

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our 3-year pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Barnsley Academy
Number of pupils in school	944
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2021/22, 2022/23, 2023/24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Naveed Khan (Principal)
Pupil premium lead	Richard McNicholas (Vice Principal)
Governor / Trustee lead	Geoff Hopwood (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£436,770
Recovery premium funding allocation this academic year	£117,576*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£554,346

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium strategy at Barnsley Academy has been developed to improve the academic progress and life chances of our disadvantaged students. It is underpinned by our belief that every child, regardless of background, can achieve at the highest levels and should be supported to have self-belief in their own potential and future success. Social or financial disadvantage should never be an obstacle to a young person's life chances, including the opportunity to attend a top university or alternative. Ensuring that all disadvantaged students have access to a challenging, academic curriculum and the highest quality of teaching is central to this.

Our strategy's key aim is to identify and address significant barriers to success. It forms part of Barnsley Academy's school-wide education recovery response to the Covid-19 pandemic. It is a tiered approach that focuses on effective teaching, targeted academic support, and wider strategies. The long-term focus on identified strategic areas is refined regularly as specific actions in each area are reviewed and updated annually. Our approach will be rooted in evidence-based strategies and will use effective assessment systems to monitor and evaluate the impact of our actions to support disadvantaged students. This will ensure that the progress and attainment of disadvantaged students will be carefully tracked against high expectations and early intervention will take place where need is identified. By taking a whole school approach to the delivery of this Pupil Premium strategy, all staff will be aware of the role they are required to play to help address the progress and attainment gap between disadvantaged and non-disadvantaged students.

Through the provision of high-quality teaching, effective support, and accessible enrichment opportunities, we hope to ensure that all disadvantaged students at Barnsley Academy can thrive and develop into successful and happy adults who live by the academy's core values of ambition, determination, and respect.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of disadvantaged students is below the level of their non-disadvantaged peers resulting in gaps in learning that need to be addressed.
2	Disadvantaged students, especially those with SEND, account for a disproportionately high number of behaviour incidents and suspensions.
3	Disadvantaged students account for a disproportionately high number of both safeguarding and wellbeing concerns.

4	Disadvantaged students have lower literacy starting points than their non-disadvantaged peers and make lower progress in reading from year to year.
5	Disadvantaged students currently make less progress in English and Maths than their non-disadvantaged peers and fewer disadvantaged students achieve at grades 4, 5 and 7 or above.
6	A disproportionately high number of disadvantaged students have lower aspirations and lower expectations for post-16 pathways than their non-disadvantaged peers.

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
Disadvantaged student attendance is at least in line with national averages for all students ensuring that they have full access to the curriculum on offer.	<ul style="list-style-type: none"> - Disadvantaged student attendance, especially for those with SEND, improves year-on-year and is in line with non-disadvantaged students and national averages. - Disadvantaged student persistent absence, especially for those with SEND, drops year-on-year and is in line with non-disadvantaged students and national averages.
Recorded behaviour incidents and fixed-term suspensions for disadvantaged students are significantly reduced and in line with non-disadvantaged peers ensuring that they have full access to the curriculum on offer.	<ul style="list-style-type: none"> - Monitored behaviour KPIs are in line with non-disadvantaged students and show year-on-year reductions in behaviour incidents. - Fixed-term suspensions are in line with non-disadvantaged students (proportionally) and show year-on-year reductions. - Students at risk of permanent exclusion receive bespoke intervention to address underlying behavioural triggers. - Attitude to learning grades for disadvantaged students are in line with those of non-disadvantaged students.
All disadvantaged student safeguarding and wellbeing concerns are addressed with actions supporting individuals to be happier and access education successfully.	<ul style="list-style-type: none"> - Pupil voice for disadvantaged students references improved wellbeing and actions taken to support needs. - Disadvantaged students requiring additional wellbeing support access a full curriculum and achieve improved academic and wellbeing outcomes. - Wellbeing support and advice is signposted, and students can articulate how to access it. - School collaborates effectively with external agencies where needed to ensure students receive the holistic support they need.
Disadvantaged students have a reading age in line with their chronological age, helping them to foster a love of reading and giving them better access to the curriculum.	<ul style="list-style-type: none"> - Year-on-year, a higher proportion of disadvantaged students have a reading age within 6 months of their chronological reading age. - There is a year-on-year narrowing of the reading age gap between disadvantaged and non-disadvantaged students. - The proportion of disadvantaged students reading independently increases.
English and Maths progress and attainment for	<ul style="list-style-type: none"> - Disadvantaged student Progress 8 is 0 or above overall and for English and Maths elements.

disadvantaged students is in line with national averages for all students.	<ul style="list-style-type: none"> - Disadvantaged student Progress 8 is in line with that of non-disadvantaged students overall and within the English and Maths elements. - The proportion of disadvantaged students attaining at 4+, 5+ and 7+ in English and Maths improves year-on-year and is in line with non-disadvantaged students and national averages. - Quality assurance shows that disadvantaged student participation in lessons and the quality of work in their books is in line with non-disadvantaged students.
A higher proportion of disadvantaged students go on to post-16 Education, Employment or Training and have access to opportunities to develop subject-specific skills and wider cultural capital.	<ul style="list-style-type: none"> - 100% of disadvantaged students access careers advice before and during Y11 and complete post-16 applications. - 100% of disadvantaged students go into post-16 education, employment, or training. - A higher proportion of disadvantaged students access A-level courses at KS5 year-on-year - A higher proportion of disadvantaged students go on to study at university (including Russell Group) year-on-year.

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: £ 130,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Overstaffing in Maths and Science to allow for additional Y11 teaching groups.</p> <p>Additional Intervention groups timetabled in Maths and English banded on options to close gaps in these areas with underperforming students.</p>	<p>It has been shown in research (EFF & Hattie) that if the class size is reduced to below 20, or even better 15 then a positive impact is seen. It allows for better feedback which is shown as one of the most positive ways to improve achievement (Hattie, Sutton Trust, and EFF).</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	5
<p>New School Day to facilitate 75-minute lessons.</p>	<p>Within United Learning the most successful schools and schools who have seen the most significant improvements in results have credited the structure of their school day as a key factor in delivering quality outcomes as students have had the greater opportunities to engage with extended independent practice and quality teacher feedback and reteaching.</p>	4, 5, 6

	For this reason, the academy has moved to 4x 75-minute lessons. Student voice has affirmed the decision as students' value longer lessons and with that the reduction of transitions is contributing to a reduction in lost learning time.	
Rank Order Assessment now embedded as a driver for positive attitude to learning and improved academic outcomes.	Rank order systems create greater clarity for staff, parents, and students and have been acknowledge as a factor raising attainment in several United Learnings highest performing schools. One of the significant barriers to assessment information having sufficient impact, is a lack of understanding about how to interpret it. John Dunford emphasises the significant role of effective data use and reporting in identifying and addressing learning gaps and underperformance for disadvantaged students.	2, 5
Reading tests (NGRT (New Group Reading Tests)) carried out three per year at across key stages to identify and monitor gaps.	<i>1 in 8 disadvantaged children do not own a book at home. (National Literacy Trust)</i> <i>Disadvantaged students, generally, display lower reading ages than non-disadvantaged peers. This has been exacerbated by the COVID-19 Pandemic.</i> (Institute of education 2021)	4, 5
YARC (York Assessment of Reading for Comprehension) (York Assessment of Reading for Comprehension) testing to establish specific gaps in reading.	The impact of the word gap and less-developed vocabulary: word-gap.pdf (oup.com.cn)	4,5
Targeted Reading Intervention		4, 5
KS3 – Sparx Reader to be launched in Autumn 1 across KS3 as part of the school's wider homework initiative.		4, 5
KS3 – Big Class Read to support greater fluency and comprehension in English, Modern Foreign Languages, History, Geography, RE and Food.		4, 5
Whole-school tutor-time reading programme embedded with Years 7-10 to support fluency, develop of		4, 5

tier 2 vocabulary and model effective reading practice.		
Staff CPD focused on high impact T&L strategies: The Rosenshine Principles and TLAC (Teaching Like a Champion) with a specific focus on shared routines and language to support impactful, disruption-free learning.	Staff CPD has been built around strategies that are known to directly improve and develop classroom practice. Improvements in classroom practice are known to have a disproportionately positive impact on disadvantaged students. The techniques used through TLAC, and the classroom routines focus are supported by Rob Coe's research into what makes great teaching: What-makes-great-teaching-FINAL-4.11.14-1.pdf (suttontrust.com)	2, 4, 5
Middle Leadership CPD focused on upskilling staff to address the disadvantage gap through specific directed reading and application of learning through collaborative, strategic planning.		4, 5, 6
CPD underpinned by deliberate practice to embed quality first-wave teaching: Year 1: Behaviour for Learning, Routines and Retrieval Practice. Year 2: Expert Modelling, Independent Practice, Assessment and Curriculum Pace Planning. Year 3: Homework and the continued refinement strengthening of curriculum sequencing and delivery (including the quality of checking for understanding and live feedback in class, prioritising PP students through seating plans.)		5, 6
Online access to Maths retrieval	<i>"Sparx is hugely important to United Learning. Sparx is not just about children logging on and completing work.</i>	5

<p>practice through Sparx Maths, both within lessons at KS3 and for homework.</p>	<p><i>It's about developing mastery, and children's understanding of maths becomes much more profound from using the platform.</i></p> <p>Ben Antell, Regional Director, United Learning</p> <p>Our Impact Sparx Maths Mastery learning EEF educationendowmentfoundation.org.uk</p>	
<p>Adapt and relaunch the behaviour system with staff CPD to ensure consistency of application. Increased focus on reflection, maximising time in learning and addressing the PP/non-PP behaviour gap.</p>	<p>Consistent whole-school approaches to behaviour (where contextualised effectively to suit the individual school) have been found to have a positive impact on student outcomes:</p> <p>Behaviour interventions EEF educationendowmentfoundation.org.uk</p> <p>Improving behaviour in schools d2tic4wvo1iusb.cloudfront.net</p> <p>Changes to the behaviour system are for the benefit of all students but will have a disproportionately positive impact on maximising learning time for some disadvantaged students.</p>	2, 3
<p>Recruitment of Assistant Headteacher (Progress and Standards)</p>	<p>A key focus of the role is on using triangulating behaviour, attendance, and assessment information effectively to identify and highlight intervention needs to raise standards in both KS3 and KS4. Disadvantaged students will be discussed individually with personalised plans put in place. Knowing the students is a key element of implementing effective pupil premium strategies, as outlined by the EEF guidance document:</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf d2tic4wvo1iusb.cloudfront.net</p>	5, 6
<p>Retention of an Early Career Teacher to add additional staffing to EBacc subjects (Geography and Science) and to support increased EBacc uptake at KS4.</p>	<p>Additional staffing in these subjects has allowed for a reduction in class sizes in some areas. It has been shown in research (EFF & Hattie) that if the class size is reduced to below 20, or even better 15 then a positive impact is seen. It allows for better feedback which is shown as one of the most positive ways to improve achievement (Hattie, Sutton Trust, and EFF).</p> <p>Reducing class size EEF educationendowmentfoundation.org.uk</p>	6
<p>Retention of an Early Career Teacher to add additional staffing to Creative Arts (Drama) to support increased access for all students at KS3 and greater variety of option subjects at KS4.</p>	<p>Arts participation has been shown to have a positive impact on student outcomes (see below). This recruitment has also supported the Academy to improve the breadth and balance of its curriculum at KS3 and KS4 and to improve the range of opportunities available to students.</p> <p>Arts participation EEF educationendowmentfoundation.org.uk</p>	6

	Arts education EEF (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 58,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy intervention for students with lower reading ages (Read Write Inc phonics)	<i>1 in 8 disadvantaged children do not own a book at home.</i> (National Literacy Trust)	4, 5
Additional capacity: Reading Team. Five staff trained to deliver Lexoniks as part of the whole-school approach to intervention prioritising PP students and underperforming non-PP.	<p><i>Disadvantaged students, generally, display lower reading ages than non-disadvantaged peers. This has been exacerbated by the COVID-19 Pandemic.</i> (Institute of education 2021)</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>Studies on the impact of interventions: Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	4, 5
Teaching staff and external tutors to deliver school-led tutoring to address gaps in learning (KS3 & KS4) as part of National Tutoring Programme.	The government-backed national tutoring programme has been supplemented by the school-led tutoring programme. These are designed to support disadvantaged students to close gaps in learning that have been caused by the Covid-19 pandemic. The aim of the programme is to make use of the known impact that one to one or small group tuition can have on student outcomes:	4, 5
Recruitment of Lead Practitioner in Maths to deliver intervention to underperforming Y11 students (4+ and 5+)	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p><i>Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional</i></p>	4, 5, 6

	<i>progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.</i> (DfE (Department for Education) School-Led Tutoring Guidance 2021)	
Saturday Schools in the Autumn Term targeting NEA subjects to give PP student the best chance to complete NEA components to the highest standard.	<p>These additional sessions allow staff to focus on specific gaps in learning and re-teach elements of the curriculum that have already been covered. They are personalised to address the needs of individual students or small groups of students:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	4, 5, 6
After school and holiday academic enrichment sessions provided to increase progress and attainment of disadvantaged students (Y11), especially in English and Maths.		5, 6
Incentives trips and residential for PP students as part of both the attendance and behaviour strategy and to engage students in off-site tutoring and revision. (Kingswood Trip, Oct. 2023 – fully funded.		1, 2, 4, 5
Launch of Success Lounge (Y11) Revision Provision for students where a timetabled schedule of independent revision is facilitated by the academy.		4, 5, 6
Additional Maths and English deliver 'Period 5' lessons to support closing the gap teaching based on exam QLA (Question Level Analysis) with Y11 students.		5, 6
All Y11 underperforming disadvantaged students assigned one-to-one mentor to monitor progress,		1, 2, 3, 5, 6

attendance, behaviour and class and homework engagement in collaboration with parents and carers.	accountable to high standards of behaviour, attendance, and effort in lessons: Mentoring EEF (educationendowmentfoundation.org.uk)	
Individual music lessons provided by peripatetic teacher to increase disadvantaged student arts participation.	Arts participation has been shown to have a positive impact on student outcomes (see below). This recruitment has also supported the Academy to improve the breadth and balance of its curriculum at KS3 and KS4 and to improve the range of opportunities available to students.	3, 6
Engagement with MISST (Music in Secondary School Trust) Programme.	Arts participation EEF (educationendowmentfoundation.org.uk) Arts education EEF (educationendowmentfoundation.org.uk)	6
Events and external speakers to support motivation to succeed and develop effective study skills habits.	All external events and speakers will be researched carefully with evidence of impact requested to maximise value for money and increase the likelihood of positive outcomes for our students.	1, 2, 3, 5, 6

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

Budgeted cost: £ 365,506

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing in attendance team.	The DfE guidance has been used to support and guide the practice that has been implemented within the	1

<p>(1 x attendance manager, 2 x attendance officer).</p> <p>Embedding principles of good practice to raise attendance and reduce persistent absence.</p>	<p>Academy. The guidance has been created in collaboration with schools that have significantly reduced persistent absence levels.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Additional staffing allows good practice to be implemented more effectively and gives capacity to enable resources to target specific areas of concern.</p>	
<p>Additional staffing in behaviour team to support proactive and positive management of student behaviour.</p> <p>(1 x Assistant Principal, 5 x full-time pastoral leads, 1 x full-time behaviour manager)</p>	<p>Additional staffing in behaviour gives capacity to enable resources to target specific areas of concern and to support students more swiftly and to engage more effectively with parents.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Additional staffing in safeguarding and wellbeing teams to identify and address safeguarding and wellbeing concerns.</p> <p>(1 x Associate Senior Leader: Safeguarding, 1 x First Aid Support, 2 x Mental Health Support, 3 x Vulnerable Student Support)</p>	<p>Evidence clearly shows that to support students to be successful, it is important to identify and address barriers to learning. The extended safeguarding and wellbeing team ensures that both things happen. Whilst not all students supported by this team require Social and Emotional Learning support, many do, and the link below supports the evidence behind such approaches:</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Recruitment of 1 x Director of Character Education</p> <p>And 1x PSHE Lead</p>	<p>As highlighted in other sections on the impact of pastoral teams and of approaches to attendance and behaviour.</p>	1, 3
<p>Restructuring of year group pastoral teams with all Heads of Year line managed by Assistant Principal. Focus on persistent absence and behaviour.</p>	<p>Heads of Year have previously worked somewhat in isolation and, as teaching staff, have been line managed within subjects. The change in structure creates parity with other middle leaders in terms of SLT line management, increased accountability and potential for impact and heightens the focus on key areas of the Head of Year leadership role (i.e., pastoral support, persistent absence, and behaviour).</p>	1, 2
<p>Appointment of an experienced full-time careers lead to ensure an effective careers curriculum is in place, as well as high quality careers advice and guidance and access</p>	<p>Research shows that careers education can be highly variable and can significantly impact on the life chances of young people. The appointment of a careers lead within the Academy ensures there is a member of staff whose focus is on ensuring this aspect of education is fully prioritised, especially for disadvantaged students:</p> <p>Careers education EEF (educationendowmentfoundation.org.uk)</p>	6

to post-16 opportunities.		
<p>Access Arrangement Testing for all students in Y9-Y11 to remove identified barriers in exams and formal assessments.</p> <p>Additional funding to train all staff as exam readers to ensure that the school has the capacity to meet all students needs in rehearsal and actual exams.</p>	<p>We appreciate the barriers that often prevent students from achieving their full potential in examinations and have dedicated time to ensure the academy's exam officer and the SEN(D) Team have the capacity to support all students with identified needs, which in 2023 ensured 100% of students with identified needs completed all core exams.</p>	4, 5
<p>Breakfast Club: breakfast provided in the canteen every day from 8am.</p>	<p>Some students, especially disadvantaged students, do not eat breakfast in the morning. This can have a clear impact on their ability to concentrate in lessons and to regulate their mood and behaviour. It is offered to ensure cost does not prohibit them from accessing food in the morning and therefore accessing learning effectively.</p>	1, 2, 3
<p>Transport provision: school bus contracts and funded travel costs for PP students to remove barriers to attendance and to ensure safety and wellbeing of students.</p>	<p>Cost of transport and ease of access to school via public transport services can be a significant barrier for some students. By providing school buses and by supporting those students who need financial assistance with transport, we remove that barrier to attendance whilst also ensuring their safety and wellbeing. This has been clearly evidenced through individual cases where attendance has improved once the support has been put in place.</p>	1, 3
<p>Funding for necessary equipment and resources to support full participation and engagement in learning and wider aspects of school life (e.g., history books, revision guides, ingredients/materials for Art and Technology subjects, uniform etc.).</p>	<p>By supporting students with resources, where necessary, we can ensure that social and financial disadvantage are not a barrier to accessing our curriculum provision. All students should have the opportunity to take part and to engage in all aspects of learning. This includes the means to revise effectively and engage in independent study at home. Similarly, we have high expectations around equipment and uniform and it is important that students are supported where they would be unable to meet those expectations owing to cost and through no fault of their own.</p>	1, 2, 5
<p>Alternative provision funding to support students with challenging behaviour to access a meaningful alternative to or respite from full-time school attendance (including college placement,</p>	<p>Where a small number of students have struggled to access mainstream secondary education owing to behavioural barriers to learning, alternative provision has been allocated to support them to access different opportunities to learn, whilst still focusing on core subjects such as English and Maths. Evidence has shown that for some of these students, the change of environment has had a positive impact on their behaviour and engagement.</p> <p>6853</p>	1, 2, 5

Action 2 Change, Academy 21.).		
Rewards funding to help promote and highlight positive behaviours and habits.	Whilst there is mixed evidence on the long-term impact of extrinsic motivators, the use of small, occasional rewards to raise the profile of positive behaviours and habits helps to create a culture where high standards are not only expected but are noticed, modelled, and highlighted for all stakeholders as the benchmark to aim for. These will be primarily focused on areas where effort is the primary driver and students are able to influence the outcome through positive choices (e.g., attendance, attitude to learning and behaviour).	1, 2

Total budgeted cost: £554,346

(The additional planned expenditure has been agreed and taken from reserves to further support the catch-up effort for disadvantaged students)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2021 to 2022 academic year.

The review of year two of the three-year PP strategic plan demonstrates a positive trajectory in several key areas, which in turn validates the Academy's strategic foci. However, the data also indicates the significant challenge the school still faces in ensuring disadvantaged students are performing in line with their non-disadvantaged peers across all outlined areas of challenge, and with that the need for further investment and strategic actions in specific areas to ensure that the Academy remains on track to achieve the intended outcomes by the end of the three-year plan in 2024, as detailed in the previous section.

In terms of outcomes, disadvantaged students' performance in GCSE Maths and English in 2023 has increased in comparison to the 2022 results: 43% of disadvantaged students achieved 4+ in both Maths and English (2022 – 4+ = 35%) and 30% of disadvantaged achieved a grade 5+ in Maths and English (2022 – 5+ = 20%).

These results demonstrate the impact of the improved curriculum offering and the character education initiative that is developing the skills, knowledge and characteristics needed to be successful. Leaders and staff are committed to building on and strengthening both the academic and character curriculum as we seek to remove all barriers for our disadvantaged students and are confident that year-up-on-year results will continue to improve as we continually raise standards and further our character driven school culture.

The performance gap between disadvantaged and non-disadvantaged students in Maths and English has increased in the Eng/Maths 4+ measure by 3.21% while it has decreased in the Eng/Maths 5+ measure by 2.28%). It is important to note that contextually the improved performance of non-disadvantage does detract from the fact that disadvantaged students' performance has increased at 4+ in comparison to 2021-22 outcomes.

However, leaders at the Academy acknowledge that that there is still a long journey ahead to ensure that disadvantaged students are performing in line with their non-disadvantaged peers. To further reduce this gap significant time and resources are being committed to ensure that the academy remains on track to achieve the outcomes of the three-year plan in 2024. This includes the new academy school day (4x 75-minute lessons), additional recruitment of teaching staff in key areas, access arrangement testing, Saturday schools, incentivised trips and residentials, additional Maths and English lessons for target students, the launch of the Lexoniks reading programme and refined monitoring of attendance, behaviour and engagement with class work and homework.

The school's reading intervention programme has had a significant impact on improving the number of students now reading in line with age-related expectations. After increasing capacity in the literacy team and upskilling additional staff to deliver reading intervention, NGRT results evidence a significant improvement in terms of students achieving SAS (Standard Age Scores) indicating that they are 'on' or 'above' target. Following NGRT B in Y11, 78% of disadvantaged boys and 73% of disadvantaged girls are reading in line with age-related expectations, with boys outperforming national averages in the 'above' category (28% vs 23%) and performing at the same level as non-disadvantaged boys within the Y11 cohort. The biggest gap exists between disadvantaged (14%) and non-disadvantaged girls (33%) in the 'above' category. The school is taking steps to address this using YARC testing to further establish the barriers that these students are encountering regarding fluency and comprehension to remove them in preparation for the summer exam series. From September 2022, the reading intervention programme was launched across Y7-Y10, initially targeting Y8 and Y10 students where the most significant gaps exist – by Easter, all students identified in Y7 and Y9 had engaged with the programme. However, following departures within the reading team in the summer term, including the Read Lead, academy leaders have recruited a new reading lead and increased capacity within the team. In addition to investing in the Lexoniks programme and Sparx Reader to support the team to address anticipated gaps following NGRT A.

The 2022-23 national attendance figure for all students was 90.25% in comparison to the national average, which was 92.5%. While national PP student attendance was 88.6%. The school's attendance for 2022-23 was 87.24% in comparison.

In 2021-22 the gap between disadvantaged and non-disadvantaged students decreased by 1% (8.1%) (85.5% vs 93.6%). In 2022-23 the gap has now decreased by 2.45% (5.65%) (87.24% vs 92.89%) although non-disadvantaged students' attendance has slightly decreased.

In addition, the persistent absence gap between disadvantaged and their non-disadvantaged peers for 2023 was 28.1%, this is a 3.43% increase on 2022 figures (24.67%). Leaders acknowledge that attendance continues to be a significant barrier for the academy's most disadvantaged students, but with the increased capacity in both the attendance and year-group pastoral teams, leaders remain confident that the attendance and persistent absence gaps will continue to decrease in the coming academic year, and these figures further justify the time and resources being invested into attendance.

There continues to be a correlation between disadvantage students and the number of behaviour, safeguarding and wellbeing incidents being reported. Like 2021, this continues to be disproportionate in comparison to non-disadvantaged students, however the picture continues to improve.

In 2022-23, the academy continued to commit to raising both academic and behavioural standards, however, there was a significant decrease in exclusions in 2022-23 – a total of 582, compared to 720 in 2021-22 (19% reduction). From 2022 to 2023, fixed-term exclusions decreased (582 vs 720) – disadvantage students accounted for 410 (71%) of these exclusions. The number of disadvantaged students being excluded has decreased although this figure remains disproportionate, the increased leadership capacity and refined behaviour policy have reduced exclusion figures as well as providing a structured provision for students in school to modify their behaviours to give them the best chance

to engage with learning. Despite numbers remaining high, leaders maintain that for the long-term progress of students, to ensure disruption free learning, this was the right decision and as standards are continually raised, it is anticipated that a small cohort of students will continue to challenge the academy's values and expectations. Leaders and staff remain committed to working with students and their families to support them to correct their behaviours and fully engage with learning and the wider school community.

The academy remains focused on ensuring the safety and experience of the wider school community and anticipates based on the start to the new academic year that it will take time to reduce these figures in the Autumn term without lower academic and behavioural standards, but equally leaders are optimistic that over the course of the year this figure will once again be reduced as positive routines and habits are embedded through strategic interventions with identified students.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Sparx Reader	Sparx Reader
Sparx Maths	Sparx Maths
Hegarty Maths	Hegarty Maths
New Group Reading Test	GL Assessment
YARCs (York Assessment of Reading for Comprehension)	GL Assessment
CAT4 (Cognitive Ability Testing)	GL Assessment
Midyis Tests	Cambridge CEM
4Matrix	4Matrix
Lexoniks	Lexoniks
Language Nut	Languagenut Digital Language Resources Primary & Secondary Schools
Bedrock Learning	Bedrock Vocabulary - The online vocabulary curriculum for schools (bedrocklearning.org)
SENECA	Seneca Learning Ltd.