

Academy Strategic objectives 2023/24

Strategic objectives	1: Improve learning and teaching 1a Planning for the needs of students (in particular SEND 1b Further develop the rigorous KS3 and KS4 assessment processes to drive student progress 1c Implementation of the curriculum through consistent delivery of TOA L&T non-negotiables (particularly AfL and feedback). 1d Development of Literacy across the Academy
	2 - Improve Behaviour for Learning 2a Ensure attendance and punctuality to all lessons 2b Ensure students are prepared for lessons 2c Ensure students are engaged in lessons

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Orme Academy
Number of pupils in school	749
Proportion (%) of pupil premium eligible pupils	207 (27.6%)
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	5/9/22
Date on which it will be reviewed	Half termly
Statement authorised by	Mark Boughey
Pupil premium lead	Ian Verow
Governor / Trustee lead	Clive Jones

Funding overview

Allocation	2023-24 Expected Funding		
	Number of pupils	Funding	Total Amount
Pupils in years 7 to 11 recorded at Ever 6 FSM: The pupil premium for 2022 to 2023 will include pupils recorded in the latest census who have been eligible for free school meals (FSM) in the last six years, as well as those first known to be eligible at the last	207	£1035	£214,245
Looked after Children (LAC): The pupil premium from 2022 to 2023 will include pupils recorded in the school census who were looked after by an English or Welsh local authority immediately before being adopted, or who left authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.	3	£2,345	£7035
Service Children: For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the school census who was eligible for the service child premium since the 2013 census as well as those recorded as a service child for the first time on the last census.	7	£320	£2240
School led tutoring this academic year: School-Led Tutoring is part of the National Tutoring Programme (NTP) in 2021/22. Eligible state-funded schools receive a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID-19.	196	£67.5 (15 sessions) £4.5 (individual session cost) *1:2 ratio	£13,230
Recovery premium funding: The recovery premium grant is part of the government's package of funding to support pupils whose	192	£276	£52,992

education has been impacted by coronavirus (COVID-19).			
Total:			£289,742

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

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

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to provide intervention to improve deficits in learning
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure disadvantaged pupils attend all lessons and arrive on time
- Ensure disadvantaged pupils adhere to the behaviour policy and demonstrate positive attitudes to learning

- Ensure disadvantaged pupils are supported pastorally to achieve their best

Challenges

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

Challenge number	Detail of challenge
1	The quality of learning and teaching is inconsistent. As a result, the attainment of pupils across all subjects varies considerably. In addition disadvantaged pupils do not as well as their peers across all subject areas
2	<p>The mathematics attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with the 4 rules of number and problem solving tasks.</p> <p>Data analysis of last year's year 11 cohort indicate that there is a progress gap evident by the first data capture in year 7. The progress gap continues to increase as pupils continue through to GCSE examinations</p>
3	<p>The English attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with inference, the meaning of words in context, retrieval and recording of information.</p> <p>Data analysis of last year's year 11 cohort indicate that disadvantaged pupils outperform their peers until year 8. The trend reverses at that point and continues to increase through to GCSE examinations.</p>
4	<p>The science attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with scientific literacy and practical skills.</p> <p>Data analysis of last year's year 11 cohort indicate that there is a progress gap evident by the first data capture in year 7. The progress gap continues to increase as pupils continue through to GCSE examinations</p>
5	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than that of their peers. This impacts their progress in all subjects.</p> <p>On entry to year, 7 in this academic year 29.7% of our disadvantaged pupils arrive below age-related expectations compared to 18.8% of their peers.</p>

6	<p>Our behavior data over the last 5 years indicates that exclusions among disadvantaged pupils has been higher than for non-disadvantaged pupils.</p> <p>Academic year 2021/22 indicates that disadvantaged pupils have received more detentions' compared to their peers during that period. The data also highlights particular cause for concern in years 9 and 11. Our assessments and observations indicate that behaviour is negatively affecting disadvantaged pupils' progress.</p>
7	<p>Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Disadvantaged pupils also have higher levels of 'Persistent absence' during the same period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Outcome Number	Intended outcome	Success criteria
1	All teaching across all subjects is consistently good.	<p>By the end of our current plan in 2024/25:</p> <ul style="list-style-type: none"> • Triangulation of evidence (Pupil Voice, Work Scrutinies, Lesson Observations) indicate that all teaching is consistently good • Where this is not the case there will be evidence of intervention, action and support leading to improvement • 2022/23 KS4 disadvantaged pupils achieve a P8 score in line with their non-disadvantaged peers within the school • 2023/24 KS4 disadvantaged pupils achieve a P8 score in line with disadvantaged pupils nationally • 2024/25 KS4 disadvantaged pupils achieve a P8 score of 0
2	Improved attainment among disadvantaged pupils in mathematics at the end of KS4	By the end of our current plan in 2024/25:

		<ul style="list-style-type: none"> • 2022/23 KS4 outcomes demonstrate that disadvantaged pupils achieve a mathematics P8 score in line with their non-disadvantaged peers within the school • 2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve a mathematics P8 score in line with disadvantaged pupils nationally • 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve a mathematics P8 score of 0
3	Improved attainment among disadvantaged pupils in English at the end of KS4	<p>By the end of our current plan in 2024/25:</p> <ul style="list-style-type: none"> • 2022/23 KS4 outcomes demonstrate that disadvantaged pupils achieve an English P8 score in line with their non-disadvantaged peers within the school • 2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve an English P8 score in line with disadvantaged pupils nationally • 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve an English P8 score of 0
4	Improved attainment among disadvantaged pupils in science at the end of KS4	<p>By the end of our current plan in 2024/25:</p> <ul style="list-style-type: none"> • 2022/23 KS4 outcomes demonstrate that disadvantaged pupils achieve a Science VA score in line with their non-disadvantaged peers within the school • 2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve a Science VA score in line with disadvantaged pupils nationally • 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve a Science VA score of 0

5	Improved reading comprehension among disadvantaged pupils across all years	<ul style="list-style-type: none"> • All baseline assessments completed by (29/9/22) • Reading targets set based on baseline by (6/10/22) • Intervention strategies agreed, support implemented by (10/10/22) • Individual progress monitored through STAR reader
6	To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils.	<p>By the end of our current plan in 2024/25:</p> <ul style="list-style-type: none"> • 2022/23 <ul style="list-style-type: none"> ○ Year 9 Detentions. Disadvantaged students receiving 10 or more detentions reduces from 21 to 14 ○ Year 10 Detentions. Disadvantaged students receiving 10 or more detentions reduces from 14 to 10 ○ Year 11 Detentions. Disadvantaged students receiving 10 or more detentions reduces from 22 to 16 ○ Exclusions. Disadvantaged students receiving fixed term exclusions reduces from 17 to 11 ○ Disadvantaged national gap for exclusions reduces from 3.45% to 2.3% • 2023/24 <ul style="list-style-type: none"> ○ Year 10 Detentions. Disadvantaged students receiving 10 or more detentions reduces from 14 to 7 ○ Year 11 Detentions. Disadvantaged students receiving 10 or more detentions reduces from 10 to 5

		<ul style="list-style-type: none"> ○ Exclusions. Disadvantaged students receiving fixed term exclusions reduces from 11 to 6 ○ Disadvantaged national gap for exclusions reduces from 2.3% to 1.15% ● 2024/25 <ul style="list-style-type: none"> ○ Year 11 Detentions. Disadvantaged students receiving 10 or more detentions reduces from 7 to 0 ○ Exclusions. Disadvantaged students receiving fixed term exclusions reduces from 6 to 0 ○ Disadvantaged national gap for exclusions reduces from 2.3% to 0%
7	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● 2022/23 internal data demonstrates that disadvantaged pupils' attendance is in line with their non-disadvantaged peers within the school (3.4%) ● Persistent absence reduces by 7% from 44.7% ● 2023/24 internal data demonstrates that disadvantaged pupils' attendance is in line with disadvantaged pupils nationally (4.2%) ● Persistent absence reduces by 7% from 37.7% ● 2024/25 internal data demonstrates that disadvantaged pupils' attendance is in line with national (7)

		<ul style="list-style-type: none">• Persistent absence reduces by 7% from 30.7%
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Activity in this academic year

All activities will be classified by:

1. High Quality Teaching
2. Targeted support
3. Wider strategies

Menu of approach	Item	Activity	Success criteria	Evidence that supports this approach	Challenge number(s) addressed	Academy strategic objective	Cost	Impact
1. High Quality Teaching	Quality Assurance CPD Activities,	To ensure that high quality inclusive teaching remains the core focus of the academy via the implementation of 'The Orme Academy' focussed planning sheets	All teaching is consistently good	Education Endowment Foundation toolkit Click here for further evidence	1	1a 1c	£81,127.98	
	CPD	To support and build the expertise of staff so that the execution of explicit instruction provides pupils with different tasks tailored to individual need	All staff are aware of the challenges faced by PP pupils and are engaged in delivering strategies to support the progress of all groups of pupils	EEF High Impact Strategy +4 months. Click here for further evidence	1			
		To support and build the expertise of staff so that the execution of Metacognition and self-regulation approaches support pupils to think more explicitly about their own learning		EEF High Impact Strategy + 7 months.	1			

			Click here for further evidence				
	To ensure feedback is consistent and effective across the curriculum.	Improve the progress of PP pupils from their starting points at KS2	EEF High Impact Strategy +6 months. Click here for further evidence	1			
Improving mathematics provision	Increased teaching capacity to ensure all disadvantaged students receive Quality first teaching in mathematics Identify disadvantaged students under target in mathematics and provide an informed response to improve their rates of progress	Overall rates of progress improve as a consequence of quality first teaching Disadvantaged pupils identified as under target receive tailored, targeted intervention. Identified areas of development improve	EEF Impact Strategy +2 months Click here for further evidence	2	1a	£21,853.04	
	Implement SPARX platform to set homework in Mathematics to support classroom learning.	Disadvantaged pupils' current working at grades are in line with academy expectations. Homework set is linked to classroom work; clear purpose communicated to all pupils	EEF High Impact Strategy +5 months. Click here for further evidence	2	1a	£2541.40	

	Improving English provision	<p>Increased teaching capacity to ensure all disadvantaged students receive Quality first teaching in English</p> <p>Identify disadvantaged students under target in English and provide an informed response to improve their rates of progress</p>	<p>Overall rates of progress improve as a consequence of quality first teaching</p> <p>Disadvantaged pupils identified as under target receive tailored, targeted intervention around inference, meaning of words in context and the retrieval and recording of intervention.</p> <p>Identified areas of development improve</p>	<p>EEF Impact Strategy months</p> <p>Click here for further evidence</p>	3	1a 1c	£25,425.63	
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Improving Science provision	<p>New Leadership role created to develop Science provision and pedagogy</p> <p>Increased teaching capacity to ensure all disadvantaged students receive Quality first teaching in Science</p> <p>Identify disadvantaged students under target in Science and provide an informed response to improve their rates of progress</p>	<p>High quality inclusive teaching is evident through regular and rigorous quality assurance.</p> <p>Schemes of learning and long term plans provide teachers with an explicitly coherent plan of how to teach Science effectively</p> <p>Key assessments are fit for purpose and provide accurate accounts of all pupils working at grades from which appropriate interventions can be planned</p> <p>Overall rates of progress improve as a consequence of quality first teaching</p>	<p>Education Endowment Foundation toolkit</p> <p>Click here for further evidence</p>	4	1a 1b 1c	£29,606.21

Improve levels of reading comprehension

<p>New Leadership role created to assess, monitor and intervene (when necessary) with disadvantaged pupil levels of literacy and reading comprehension</p>	<p>Disadvantaged pupils' improve their understanding of written text. Consequently, they can comprehend the meaning of what they read. Their ability to infer meaning from context; summarise or identify key points; use graphic or semantic organisers; develop questioning strategies; and monitor their own comprehension and then identify and resolve difficulties for themselves improves.</p> <p>Disadvantaged pupils can more easily access key assessments and terminal exams and answer questions appropriately</p>	<p>EEF High Impact Strategy +6 months. Click here for further evidence</p>	<p>5</p>	<p>1a 1c 1d</p>	<p>£24185.99</p>	
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		Implement reading subscription across all years	Disadvantaged pupils have a reading comprehension age in line with expectation. Any underperformance is identified early and the appropriate intervention put in place to support improvement		5		£915.77	
2. Targeted Support	Teaching Assistant interventions	HLTA/TA – Improve the effectiveness of provision so that Teaching Assistants can be effectively deployed to support the learning of SEN and disadvantaged students	Additional adults in the classroom work in complete alignment with the teacher. They enhance disadvantaged pupils' learning significantly and enable them to develop independence.	EEF Impact Strategy +4 months Click here for further information	1	1a	£9246.32	
	Mathematics	Engage with the National Tutoring Programme to provide school-led tutoring for pupils in mathematics whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Pupil progress improves due to pupil intensive individual support outside of normal lessons.	EEF Impact Strategy +4 months Click here for further information	2	1a	£10582.94	
	English	Engage with the National Tutoring Programme to provide school-led tutoring for pupils in English whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Pupil progress improves due to pupil intensive individual support outside of normal lessons.	EEF Impact Strategy +4 months Click here for further information	3	1a	£21165.88	

English and Maths	40% school contribution to the National Tutoring Programme to provide school-led tutoring for disadvantaged pupils in English and Mathematics	Pupil progress improves due to pupil intensive individual support outside of normal lessons.	EEF Impact Strategy +4 months Click here for further information	2/3	1a	£21149.33	
	Increase staff capacity within the Pastoral Support Team priority given to disadvantaged pupils	Positive attitudes to learning are evident in every lesson; in addition to a reduction in persistent negative behaviours	EEF impact strategy +4 months Click here for further information	6	2a 2b 2c	£27,204.17	
	New leadership role to design and implement 'The Inclusive Curriculum Project' for pupils that struggle to access a traditional curriculum.	Pupils engage positively in lessons and around school. Minimisation of serious single incidents Exclusions reduce.		6			
	Provide a budget to reward positive pupil behaviour focussed on PP students	Pupils are incentivised to actively engage in academy life and demonstrate positive attitudes to learning	Education Endowment Foundation toolkit	6	2c	£1448.82	

		<p>Provide Counselling and Student Support</p>	<p>Pupils encountering social, emotional and/ or mental health issues have access to trained professionals to help raise self-esteem, aspiration and provide mechanisms to help them access lessons at all times and manage their social and emotional health and wellbeing</p> <p>Counsellors provide coping strategies for pupils to adopt in order to access all aspects of academy life</p>	<p>EEF impact strategy +4 months Click here for further information</p>	<p>6</p>	<p>2b</p>	<p>£18974.50</p>	
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Wider strategies	Attendance	Reduce the percentage of disadvantaged pupils that are persistently absent	<p>Persistent absence reduces.</p> <p>Relationships between the academy, pupils and parents continue to develop.</p> <p>Consequently, all key stakeholders understand the implications of good attendance and are motivated to attend the academy.</p>	Education Endowment Foundation toolkit Click here for further information	7	2a	£6647.62	
	Curriculum subsidy	Provide financial support for Disadvantaged pupils participating in educational trips, visits, clubs, music lessons and support for essential equipment	<p>All pupils have access to and attend educational trips, clubs and music lessons.</p> <p>Pupils that those encounter economic inequality are not disadvantaged and can access the provision made by the Academy.</p>		1	2c	£15,070	
	Primary transition	<p>Closer work with feeder primary schools to identify issues relating to Disadvantaged pupils earlier.</p> <p>Develop better links with potentially hard to reach families in order to ensure a smooth transition.</p>	Positive relationships developed between school and pupils, and school and parents; pupils are more motivated and better behaved		1	1a	£540.40	

	Total:		£316,686	
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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 pupils in the 2022 to 2023 academic year.

Objective 1 – All teaching across all subjects is consistently good.

- **Progress indicators**
- 90% of lessons are planned effectively to meet the needs of all learners.
- 91% of lessons use effective AFL strategies.
- 89% of lessons observed adapt to meet the needs of all learners.
- Personal Learning Checklists (PLCs) are used in all lessons effectively to identify strengths and areas for development.
- 80% of lessons have high expectations.
- **Interventions**
- Friday morning briefings with a focus on AFL
- Wednesday afternoon CPD sessions that focus on adaptive teaching.
- Quality assurance cycles embedded into academic calendar.
- Appointment of new Assistant Principal in charge of T&L

Objective 2 – Improved attainment among disadvantaged pupils in mathematics at the end of key stage 4

- **Progress indicators**
- Student attainment has improved when compared against previous results in 2019 and 2022.
- Attainment 8 gap between disadvantaged and non-disadvantaged students has reduced when compared against 2022 results.
- Progress 8 score has improved when comparing 2022 and 2023 results.
- **Interventions**
- 2 additional classes added to curriculum time to focus on grade 3 to 4.
- 2 additional classes added to curriculum time to focus on grade 4 to 5.
- 1 additional class added to curriculum time to focus on grades 7+
- Fully funded exam calculators for disadvantaged students
- Breakfast intervention group
- **Impact statement – Key headlines**
- + 1 grade improvement for disadvantaged students between assessment point 1 in year 11 and exams.
- Percentage of on or above track disadvantaged students increased by 11.9% between assessment point 1 in year 11 and exams.
- SPI improved by 1.54 grades between assessment point 1 in year 11 and exams.
- 27% increase in grade 4's between assessment point 1 in year 11 and exams.
- 25.9% increase in grade 5's between assessment point 1 in year 11 and exams.
- 4.5% increase in grade 7's between assessment point 1 in year 11 and exams.
- 3.2 % increase in grades 8 and 9 between assessment point 1 in year 11 and exams.

Objective 3 – Improved attainment among disadvantaged pupils in English at the end of key stage 4

Progress indicators

- Student attainment has improved when compared against 2019, 2022 exam results.

- Attainment gap between disadvantaged and non-disadvantaged students has reduced when compared against 2019, 2022 exam results.
- Progress 8 has improved when compared against 2022 exam results.
- Progress 8 gap between disadvantaged and non-disadvantaged students has reduced when compared against 2022 exam results.
- Subject Progress Indicator has improved in English Language when compared against 2019, 2022 exam results.
- Subject Progress Indicator gap in English Language has reduced when compared against 2019, 2022 exam results.
- Subject Progress Indicator in English Literature has improved when compared against 2022 exam results.
- Subject Progress Indicator gap in English literature has reduced when compared against 2022 exam results.
- **Interventions**
- Extra teaching capacity during curriculum time to focus on PP intervention.
- 1 x period 6 added to timetable.
- Holiday intervention sessions
- Fully funded revision materials
- Fully funded copies of texts studied.
- Fully funded tickets for theatre trips to A Christmas Carol and Inspector calls
- **Impact Statement – Key Headlines**
- 26/35 students improved work following the implementation of tailored intervention.
- 16/35 students achieved a final grade better than their predicted grade at 10Au3

Objective 4 – Improved attainment among disadvantaged pupils in science at the end of key stage 4

Progress indicators

- Student attainment has improved when compared against 2022 exam results.
- Attainment gap has reduced between 2022 and 2023 exam results.
- Progress 8 has improved when compared against 2022 exam results.
- Progress 8 gap has reduced between 2022 and 2023 exam results.
- Subject Progress Indicator has improved when compared against 2022 exam results.
- Subject Progress Indicator gap has reduced when compared against 2022 exam results.
- **Interventions**
- Appointment of Lead Practitioner to support improvements in quality first teaching.
- Increased capacity during curriculum time to focus on PP intervention.
- Masterclasses delivered by external provider.
- In school masterclass delivery
- Additional support for 7-9 delivered by Lead Practitioner and SET central team.
- Trips and visits CEIAG signposting students to career opportunities in science.
- **Impact Statement – Key Headlines**
- Subject Progress Indicator in Science Trilogy has improved by 0.47 grades between assessment point 1 and exam.
- Subject Progress indicator in Chemistry has improved by 1.77 grades between assessment point 1 and exams
- Subject Progress indicator in Biology has improved by 1.33 grades between assessment point 1 and exams

Objective 5 – Improved reading comprehension amongst disadvantaged pupils across all years

	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>
Tier 1		<ul style="list-style-type: none"> • 33/42 improved • 26/42 improved • 7/42 improved in line with developmental age 	<ul style="list-style-type: none"> • 33/43 improved • 21/43 improved • 12/43 improved in line with developmental age 	<ul style="list-style-type: none"> • 37/40 improved • 21/40 improved • 16/40 improved in line with developmental age 	<ul style="list-style-type: none"> • 36/40 improved • 21/40 improved • 15/40 improved in line with developmental age

	<u>Phase 1</u>	<u>Phase 2</u>	<u>Phase 3</u>
Tier 2	4/5, 6/6, 8/9, 0/1, 3/3	13/13, 9/10, 5/5, 5/5	1/1, 1/1, 1/1, 2/2
Tier 3	1/2	2/2	3/3

- **Progress Indicators**

- 139 out of 165 students have improved their reading ability at tier 1.
- 58 out of 62 students have improved their reading ability at tier 2.
- 6 out of 7 students have improved their reading ability at tier 3.

- **Interventions**

- Whole school reading assessments take place termly.
- Students are identified for the appropriate interventions to include:
 - Tier 1 whole class instruction
 - Tier 2 reading groups to improve fluency and accuracy.
 - Tier 3 one to one intensive support (25 minutes per day)
- Increased teaching capacity and curriculum time to add library lessons to the academy timetable.
- Read with your child events (June 23 and September 23)
- Book Buzz – all disadvantaged students received a free book to use in form and at home.
- Reading for pleasure during enrichment using myON
- Reading out loud in lessons
- SPARX reader
- Weekly Primary transition
- **Impact statement – Key headlines**
- Reading out loud in lessons – Students have been celebrated by their class teacher for reading out loud in lessons. 35 students were identified in term 1 and 47 have been highlighted in term 2.
- Enrichment reading for pleasure – 33/43 students involved improved their reading ability.

Objective 6 – To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils

- The percentage of disadvantaged students receiving detentions has reduced from 53% to 44% between academic year 2022/23 – 2023/24.
- The percentage of disadvantaged students being suspended has reduced from 53% to 44% between academic year 2022/23-2023/24.
- **Progress Indicators**
- All data indicates an increase in detentions.
- PP students detentions not increased as steeply as non-PP students
- Exclusion data not changed between both years analysed
- **Interventions**
- Appointment of an additional PSO
- Appointment of new AHT ic behaviour
- CPD training and support

Objective 7 – To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. (Academic year 2022-23)

- **Progress indicators**
- Disadvantaged student attendance 2% above national average (22/23)

- Year group attendance is above national average in years 7,9,10. 2.7%, 2.1% and 6.2% respectively.
- Attendance gap has closed when compared to the same point last year in years 9,10,11.
- **Interventions**
- Form tutor support focussing 90%+
- Head of year interventions focus on 80%-90%
- SLT responsibility for students focus between 50%-80%
- Attendance lead focus on -50%
- Rewards for good attendance
- Appointment of in school attendance officer
- Subscription to VIP

A* Attendance

