

## Pupil premium strategy statement – The Academy of St. Nicholas

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	The Academy of St. Nicholas
Number of students in school	726
% of PP Students	457 - 63%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/24
Date this statement was published	13 <sup>th</sup> December 2023
Date on which it will be reviewed	October 2023
Statement authorised by	G Lloyd
Pupil premium lead	M Kealey
Governor/Trustee lead	Russell Hall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£452,813
Recovery premium funding allocation this academic year	£124,614
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£577,427

## 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 out 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"> <li>• Continue to embed the curriculum and learning policy to ensure that teaching is consistently challenging and promotes independent learning and retention of knowledge and skills.</li> <li>• There will be an increase in the number of HAP Disadvantaged Students and Disadvantaged Students meeting expectations and exceeding expectations at KS3.</li> <li>• There will be an increase in the progress score of Disadvantaged Students in Year 10 and 11.</li> <li>• <b>Success Criteria:</b></li> <li>• Books, assessments, lessons and students voice will show that students are knowing and remembering more over time.</li> <li>• Data analysis will demonstrate a significant closing of the gap at KS3 and KS4.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT/GL</li> <li>• MK/SLT/HODs</li> <li>• MK/SLT/HODs</li> <li>• MK/SLT/HODs</li> <li>• MK/SLT/HODs</li> <li>• MK/SLT/HODs</li> </ul>	<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"> <li>• <b>Baseline Students:</b> Completion of nationally recognised baseline assessments for all students including GL Assessments for Progress Tests in English, NGRT reading ages and NGRT Spelling Ages.</li> <li>• <b>Sharing of Information:</b> All staff to access, analyse and prepare student profiles to ensure an awareness of literacy capabilities.</li> <li>• <b>Universal literacy offer:</b> In each subject area there will be a focus on Tier 2 and disciplinary literacy and the</li> </ul>	<ul style="list-style-type: none"> <li>▪ MK/MW/IG</li> <li>▪ MK/IG</li> <li>• DR/BK</li> </ul>	<p>1</p>

	<p>implementation of the academy reading and writing strategies.</p> <ul style="list-style-type: none"> <li>• <b>Targeted Support:</b> 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 Programme and Bedrock.</li> <li>• <b>Success Criteria:</b></li> <li>• All students significantly improve their reading age by more than 12 months from their starting point as a minimum.</li> </ul>		
<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"> <li>▪ <b>Vocabulary:</b> Tier 2 &amp; 3 vocabulary strategies to be embedded.</li> <li>▪ <b>Success Criteria:</b> Evidence of all staff fully using Tier 2 and Tier 3 Vocabulary as recorded in SOL and evident in students' books (Teaching Practice).</li> <li>▪ <b>Reading:</b> 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.</li> <li>▪ <b>Success Criteria:</b> Evidence of improved levels of enjoyment and reading fluency in lessons, student voice, staff voice.</li> <li>▪ <b>Writing:</b> Develop students' capacity to write with fluency and increased awareness of purpose. Staff to follow school writing policy focussing on style, structure and subject vocabulary. Staff will have an increased understanding of the skills required for writing effectively (Composition, Transcription and Executive Function).</li> </ul>	<ul style="list-style-type: none"> <li>▪ DR/BK</li>   <li>▪ DR/BK</li>   <li>▪ DR/BK</li>   <li>▪ DR/BK</li> </ul>	<p>1</p>

	<ul style="list-style-type: none"> <li>▪ <b>Success Criteria:</b> Evidence of increased fluency in extended writing as evidenced in comparable QA pre and post staff training. Oct/Feb</li> <li>▪ <b>Oracy:</b> Staff will receive training to facilitate structured talk to facilitate discussion and debate in a consistent and measured approach across the academy.</li> <li>▪ <b>Success Criteria:</b> Evidence of increased fluency in the way that students can articulate their viewpoints as evidenced in learning walks and student voice.</li> </ul>	<ul style="list-style-type: none"> <li>• DR/BK</li> </ul>	
To utilise data to inform curriculum and teaching to ensure rapid gains in year Numeracy Levels.	<ul style="list-style-type: none"> <li>▪ <b>Baseline Students:</b> Completion of nationally recognised baseline assessments for all students including GL Assessments for Progress Tests in Maths.</li> <li>▪ <b>Sharing of Information:</b> All staff to access, analyse and prepare student profiles to ensure an awareness of Numeracy capabilities.</li> <li>▪ <b>Amendment to curriculum:</b> Any adaptations to the curriculum should be made in light of any feedback from standardised testing in order to meet the needs of the student cohort.</li> <li>▪ <b>Targeted support:</b> HLTA to be timetabled with the most appropriate classes on the basis of need (not behaviour management).</li> <li>▪ <b>Success Criteria:</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>▪ MK/MW</li> <li>• MK/HODs</li> <li>• MK/HODs</li> <li>• AB &amp; Maths Department</li> </ul>	2
Improve the attendance of disadvantaged pupils	<ul style="list-style-type: none"> <li>• <b>Improved Attendance –</b> Specific targeted interventions on the basis of a graduated response.</li> <li>• <b>Success Criteria:</b> Attendance of disadvantaged pupils to increase by at least 3%.</li> <li>• <b>Reduction in PA -targeted whole school approach to PA.</b></li> <li>• <b>Success criteria:</b> PA for PP students to reduce by 8%</li> </ul>	<ul style="list-style-type: none"> <li>• SR/EM &amp; Pastoral Team</li> </ul>	3

	<ul style="list-style-type: none"> <li>▪ <b>Improved targeted family support:</b> Role of SLT, Safeguarding teams, Pastoral Leads and Managers, Attendance Officer and EWO.</li> <li>▪ <b>Success criteria:</b> Successful reintegration of students following absence. Improved parental engagement.</li> </ul>		
<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"> <li>• A reduction in Behaviour consequences, internal isolations, and exclusions and permanent exclusions</li> <li>• <b>Success criteria:</b> To see a declining three-year trend in like for like metrics of permanent exclusion, fixed term exclusion and internal isolation.</li> <li>• Cultural shift that sees an increase in Positive Behaviour Points that recognise the students reflecting the Academy values</li> <li>• <b>Success criteria:</b> Increasing trend of positive behaviour points reflected in like for like periods of time on Arbor. Academy core values being actively recognised and rewarded though half termly collective worship.</li> <li>• More robust rewards system that recognises and celebrates achievements across a range of parameters</li> <li>• <b>Success criteria:</b> 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. Regular distribution of 'post cards of praise' through daily lesson visits.</li> <li>• The student council established to ensure students feel acknowledged and rewarded for their efforts in meeting the academies core values.</li> <li>• <b>Success criteria:</b> School council established. Students gain self-respect and self-esteem for representing the Academy in this way. Student Council become role</li> </ul>	AR/DH/Pastoral Team	4



	models for other students who then aspire for these positions.		
Development of the pastoral system to meet the needs of our disadvantaged students this includes wellbeing, mental health and safeguarding concerns.	<ul style="list-style-type: none"> <li>• <b>Pastoral Leads/Managers – CPD</b> – To provide a range of training opportunities to help support the professional development of pastoral and support staff.</li> <li>• <b>Success criteria:</b> Create a bespoke Pastoral Professional Development programme that supports the Pastoral Team to be more effective in their role. Positive feedback, suggesting purposeful CPD and strategies pertinent to their role is key to success.</li>   <li>• <b>Associate Assistant Headteacher – Refinement of Job Role:</b> Clear focussed job role and responsibility with a clear focus on attendance, behaviour and standards that will support and promote academic outcomes. Leads 'Anti Bullying Strategy' from the Academy Development plan</li> <li>• <b>Success criteria:</b> Create a bespoke Pastoral Professional Development programme that supports the <b>Associate Assistant Headteacher</b> to be more effective in their role including the management of the KS4 <b>Pastoral Leads/Managers</b>. Positive feedback, suggesting purposeful CPD and strategies pertinent to their role is key to success.</li>   <li>• <b>Appointment of Assistant Headteacher:</b> Focus on attendance, behaviour and standards that will support and promote academic outcomes. Leads 'Effective transition' from the Academy Development plan</li> <li>• <b>Success criteria:</b> Create a bespoke Pastoral Professional Development programme that supports the <b>Assistant Headteacher</b> to be more effective in their role including the management of the KS3 <b>Pastoral Leads/Managers</b>. Positive feedback, suggesting</li> </ul>	<ul style="list-style-type: none"> <li>▪ AR/DR/GS/DH</li> </ul>	4

	<p>purposeful CPD and strategies pertinent to their role is key to success.</p> <ul style="list-style-type: none"> <li>• <b>Interactions with external agencies</b></li> <li>• <b>Success criteria:</b> Under our tiered approach to support, ensure that referrals to outside agencies are swift and appropriate resulting in barrier removal and students continuing to engage in education. Case studies show improved behaviour/attendance/engagement</li>   <li>• <b>Targeted School intervention support</b></li> <li>• <b>Success criteria:</b> 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.</li> </ul>		
<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 and refine the five strands of curriculum for life:</p> <ol style="list-style-type: none"> <li>1. <b>Year Group collective worship</b> Christian focused assemblies that support CFL content and ecclesiastical calendar. <b>Success Criteria:</b> Spiritual growth coupled with a sense of community, belonging and learning of life skills as evidenced through student voice.</li>   <li>2. <b>Stories for Life</b> Collective group reading of appropriately selected text to engage students in reading and develop a love of learning through appropriately selected text. <b>Success Criteria:</b> Evidence of improved levels of enjoyment and reading fluency in lessons, student voice, staff voice.</li> </ol>	<ul style="list-style-type: none"> <li>• AR/CH/GS/DH</li> </ul>	5

	<p><b>3. Debates and Discussions</b>  Reading a news article to provoke thought and dialogue amongst students with the assistance of posed questions.  <b>Success Criteria:</b> Social and cultural development as evidenced through student voice. Students also show a growing tolerance for others and their opinions.</p> <p><b>4. Life Skills</b>  The direct teaching of the PSHE curriculum cross-referenced against statutory guidance, the needs of our local community and in response to staff voice.  <b>Success Criteria:</b> 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><b>5. Moral Dilemmas</b>  The opportunity to discuss how students may respond to a given scenario.  <b>Success Criteria:</b> Moral growth as evidenced through student voice. Students also show a growing tolerance for others and their opinions.</p> <p>Utilise 'drop down' CfL curriculum days to revisit key emerging themes pertinent to the community and responsive to data trends.</p> <p><b>Success Criteria:</b> Students have a deeper understanding of key themes and are prepared for life knowing how to make a positive contribution to society and keep themselves safe as evidenced through student voice.</p>		
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<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"> <li>• 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.</li> <li>• This will be supported by work experience, Mock interview day, world of work events and an Industry Expo.</li> <li>• Enriched careers through our Curriculum for life provision that is tailored to the needs of each specific student year/cohort.</li> <li>• 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.</li> <li>• This will be a focus for Curriculum Leaders to map and promote careers within their subject discipline.</li> <li>• <b>Success Criteria:</b></li> <li>• CEAIG Student voice shows an increased awareness of Higher and Further Education (in time will be able to track progression into HE)</li> <li>• A further reduction of students classified as NEET with a target of 0%.</li> </ul>	<ul style="list-style-type: none"> <li>• MK/CS</li> <li>• MK/CS</li> <li>• MK/CS</li> <li>• MK/CS</li> <li>• DR/CS</li> </ul>	<p>5, 7</p>
<p>Cultural enrichment – experience - aspirations</p> <p>Increased cultural capital by exposing students to a range of enrichment experiences</p> <p>“the knowledge and cultural capital they need to succeed in life”</p>	<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"> <li>• <b>Success Criteria:</b></li> <li>• Provide ample opportunities to explore new activities, through the school's co-curricular offer</li> <li>• Teaching students about a wide variety of arts including literature and music</li> </ul>	<ul style="list-style-type: none"> <li>▪ DR/MK/HODs</li> </ul>	<p>7</p>

	<ul style="list-style-type: none"> <li>• Prioritising school trips and international travel</li> <li>• Provide plenty of opportunities for questioning, curiosity and creativity.</li> </ul>		
Ensure that knowledge and skills gaps are addressed for disadvantaged students – Assessment T&L	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• <b>Success Criteria:</b></li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• DR/MK/SLT Links/HODs</li> </ul>	1, 2
Ensure that students are provided with meaningful feedback that has an impact on improving their knowledge and skills	<ul style="list-style-type: none"> <li>• For all staff to consistently embed the learning policy. This outlines the requirements for meaningful assessment and feedback that will help improve knowledge retention and skills development.</li> <li>• This outlines opportunities for collective and personalised feedback.</li> <li>• <b>Success Criteria:</b></li> <li>• Evidence of the use of assessment and feedback to promote reflective teaching and improvement in student's books where misconceptions and gaps in knowledge are addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• DR/SLT Links/HODs</li> </ul>	1, 2

<p>Development of a breakfast club</p>	<p>Student 'Magic 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><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Targeting of PA, PP and potentially vulnerable students to attend breakfast club.</li> <li>• Ensuring better punctuality for the school start.</li> <li>• All students are receiving required food and nutrition required to function appropriately throughout the day.</li> </ul>	<p>AR, SR, Catering.</p>	<p>5, 6</p>
<p>On site school counsellor to provide support for those students suffering with poor mental health</p>	<ul style="list-style-type: none"> <li>• Targeted School Counselling Support provided at a trust level and utilised as a bought in service.</li> <li>• <b>Success criteria:</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• AR/Trust Provision</li> </ul>	<p>5</p>
<p>Increasing parental engagement to promote</p> <ul style="list-style-type: none"> <li>• Better behaviour</li> <li>• More confidence and greater self-esteem</li> <li>• Higher attendance rates</li> <li>• A lower risk of exclusion</li> <li>• More enthusiasm about learning</li> </ul>	<ul style="list-style-type: none"> <li>• Involve parents in approaches and programmes which aim to develop parental skills such as literacy or IT skills</li> <li>• Involve parents in general approaches which encourage parents to support their children with, for example reading or homework</li> <li>• Involve parents in their children's learning activities through explicit use of Arbor</li> <li>• Provide more intensive programmes for families in crisis.</li> </ul>	<ul style="list-style-type: none"> <li>• AR/DH/Pastoral Team</li> </ul>	<p>6</p>

<ul style="list-style-type: none"> <li>Better results.</li> </ul>	<ul style="list-style-type: none"> <li><b>Success criteria:</b> Evidence shows that parental engagement has a positive impact on average of 4 months' additional progress. Improvement across the metrics shown in intended outcomes.</li> </ul>		
<p>Increased Capacity and Targeted LSA support.</p>	<ul style="list-style-type: none"> <li>Employ 2 additional Learning Support Assistants to be timetabled with the students/classes with the greatest need.</li> <li>Funding will also be used to employ additional support staff in English and Maths to facilitate extraction from lessons and seamless reintegration into lessons. Both staff members will have QTS and in-depth knowledge of respective curriculum at KS4 and KS3.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Employ 2 full time LSAs from January to build capacity to provide in class support.</li> <li>Staff will be strategically deployed with the students of greatest need.</li> <li>This should support a more inclusive learning environment for those with PP.</li> <li>LSAs should support and extend knowledge and skills of students within a classroom setting.</li> <li>A clear focus should be facilitating students in becoming independent learner and avoid a dependency culture.</li> </ul>	<ul style="list-style-type: none"> <li>SR/MK</li> </ul>	<p>1, 2 &amp; 5</p>





## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £ 97,500.84**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Literacy Strategies:</b></p> <ul style="list-style-type: none"> <li>• Staff CPD to ensure there is a consistent approach to the <i>Big Four</i> across the academy.</li> <li>• We are also working closely with external school improvement advisors to help shape and develop our literacy intervention programme.</li> <li>• <b>Vocabulary:</b> Staff have a clear focus on the planning and delivery of Tier 2 and Tier 3 vocabulary. This is to be personalised to each department and embedded in SOL and teaching practice.</li> <li>• <b>Success Criteria:</b> Evidence of all staff fully using Tier 2 and Tier 3 Vocabulary recorded in SOL and evident in students' books (Teaching Practice).</li> <li>• <b>Reading:</b> With our Academy reading promise we aim to encourage a passion for reading</li> </ul>	<p><b>EEF – Improving whole school secondary literacy</b></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>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>1, 2, 4, 5</p>

<p>across the academy. This will be supported through strategies such as Reciprocal Reading and Reading Rulers.</p> <ul style="list-style-type: none"> <li>• <b>Success Criteria:</b> Evidence of improved levels of enjoyment and reading fluency in lessons, student voice, staff voice.</li> <li>• <b>Writing:</b> Develop students' capacity to write with fluency and increased awareness of purpose. Staff will have an increased understanding of the process of supporting students to plan, structure and respond in written form.</li> <li>• <b>Success Criteria:</b> Evidence of staff following school writing policy leading to improved quality of extended writing in terms of structure, fluency and use of extensive vocabulary.</li> </ul>		
<p><b>Staff CPD – Evidence based research:</b></p> <ul style="list-style-type: none"> <li>• All staff as part of their Staff Appraisal Cycle will engage in a Teaching research project on 1 of 5 topics.</li> </ul> <p>Staff will work collaboratively and feedback to make informed changes to teaching practice</p> <ol style="list-style-type: none"> <li>1. Questioning</li> <li>2. Modelling</li> <li>3. Explanation</li> </ol>	<p><b>EEF – Effective Professional Development</b></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 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>1, 3, 4, 5</p>

<p>4. Spaced Practice 5. Independent Practice</p>		
<p><b>Staff Phonics Training</b></p> <ul style="list-style-type: none"> <li>Ongoing phonics training and intervention for staff to help bridge the transition from KS2 to KS3 Teaching.</li> </ul>	<p><b>EEF (Phonics – teaching and learning toolkit)</b></p> <ul style="list-style-type: none"> <li>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</li> <li>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.</li> <li>Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</li> <li>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</li> <li>+5 months</li> </ul>	<p>1, 2, 4, 5</p>
<p><b>Feedback:</b></p> <ul style="list-style-type: none"> <li>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 student’s gaps in knowledge are</li> </ul>	<p><b>EEF – Teacher feedback guidance report)</b></p> <ul style="list-style-type: none"> <li>“(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.</li> <li>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-</li> </ul>	<p>1, 2</p>

<p>assessed and responded to by teachers.</p>	<p>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.”</p> <ul style="list-style-type: none"> <li>• +6 months</li> </ul>	
<p><b>Knowing your students:</b></p> <ul style="list-style-type: none"> <li>• CPD to ensure effective teaching and meeting individual students needs – particular focus on SEND and EAL</li> </ul>	<p><b>EEF - Special Educational Needs in Mainstream Schools</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 become part of the fabric of the whole school, rather than being seen as a ‘bolt-on’.</li> <li>• The EEF guidance suggests the following strategies can be particularly useful for pupils with SEND: <ul style="list-style-type: none"> <li>• flexible grouping</li> <li>• cognitive and metacognitive strategies</li> <li>• explicit instruction</li> <li>• using technology</li> <li>• scaffolding.</li> </ul> </li> <li>• This is revisited frequently and used to inform QA</li> </ul>	<p>1, 2</p>

**Subject specific enrichment, clubs and trips:**

- Ensure the role out of our full academy co-curricular offer, providing a range of activities for students of all ages within the academy.

**Sutton Trust:**

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

**Budgeted Cost: £120,974.19**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Lexonik - Advance:</b> 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><b>Lexonik – Leap:</b> 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><b>Success Criteria:</b> All students to demonstrate 12-month improvement in 6 sessions.</p>		<p>1, 2, 4, 5</p>
<p><b>Amber Readers:</b> 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><b>Success Criteria:</b></p>		<p>1, 2, 4, 5</p>

<ul style="list-style-type: none"> <li>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.</li> </ul>		
<p><b>Bedrock:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<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><b>Stories for Life:</b></p> <ul style="list-style-type: none"> <li>Students to engage in literature that is age and content appropriate throughout the curriculum for life provision.</li> <li>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.</li> </ul>	<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> <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><b>Student Support Centre Manager:</b></p> <ul style="list-style-type: none"> <li>• A key appointment will be for the position of Student Support Centre Manager.</li> <li>• This role will provide support and guidance to a range of students in order to reduce exclusions.</li> <li>• there is purposeful reintegration systems and there is an effective, purposeful and reflective isolation</li> </ul>	<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 or abusive behaviour.</p> <p>To ensure we are in line with statutory guidance, 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 Progress Mentor 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>	<p>3, 4 &amp; 5</p>
<p><b>Additional LSA Support</b></p> <ul style="list-style-type: none"> <li>• Appointment of 2 additional Learning Support Assistants to generate create capacity and targeted interventions across all subjects.</li> <li>• These will target the students/classes with the</li> </ul>	<p>Research into the effectiveness of Learning Support highlights the need for quality of staff recruitment and direction from teaching staff.</p> <ul style="list-style-type: none"> <li>• Funding will also be used to employ additional support staff in English and Maths to facilitate extraction from lessons and seamless reintegration into lessons. Both</li> </ul>	



<p>greatest need to ensure individual needs are catered for as effectively as possible.</p>	<p>staff members will have QTS and in-depth knowledge of respective curriculum at KS4 and KS3.</p> <p>Key findings from a range of research demonstrate the impact of the continued use of LSA's but only in an appropriate manner.</p> <p>It is vital that we follow an evidence-based research approach to the deployment of LSA's. Using EEF guidance on the deployment of LSA's will ensure improved outcomes for students as secondary analyses of school expenditure have suggested the expenditure on TAs is positively correlated with improved academic outcomes. (EEF)</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

**Total budgeted cost: £358,941.30**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Embed Inclusion policy</b></p> <p>Reduction of Fix term Exclusions to minimise the impact on lost learning time.</p>	<p><b>(EEF Improving behaviour in schools – recommendations)</b></p> <ul style="list-style-type: none"> <li>• Classroom management strategies to support good classroom behaviour Use simple approaches as part of your regular routine.</li> <li>• Use targeted approaches to meet the needs of individuals in your school +4 months</li> </ul>	<p>3, 4, 5</p>
<p><b>Pastoral Staffing Structure:</b></p> <p>Utilising an Assistant Headteacher and Associate Assistant Headteacher for</p>	<ul style="list-style-type: none"> <li>• With the increased capacity and availability in the new structure, we can increase parental engagement.</li> </ul>	<p>3, 4, 5</p>

<p>Behaviour and Standards, 5 teaching Pastoral Leads and 3 non-teaching Pastoral Managers to lead the new robust pastoral system</p>	<ul style="list-style-type: none"> <li>• EEF – Parental engagement “Parental engagement has a positive impact on average of 4 months’ additional progress.</li> <li>• It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</li> <li>• This system will also allow for more rapid intervention and targeted support in order to remove barriers to learning.</li> </ul>	
<p><b>Attendance strategy:</b></p> <ul style="list-style-type: none"> <li>• Supplemented payment of attendance officer</li> </ul>	<p><b>The National Centre for Education Statistics, 2009</b></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><b>Student Leadership:</b></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><b>The Benefits of Participating in Extracurricular Activities – Claudette Christison, 2013</b></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><b>Curriculum For Life:</b></p> <p>Enhanced personal development offer including careers and student leadership.</p>	<p><b>‘Against the odds’, Wolverhampton University and Social Mobility Commission, 2020</b></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</p>	<p>1, 2, 3, 4, 5, 7</p>

	<p>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><b>Careers education Advice Information and Guidance</b></p> <p>Arrange encounters with a range of Employers, Further Education, Higher education, and Training providers.</p> <ul style="list-style-type: none"> <li>• Mock Interview Day</li> <li>• Trust Expo Day</li> <li>• Crown prosecuting Service</li> </ul>	<ul style="list-style-type: none"> <li>• Required as this is stipulated as good practice within the Gatsby Benchmarks.</li> <li>• In line with Baker clause as outlined Technical and Further Education Act 2017, this stipulates that 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.</li> </ul>	1, 2, 3, 4, 5, 7
<p><b>Pastoral intervention Programmes</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>EEF Research</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</li> <li>• 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.</li> </ul>	5, 7

<ul style="list-style-type: none"> <li>This will be programs such as EITC, SAFE and various social projects.</li> </ul>		
<p><b>Parental Engagement</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>EEF Research</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>6</p>

## 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.

### KS4: Outcomes

#### Cohort Overview:

The cohort contained 112 students, of which 55.4% were male and 44.6% female. Approximately 25.9% of students were identified as having additional educational needs with an additional 3 students in receipt of an Educational Health Care Plan. 21.4% had English as a second language.

#### Further Context:

Initially there are 25 Students with no KS2 data, following the DFE table checking exercise this is reduced to 17. This reduced Cohort of 95 – Each grade has a larger impact on progress outcomes with smaller cohorts. A total of 12 students contributed to our figures who had their educational experiences impacted upon due to Social, Emotional and Mental health Issues. These students were considered as persistent absentees and in the case of six students they were considered as non-attenders at periods across the year. All students returned to undertake exams, 10 of which engaged to complete examinations in most subject areas.

#### Progress overview:

	P8	Attainment 8	Average Att 8 Grade	ENG P8	MA P8	EBAC P8	OPEN P8	BASICS 9-5 (%)	BASICS 9-4 (%)
2018 Outcomes	-0.76	33.74	3.37	-1.1	-0.92	-1.36	0.15	15.5%	30.0%
2019 Outcomes	-0.97	32.19	3.22	-1.43	-0.71	-1.28	-0.7	14.8%	33.6%
2020 Outcomes (CAGs)	-0.48	36.14	3.61	-0.98	-0.22	-0.78	-0.29	21.0%	43.0%
2021 Outcomes (TAGs)	-0.51	34.81	3.48	-0.73	-0.52	-0.79	-0.23	14.4%	31.1%
2022 Outcomes (Validated)	-0.32	38.02	3.8	-0.26	-0.14	-0.61	-0.2	33.3%	48.2%
2023 Outcomes (Unvalidated)	-0.84	28.52	2.85	-0.57	-0.83	-1.15	-0.48	16.1%	26.8%

#### Key Points:

- Outcomes were based on external assessments for only the second year since the pandemic.
- Exam boards have adjusted the mark boundaries to pre-pandemic measures. This has resulted in a shift in national figures.
- As publicised in the media, mark boundaries have been moved up particularly with the high-end grades.
- Overall Progress 8 arrived at -0.84 which is below both the national average and floor targets.
- Outcomes in both English and Mathematics have shown regression regarding P8 Scores.
- Basics at 9-5 and 9-4 have also regressed highlighting a need to monitor crossover students.
- Progress in Open Basket and EBAC Subjects has shown some varying levels of regression.

- Even with the significant shift in grade boundaries these results demonstrated a positive shift in reported Mock grades in the May due to may initiatives put in place to support students following missed curriculum time in preparation for public examinations.

**Literacy - Reading Age Assessments:**

Due to the nature of literacy interventions, it is difficult to measure the impact of one intervention alone due to the universal offer received by all students.

**Impact data**

Year Group	Year group average	Advance Average	LEAP Average
7	12.3 months	14.7 months	12.1 months
8	19.5 months	23.4 months	8.5 months
9	13.5 months	N/A	3.3 months
10	15.6 months	N/A	24.7 months

As means of understanding the sustained impact of our offer we have tested students at the beginning and end of previous academic year. This allows us to measure the difference in students reading ability using the nationally recognised NGRT assessment.

The Year Group average shown above shows the impact during an 11-month period from October 22 – September 23.

## Review of Teaching Strategies:

Activity	Evidence of Impact	Challenge number(s) addressed
<p><b>Additional Staffing:</b> To support the reduction of Class Sizes.</p> <ul style="list-style-type: none"> <li>• Previous academic year started with Average class sizes of 32 in years 7 and 8.</li> <li>• We have successfully reduced the average class size to 26 permitting a wider range of teaching strategies and more purposeful feedback to students.</li> <li>• This is facilitated by the appointment of 5 additional full-time teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Student migration into the academy was high in the current academic year and the average class size has been maintained at 24.</li> </ul>	1,2,4
<p><b>Literacy Strategies:</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary:</b> Tier 2 vocabulary strategy to be embedded.</li> <li>• <b>Success Criteria: Evidence of</b> all staff fully using Tier 2 and Tier 3 Vocabulary recorded in SOL and evident in students' books (Teaching Practice).</li> <li>• <b>Reading:</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading ages in every year group have improved in 22-23 academic year: <ul style="list-style-type: none"> <li>• Year 7 – 12.3 months</li> <li>• Year 8 – 19.5 months</li> <li>• Year 9 – 13.5 months</li> <li>• Year 10 – 15.6 months</li> </ul> </li> <li>• 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.</li> <li>• It is acknowledged that this is a continual journey of refinement and departments will continue to personalise and embed approaches throughout 23-24 academic year. This will be supported by continuous CPD and sharing of good practice across the academy.</li> </ul>	1, 2, 4, 5

<ul style="list-style-type: none"> <li>• <b>Success Criteria:</b> Evidence of improved levels of enjoyment and reading fluency in lessons, student voice, staff voice.</li> <li>• <b>Writing:</b> Develop students' capacity to write with fluency and increased awareness of purpose. Staff will have an increased understanding of the</li> <li>• <b>Success Criteria:</b> Evidence of improved quality of extended writing in terms of structure, fluency and use of extensive vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Again, it has been widely noted through both internal and external reviews that students read more frequently in the Academy.</li> <li>• 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.</li> <li>• Reciprocal reading and reading rulers are whole school strategies used across the academy. The focus remains on CPD to ensure consistency and effectiveness of the approach in every classroom to fully utilise the impact of reading.</li> <li>• Tier 2 and tier 3 words now feature regularly in students' writing pieces and oracy. There is still a need for increased consistency across the school.</li> </ul>	
<p><b>Staff CPD – Evidence based research:</b></p> <ul style="list-style-type: none"> <li>• All staff as part of their Staff Appraisal Cycle will engage in a Teaching research project on 1 of 5 topics.</li> </ul> <p>Staff will work collaboratively and feedback to make informed changes to teaching practice.</p>	<ul style="list-style-type: none"> <li>• Findings from the Research &amp; Development conference shared with all staff. Best practice recommendations have been implemented into academy practices e.g. subject-specific writing now features within the whole school writing policy.</li> <li>• Staff feedback from the research &amp; development programme shows staff highly value the action research CPD and all staff found it helped improve their practice.</li> </ul>	1, 3, 4, 5
<p><b>Staff Phonics Training</b></p> <ul style="list-style-type: none"> <li>• Phonics training and intervention for staff to help bridge the</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• This has been further supplemented through staff CPD on modelling delivery on Phonics intervention programmes.</li> </ul>	1, 2, 4, 5



<p>transition from KS2 to KS3 Teaching.</p>	<ul style="list-style-type: none"> <li>• This is an ongoing programme of support as this is very specific approach to teaching that will take time to embed.</li> <li>• Areas of impact are evident in the English department who have all received Lexonik Training and have delivered the Ambers Reader Programme to year 7 students.</li> </ul>	
<p><b>Feedback:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback opportunities closely link with curriculum implementation plans in every area of the school and are identified in SOL (published on the academy website).</li> <li>• Academy learning policy (including feedback) is followed by all staff across the academy.</li> <li>• There is increased frequency and purpose of feedback across every area of the school which is evident through ongoing QA.</li> </ul>	1, 2
<p><b>Knowing your students:</b></p> <ul style="list-style-type: none"> <li>• CPD to ensure effective teaching and meeting individual student's needs – particular focus on SEND and EAL</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Each staff member is provided with a class profile highlighting their key indicators. (Gender, SEND, EAL, PP, KS2 scores)</li> <li>• This also includes a colour coded reading age for all students to ensure reading materials are appropriately pitched.</li> <li>• 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.</li> </ul>	1, 2
<p><b>Subject specific enrichment, clubs and trips:</b></p> <ul style="list-style-type: none"> <li>• Develop the provision of extracurricular clubs and activities for students driven by Heads of</li> </ul>	<ul style="list-style-type: none"> <li>• Co-curricular activities re-launch with host of new activities available to students in different areas of the school.</li> <li>• Each subject area offers varying clubs and activities designed to engage students and encourage engagement in that subject area.</li> </ul>	7

<p>Department to support and supplement the curriculum</p>	<ul style="list-style-type: none"><li>• 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.</li></ul>	
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<p><b>Amber Readers:</b></p> <p><b>Stories for Life:</b></p> <p><b>Bedrock</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• On average students demonstrated 12.1 months progress in Year 7 and 8.5 months in Year 8 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.</li> <li>• 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.</li> <li>• Students to engage in literature that is age and content appropriate throughout the curriculum for life provision. Each student was provided a copy of 2 books per academic year that they read collectively. Reading in these sessions is facilitated by teacher support and group discussion to ensure accessibility for all.</li> <li>• All Year 7 students had bedrock intervention – This is a targeted online reading and literacy intervention and outcomes demonstrated 30% improvement in reading ability and word recognition. This is higher than national average of 21%. Pupil Premium students benefited most, making a 41% average improvement on the programme.</li> </ul>	
<p><b>Student Support Centre Manager:</b></p> <ul style="list-style-type: none"> <li>• A key appointment will be for the position of Student Support Centre Manager.</li> <li>• This role will provide support and guidance to a range of students in order to reduce exclusions.</li> <li>• there is purposeful reintegration systems and</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Manager has undertaken the National College's Mental Health training and has delivered a MH action plan to support students as a universal offer.</li> <li>• The appointment of a 'Progress Mentor' has allowed students to be supported to reduce exclusions but also to be proactive in managing SEMH concerns at their root</li> <li>• Through the panel process, students with MH concerns were able to access support more rapidly than waiting for external partners. Students with SEMH</li> </ul>	

<p>there is an effective, purposeful and reflective isolation</p>	<p>concerns were triaged to nurture support. These swift interventions have allowed our students to manage their emotions and access the curriculum more readily.</p> <ul style="list-style-type: none"><li>• These interventions reach 35 students per 6 week cycle.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>	
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Review of Wider Strategies:

Activity	Evidence that supports this approach	Challenge number(s) addressed																																																	
<p><b>New Inclusion policy</b></p> <p>Reduction of Fix term Exclusions to minimise the impact on lost learning time.</p>	<table border="1" data-bbox="667 347 1839 552"> <thead> <tr> <th></th> <th colspan="4">Suspensions</th> <th colspan="4">Permanent Exclusion</th> </tr> <tr> <th></th> <th>2019/20</th> <th>2020/21</th> <th>2021/22</th> <th>2022/23</th> <th>2019/20</th> <th>2020/21</th> <th>2021/22</th> <th>2022/23</th> </tr> </thead> <tbody> <tr> <td><b>Term 1</b></td> <td>102</td> <td>53</td> <td>65</td> <td>88</td> <td>5</td> <td>3</td> <td>1</td> <td>1</td> </tr> <tr> <td><b>Term 2</b></td> <td>62</td> <td>-</td> <td>61</td> <td>123</td> <td>1</td> <td>-</td> <td>2</td> <td>4</td> </tr> <tr> <td><b>Term 3</b></td> <td>-</td> <td>48</td> <td>54</td> <td>67</td> <td>-</td> <td>2</td> <td>4</td> <td>2</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Analysis shows that there is a 'proportionate' decline in suspensions over a three-year trend when considering increased cohort size and national data.</li> </ul> <div data-bbox="667 679 1473 983"> <table border="1"> <tr> <td> <p>Permanent exclusions</p> <p><b>3,104</b></p> <p>in autumn term 2022/23. Increase from 2,097 in autumn term 2021/22</p> <p><a href="#">▶ What is this?</a></p> </td> <td> <p>Permanent exclusions (rate)</p> <p><b>0.04</b></p> <p>in autumn term 2022/23. Increase from 0.03 in autumn term 2021/22</p> <p><a href="#">▶ What is this?</a></p> </td> </tr> <tr> <td> <p>Suspensions</p> <p><b>247,366</b></p> <p>in autumn term 2022/23. Increase from 183,817 in autumn term 2021/22</p> <p><a href="#">▶ What is this?</a></p> </td> <td> <p>Suspension (rate)</p> <p><b>2.96</b></p> <p>in autumn term 2022/23. Increase from 2.21 in autumn term 2021/22</p> <p><a href="#">▶ What is this?</a></p> </td> </tr> </table> <ul style="list-style-type: none"> <li>Despite the slight increase of 'incidents' in 2022/23 against 2021/22 it should be recognised that there is a growing number of students on roll each year.</li> <li>Nationally there was a 35% increase in suspensions in Term 1 between 2021/22 and 2022/23. At the Academy of St Nicholas during the same period there was an equivalent 35% increase but again, the larger student population must be noted.</li> <li>Nationally, 2022/23 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.</li> <li>Nationally there was a 48% increase in permanent exclusions in term 1. The ASTN maintained equivalent numbers which we in fact sustained throughout the whole year when compared to the previous.</li> </ul> </div>		Suspensions				Permanent Exclusion					2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23	<b>Term 1</b>	102	53	65	88	5	3	1	1	<b>Term 2</b>	62	-	61	123	1	-	2	4	<b>Term 3</b>	-	48	54	67	-	2	4	2	<p>Permanent exclusions</p> <p><b>3,104</b></p> <p>in autumn term 2022/23. Increase from 2,097 in autumn term 2021/22</p> <p><a href="#">▶ What is this?</a></p>	<p>Permanent exclusions (rate)</p> <p><b>0.04</b></p> <p>in autumn term 2022/23. Increase from 0.03 in autumn term 2021/22</p> <p><a href="#">▶ What is this?</a></p>	<p>Suspensions</p> <p><b>247,366</b></p> <p>in autumn term 2022/23. Increase from 183,817 in autumn term 2021/22</p> <p><a href="#">▶ What is this?</a></p>	<p>Suspension (rate)</p> <p><b>2.96</b></p> <p>in autumn term 2022/23. Increase from 2.21 in autumn term 2021/22</p> <p><a href="#">▶ What is this?</a></p>	<p>3, 4, 5</p>
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	<ul style="list-style-type: none"> <li>The appointment of a student support centre manager has been key to reducing suspensions</li> </ul>	
<p><b>Pastoral Staffing Structure:</b></p> <p>Utilising an Assistant Headteacher and Associate Assistant Headteacher for Behaviour and Standards, 5 teaching Pastoral Leads and 3 non-teaching Pastoral Managers to lead the new robust pastoral system</p>	<ul style="list-style-type: none"> <li>Greater staff capacity has resulted in more robust First day response calls and tracking.</li> <li>These changes have also facilitated higher levels of quality assurance of calls and targeting of key students.</li> <li>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.</li> <li>Assistant Headteachers utilise specific skill sets to focus more meaningful parental engagement in regard to emotional wellbeing, attendance and academic progress.</li> <li>Assistant Headteachers 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.</li> </ul>	3, 4, 5
<p><b>Attendance strategy:</b></p> <ul style="list-style-type: none"> <li>Supplemented payment of attendance officer</li> </ul>	<ul style="list-style-type: none"> <li>Attendance continues to be a whole school priority and a challenge.</li> <li>Trust Attendance Reviews took place in November 2022 and May 2023 and along with OFSTED in December 2023 they recognised the focus that there is on attendance and the drive to improve.</li> <li>Meetings take place weekly to discuss PA and SA students.</li> <li>Attendance data is scrutinised weekly and analysis tools such as FFT Aspire support this and allow sub-groups, including PP to be targeted effectively.</li> <li>Regular attendance is rewarded and students' attendance is communicated to them weekly. Parents receive at least half-termly updates.</li> </ul>	3, 4, 5

<p><b>Student Leadership:</b></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>	<ul style="list-style-type: none"> <li>• Growth of student leadership opportunities and a student council continues to be a rolling priority into the next year of the plan.</li> <li>• 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.</li> <li>• 55% of the MVP cohort are in receipt of pupil premium</li> <li>• We have launched our new co-curricular offer with staff and students.</li> <li>• Each subject area offers varying clubs and activities designed to engage students and encourage engagement in that subject area.</li> <li>• 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.</li> <li>• Attendance has been good with 52% of KS2 students regularly attending with 11% of students attending more than one club.</li> </ul>	<p>3, 4, 5</p>
<p><b>Curriculum For Life:</b></p> <p>Enhanced personal development offer including careers and student leadership.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Positive attendance and behaviour is recognised and rewarded through YGCW.</li> <li>• Students that embody our core values are recognised and rewarded through our YGCW.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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</li> </ul>	<p>1, 2, 3, 4, 5, 7</p>



	<p>students feel 'braver' to deal with certain situations and have the knowledge and skills to better equip them to deal with these scenarios.</p> <ul style="list-style-type: none"> <li>• 'Life skills' sessions, the explicit teaching of PSHE, prepare students for life and support their positive contributions to society as well as keeping themselves safe.</li> <li>• SV collected show students can express their learning through the modules.</li> <li>• '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.</li> <li>• SV on these days has been extremely positive and high levels of engagement were evident.</li> <li>• Now that the CfL programme has been embedded the focus is turning to gathering more SV to support the needs of the students.</li> </ul>	
<p><b>Careers education Advice Information and Guidance</b>          Arrange encounters with a range of Employers, Further Education, Higher education, and Training providers.</p> <ul style="list-style-type: none"> <li>• Mock Interview Day</li> <li>• Trust Expo Day</li> <li>• Crown prosecuting Service</li> </ul>	<ul style="list-style-type: none"> <li>• A wide range of careers activities have been undertaken to support the development of knowledge of careers opportunities, pathways and appropriate soft skills.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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 leaders from Astra Zennica, the highlight of the year was our industry Expo Day were we had over 80 employers and a range of colleges and universities on site to meet and talk with all students. Student voice stated that we 95% enjoyed the day and 95% said it was useful.</li> </ul>	<p>1, 2, 3, 4, 5, 7</p>

<p><b>Pastoral intervention Programmes</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Since January 2022 the Everton in The Community PL Inspires Team have been delivering positive programmes and interventions in The Academy of St Nicholas.</li> <li>• In 2022/23 the Inspires team have worked across 5 core programme cohorts. 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 approximately 90 students per term and ran throughout the year.</li> <li>• 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.”</li> <li>• 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”.</li> <li>• Inspires tutor Christina Brown has been based at the Academy of St Nicolas 2 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.”</li> <li>• 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.</li> <li>• We continue to work with EITC to establish rigorous methods of baselining students and capturing the evidence of the impact of these programmes.</li> </ul>	<p>5, 7</p>
<p><b>Parental Engagement</b></p> <ul style="list-style-type: none"> <li>• Promotion of parental engagement through supporting pastoral leaders to utilise their time, School</li> </ul>	<p>This continues to be a key priority for development. Actions to date include:</p> <ul style="list-style-type: none"> <li>• Implementation of Arbor: Including parent app and student portal. Initial parental uptake was low but continues to rise with now 65% of parents regularly accessing the app. This includes a range of features to help facilitate good lines of communication</li> </ul>	<p>6</p>

<p>cloud to support online meetings and increased communication and encouragement to attend parent's evenings.</p>	<p>with the academy and parents such as emails, instant message service and live update on attendance and behaviour.</p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul>	
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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><b>Trust CEAIG</b></p> <ul style="list-style-type: none"><li>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.</li><li>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 6.7%. This is in line with the national average of 6% and the Local Average of 11%.</li></ul>	All Saints Multi Academy Trust