

Pupil premium strategy statement (Secondary)



School overview

School name	Bristnall Hall Academy
Pupils in school	977
Proportion of disadvantaged pupils	388 (40%)
Pupil premium allocation this academic year	£352,395
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review date	January 2021
Statement authorised by	Kuldip Uppal
Pupil premium lead	Rubina Begum
Governor lead	Sarah Burroughs

Disadvantaged pupil performance overview for last academic year: 2019-2020

Measure	Academy Performance	Prior Attainment Information		
	Current: <i>2020</i>	<i>2019</i>	<i>2018</i>	<i>2017</i>
Progress 8	0.40	0.27	0.01	0.22
Ebacc entry	26.6%	52%	47%	47%
Attainment 8	43.49	42.67	39.90	42.37
% Grade 5+ in English and maths	35%	31%	26%	28%

2020-21 Executive Summary

Identified Barriers	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	
		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
<p>Priority 1: Gaps in knowledge and skills as a result of Covid19 Lockdown.</p>	<p>Various skills and knowledge were not developed thoroughly, as a result of Covid19 Lockdown, especially with Y11 and Y7. Students will engage in a balanced knowledge rich curriculum and attain well.</p>	<p>Quality first teaching: <u>Lead Practitioners.</u></p>	<p>£170,000</p>	<p><u>Intervention</u> and support for students not on track.</p> <p><u>Revision during out of school</u> hours.</p>	<p>£20,000</p> <p>£25,000</p>	<p><u>Achievement Evenings</u> for students and parents..</p> <p><u>Students stationary-</u> students will be provided with all necessary equipment on the first day to ensure a prompt and purposeful start to learning.</p> <p><u>Transition Summer school for PP Students Year 6 and Year 7.</u></p>	<p>£7,000</p> <p>£2,000</p> <p>£15,000</p>
<p>Priority 2: Low levels of Literacy and Numeracy.</p>	<p>The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies;</p>			<p><u>Literacy coordinator</u> role in place.</p>	<p>£2,550</p>	<p><u>Lunch time reading club.</u></p>	<p>£200</p>

	<p>All students attain well in English and Maths and make more than expected progress at the end of KS4.</p> <p>The English and Maths attainment gap of PP students closes to that of NPP students by the end of KS4</p>			<p><u>Numeracy coordinator</u> role in place</p> <p><u>Literacy codes</u> in books.</p> <p><u>Academic Coaches</u> to mentor and academically support identified students.</p>	<p>£2,550</p> <p>£2,000</p> <p>£53,000</p>	<p><u>National Literacy Trust.</u></p>	<p>£150</p>
<p><u>Priority 3:</u> High levels of deprivation, resulting in limited knowledge of social and cultural capital.</p>	<p>Provide enriching experiences, remove financial barriers and improve outcome for all.</p> <p>Close the social and cultural knowledge gap.</p> <p>Improve outcomes for all and close the attainment between PP and NPP students, and in comparison to national average.</p>	<p><u>Knowledge organisers</u> across the curriculum.</p>	<p>£5,000</p>	<p><u>PP Coordinator</u></p> <p><u>Residential support-Humanities</u></p> <p><u>Residential support-MFL trip.</u></p> <p><u>DT disadvantage fund.</u></p>	<p>£5,477</p> <p>£1,500</p> <p>£1,500</p> <p>£3,000</p>	<p><u>Music SIPS education and tuition</u></p> <p><u>Hardship Fund</u> to support students and families.</p>	<p>£3,000</p> <p>£6,500</p>

<p>Priority 4: Low levels of storage strength and retrieval fluency of key knowledge. Low aspirations for some PP students</p>	<p>All students to attain well with increased levels of knowledge and effective retrieval strategies.</p> <p>Above national average for Attainment and Progress 8.</p> <p>Provide enriching opportunities, experiences and exposure to inspirational speakers and role models.</p> <p>Improve outcomes for all and close the attainment gap between PP and NPP students, and in comparison to national average.</p>	<p>See <u>knowledge organiser</u> teaching priority above.</p>		<p>See <u>PP Coordinator</u> targeted academic support above.</p> <p>See <u>DT disadvantage fund</u> targeted academic support above.</p> <p>See <u>Music SIPS education and tuition</u> from above.</p>		<p><u>Duke of Edinburgh.</u></p> <p><u>Staff Bidding</u></p>	<p>£3,000</p> <p>£1,000</p>
<p>Priority 5: Some low attendance, especially in KS3- Covid19 and Lockdown has impacted this significantly.</p>	<p>Improve attendance and punctuality of all students.</p>			<p><u>Academy Attendance Officer.</u></p> <p><u>Attendance incentives.</u></p>	<p>£22,000</p> <p>£1,000</p>	<p><u>Breakfast Club</u></p>	<p>£3,000</p>
		<p>£175,000</p>	<p>£139,577</p>	<p>£40,850</p>			

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8		
Attainment 8		
% Grade 5+ in English and maths		
Other		
Ebacc entry		

Teaching priorities for current academic year

Measure	Activity	Predicted cost
<p>Priority 1: Gaps in knowledge and skills as a result of Covid19 Lockdown.</p>	<p>Quality first teaching: <u>Lead Practitioners</u> deployed to teach classes that have a high number of PP. (This strategy will also apply to the following barriers identified: 2, 3, 4 and 5).</p> <p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.” EEF PP Guidance 2019”</i></p> <p>Lead practitioners are also part of the TNG meetings from Bristnall for the Trust, thus allowing them to collaborate with other colleagues from the Trust and then share best practise from these meetings to all staff. The impact of collaborative approaches on learning is consistently positive. Many of the LPs are also exam markers.</p>	<p>£170,000</p>
<p>Priority 3: High levels of deprivation, resulting in limited knowledge of social and cultural capital.</p> <p>Priority 4: Low levels of storage strength and retrieval fluency of key knowledge. Low aspirations for some PP students</p>	<p><u>Knowledge organisers</u> across the curriculum for each SOW/ skills covered (This strategy will also apply to Priority 4:). <i>and embed Ac</i> https://classteaching.wordpress.com/2018/09/14/using-knowledgeorganisers-to-improve-retrievalpractice/</p>	<p>£5,000</p>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Curriculum content will need to be adjusted as a result of Covid19 • Low attendance and PA • Memory and retention • Low levels of language acquisition 	

	<ul style="list-style-type: none"> • Low socio-economic demographic-limited cultural capital 	
Projected cumulative spending		£175,000

Targeted academic support for current academic year

Measure	Activity	Predicted cost
Priority 1: Gaps in knowledge and skills as a result of Covid19 Lockdown.	<u>Intervention</u> and support for students not on track to achieve targets across range of subjects: tutoring and online blended learning resources. Provides support to parents and careers. Best prepare students for the demands during terminal examination; Help cover additional and high order content and build in revision techniques.	£20,000
	<u>Revision during out of school</u> hours to support students in assessments and examinations to support disadvantaged students in closing the attainment gap.	£25,000
Priority 2: Low levels of Literacy and Numeracy	<u>Literacy coordinator</u> role in place and embedded to lead on reading and literacy specific strategies, as well as raising the profile of literacy and reading across the curriculum. <i>“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.” EEF KS3/4 Literacy Guidanceq</i>	£2,550
	<u>Numeracy coordinator</u> role in place and embedded to lead on numeracy specific strategies, as well as raising the profile across the academy.	£2,550

	<p><u>Literacy codes</u> used across the curriculum. Use of marking codes across the curriculum needs to be consistent for students to instantly recognise and interpret. This should also aid staff workload on marking. <i>“Using marking codes can also be an effective way of speeding up the marking process and setting consistent codes at a whole school level is worth considering.” EEF KS3/4 Literacy Guidance</i></p> <p><u>Academic Coaches</u> to mentor and academically support identified students to make accelerated progress to close attainment gaps with non-disadvantaged peers from Key Stage 2 and 3 (particularly after Covid19 Lockdown). *English coach pending. <i>https://www.understood.org/en/school-learning/tutors/types-of-tutoring/the-difference-between-tutoring-and-academic-coaching</i></p>	<p>£2,000</p> <p>£53,000</p>
<p>Priority 3: High levels of deprivation, resulting in limited knowledge of social and cultural capital.</p>	<p><u>PP Coordinator</u> to share evidence-based data, research and approaches (from EEF) for staff to apply in the classroom. (This strategy will also apply to Priority 4). Tried and tested methods from last year. Metacognition and self regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. These strategies are usually more effective when taught in collaborative groups so that learners</p>	<p>£5,477</p>

can support each other and make their thinking explicit through discussion.

<https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=138&t=Teaching%20and%20Learning%20Toolkit&e=138&s=>

Residential support- Humanities to support achievement and give students equal rights of access to enrichment opportunities.

£1,500

The Council for Learning Outside the Classroom: The 'places' where learning happens can have a significant effect on how a young person engages with a subject or an idea. Learning outside the classroom can happen at almost any time and almost anywhere – outdoors or indoors: in the school grounds, on the high street, in the local park, in museums and art galleries, on mountain tops and rivers, in Britain's remote places, or elsewhere in the world. <https://www.lotc.org.uk/what-islotc/>

Residential support- MFL trip to support achievement and give students equal rights of access to enrichment opportunities.

£1,500

Research, such as the Sutton Trust's report on life skills in October 2017[1], also overwhelmingly shows that children thrive in a learning environment and develop better future life chances if they can extend their learning outside the classroom. The sense of self, aspiration, ability to self-direct and the social skills and networks gained from this activity enables them to thrive both in and out of the classroom, as well as in later life. Without this, they do not reach their full potential and they are significantly less likely to attend University or access a skilled career. Sutton Trust. Life Lessons: Improving essential life skills

	<p>for young people: http://www.suttontrust.com/researchpaper/life-lessons/</p> <p><u>DT disadvantage fund</u> to give all equal opportunities around practical work. Remove any financial barriers that could prevent students from participating in these lessons, whilst providing them with skills and experiences.</p>	£3,000
<p>Priority 4: Low levels of storage strength and retrieval fluency of key knowledge. Low aspirations for some PP students</p>	<p>See <u>PP Coordinator</u> targeted academic support above.</p> <p>See <u>DT disadvantage fund</u> targeted academic support above.</p> <p>See <u>Music SIPS education and tuition</u> from above.</p>	<p>Costed in Priority 3</p> <p>Costed in Priority 3</p> <p>Costed in Priority 3</p>
<p>Priority 5: Some low attendance, especially in KS3- Covid19 and Lockdown has impacted this significantly.</p>	<p><u>Academy Attendance Officer</u>- to re-address Covid19 deficient. To also continue to monitor and raise attendance, as well as lower persistent absence of disadvantaged students.</p> <p><u>Attendance incentives</u> to raise attendance and lower persistent absences.</p>	<p>£22,000</p> <p>£1,000</p>

	https://www.attendanceworks.org/resources/messaging/incentives/	
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Curriculum content will need to be adjusted as a result of Covid19 • Low attendance and PA • Memory and retention • Low levels of language acquisition • Low socio-economic demographic-limited cultural capital 	
Projected cumulative spending		£139,577

Wider strategies for current academic year

Measure	Activity	Predicted cost
Priority 1: Gaps in knowledge and skills as a result of Covid19 Lockdown.	<u>Achievement Evenings</u> for students and parents. Revision Resources for Key Stage 4 to give all students equal access to revision materials and support and to improve collaboration between home and academy. https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learningtoolkit/parental-engagement	£7,000
	<u>Students stationary-</u> students will be provided with all necessary equipment on the first day to ensure a prompt and purposeful start to learning.	£2,000
	<u>Transition Summer school for PP Students Year 6 and Year 7-</u> Transition summer school	£15,000

Measure	Activity	Predicted cost
	<p><u>and holiday intervention</u> to close the attainment gap from KS2 to KS3.</p> <p><i>“On average, evidence suggests that pupils who attend a summer school make approximately two additional months’ progress compared to similar pupils who do not.” EEF: https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=148&t=Teaching%20and%20Learning%20Toolkit&e=148&s=</i></p>	
<p>Priority 2: Low levels of Literacy and Numeracy</p>	<p><u>Lunch time reading club.</u></p> <p><u>National Literacy Trust.</u></p>	<p>£200</p> <p>£150</p>
<p>Priority 3: High levels of deprivation, resulting in limited knowledge of social and cultural capital.</p>	<p><u>Music SIPS education and tuition</u> to give equal opportunities to all to allow for students to contribute to a broad array of performing opportunities within the academy.</p> <p><u>Hardship Fund</u> to support students and families with being able to access academy and meet our high standards. Students meet the high uniform standards and whole school expectations within the school.</p>	<p>£3,000</p> <p>£6,500</p>
<p>Priority 4: Low levels of storage strength and retrieval fluency of key knowledge. Low aspirations for some PP students</p>	<p><u>Duke of Edinburgh.</u> Provide enriching experiences and gain new life skills. Pupil progression increased- pushing personal boundaries, gaining new life skills and enhancing their CVs and Post applications</p>	<p>£3,000</p>

Measure	Activity	Predicted cost
	<p data-bbox="752 156 1352 252">“Young people make positive changes to their lives and communities by participating in the Award”. https://www.dukeofed.org/ourimpact</p> <p data-bbox="752 292 1352 483"><u>Staff Bidding</u> staff in various areas around the academy are given the opportunity to bid for funding to give PP student an opportunity to raise their aspiration and provide them with an enriching opportunity.</p>	<p data-bbox="1397 363 1487 395">£1,000</p>
<p data-bbox="107 930 719 1026">Priority 5: Some low attendance, especially in KS3- Covid19 and Lockdown has impacted this significantly.</p>	<p data-bbox="752 604 1352 798"><u>Breakfast Club</u> to give every student access to a breakfast every day free of charge- pending Government guidance, Jan 2021 at the latest. We want to ensure that students are fuelled and energised, ready for the days learning.</p> <p data-bbox="752 837 1352 906">45% of schools recently survey said that their club has improved attendance.</p> <p data-bbox="752 946 1144 1074">https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs%20Breakfast%20Club%20Audit%20APSE.pdf</p> <p data-bbox="752 1121 1352 1388">More positive evidence comes from Magic Breakfast’s head teacher survey in which 76% of the respondents reported a perception that attendance at school was substantially or somewhat better than before having the breakfast club. In the case study visits, most of the parents surveyed/interviewed strongly</p>	<p data-bbox="1397 611 1487 643">£3,000</p>

Measure	Activity	Predicted cost
	agreed or tended to agree with the statement that their children were less likely to take time off school.	
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Curriculum content will need to be adjusted as a result of Covid19 • Low attendance and PA • Memory and retention • Low levels of language acquisition • Low socio-economic demographic-limited cultural capital. 	
Projected cumulative spending		£40,850

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development/ pedagogy; Cost of quality first PD; Staff absences; Potential school closure due to Covid19;	Use of INSET days, Area PD and WAGOL Wednesday's; PD from the ATT Institute, to allow for staff development; Ensure that subject specific teachers are down to cover those subjects; Staff to begin uploading work onto TEAMS as of now, to allow familiarity with students, as well as providing them with work packs
Targeted support	Unable to cover all content and ensuring interventions are purposeful; Low attendance; Potential school closure due to Covid19;	Providing students with revision guides; Following a long term overview for intervention; Set and monitor work via TEAMS
Wider strategies	Engaging the families facing most challenges; Ability to carry-out some enrichment opportunities during the autumn term due to COVID19 restrictions.	Achievement Coordinators keeping regular contact with families; SLT to use government guidance to create logistical plans-fully risk assessed to ensure enrichment opportunities are created where possible.

Review: last year's aims and outcomes

Aim	Cost	Outcome	Evaluative Summary
<p>Improve attainment cross-circular and make more than expected progress.</p> <ol style="list-style-type: none"> 1. Deployment of Lead Practitioners to teach classes that have a high number of PP. 2. Smaller pupil to teacher ratio in KS4 to ensure quality first teaching 	<p>£167,000</p>	<p>All outcomes estimates taken from Sistra Analytics based on Centre Assessed Grades.</p> <p>Overall Progress 8 for PP Students = +0.4</p> <p>Positive subject progress index across all EBACC subjects and vast majority of other subjects.</p> <p>Overall P8 at +0.59 with improved attainment 8 at 4.7.</p>	<p>Continue implementing approach with more of a focus on KS3 so that improvements are targeted early with all year groups. Smaller groups allowed more focused intervention with students.</p> <p>Success of Lead Practitioners has led to Bristnall Hall becoming accredited as a lead practitioner centre.</p>
<p>Close the social and cultural knowledge gap in KS3 so that there is no gap by KS4;</p> <p>All students to attain well with increased levels of knowledge and effective retrieval strategies.</p> <ol style="list-style-type: none"> 3. PP Coordinator to use department PD, ELT and WAGOLL Wednesday's to share evidence-based research and approaches (from EEF) for staff to apply in the classroom. 	<p>£4,477</p>	<p>Overall P8 gap between PP and non-PP students 0.33 compared to approximately 0.5 nationally.</p>	<p>Y7 and Y8 PP FSM students who had their targets raised, are more motivated with the extra challenges they are receiving in lessons. Staff have said they are more 'eager' and 'enthusiastic' in lessons. RADY is a 5 year program and impact is being monitored each year. Will implement this with current Y7 group too. RB will continue to share strategies with all staff during department PDs with ELT, as well as whole school briefing.</p> <p>Covid19 will have had a significant impact with students being able to retain knowledge and skills. Knowledge organisers can be used as an aid in closing that gap.</p>

<p>4. Knowledge organisers across the curriculum for various SOW</p>	<p>£4,000</p>		<p>Staff continued to develop knowledge organisers in their departments since Covid19 and during lockdown. They will receive guidance and training from RB on how to implement them into everyday practise in lessons to ensure they are being utilised effectively and are purposeful.</p>
<p>The attainment gap in English is consistently and rapidly closed during KS3 studies, particularly in Year 7;</p> <p>All students attain well in English and make more than expected progress at the end of KS4.</p> <p>5. Literacy coordinator role in place and embedded to lead on reading and literacy specific strategies.</p> <p>6. Literacy codes used across the curriculum.</p> <p>7. Zero tolerance words.</p> <p>8. Lunch time reading club.</p>	<p>£2,550</p> <p>£2000</p> <p>£2000</p> <p>£200</p>	<p>Gap between PP and non-PP now down to 0.1 of a grade in English at Y8 KS3 (based on first data collection prior to Covid 19 lockdown.</p> <p>Gap closing compared to national: At end of KS4 a gap of approx. 0.3 exists in English between PP and non-PP students compared with around 0.5 nationally.</p>	<p>New whole school reading/ literacy strategy shared with all staff by the literacy coordinator (use of red highlighters). This will continue and pushed more so, especially as a result of Covid19 and lockdown.</p> <p>Students are familiar with literacy codes and the zero tolerance words in various subjects.</p> <p>Reading club was very well attended, especially by KS3 students. Will need target KS4 and will continue as soon as restrictions are eased.</p> <p>GL assessments to take place in September 2020 to identify where reading Maths and English intervention is required as students will not have completed Year 6 SATs.</p>

<p>The attainment gap in Maths is consistently and rapidly closed during KS3 studies, particularly in Year 7;</p> <p>All students attain well in Maths and make more than expected.</p> <p>9. Numeracy coordinator role in place and embedded to lead on numeracy specific strategies.</p> <p>10. One-to-one with maths, English and Science Academic coach</p>	<p>£2,550</p>	<p>Gap closing compared to national: At end of KS4 a gap of approx.. 0.3 exists in Maths between PP and non-PP students compared with around 0.5 nationally.</p>	<p>Continue implementing approach, with more targeted interventions in specific topics/ skill, especially for PP students that are significantly behind since Covid19 Lockdown.</p> <p>One-to-one will not continue this year. Academic coaches only in Maths and Science and will be used in lessons to target students.</p> <p>Launch of Hegarty Maths to ALL students in September 2020 to further close the gap.</p>
<p>Improve attainment in English, Maths and Science.</p> <p>11. Academic Coaches to mentor and academically support identified students to make accelerated progress to close attainment gaps with non-disadvantaged peers from Key Stage 2.</p>	<p>£53,000</p>	<p>Improved attainment across the core subjects:</p> <p>Improved percentage of students achieving 4+ in E&M at 65% as well as students achieving 4+ in at least 2 sciences (61.3%) with positive value added in all three subjects.</p>	<p>Academic coaches began working with students before Covid19 Lockdown. This will continue this year to ensure that students that are significantly behind make accelerated progress, especially those in KS3.</p>
<p>Improve attainment in all subject areas in KS3 and 4.</p> <p>12. Intervention and support for students not on track to achieve targets across range of subjects.</p>	<p>£20,000</p>	<p>All P8 buckets positive overall progress with positive value added across all EBACC subjects.</p>	<p>Continue implementing approach, as well as focusing on KS3.</p> <p>Continue implementing approach for all GCSE subjects.</p>

13. Revision during out of school hours to support students in assessments and examinations to support disadvantaged students in closing the attainment gap.	£25,000		
Raise and improve attainment in Humanities; Provide an enriching experience. 14. Residential support- Humanities to support achievement and give students equal rights of access to enrichment opportunities.	£1,500	Attainment improved in humanities with 64% of students achieving a 4+ in humanities subject as well as overall value added of +0.41	Cancelled- Did not take place as a result of Covid19 Lockdown. Continue implementing approaches but focus on underperforming PP learners from PR4 at the end of Y10 in both History and Geography, so that they are targeted and flagged as the start of Y10.
Raise and improve attainment in MFL; Provide an enriching experience. 15. Residential support- MFL trip to support achievement and give students equal rights of access to enrichment opportunities.	£1,500		Cancelled- Did not take place as a result of Covid19 Lockdown. Continue implementing approach. Will look possibly running similar types of trips in for Y7 and Y8
Raise and improve attainment in DT; Remove financial barriers; Provide an enriching experience 16. DT disadvantage fund to give all equal opportunities around practical work.	£3,000	Overall progress improved to +0.15.	Continue implementing approach- Pupil voice in KS3 High student participation in subject in KS4 when taking as option. Food ingredients purchased for students and only a voluntary contribution requested. Means ALL students cook and less waste.

<p>Close attainment gap.</p> <p>17. Transition Summer school for PP Students Year 6 and Year 7.</p>	<p>£15,500</p>		<p>Cancelled- Did not take place as a result of Covid19 Lockdown. Students were instead given virtual tours</p>
<p>Improve attendance and punctuality of all students</p> <p>18. Academy Attendance Officer- to continue to monitor and raise attendance, as well as lower persistent absence of disadvantaged students;</p> <p>19. Attendance incentives to raise attendance and lower persistent absences</p>	<p>£20,500</p>		<p>Attendance figures were at and sometimes above national average, just before lockdown. PA figures were very low too.</p> <p>Continue implementing approach.</p>
<p>Remove financial barriers.</p> <p>20. Breakfast Club to give every student access to a breakfast every day free of charge.</p>	<p>£3,000</p>		<p>Attendance figures were high for KS3 and KS4- many attended morning revision sessions as a result. Students are arriving into the academy on time and are fuelled for the start of lessons. Out of all students attending, on average throughout the year, 63% were PP. Continue implementing approach.</p>
<p>Provide students with extra resources to allow to use in lessons;</p> <p>Built independence with revision;</p> <p>Improved attainment across subjects.</p> <p>21. Achievement Evenings for students and parents. Revision</p>		<p>Best attended event on the calendar once again with record (90%+ attendance from pupils and parents/carers). Contributed to improved overall attainment and progress.</p>	<p>Students used well with homework tasks and helped with parental engagement. Subject areas increased use of these during in morning revision sessions to build independence.</p>

Resources for Key Stage 4 to give all students equal access to revision materials and support and to improve collaboration between home and academy.	£4,000		
<p>Remove financial barriers; Provide an enriching experience.</p> <p>22. Music tuition disadvantage fund to give equal opportunities to all to allow for students to contribute to a broad array of performing opportunities within the academy.</p>	£3,000	Music outcomes were again excellent with overall subject progress of +1.30.	Continue implementing approach with a focus on improving student attainment in KS4.
<p>Provide enriching experiences and gain new life skills.</p> <p>23. Duke of Edinburgh</p>	£3,000		<p>Completed excavations and assessments but did not do final award as a result of Covid19 Lockdown. DofE achieved in terms of hours.</p> <p>Pupil voice. Gaining new skills and enhancing their CVs and application into Post 16s ventures and institutions.</p> <p>Will continue with approach, pending guidance.</p>
<p>Remove financial barriers.</p> <p>24. Hardship Fund to support students and families with being able to access academy and meet our high standards.</p>	£6,000		Students meet the high uniform standards and whole school expectations within the school. Continue implementing approach.
Cumulative Cost	£343,777		

