

School Overview:

PUPIL PREMIUM DATA 2021/22							
	STUDENTS IN YEAR	PPI	%	NON PPI	%	LAC	%
YEAR 7	148	84	57	64	43	2	1.35
YEAR 8	143	87	61	56	39	2	1.40
YEAR 9	123	80	65	43	35	0	0.00
YEAR 10	100	66	66	34	34	1	1.00
YEAR 11	112	65	58	47	42	1	0.89
TOTAL	626	382	61	244	39	6	0.96

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

Funding Allocations Overview:

Pupil Premium Budget					
Budget Planning and Allocation 2021/22					
PP%		64.00%			
		2021/22			
Focus	Total Funding for Academic Year	Acad Staff	Ext Staff	Other	Total
Curriculum Support					
	2 x FTE Staffing	64,781			64,781
	Ingredients in Food Technology	3,168			3,168
	HLTA - Maths	10,260			10,260
	Music Tuition/ Peripatetic Support			5,120	5,120
	Bedrock Subscription			593	593
	Mentoring Support Literacy & Numeracy	68,796			68,796
		147,005	-	5,713	152,719
Social, Environmental and Behavioural Support					
	Academy Rewards System			768	768
	Student Support Centre Manager	24,809			24,809
	Attendance Support	23,893			23,893
	Pastoral Support Staff x 5	117,197			117,197
		165,899	-	768	166,667
Beyond the Curriculum					
	Trips & Visits			1,792	1,792
	Stationery & Resources			2,300	2,300
		-	-	1,792	4,092
Family Community Support					
	Academy Uniform Provision			4,574	4,574
	Transport for Pupils			30,464	30,464
		312,904	-	35,038	35,038
Total budgeted spend		625,808	-	43,311	358,515
		Remaining		-390.08	
Recovery Premium:		2020/21			
		Acad Staff	Ext Staff	Other	Total
Total Budget:					£55,245
	AEP Additional Support			9,720	9,720
	MS Pastoral Support	9,959			9,959
	Academic Intervention Mentor	36,084			£36,084
Total Budgeted Spend		46,043	-	9,720	55,763
		Remaining		-518.00	
Year 7 Catch Up		2020/21			
		Acad Staff	Ext Staff	Other	Total
Total Budget - Carried Forward					£13,800
	Football Beyond Borders - Travel			6,000	6,000
	Warrington Rowers			1,800	1,800
	Lexonik			5,205	5,205
	GL Assessments			900	900
Total Budgeted Spend		82,127	-	23,625	13,905
		Remaining		-105.00	
		Total to carry forward:		-495.08	

Year Total	
PP	£ 358,125.00
Recovery Premium	£ 55,245.00
Catch-up - Carried Forward	£ 17,332.00
Total:	£ 430,702.00

Teaching	Targeted academic support	Wider strategies
£ 64,781.00	£ 10,260.48	£ 768.00
£ 3,168.00	£ 5,120.00	£ 24,808.56
	£ 593.28	£ 23,892.93
	£ 68,795.89	£ 117,197.18
		£ 1,792.00
		£ 2,300.00
		£ 4,573.76
		£ 30,464.00
		£ 9,720.00
		£ 9,959.00
		£ 36,084.00
£ 67,949.00	£ 84,769.65	£ 261,559.43
Total Spend		£ 414,278.08

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 2021 to 2022 academic year.

Review of Teaching Strategies:

Activity	Evidence of Impact	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 26 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.	<ul style="list-style-type: none">• Average class size had reduced to 26. This facilitated a move to mixed ability teaching whilst allowing for staff to be able to identify and meet the needs of the individual students.• Student migration into the academy was high in the current academic year so it was not possible to see the impact of this in full, although it allowed the maintenance of smaller and more manageable class sizes.	1,2,4
<p>Literacy Strategies:</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	<ul style="list-style-type: none">• Through both internal and external reviews there is an acknowledgement of Tier 2 and Tier 3 vocabulary is increased within lesson planning and delivery. It is evident that students are to more frequently able articulate tier 3 vocabulary, supplemented with tier 2 language that is resulting in a development of substantive knowledge.	1, 2, 4, 5

<p>SOL and evident in students' books (Teaching Practice).</p> <ul style="list-style-type: none"> • 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 quality of extended writing in terms of structure, fluency and use of extensive vocabulary. 	<ul style="list-style-type: none"> • It is acknowledged that this is a continual journey of refinement and departments will now personalise approaches to the delivery of Tier 2 and Tier 3 Vocabulary because of further CPD in October and December 2023. • Again, it has been widely noted through both internal and external reviews that students read more frequently in the Academy. • Stories for Life is embedded within the Curriculum for Life programme were students read weekly, collectively as a group. Reading is modelled by staff. Student voice demonstrates students' enjoyment and growing confidence in reading. • All staff have been trained in Reciprocal Reading. This was revisited in CPD and all teaching staff now have been provided Reading Rulers to support these activities. This will be further monitored and responsive personalised CPD and support will be provided as a required. • It was evident that the focus on Tier 2 and Tier 3 vocabulary is now transpiring into students written work. I was apparent that the move to focus on written was not appropriate until reading and vocabulary was embedded. This will be revisited in summer term 2023. 	
<p>Staff CPD – Evidence based research:</p>	<ul style="list-style-type: none"> • Findings from the Research & Development conference shared with all staff. Best practice recommendations have been implemented into academy practices e.g. single-sex teaching groups and individualised feedback policies for each department. 	<p>1, 3, 4, 5</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>Staff will work collaboratively and feedback to make informed changes to teaching practice.</p>	<ul style="list-style-type: none"> Staff feedback from the research & development programme shows staff highly value the action research CPD and all staff found it helped improve their practice. 	
<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. 	<ul style="list-style-type: none"> Initial staff training has been delivered to support staff understand how phonics is used in the acquisition of vocabulary as taught through the KS1 and 2 curriculums. This has been further supplemented through staff CPD on modelling delivery on Phonics intervention programmes. This is an ongoing programme of support as this is very specific approach to teaching that will take time to embed. Areas of impact and evident in the English department who have all received Lexonik Training and have delivered the Ambers Reader Programme to year 7 students. 	1, 2, 4, 5
<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 	<ul style="list-style-type: none"> In is apparent from both internal and external review that students are receiving collective and personalised feedback at more opportune times. The impact of feedback is less taxing on staff whilst providing the required information to promote student reflection and in turn progress. A more purposeful approach to providing feedback is improving the overall pedagogy and practice within the ASTN classroom. This is evidenced via on-going QA both internally and externally sourced. 	1, 2

<p>are assessed and responded to by teachers.</p>		
<p>Knowing your students:</p> <ul style="list-style-type: none"> • CPD to ensure effective teaching and meeting individual student's needs – particular focus on SEND and EAL 	<ul style="list-style-type: none"> • Staff have received training around planning and meeting the needs of individual students. This is supplemented through the introduction of Arbor as the schools MIS. • Each staff member is provided with a class profile highlighting their key indicators. (Gender, SEND, EAL, PP, KS2 scores) • This also includes a colour coded reading age for all students to ensure reading materials are appropriately pitched. • Both internal and external reviews have highlighted the appropriate levels of teaching whereby staff show awareness of individual student difference and provide an appropriate balance of challenge and support. 	<p>1, 2</p>
<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 	<ul style="list-style-type: none"> • We have launched our new co-curricular offer with staff and students. • Each subject area offers varying clubs and activities designed to engage students and encourage engagement in that subject area. • These activities range from Debate Mate, Gaming Club, Mine Craft, Beautiful and Confident, Movie Club (All in French or Spanish), pottery and a range of sports clubs. • Attendance has been good with 52% of KS2 students regularly attending with 11% of students attending more than one club. 	<p>7</p>

Lexonik – Leap:

- The average reading age improvement was than the average for the rest of the year group who were not in receipt of the programme as can be seen from the table above.
- 42 students completed the Leap Programme. Students that completed demonstrated increased awareness, fluency and automaticity in the use of various facets including phoneme sounds, consonant digraphs, vowel names and vowel sounds.
- This was employed with students with low levels of literacy and was used to support the language acquisition skills of students with English as an additional language.
- On average students demonstrated 7 Months progress but this was inhibited by students' ability to initially score past 5 Years on NGRT assessments. Students with no skills in the English language record a score of 5. It is very significant that they are now starting the grade above the 5 year baseline.

Amber Readers:

- All amber readers, who were students who recorded a recorded a reading age 3 to 12 months below their chronological age were involved in Amber readers programme with a collapsed Curriculum for Life provision. Focus on phonics and automaticity of vocabulary. Again this supplemented staff CPD and Lexonik intervention programmes.
- Students to engage in literature that is age and content appropriate throughout the curriculum for life provision. 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.

Stories for Life:

Bedrock

- All year 7 students had bedrock intervention – This is a targeted online reading and literacy intervention and outcomes demonstrated 23% improvement in reading ability and word recognition. This is higher than national average of 21%.

<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 a range of students in order to reduce exclusions. • there is purposeful reintegration systems and there is an effective, purposeful and reflective isolation 	<ul style="list-style-type: none"> • The appointment of a student support manager and mental health lead has allowed students to be supported to reduce exclusions but also to be proactive in managing behaviour at its root. • Manager has undertaken the National College’s Mental Health training and has delivered a MH action plan to support students as a universal offer. • The appointment of a behaviour support worker and nurture lead has allowed students to be supported to reduce exclusions but also to be proactive in managing SEMH concerns at their root • Through the panel process, students with MH concerns were able to access support more rapidly than waiting for external partners. Students with SEMH concerns were triaged to nurture support. These swift interventions have allowed our students to manage their emotions and access the curriculum more readily. • These interventions reach 35 students per 6 week cycle. • Boxall Profiles have been completed for a number of students that allow staff to have a greater understanding of need and how to support the students. This supported positive teaching and learning and classroom management. • The R Room environment mimics a classroom environment and students are supported to regulate their emotions following attachment and trauma techniques before they are encouraged to build on their curriculum coverage. • The R Room has been used to reintegrate students back into the Academy after periods of time away. It has been a positive bridging mechanism between absence and full-time education. • The R room provision has been actively used to reduce suspensions. Suspension is used as a last resort and students are placed in this facility as opposed to suspension where possible. 	
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Review of Wider Strategies:

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>	<table border="1" data-bbox="689 384 1644 603"> <thead> <tr> <th></th> <th colspan="3">Suspensions</th> <th colspan="3">Permanent Exclusion</th> </tr> <tr> <th></th> <th>2019/20</th> <th>2020/21</th> <th>2021/22</th> <th>2019/20</th> <th>2020/21</th> <th>2021/22</th> </tr> </thead> <tbody> <tr> <th>Term 1</th> <td>102</td> <td>53</td> <td>65</td> <td>5</td> <td>3</td> <td>1</td> </tr> <tr> <th>Term 2</th> <td>62</td> <td>-</td> <td>61</td> <td>1</td> <td>-</td> <td>2</td> </tr> <tr> <th>Term 3</th> <td>-</td> <td>48</td> <td>54</td> <td>-</td> <td>2</td> <td>4</td> </tr> </tbody> </table> <ul data-bbox="734 611 1843 1098" style="list-style-type: none"> • Analysis shows that there is a 'proportionate' decline in suspensions over a three-year trend. • Despite the slight increase of 'incidents' in 2021/22 against 2020/21 it should be recognised that there is a growing number of students on roll each year. • Nationally there was a 15% increase in suspensions in Term 1 between 2020/21 and 2021/22. At the Academy of St Nicholas during the same period there was a 22% increase but again, the larger student population must be noted. • Nationally, 2021/22 Term 1 recorded the highest ever number of suspensions and significantly higher than pre pandemic levels (2019/20). However, ASTN has seen a significant reduction in this metric. • The appointment of a student support centre manager has been key to reducing suspensions 		Suspensions			Permanent Exclusion				2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	Term 1	102	53	65	5	3	1	Term 2	62	-	61	1	-	2	Term 3	-	48	54	-	2	4	3, 4, 5
	Suspensions			Permanent Exclusion																																	
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22																															
Term 1	102	53	65	5	3	1																															
Term 2	62	-	61	1	-	2																															
Term 3	-	48	54	-	2	4																															
<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>	<ul data-bbox="734 1209 1800 1367" style="list-style-type: none"> • Greater staff capacity has resulted in more robust First day response calls and tracking. • These changes have also facilitated higher levels of quality assurance of calls and targeting of key students. 	3, 4, 5																																			

	<ul style="list-style-type: none"> • Additional; capacity has also supported a shift in parental meetings and in particular reintegration meetings from extended periods of absence and exclusions. There are now more rigorous protocols around reintegration from exclusions to facilitate a cohesive return to school. • Directors could utilise specific skill sets to focus more meaningful parental engagement in regard to emotional wellbeing, attendance and academic progress. • Directors also facilitated a range of CPD and effective dissemination of priorities, information, and directive to help support key operational and strategic priorities at any given time. 	
<p>Attendance strategy:</p> <ul style="list-style-type: none"> • Supplemented payment of attendance officer • Utilising trust attendance support 	<ul style="list-style-type: none"> • Attendance continues to be a whole school priority. There are currently 82 less students who are PA than this time last year and the school roll has increased • Attendance data is scrutinised weekly and analysis tools such as FFT Aspire support this and allow sub-groups, including PP to be targeted effectively. • A new strategy has been launched which allows much greater support and challenge and targets periods in the year where there may be dips. Regular attendance is rewarded and students' attendance is communicated to them weekly. • The Trust holds half-termly reviews to ensure that policy is put into practice. 	3, 4, 5
<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</p>	<ul style="list-style-type: none"> • Growth of student leadership opportunities and a student council continues to be a rolling priority into the next year of the plan. • However, a cohort of 20 Year 10 students have become 'Mentors in Violence Prevention' and part of their remit is to coach Y7 students through a programme of study that supports personal development as well as building their own leadership qualities. It is too early in the programme to gather impact statements. • 55% of the MVP cohort are in receipt of pupil premium 	3, 4, 5

<p>feelings of engagement and self-worth.</p>	<ul style="list-style-type: none"> • We have launched our new co-curricular offer with staff and students. • Each subject area offers varying clubs and activities designed to engage students and encourage engagement in that subject area. • These activities range from Debate Mate, Gaming Club, Mine Craft, Beautiful and Confident, Movie Club (All in French or Spanish), pottery and a range of sports clubs. • Attendance has been good with 52% of KS2 students regularly attending with 11% of students attending more than one club. 	
<p>Curriculum For Life:</p> <p>Enhanced personal development offer including careers and student leadership.</p>	<ul style="list-style-type: none"> • YGCW enhances the spiritual growth of our students but also builds community, a sense of belonging and an opportunity to celebrate. YGCW also offers a chance for leadership opportunities as students write and lead assemblies. • Positive attendance and behaviour is recognised and rewarded through YGCW. • Students that embody our core values are recognised and rewarded through our YGCW. • Students engage in literature that is age and content appropriate throughout the 'Stories for Life' provision. Each student is 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. • SV is positive and students engage well with reading. SV also suggests that students are more likely to read for pleasure at home as a direct result of this provision. • Moral growth is supported through the 'Moral Dilemmas' and 'Debates and Discussions' programmes. Students are challenged to respond to scenarios they may face in everyday life or discuss themes where there may be opposing views. SV is positive and students state that MD is their favourite component. SV states that students feel 'braver' to deal with certain situations and have the knowledge and skills to better equip them to deal with these scenarios. • 'Life skills' sessions prepare students for life and support their positive contributions to society as well as keeping themselves safe. 	<p>1, 2, 3, 4, 5, 7</p>

	<ul style="list-style-type: none"> • SV collected show students can express their learning through the modules. • ‘Drop down’ focus days have utilised expert keynote speakers from experts at the forefront of online safety to bands discussing mental health struggles and support available. • SV on these days has been extremely positive and high levels of engagement were evident. • Now that the CfL programme has been embedded the focus is turning to gathering more SV to support the needs of the students. 	
<p>Careers education Advice Information and Guidance 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 	<ul style="list-style-type: none"> • A wide range of careers activities have been undertaken to support the development of knowledge of careers opportunities, pathways and appropriate soft skills. • A number of brilliant opportunities were provided to all students. This included universal offers such as the Industry Expo Day, Year 10 Mock interviews, KS3 Barclays Life Skills. • This provision was further enhanced through bespoke and targeted opportunities including Crown Prosecution Service, The Anthony Walker Foundation, Astra Zennica, Everton in the Community, Accor Hotels and Kier Construction. • The quality of the provision was heightened by the opportunity to interact with some industry leaders to inspire students to dream big and expand their horizons. These included Dr. Paul Richards a Director of Research for Astra Zennica and local born, and founder of Red Row Homes, Steve Morgan. • The highlight of the year was our industry Expo Day were we had over 70 employers and a range of colleges and universities on site to meet and talk with all students. Student voice stated that we 98% enjoyed the day and 97% said it was useful. 	<p>1, 2, 3, 4, 5, 7</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 through EITC. 	<ul style="list-style-type: none"> • FBB supports young people who are disengaged at school and passionate about football, in order to help them finish school with the skills and grades to make a successful transition into adulthood. • FBB do this by providing long-term, intensive support, built around relationships and young people's passions, in the classroom and beyond. • 73% PP representation in the boys cohort • 60% PP representation in the girls cohort • 26 Students Improved Attendance Term 2 & Term 3 • 10.4 % Decrease in FTE's Term 2 & Term 3 • 5.1 % Decrease in Average Negative Behaviour Points • 28.35% Decrease Groups Negative Behaviour Points Between Spring and Summer • PV - "As a parent, I couldn't be more proud of how FBB have helped my son to grow week by week into a happy and confident young man. Each Monday evening, knowing he has FBB on a Tuesday, he gets excited, preparing his kit ready knowing that the day ahead he get will be partaking in the activities FBB bring to school and seeing who he calls ' his favourite coaches'. With their weekly encouragement and confidence building, the change I have seen in my son is phenomenal. I couldn't thank the amazing and friendly team at FBB enough" • Rowing cohort has 75% PP representation • Programme built team building skills, resilience and leadership. • Positive SV from the students involved and a regatta rewarded the end of the programme. • Cultural capital developed through this experience and a sense of value and self-worth instilled through a medal presentation • Positive student case studies show an increase in attendance and decrease in negative behaviour points. 	<p>5, 7</p>
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| | <ul style="list-style-type: none">• Since January 2022 the Everton in The Community PL Inspires Team have been delivering positive programmes and interventions in The Academy of St Nicholas.• They have worked with 4 core programme cohorts, 2 high risk intervention groups, 1 peer on peer abuse intervention group, and offered 3 mentoring sessions. All the participants involved in the cohorts and interventions have one or more of a wide variety of risk factors attached to them and are proportionately represented by PP students. The programme reaches 94 students per block with 2 blocks running in a year.• The overall response to the work that the Inspires team does from the participants has been extremely positive. They have expressed the importance of the sessions they attend, with one student stating, “There is definitely a need for these sessions since they allow students to cool down and relieve stress.”• The work has also had noticeable effects on aspects such as confidence and wellbeing. One participant explains “In the Programme we have enjoyed having someone who we can talk to and respects us and we feel like we’re on the same level”.• Inspires tutor Christina Brown has been based at the Academy of St Nicolas 4 days a week and has varied impact on the student’s journey. Christina states, “I am privileged to be assigned to The Academy of St Nicholas and feel I have built up positive working relationships with many students and members of staff.”• Everton in the community have recently undergone a research project with Real Worth to calculate the social value of the individual project. It was confirmed that for every £1 invested in the Inspires programme has a social value return of £43.81.• We continue to work with EITC to establish rigorous methods of baselining students and capturing the evidence of the impact of these programmes. | |
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<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>This continues to be a key priority for development. Actions to date include:</p> <ul style="list-style-type: none"> • Implementation of Arbor: Including parent app and student portal. Initial parental uptake was low but continues to rise with now 60% of parents regularly accessing the app. This includes a range of features to help facilitate good lines of communication with the academy and parents such as emails, instant message service and live update on attendance and behaviour. • Parents Evenings: Clear publications and communications have improved attendance of parent's evenings to an average of 65%. This is a significant increase and see figures return to those comparable to pre-pandemic. This continues to be a focus moving forward. • Year 11 Preparing to Perform Evening: Attendance to this event to help support students in year 11 reached 75%. This was a significant increase and demonstrated strong parental engagement with year 11 to support students in their studies. 	<p>6</p>
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Review of 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
<p>School Led Tutoring</p> <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 of• Literacy 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 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.• 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.	MK - Teaching Personnel
Trust CEAIG	All Saints Multi Academy Trust

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| <ul style="list-style-type: none">• 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%. | |
|--|--|