

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 to Y11)	1034
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	This is the second year of our three-year plan.
Date this statement was published	20/12/2023
Date on which it will be reviewed	06/12/2024
Statement authorised by	Mr R Wood (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	£200,790
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£59,290
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£94,790
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£354,870

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.

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 at KS3 and NGRT at KS4.
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 -0.17 in 2023. 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 all learners pre-pandemic) 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: £101628

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 comprehension 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 Ascend Learning Trust we have 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>Our Director of Teacher Development leads on a robust program 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</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>mentoring sessions with their 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>Sparx Maths is used by all Key Stage 3 and Key Stage 4 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: £55,794

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>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 	<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</p>	1 and 6

<p>reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes.</p> <p>- 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> <p>We have a dedicated Pupil Premium Focussed Teaching Assistant to directly support with these interventions, as well as provide targeted in-class meta-cognitive support to pupil learning.</p>	<p>intervention should increase with need.</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</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</p>	<p>1 and 6</p>

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

Budgeted cost: £197,448

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 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</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>	4

concerns and put early intervention into place.		
<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 3 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>Pupils who have specific concerns relating to their</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>well-being are able to communicate this through both paper based and online referral systems and have access to our two full-time time employees from the registered charity 'Place2Be', devoted to supporting the mental health of our pupils. This is a significant investment and vital to those who access the service.</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</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>3 and 5</p>

<p>and gain cultural insight from the study of Religious Studies.</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>EEF also cites evidence that participation in artistic and creative 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</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

have access to them regardless of economic disadvantage.		
<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. 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: £354,870

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summer 2023 – Year 11 Results

The Attainment 8 score for disadvantaged pupils was 31.1. The national score was 34.9, representing a gap of -3.8. Internally, the gap between disadvantaged and non-disadvantaged pupils was -8.35. The national gap was 15.3.

The Progress 8 score for disadvantaged pupils was -0.9 (with an upper confidence interval of -0.37 to account for the small sample size and yearly variation). The national score was -0.57, representing a gap of -0.33. Internally, the gap between disadvantaged and non-disadvantaged pupils was -0.83. The national gap was -0.74.

The percentage of disadvantaged pupils entering the EBacc was 13%. The national entry was 27.7%, representing a gap of 14.7%. Internally, the gap between disadvantaged and non-disadvantaged pupils was 5.3%. The national gap was 15.3%.

Internal summative assessment

In the current Year 11, recent summative assessments show that the projected Progress 8 score for disadvantaged pupils is +0.12.

Attendance, Behaviour and Well-being

Attendance data for our disadvantaged pupils has been above the national figure for each week of this academic year.

Behaviour continues to be a challenge, however some progress is being made. Last year 40% of incidents of disruption to learning were related to our disadvantaged pupils. So far this year it is 35%.

Well-being continues to be a priority. Having two full time on-site counsellors is making a tangible difference with a number of our disadvantaged pupils accessing this support.

Outline of progress of current strategy

Our commitment to tutoring has been shown to have significant positive impact. We are facing challenges with recruitment of in-person tutors but are looking to increase our capacity all of the time. A number of our pupils continue to benefit from both online and in-person tutoring, including last year with those tutored by our Academic Mentor progressing by +0.8 (P8) during Year 11 in Maths.

Our reading interventions have had notable successes. Past programmes have seen progress in reading age five times faster for disadvantaged pupils than other pupils.

Our Year 7 period 1 intense reading programme has seen an average of 73% improve their reading relative to chronological age over the first two terms. We continue to build capacity for providing reading interventions and use precise assessment data to identify the need and close the gap.

Our relentless drive on attendance, including a family engagement worker to focus on our disadvantaged pupils, continues to have significant success, maintaining our overall attendance figure above the national.

The Year 11 Metacognition group appears to be working well as our disadvantaged pupils in Year 11 are currently making more progress than other pupils.

Recent staff training on embedding feedback in teaching and learning is showing to have a positive impact as data from quality assurance visits shows an improvement in the rating of feedback. Wider use of visualisers to provide instant feedback is beginning to embed across the school as external reviews have identified some very strong practice in feedback eliciting improvement in the quality of pupil work, most notably in English.

Whilst we are not complacent, we are making good progress towards achieving our intended outcomes as stated earlier in this document.

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

The main aspects of our 2022-2023 spend include contributions to:

- 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

The impact of that spending on service pupil premium eligible pupils

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.

During the academic year of 2022-2023:

- 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'.