

<p>There is also funding to supplement costs of extra-curricular provision, music lessons and school trips to enhance the cultural capital of our pupils. This includes a residential trip run by the Outward Bound Trust in which places are allocated to disadvantaged learners to provide an opportunity they may not otherwise have.</p>	<p>activities improve well-being and positive attitudes to learning. They state that this has been 'consistently reported'.</p> <p>Adventure learning consistently show positive benefits on academic learning and wider outcomes, such as self-confidence. On average, pupils who participate appear to make four months additional progress.</p>	
<p>Raising aspiration and opening future opportunities</p> <p>Our Careers Advisor and resident Wiltshire Inspiration Network worker are heavily involved in raising pupil aspiration and ensure that all pupils, particularly the disadvantaged receive 1:1 careers advice and guidance.</p> <p>CoachBright is an external organisation that runs programmes for raising attainment and leadership for pupils from disadvantaged backgrounds. A selection of pupils from Year 10 will take part in this programme.</p>	<p>Evidence on aspiration interventions by the EEF is limited. We however strongly believe that our pupils need support in reaching their aspirations. Our dedicated careers advisor is in place to oversee the achievement of the 'Gatsby Benchmarks'.</p> <p>Coach Bright states that it has a 'proven impact in raising grades, confidence and expectations'. Our internal tracking of past participation supports this.</p>	5
<p>General support fund including: academic resources, uniform, equipment and hardship (boosted in light of economic downturn).</p> <p>This can be accessed through Heads of Year and provides resources and equipment as needed to ensure all pupils have access to them regardless of economic disadvantage.</p>	<p>Removing barriers to academic attainment that result from economic disadvantage will without doubt be needed to enable other aspects of the strategy to have a positive impact.</p>	3

<p>Support for remote/home learning if required</p> <p>This fund is in place to remove any barrier related to technology as quickly as possible in the case of remote learning.</p>	<p>The EEF published guidance this year that stated the importance of access to technology. They state that, 'it is key, particularly for disadvantaged pupils to have access to technology.' Many reviews identify lack of technology as a barrier to successful remote instruction. 'It is important that support is provided to ensure that disadvantaged pupils, who are more likely to face these barriers, have access to technology.'</p>	6
<p>Extended school time</p> <p>We provide a summer school annually to ensure successful transition for our incoming Year 7 pupils. This combines academic catch-up with sport and team-building activities.</p> <p>The school day is extended in core subjects for our KS4 pupils.</p> <p>Homework can be completed in homework club with our Academic Mentor. This enables all pupils to have a safe, well-resourced space for the completion of homework.</p>	<p>EEF research shows that Summer Schools and Extending school time can have a positive impact of progress of up to 3 months.</p> <p>EEF research shows that homework can have up to 5 months positive impact on progress.</p>	1, 2 and 6.
<p>Leadership: Governor Lead, SLT Lead, Operational Lead and Heads of Year.</p> <p>Essential for effective implementation, monitoring and evaluation.</p>	<p>Evidence suggests that when a strategy is ultimately accountable to one person, it will be more effective as that person will have an overview of the effectiveness of all elements of it.</p>	All

Total budgeted cost: £289,795

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils in Year 11 achieved a progress 8 score of -0.71. This represents a gap from their non-disadvantaged peers of -0.44. The national gap was -0.53 in 2019. In English the gap was negligible.

Last year marked the end of a three-year strategy. Performance against the intended outcomes is outlined below:

Intended Outcome	Success
A significant reduction in the gap between those pupils with below chronological reading ages that are disadvantaged and those who are not.	The gaps are closing and the rate of this is faster for disadvantaged pupils in Key Stage 3. This was particularly the case in Year 8 last year where the gap between chronological age and reading age was closing 5.42 times faster for disadvantaged pupils than their non-disadvantaged peers.
The achievement of our disadvantaged boys will be in line with national outcomes for non-disadvantaged boys.	Whilst this ambitious target wasn't met, substantial progress was made. The 2019 national gap in progress 8 between disadvantaged boys and girls was -0.49. In Year 11 last year, it was -0.23.
There will be no gap in readiness to learn data between disadvantaged learners and their non-disadvantaged peers.	Whilst disadvantaged pupils still represent a higher proportion of pupils referred to the reset room, this is down from 40% to 30%.
A significant reduction in the percentage of disadvantaged learners that are persistently absent (below 90% attendance) and an increase in the overall attendance of disadvantaged learners to be at least in line with their non-disadvantaged peers.	Attendance challenges persist. However, for the latest national full year data, the percentage of disadvantaged learners who are persistently absent was 27.7% and in our school it was 24.7%. Overall absence rates for disadvantaged learners were 6.8%, compared with the national figure of 5.4%. The gap has closed over time but the new strategy requires a strengthening of focus in this area.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>The main aspects of our 2021-2022 spend include contributions to:</p> <ul style="list-style-type: none"> • Promoting well-being, emotional literacy and mental health • Student managers (one per year group) • Admissions • Induction activity • Transition activity • Assisted travel • Celebration of our military connections around the Academy • Termly activity to promote friendships • Drop-in room services • Mitigating against lost/overlapped learning of the curriculum • Service children support fund
What was the impact of that spending on service pupil premium eligible pupils?	<p>The Service Pupil Premium is mainly targeted at providing pastoral support to mitigate against the impact of higher than usual levels of school mobility and the implications of being a child within a military family. There are clear risks of lost/overlapped learning of the curriculum and we use the premium to mitigate against this also.</p> <p>During the academic year of 2021-2022:</p> <ul style="list-style-type: none"> • the percentage of our service pupils achieving their minimum target grades (FFT50) by the end of the school year was in-line or above other pupils. • the average percentile of student responses in their GL PASS survey at the end of Y7 was in the highest category for our service pupils. GL Assessment class this category as, 'High satisfaction with their school experience'.