

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Academy of St. Nicholas
Number of students in school	581
% of PP Students	375 - 64%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	21/22
Date this statement was published	25 th November 2021
Date on which it will be reviewed	4 th July 2022
Statement authorised by	J Sing
Pupil premium lead	M Kealey
Governor/Trustee lead	Russell Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£,358,125
Recovery premium funding allocation this academic year	£55,245
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£413,370

Part A: Pupil premium strategy plan – Students

Statement of intent

The primary focus of our Pupil Premium Plan is to improve the life chances of our disadvantaged students. Disadvantaged students at the Academy of St. Nicholas come from a range of social demographical backgrounds and in doing so each individual student has differing barriers to learning and to their social and emotional development. As an academy we have invested heavily in ensuring we identify, understand and target resources to meet the pastoral, social and academic needs of the students.

We aim to remove barriers to provide an ambitious, relevant, inclusive, and progressive curriculum that is accessible to all. We strive to ensure that our students become well educated and well-adjusted young adults that are fully prepared for the world of future work, training or employment removing the shackles of social disadvantage. This will be delivered through students' daily diet of subject curriculum and Curriculum for Life provision and further enhanced by opportunities for CEAIG and cultural enrichment. Equality of opportunity is based on ensuring students are aware of the prospects outside the school environment regardless of social class, gender, race or postcode.

It is crucial that all students receive quality first teaching in every lesson. This is to ensure that students develop the knowledge and skills to address social disadvantage. Therefore, our strategy will focus on strategies such as staff CPD and action research to improve the quality of teaching and learning and the development of curriculum which will improve the quality of education for all students but disproportionately impact on those that are disadvantaged.

Our strategy focuses on individual barriers such as literacy, attendance and the wider pastoral provision and care. We invest heavily in Social, Environmental and Behavioural Support pastoral support including our non-teaching Heads of Year, Families and Community support Team and Chaplaincy support. This is driven by an understanding of the challenges students face and the direct correlation it has with academic achievement and personal development.

In The Academy of St. Nicholas 69% of our students live in the top 10% most deprived areas, and 53% live in the top 5% most deprived areas nationally. Further to this 68% of students live in poverty (decile 1 for IDACI income), and some of the areas in which our students reside are in the top 0.06% for income deprivation nationally (LSAO Liverpool E01006677 rank 19/32844).

As an academy we understand the variability of FSM status as a measure of socio-economic disadvantage. It does not depict the full range of complex needs that affect our student community, such as crime, domestic violence, substance abuse and low aspirations and social mobility. We are a child centred Academy that places the needs of the students as a focal point for all the decisions that we make. All the

strategies we put in place are evidence driven using research from the Education Endowment Foundation and other sources to support this plan.

Challenges

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

Challenge number	Detail of challenge
1	To improve literacy skills (reading, oracy & writing)
2	To improve numeracy Skills (Problem solving, MF, Reasoning)
3	To improve attendance and levels of persistent absence
4	To improve behaviour incidences and exclusions data
5	To support wellbeing, mental health, and safeguarding concerns
6	To promote parental support & engagement
7	To promote cultural capital and aspirations

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 outcomes	Success criteria: Strategy/How	Responsible:	Challenges Addressed
<p>To ensure that DP students make at least good progress in line with their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> • Embedding of new curriculum and learning policy to ensure that teaching is consistently challenging and promotes independent learning and retention of knowledge and skills. • There will be an increase in the number of HAP Disadvantaged Students and Disadvantaged Students meeting expectations and exceeding expectations at KS3. • There will be an increase in the progress score of Disadvantaged Students in Year 10 and 11. • Success Criteria: • Books, assessments, lessons and students voice will show that students are knowing and remembering more over time. • Data analysis will demonstrate a significant closing of the gap at KS3 and KS4. 	<ul style="list-style-type: none"> • SLT/GL • MK/SLT/HODs • MK/SLT/HODs • MK/SLT/HODs • MK/SLT/HODs 	<p>1, 2</p>
<p>To rapidly promote student literacy levels through a range of teaching strategies and bespoke targeted interventions.</p>	<ul style="list-style-type: none"> • Baseline Students: Completion of nationally recognised baseline assessments for all students including GL Assessments for Progress Tests in English, NGRT reading ages and NGRT Spelling Ages. • Sharing of Information: All staff to access, analyse and prepare student profiles to ensure an awareness of literacy capabilities. 	<ul style="list-style-type: none"> ▪ MK/MW/IG ▪ MK/IG 	<p>1</p>

	<ul style="list-style-type: none"> • Universal literacy offer: In each subject area there will be a focus on Tier 2 and disciplinary literacy and the implementation of the academy reading strategy. • Targeted Support: Building on a clear understanding of the students' needs targeted support offer to be implemented. These are initiatives such as Lexonik Advance, Lexonik Leap, Amber Readers and Bedrock. • Success Criteria: • All students significantly improve their reading age by more than 12 months from their starting point as a minimum. 	<ul style="list-style-type: none"> • MK/BK 	
<p>To improve the teaching of literacy and promote reading across the curriculum.</p>	<p>Pedagogy/Strategies: Staff CPD to ensure there is a consistent approach to the Big Four across the academy.</p> <ul style="list-style-type: none"> ▪ Vocabulary: PIXL Unlock strategy to be embedded. ▪ Success Criteria: Evidence of all staff fully using Tier 2 and Tier 3 Vocabulary as recorded in SOL and evident in students' books (Teaching Practice). ▪ Reading: With our Academy reading promise we aim to encourage a passion for reading across the academy. This will be supported through strategies such as Reciprocal Reading and Reading Rulers. ▪ Success Criteria: Evidence of improved levels of enjoyment and reading fluency in lessons, student voice, staff voice. ▪ Writing: Develop students' capacity to write with fluency and increased awareness of purpose. Staff will have an increased understanding of the skills required for writing effectively (Composition, Transcription and Executive Function). ▪ Success Criteria: Evidence of increased fluency in extended writing as evidenced in comparable QA pre and post staff training. Jan/July 	<ul style="list-style-type: none"> ▪ MK/BK/AL ▪ MK/BK/AL ▪ MK/BK/AL ▪ MK/BK/AL 	<p>1</p>

	<ul style="list-style-type: none"> ▪ Oracy: Staff will receive training to facilitate structured talk in order to facilitate discussion and debate in a consistent and measured approach across the academy. ▪ Success Criteria: Evidence of increased fluency in the way that students can articulate their viewpoints as evidenced in learning walks and student voice. 	<ul style="list-style-type: none"> • MK/BK/AL 	
To utilise data to inform curriculum and teaching to ensure rapid gains in year Numeracy Levels.	<ul style="list-style-type: none"> ▪ Baseline Students: Completion of nationally recognised baseline assessments for all students including GL Assessments for Progress Tests in Maths. ▪ Sharing of Information: All staff to access, analyse and prepare student profiles to ensure an awareness of Numeracy capabilities. ▪ Amendment to curriculum: Any adaptations to the curriculum should be made in light of any feedback from standardise testing in order to meet the needs of the student cohort. ▪ Targeted support: HLTA to be timetabled with the most appropriate classes on the basis of need (not behaviour management). ▪ Success Criteria: To promote rapid progress in mathematical fluency, problem solving and reasoning. This will be measured using monitoring progress in maths and the completion of GL numeracy assessments. 	<ul style="list-style-type: none"> ▪ MK/IG/MW • MK/HODs • MK/HODs • AB & Maths Department 	2
Continue to improve the attendance of disadvantaged pupils	<ul style="list-style-type: none"> • Improved Attendance – Specific targeted interventions on the basis of a graduated response. • Success Criteria: Attendance of disadvantaged pupils to increase by at least 1%. • Reduction in PA -targeted whole school approach to PA. • Success criteria: PA for PP students to reduce by 2% 	<ul style="list-style-type: none"> • S/AR/EM & pastoral team 	3

	<ul style="list-style-type: none"> ▪ Improved targeted family support: Role of Safeguarding teams, Heads of Year, Attendance Officer AND Trust Attendance Manager. Introduction of a Behaviour and Learning Mentor to support the reintegration of students who have long-term absences. ▪ Success criteria: Successful reintegration of students following absence. Improved parental engagement. 		
<p>Students show a positive attitude to learning that will allow them to flourish and thrive in the Academy and prepare them for life beyond the Academy.</p>	<ul style="list-style-type: none"> • A reduction in Behaviour consequences, internal isolations, and exclusions and permanent exclusions • Success criteria: To see a declining three-year trend in like for like metrics of permanent exclusion, fixed term exclusion and internal isolation. • Cultural shift that sees an increase in Positive Behaviour Points that recognise the students reflecting the Academy values • Success criteria: Increasing trend of positive behaviour points reflected in like for like periods of time on ClassCharts. Academy core values being actively recognised and rewarded through half termly collective worship. • More robust rewards system that recognises and celebrates achievements across a range of parameters • Success criteria: Launch of the new rewards action plan, fully costed and implemented. Recognition and rewards for positive attendance and attitudes. All Academy staff have levels of responsibility in celebrating success. 		4

	<ul style="list-style-type: none"> • The student council established to ensure students feel acknowledged and rewarded for their efforts in meeting the academies core values. • Success criteria: School council established. Students gain self-respect and self-esteem for representing the Academy in this way. Student Council become role models for other students who then aspire for these positions. 		
<p>Development of the pastoral system to meet the needs of our disadvantaged students this includes wellbeing, mental health and safeguarding concerns</p>	<ul style="list-style-type: none"> • HOY – CPD – To provide a range of training opportunities to help support the professional development of pastoral and support staff. • Success criteria: Create a bespoke Pastoral Professional Development programme that supports the HoY to be more effective in their role. Positive feedback, suggesting purposeful CPD and strategies pertinent to their role is key to success. • DOPs – Refinement of Job Role: Clear focussed job roles and responsibility with a clear focus on attendance, behaviour that will support and promote academic outcomes. • Success criteria: Create a bespoke Pastoral Professional Development programme that supports the Directors to be more effective in their role including the management of the HoY. Positive feedback, suggesting purposeful CPD and strategies pertinent to their role is key to success. • Interactions with external agencies • Success criteria: Under our tiered approach to support, ensure that referrals to outside agencies 	<ul style="list-style-type: none"> ▪ AR/DR/GS/DH 	4

	<p>are swift and appropriate resulting in barrier removal and students continuing to engage in education. Case studies show improved behaviour/attendance/engagement</p> <ul style="list-style-type: none"> • Targeted School intervention support • Success criteria: Under our tiered approach to support ensure that internal referrals are viewed and triaged swiftly to appropriately skilled staff. This will result in barrier removal and students continuing to engage in education. Case studies show improved behaviour/attendance/engagement 		
<p>To ensure that students are prepared for the tests of life not a life of tests through our personal development offer – Curriculum for Life</p>	<p>Embed the five strands of curriculum for life:</p> <ol style="list-style-type: none"> 1. Year Group collective worship Christian focused assemblies that support CFL content and ecclesiastical calendar. Success Criteria: Spiritual growth coupled with a sense of community, belonging and learning of life skills as evidenced through student voice 2. Stories for Life Collective group reading of appropriately selected text to engage students in reading and develop a love of learning through appropriately selected text. Success Criteria: Evidence of improved levels of enjoyment and reading fluency in lessons, student voice, staff voice. 3. Debates and Discussions Reading a news article to provoke thought and dialogue amongst students with the assistance of posed questions. 	<ul style="list-style-type: none"> • AR/PY/GS/DH 	5

	<p>Success Criteria: Social and cultural development as evidenced through student voice. Students also show a growing tolerance for others and their opinions.</p> <p>4. Life Skills The direct teaching of the PSHE curriculum cross-referenced against statutory guidance, the needs of our local community and in response to staff voice. Success Criteria: Students are prepared for life knowing how to make a positive contribution to society and keep themselves safe as evidenced through student voice</p> <p>5. Moral Dilemmas The opportunity to discuss how students may respond to a given scenario. Success Criteria: Moral growth as evidenced through student voice. Students also show a growing tolerance for others and their opinions.</p>		
<p>CEAIG provision to raise aspirations around progression routes to higher and further education.</p> <p>The Baker Clause (Yr9/10/11) to ensure that all students have the access to colleges and training providers to discuss non-academic routes that are available to them</p> <p>Trust 1-2-1 impartial careers advice</p>	<ul style="list-style-type: none"> • Opportunities to interact with a range of employers through workshops, challenges, mentoring such as Everton in the Community, Crown Prosecution Service, Price Waterhouse Coopers etc. • This will be supported by shaping Futures Programme, assemblies and the targeting of PP ward students, Mock interview day and Industry Expo. • Enriched careers through our Curriculum for life provision that is tailored to the needs of each specific student year/cohort. 	<ul style="list-style-type: none"> • MK/CS • MK/CS • MK/CS • MK/CS 	5, 7

	<ul style="list-style-type: none"> • Access to trust careers advisor to be on site 3 days a week to provide at least 1 1-2-1 meeting with students. There will also be additional targeted support for those students who are at risk of being NEET. • This will be a focus for Curriculum Leaders to map and promote careers within their subject discipline. • Success Criteria: • CEAIG Student voice shows an increased awareness of Higher and Further Education (in time will be able to track progression into HE) • A further reduction of students classified as NEET with a target of 0%. 	<ul style="list-style-type: none"> • MK/CS 	
Access to technology and educational materials	<ul style="list-style-type: none"> • Utilise the Government laptop Scheme to ensure all Disadvantaged students can access work from home to support learning. • Success Criteria: Increased independent study. Audit disadvantaged students access pre and post allocation. Student/Staff voice 	<ul style="list-style-type: none"> • DOPs 	6
Cultural enrichment – experience - aspirations Increased cultural capital by exposing students to a range of enrichment experiences	<p>Provide a rich and broad curriculum that builds cultural capital.</p> <p>All students have had the opportunity to engage in cultural capital</p> <ul style="list-style-type: none"> • Success Criteria: • Providing plenty of opportunities to explore new activities, through lunchtime and after-school clubs 	<ul style="list-style-type: none"> ▪ GL/MK/HODs 	7

<p>“the knowledge and cultural capital they need to succeed in life”</p>	<ul style="list-style-type: none"> • Teaching students about a wide variety of arts including literature and music • Prioritising school trips and international travel • Provide plenty of opportunities for questioning, curiosity and creativity. 		
<p>Ensure that knowledge and skills gaps are addressed for disadvantaged students – Assessment T&L</p>	<ul style="list-style-type: none"> • A significant amount of time has been invested in curriculum redevelopment. SOL have been audited to ensure they are fully compliant with National Curriculum and examination content coverage. • This will facilitate further curriculum delivery review and compliance checks to ensure that all staff are in line with SOL using the Red Dot approach. • Success Criteria: • New assessment models will ensure more regular checking of knowledge retention through low stakes quizzes and develop quality assurance of the application of knowledge through more rigorous formal assessments. These have been mapped in SOL to appear at the most opportune times. 	<ul style="list-style-type: none"> • GL/SLT Links/HODs 	<p>1, 2</p>
<p>Ensure that students are provided with meaningful feedback that has an impact on improving their knowledge and skills</p>	<ul style="list-style-type: none"> • The introduction of the new learning policy for all staff outlines the requirements for meaningful assessment and feedback that will help improve knowledge retention and skills development. • This outlines opportunities for collective and personalised feedback. • Success Criteria: • Evidence of the use of assessment and feedback to promote reflective teaching and improvement in 	<ul style="list-style-type: none"> • GL/SLT Links/HODs 	<p>1, 2</p>

	student's books where misconceptions and gaps in knowledge are addressed.		
Development of a breakfast club	<p>Student breakfast clubs are well attended with a regular daily uptake of 100 students.</p> <p>We could promote this further based on student voice if a wider range of provision including hot drinks, we also need to improved promotion of the breakfast club including Twitter announcements, publicising in letters to parents and assemblies to students.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • Targeting of PA, PP and potentially vulnerable students to attend breakfast club. • Ensuring better punctuality for the school start. • All students are receiving required food and nutrition required to function appropriately throughout the day. 	AR, SR, Catering.	5, 6
On site school counsellor to provide support for those students suffering with poor mental health	<ul style="list-style-type: none"> • Targeted School Counselling Support provided at a trust level and utilised as a bought in service. • Success criteria: Under our tiered approach to support ensure that internal referrals are viewed and triaged swiftly to appropriately skilled staff. This will result in barrier removal and students continuing to engage in education. Case studies show improved behaviour/attendance/engagement 	<ul style="list-style-type: none"> • AR/Trust Provision 	5
<p>Increasing parental engagement to promote</p> <ul style="list-style-type: none"> • Better behaviour • More confidence and greater self-esteem 	<ul style="list-style-type: none"> • Involve parents in approaches and programmes which aim to develop parental skills such as literacy or IT skills • Involve parents in general approaches which encourage parents to support their children with, for example reading or homework 	<ul style="list-style-type: none"> • AR 	6

<ul style="list-style-type: none"> • Higher attendance rates • A lower risk of exclusion • More enthusiasm about learning • Better results. 	<ul style="list-style-type: none"> • Involve parents in their children’s learning activities through explicit use of ClassCharts • Provide more intensive programmes for families in crisis. • Success criteria: Evidence shows that parental engagement has a positive impact on average of 4 months’ additional progress. Improvement across the metrics shown in intended outcomes. 		
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Conditions of Grant:

7. Use of evidence

From academic year 2021 to 2022, schools must demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's [pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development.
- provide targeted academic support, such as tutoring.
- tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

8. Accountability

To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. All schools must use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021. The Department for Education will undertake monitoring checks on a sample of schools' published reports.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' plans, including their plans for and use of their pupil premium funding. Schools are held accountable for the outcomes they achieve with all their funding, including through Ofsted inspections and by governors and trustees, and this will be no exception.

13. Use of the LAC premium

The LAC premium must be managed by the designated virtual school head (VSH) in the local authority that looks after the child and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs. Processes for allocating funds to a child's education setting should be as simple as possible to avoid delay.

Local authorities may not carry forward funding held centrally into the financial year 2022 to 2023. Centrally-held LAC premium that has not been spent, or allocated to the child's education setting, by 31 March 2022 will be recovered.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Staffing: To support the reduction of Class Sizes.</p> <ul style="list-style-type: none"> • Previous academic year started with Average class sizes of 32 in years 7 and 8. • We have successfully reduced the average class size to 24 permitting a wider range of teaching strategies and more purposeful feedback to students. • This is facilitated by the appointment of 5 additional full time teachers. 	<p>EEF Reducing class size</p> <ul style="list-style-type: none"> • International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. • The key is to ensure the reduction is large enough to allow the teachers to change their teaching approach when working with a smaller class and whether, as a result, the students change their learning behaviours. 	<p>1,2,4</p>
<p>Literacy Strategies:</p> <ul style="list-style-type: none"> • Staff CPD to ensure there is a consistent approach to the <i>Big Four</i> across the academy. • We are also working closely with external school improvement advisors to help shape and develop our literacy intervention programme. 	<p>EEF – Improving whole school secondary literacy</p> <p>“Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.”</p>	<p>1, 2, 4, 5</p>

<ul style="list-style-type: none"> • Vocabulary: PIXL Unlock strategy to be embedded. • Success Criteria: Evidence of all staff fully using Tier 2 and Tier 3 Vocabulary recorded in SOL and evident in students’ books (Teaching Practice). • Reading: With our Academy reading promise we aim to encourage a passion for reading across the academy. This will be supported through strategies such as Reciprocal Reading and Reading Rulers. • Success Criteria: Evidence of improved levels of enjoyment and reading fluency in lessons, student voice, staff voice. • Writing: Develop students’ capacity to write with fluency and increased awareness of purpose. Staff will have an increased understanding of the • Success Criteria: Evidence of improved levels of enjoyment and reading fluency in lessons, student voice, staff voice. 	<p>We are utilising the EEF 7-Step improving literacy in secondary school’s report as the framework for planning and implementing our literacy strategy.</p>	
<p>Staff CPD – Evidence based research:</p> <ul style="list-style-type: none"> • All staff as part of their Staff Appraisal Cycle will engage in a Teaching research project on 1 of 5 topics. 	<p>EEF – Effective Professional Development</p> <p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher</p>	<p>1, 3, 4, 5</p>

<p>Staff will work collaboratively and feedback to make informed changes to teaching practice</p> <ol style="list-style-type: none"> 1. What are the benefits and pitfalls to single sex teaching within ASTN? 2. How do purposeful knowledge organisers enable effective retrieval practice? 3. Does green pen really work? 4. Is effective questioning the best tool for a classroom teacher? 5. What is the impact of mixed ability teaching at KS3? 	<p>quality such as the Early Career Framework and the new National Professional Qualifications.</p> <p>These exemplify a 1,3,4,5 growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.”</p>	
<p>Staff Phonics Training</p> <ul style="list-style-type: none"> • Phonics training and intervention for staff to help bridge the transition from KS2 to KS3 Teaching. 	<p>EEF (Phonics – teaching and learning toolkit)</p> <ul style="list-style-type: none"> • Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. • It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. • Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. • The teaching of phonics should be explicit and systematic to support children in making connections 	<p>1, 2, 4, 5</p>

	<p>between the sound patterns they hear in words and the way that these words are written.</p> <ul style="list-style-type: none"> • +5 months 	
<p>Feedback:</p> <ul style="list-style-type: none"> • CPD to improve the quality of feedback that students receive. This is a school priority as part of our teaching and learning and assessment strategy to ensure that students gaps in knowledge are assessed and responded to by teachers. 	<p>EEF – Teacher feedback guidance report)</p> <ul style="list-style-type: none"> • “(feedback) supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. • This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.” • +6 months 	1, 2
<p>Knowing your students:</p> <ul style="list-style-type: none"> • CPD to ensure effective teaching and meeting individual students needs – particular focus on SEND and EAL 	<p>EEF - Special Educational Needs in Mainstream Schools</p> <ul style="list-style-type: none"> • High quality teaching is the starting point for meeting the needs of pupils with SEND and is based on strategies that should be in the repertoire of every mainstream teacher. • These strategies should be used for all pupils and then applied flexibly in response to individual needs. Weaving inclusive approaches into everyday, high-quality classroom teaching supports SEND to 	1, 2

	<p>become part of the fabric of the whole school, rather than being seen as a 'bolt-on'.</p> <ul style="list-style-type: none"> • The EEF guidance suggests the following strategies can be particularly useful for pupils with SEND: <ul style="list-style-type: none"> • flexible grouping • cognitive and metacognitive strategies • explicit instruction • using technology • scaffolding. • This is revisited frequently and used to inform QA 	
<p>Subject specific enrichment, clubs and trips:</p> <ul style="list-style-type: none"> • Develop the provision of extracurricular clubs and activities for students driven by Heads of Department to support and supplement the curriculum 	<p>Sutton Trust:</p> <ul style="list-style-type: none"> • Three quarters of young people believe that better life skills would help them get a job in the future, and 88% say that they are as or more important than getting good grades. However, only 1 in 5 pupils say that the school curriculum helps them 'a lot' with the development of life skills. • Extra-curricular activities can contribute to the development of these skills, but there are substantial gaps between the level of provision of clubs and activities reported by teachers, and actual take-up by pupils. 78% of teachers report the availability of volunteering programmes to build life skills, but only 8% of pupils say they take part. 45% of teachers said their school provided debating, yet just 2% of young people reported participating. Almost two in five young people (37%) don't take part in any clubs or activities. 	<p>7</p>

	<ul style="list-style-type: none">• There are also substantial socio-economic gaps in access to extra-curricular activities, with pupils from disadvantaged backgrounds less likely to take up activities than their better off peers (46% compared to 66%), with just half of those receiving free school meals (FSM) taking part.	
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Budgeted cost: £ 67,947.00

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

Budgeted cost: £84,769.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lexonik - Advance: Targeted small group interventions that develops students' vocabulary by increasing phonological awareness and making links between unknown words using common prefix, root word and suffix definitions. (90 - 100).</p> <p>24 students per half term x 6 144 Students</p>	<p>EEF Guidance</p> <p>Learners' proficiency in English is closely linked to academic success – Research has found that proficiency in English is the strongest predictor of academic achievement (Strand and Hessel, 2018)</p> <p>Initial Test cohort developed on average 19 Months on from the initial baseline to the exit test after 6 sessions.</p>	<p>1, 2, 4, 5</p>
<p>Lexonik – Leap: Effectively resolves phonics gaps for learners who find literacy particularly challenging and those for whom English is not their first language; rapidly progressing reading, spelling and oracy (90-).</p> <p>Success Criteria: All students to demonstrate 12-month improvement in 6 sessions.</p> <p>Year 7: 12 students per half term x 5 = 60 Students</p> <p>Year 8: 12 students per half term x 5 = 60 Students</p>		<p>1, 2, 4, 5</p>

<p>Amber Readers: Supported by School Improvement Liverpool Programme during our Extended curriculum for life Periods students will complete a Six Session programme of bespoke reading support. (90-100)</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> To supplement universal provision and targeted Lexonik Leap students will engage in another programme specifically designed to develop the vocabulary and literacy capabilities that are not reaching chronological expectations. 		<p>1, 2, 4, 5</p>
<p>Bedrock:</p> <ul style="list-style-type: none"> All year 7 students to engage in a one hour per week online lesson. This programme is designed to develop students range of academic vocabulary through an interactive and responsive online programme. This teaches students the academic words they need to succeed at school and beyond. 	<p>Daniel Rigney</p> <p>The Matthew Effect is a term coined by Daniel Rigney in his book of the same name, using a title taken from a passage in the Bible (Matthew 13:12) that proclaims: “The rich shall get richer and the poor shall get poorer.”</p> <p>In the context of academic disadvantage, the Matthew Effect posits that disadvantaged pupils shall get more disadvantaged because they do not possess the foundational knowledge, they need in order to access and understand the school curriculum.</p>	<p>1, 2, 4, 5</p>
<p>Stories for Life:</p> <ul style="list-style-type: none"> Students to engage in literature that is age and content appropriate throughout the curriculum for life provision. 	<p>Department for Education research suggests that, by the age of seven, the gap in the vocabulary known by children in the top and bottom quartiles is something like 4,000 words (children in the top quartile know around 7,000 words).</p>	

<ul style="list-style-type: none"> Each student will be provided a copy of 2 books per academic year that they will read collectively, for enjoyment. Reading will be facilitated by teacher support and group discussion to ensure accessibility for all. 	<p>It is clear the divide that access to vocabulary can cultivate for disadvantaged students. The research by GL Assessment, analysed reading abilities and GCSE results of more than 370,000 secondary school students during 2018/19. As well as the surprising link between maths and reading it also discovered that doing well in creative subjects has very strong correlations to a student's reading ability, underscoring how 'text heavy' and challenging these subjects are too.</p>	
<p>Student Support Centre Manager:</p> <ul style="list-style-type: none"> A key appointment will be for the position of Student Support Centre Manager. This role will provide support and guidance to range of students in order to reduce exclusions. there is purposeful reintegration systems and there is an effective, purposeful and reflective isolation 	<p>It is apparent that reintegration of students that require a fixed term exclusion is more difficult if students are excluded externally. It is also more difficult to ensure subject curriculum coverage and to ensure meaningful intervention is in place to limit the chances of the reoccurrence of poor unsafe of abusive behaviour.</p> <p>To ensure we are in line with statutory guidance on managing school exclusions states, "that they must be 'rational; reasonable; fair; and proportionate' and in line with the Equality Act 2010 and the European Convention on Human Rights".</p> <p>To ensure this is apparent we will appoint a full-time student support centre manager and a full time Behaviour Support worker to limit external exclusions and provide appropriate curriculum coverage and behavioural support.</p> <p>Many models have advocated for spaces that mimicked the classroom whilst providing students with extra learning support and psychological counselling. These in-school support programmes were part of a broader, whole-school approach with a clear exit plan to reintegrate each student back into the classroom. McKeon 2001 have proven to be successful.</p>	

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

Budgeted cost: £ 162,557

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>New Inclusion policy</p> <p>Reduction of Fix term Exclusions to minimise the impact on lost learning time.</p>	<p>(EEF Improving behaviour in schools – recommendations)</p> <ul style="list-style-type: none"> • Classroom management strategies to support good classroom behaviour Use simple approaches as part of your regular routine. • Use targeted approaches to meet the needs of individuals in your school +4 months 	<p>3, 4, 5</p>
<p>Pastoral Staffing Structure:</p> <p>Utilising 2 directors of progress and 5 non-teaching Heads of Year leading the new robust pastoral system</p>	<p>With the increased availability of 5 non-teaching staff, we are able to increase parental engagement.</p> <p>EEF – Parental engagement “Parental engagement has a positive impact on average of 4 months’ additional progress.</p> <p>It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>This system will also allow for more rapid intervention and targeted support in order to remove barriers to learning.</p>	<p>3, 4, 5</p>

<p>Attendance strategy:</p> <ul style="list-style-type: none"> • Supplemented payment of attendance officer • Utilising trust attendance support 	<p>The National Centre for Education Statistics, 2009</p> <p>“Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career.”</p>	<p>3, 4, 5</p>
<p>Student Leadership:</p> <p>A structured approach to student leadership and student council in order to develop student voice and provide opportunities for personal development and feelings of engagement and self-worth.</p>	<p>The Benefits of Participating in Extracurricular Activities – Claudette Christison, 2013</p> <p>“Adolescents who participate in extracurricular activities demonstrate higher levels of academic achievement, greater character development, greater social development, and a greater sense of the importance of community involvement.”</p>	<p>3, 4, 5</p>
<p>Curriculum For Life:</p> <p>Enhanced personal development offer including careers and student leadership.</p>	<p>‘Against the odds’, Wolverhampton University and Social Mobility Commission, 2020</p> <p>“Opportunities for student leadership, accompanied by other compensatory initiatives, can be effective in building students’ confidence and skills. Student leaders can function as positive role models for peers and be integrated into larger strategies for expanding their horizons. However, care must be taken to link the leadership activities with students’ interests.”</p>	<p>1, 2, 3, 4, 5, 7</p>
<p>Careers education Advice Information and Guidance</p>	<ul style="list-style-type: none"> • Required as this is stipulated as good practice within the Gatsby Benchmarks. • In line with Baker clause as outlined Technical and Further Education Act 2017, this stipulates that 	<p>1, 2, 3, 4, 5, 7</p>

<p>Arrange encounters with a range of Employers, Further Education, Higher education, and Training providers.</p> <ul style="list-style-type: none"> • Mock Interview Day • Trust Expo Day • Crown prosecuting Service 	<p>schools must allow colleges and training providers access to every student in years 8-13 to discuss non-academic routes that are available to them.</p>	
<p>Pastoral intervention Programmes</p> <ul style="list-style-type: none"> • Provide a range of pastoral intervention programmes and activities to engage students in an activity outside the classroom to build personal skills such as resilience, communication and teamwork. Through the development of pride and self-achievement this will in turn develop aspirations, self-worth and motivation to attend and engage in education. • This will be programs such as Football beyond borders, Rowing, and social projects. 	<p>EEF Research</p> <ul style="list-style-type: none"> • Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. • There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. • Even within programme types there is a range of impact. If selecting a behaviour intervention, schools should look for programmes that have been evaluated and shown to have a positive impact. 	<p>5, 7</p>

<p>Parental Engagement</p> <ul style="list-style-type: none"> • Promotion of parental engagement through supporting pastoral leaders to utilise their time, School cloud to support online meetings and increased communication and encouragement to attend parent's evenings. 	<p>EEF Research</p> <ul style="list-style-type: none"> • The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. • The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive. There are examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation. 	<p>6</p>
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Total budgeted cost: £ 261,559.43

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
National Tutoring Programme <ul style="list-style-type: none">Utilising the government's National Tutoring Programme supporting by staffing from Teaching Personnel. Students were strategically selected based on standardised test scores demonstrating deficits in literacy and numeracy. This was targeted intervention with subsidised staffing for 4 days per week allowing for small group interventions.Groups of four students that were data driven and grouped strategically based on gaps in knowledge and skills.Curriculum leaders facilitated and directed content for delivery. Sessions were well attended with an average attendance ofLiteracy content supporting reading and the curriculum being delivered at the time in the classroom. This included more in-depth analysis supported by the small group interactions around vocabulary and the social context of the era in which the literature was based. E.g. workhouses	Teaching Personnel

<p>and the link to Charles Dickens. This supported students not only through development of literacy but with a greater awareness of cultural references. There was a strong dialogue between NTP staff and teaching staff on progress made.</p> <ul style="list-style-type: none"> • Greater understanding of text was evident and an increased level of engagement in lessons as students were keen to demonstrate newfound knowledge. • Numeracy curriculum again supplemented the taught curriculum in the classroom. Within maths the focus was on number skills and fluency. Students had the opportunity for small group support allowing for the speedy identification of misconceptions or gaps in knowledge that could be addressed through reflective teaching practice. 	
<p>Bedrock Trial:</p> <p>As a trial before full roll out we have introduced Bedrock. This programme is designed to develop students range of academic vocabulary through an interactive and responsive online programme. This teaches students the academic words they need to succeed at school and beyond. Initial trails on 24 students have demonstrated that the knowledge, retention, and application of academic vocabulary has improved on average by 21%. Based on this data this programme has now been rolled out to all students in year 7 in a fortnightly timetabled lesson.</p>	<p>Bedrock</p>
<p>Trust CEAIG</p> <p>Supported by our Trust Careers Advisor all students benefitted from 1-2-1 professional and impartial careers advice. Although full coverage of all students was achieved this was often driven by targeted support based on knowledge of students in order to prioritise key students. The trust Careers Advisor also facilitated many interactions with Training, Employers and Educational establishments in order to ensure the number of students Not in Education Training and Employment remained low at 2%. This is lower than the national average of 6% and the Local Average of 11%.</p>	<p>All Saints Multi Academy Trust</p>

