

Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bristnall Hall Academy
Number of pupils in school	1042
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	20 th September 2022
Date on which it will be reviewed	Spring 1 2023
Statement authorised by	Louisa Pritchard (Principal)
Governor / Trustee lead	Antoinette Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£373,215
Recovery premium funding allocation this academic year	£104,110
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutor Funding	£63,261

Total budget for this academic year	£477,325 (excluding NTP funding) £540,586 (including NTP funding)
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Part A: Pupil premium strategy plan

Statement of intent

Our vision for Pupil Premium is to ensure that students from disadvantaged backgrounds are able to access an enriching curriculum, achieve and attain excellence, as well as having ambitious aspirations throughout their education and beyond.

We have an unrelenting ambition to tackle and overcome the barriers and obstacles faced by students from low income families, by creatively utilising Pupil Premium to ensure that we focus on:

- Providing students with an extensive network of support to ensure that they are attending everyday;
- Offer a rich and engaging school experience in which students are willing partners in, and leaders of their own learning;
- A curriculum that opens up doors as opposed to closing them;
- A curriculum that enables all students to stand out nationally through enhanced academic and extra-curricular opportunities;
- A curriculum that promotes the highest standards for all our learners;
- A curriculum that equips learners with the necessary life skills and values to become confident and responsible citizens who have the resilience to flourish in the face of adversity;
- Every disadvantaged learner, through engagement with external partners, has an annual experience that is financially out of their reach;
- Provide every child with an inspiring, rich extracurricular experience that is accessible by all;
- That learners see success as achievable, where they do not use “because” in an attempt to explain underperformance but rather “despite” when considering the barriers they have overcome in order to be successful.

Challenges

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

Challenge number	Detail of challenge
1	Low starting point and knowledge gaps at the start of KS3 further compounded due to impact of Covid 19.
2	Low levels of Literacy and Numeracy – students arrive significantly below national average (50% are PP).
3	Low Reading ages on entry.
4	High levels of deprivation, resulting in limited knowledge of social and cultural capital.
5	Some low attendance (Gap between PP and non-PP students and higher percentage of PA students are PP).

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 outcome	Success criteria
Targeted support at the earliest stage for pupils identified with low reading ages with particular focus on those with reading ages in the bottom 20% for their year group (3)	Improved reading ages and gap closed between actual v/s chronological age when assessed (twice yearly). Spoken language with a wider vocabulary bank that emphasises the use of Standard English. Leading to improved Reading, Writing and SPAG.
Targeted support at the earliest stage for pupils identified with low levels of literacy and/or numeracy through interventions such as, but not limited to, Direct Instruction (DI) (2 & 3)	Leading to improved spoken language and oracy Assessment of pupils will demonstrate a reduction of pupils requiring 1:1 or small group intervention as they move through the school and continued improvements in outcomes for disadvantaged students (P8 and Basics)
Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas. (5)	PA for disadvantaged pupils reduces every half term Autumn 1. PP attendance YTD maintained above national average and at least at 95% for PP students and gap closed between PP and non-PP students
Pupils can see past the socio-cultural cycle they are in and have the ability, means & support approach things differently. Leading to higher aspirations and an improved attitude to learning, resulting in better outcomes.	Internal tracking data demonstrates that disadvantaged pupils are exposed to the same enriched opportunities as their non-disadvantaged peers.

<p>Cultural capital experiences to be maximised through all aspects of the curriculum – exposing pupils to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life.</p> <p>Pupils engage in extracurricular support and tutoring to support improved outcomes. (4)</p>	<p>This includes Tutoring, afterschool clubs, Breakfast club, trips & residential.</p> <p>Discussions with pupils, teachers & support staff indicate that these experiences are supporting improved outcomes across the curriculum.</p> <p>Discussions with pupils, parents, teachers & support staff indicate that pupils have higher expectations of themselves, with higher aspirations and an improved attitude towards learning</p> <p>Internal tracking data of behaviour and pastoral intervention demonstrates a reduced number of behaviour incidents and less pupils requiring 1:1 targeted support.</p>
<p>PP Students will engage in a balanced knowledge rich curriculum and attain well (1)</p>	<p>Assessment data for these identified pupils shows improved attainment, comparable to that of non-disadvantaged pupils.</p> <p>Improve outcomes for all and close the attainment between PP and NPP students in KS3 and KS4 and significantly above average P8.</p>

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £206016

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching: Lead Practitioners deployed to teach classes that have a high number of PP and to develop teaching across the academy	£41876	“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” 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.	1 & 2
Reduced class sizes in English and Maths through additional staffing	£80,000	Reducing class size EEF (educationendowmentfoundation.org.uk)	1,2,3
Specialist Literacy and Numeracy coordinators to develop literacy strategies across the curriculum and raise the profile of literacy across the curriculum	£21455	Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) “INITIATING AND SUPPORTING THE DEVELOPMENT AND INITIAL IMPLEMENTATION OF A WHOLE SCHOOL NUMERACY PLAN IN A SECONDARY SCHOOL (core.ac.uk)	2,3

Reading coordinator role to develop reading across the academy including CPD of staff on reading strategies	£3582	“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.” EEF Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	3
Academic Coaches to mentor and academically support identified students in science lessons	£31,150	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1
PP Coordinator to share evidence-based data, research and strategies with staff	£12,953	A 10-step Pupil Premium plan (headteacher-update.com)	1-5
Knowledge organisers across the curriculum for all year groups, every half term	£15,000	https://classteaching.wordpress.com/2018/09/14/using-knowledgeorganisers-to-improve-retrievalpractice/	

Targeted academic support

Budgeted cost: £169,104

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Purchase of license for and delivery of (staffing costs) Direct Instruction	£60,104	(PDF) Direct Instruction: A Research-Based Approach to Curriculum Design and Teaching (researchgate.net)	2,3
1:1 and small group Tuition through funding of the NTP	£40,000 (+£63,261 NTP funding)	Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,
Revision during out of school hours including Period 7, holiday revision sessions and Sunset sessions online	£10,000	Extending school time EEF (educationendowmentfoundation.org.uk)	1,2,3,5
Residential Trips to further improve outcomes of students in EBACC subjects (MFL - Edmond Hall and Humanities Field Trip, Frank Chapman)	£7000	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 for young people.	4,1

High Potential coordinator and Careers coordinator to offer initiatives to ensure that disadvantaged students have high aspiration and high levels of opportunity (including Aim Higher trips, Debate Mate, careers/industry visits)	£15,000	Network Partners - Aimhigher West Midlands (aimhigherwm.ac.uk) Core Programme - Debate Mate Schools	4,5
Revision Guides	£17,000	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/teachinglearningtoolkit/parental-engagement	1,2,4
Subsidised music tuition for students	£20,000	Arts participation EEF (educationendowmentfoundation.org.uk)	4

Wider Strategies

Budgeted cost: £102,205

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
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DT Food/Materials fund	£4000	Pay for pupils' ingredients... because it is "hard for parents to buy ingredients in one-portion quantities", and to "stigma" for children whose parents "struggle to afford them". - https://schoolsweek.co.uk/national-food-strategythe-recommendations-for-schools/	4
Academy Attendance Officers to ensure high levels of attendance maintained	£21555	To also continue to monitor and raise attendance, as well as lower persistent absence of disadvantaged students Being Present: the Power of Attendance and Stability for Disadvantaged Pupils - NFER	5
Attendance Rewards to encourage high levels of attendance and academic rewards to encourage high aspiration and outcomes	£15000	Attendance incentives to raise attendance and lower persistent absences. Making Sense out of Incentives: A Framework for Considering the Design, Use, and Implementation of Incentives to Improve Attendance: Journal of Education for Students Placed at Risk (JESPAR): Vol 23, No 1-2 (tandfonline.com)	5,1
Guest motivational speakers to work with Year 10/Y11 students (Fix Up Team)	£3000	Motivating & Empowering UK Education - Home (weebly.com)	4,5,1
Hardship Fund to support students and families (includes Bus Passes, lunch money, uniform)	£6500	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.	4,5
Students stationery - students will be provided - with all necessary equipment on the first day to ensure	£10000	https://schoolsweek.co.uk/remote-education-laptops-roll-out-vital-but-pupils-need-pens-and-paper-too/	4,5

a prompt and purposeful start to learning and fulfilment and maintenance of literacy boxes in rooms.			
Breakfast Club (includes food and staffing)	£7500	Breakfast Club 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. 45% of schools recently survey said that their club has improved attendance. https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs%20Breakfast%20Club%20Audit%20APSE.pdf 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 agreed or tended to agree with the statement that their children were less likely to take time off school.	5
Transition Summer school for Students from Year 6 into Year 7 and apportionment of Year 7 achievement coordinator who leads on Transition	£19,650	“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: EEF Blog: Summer schools – what the evidence tells us and what... EEF (educationendowmentfoundation.org.uk)	4,5,3,1
Character Education development. This	£15000	Character education framework guidance (publishing.service.gov.uk)	4

is to grow and develop our enrichment opportunities as well as offering wider experiences to students such as Theatre visits, visits to religious and educational establishments.			
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Total budgeted cost: £ 477325

Part B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £210,000

Actual Spend: £201,077.68

Activity	Impact of this approach	Actual Spend
<p>Quality first teaching: <u>Lead Practitioners</u> deployed to teach classes that have a high number of PP.</p> <p>£180,000</p>	<p>Targeted and smaller class sizes, particularly in KS4, has ensured that students are more focused and receive more one-to-one time with outstanding teachers;</p> <p>Improved progress and attainment;</p> <p>Overall A8 <u>2018-2019</u> average = 4.6</p> <p>Overall P8 <u>2018-2019</u> = +0.42</p> <p>Overall A8 <u>2021-2022</u> average = 4.89</p> <p>Overall P8 <u>2021-2022</u> = +0.84</p>	£183,065.70
<p><u>Knowledge organisers</u> across the curriculum for all year groups, every half term</p> <p>£30,000</p>	<p><u>KS3- Student voice:</u></p> <p><i>“The KOs are great because it has all the key knowledge and information I need to know in 1 visually appealing document. It is easy to digest and helps me remember key facts, equations and vocabulary during lessons or before starting a BBB”.</i></p> <p><u>KS4- Student voice:</u></p> <p><i>“The KOs provide me with a visual big picture of what I need to know for a particular topic in each subject, each half term- it’s a great revision tool. It helps me identify and address the gaps I may have in a particular subject/ topic and lets me</i></p>	£18,011.98

	<i>communicate with my parents at home of what I will be learning. I use them regularly at home and school and get teachers, parents and my peers to quiz me to help with my knowledge retrieval”.</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £128,577

Actual Spend: £148,210

Activity	Impact of this approach	Actual Spend				
<u>Intervention</u> and support for students not on track. £20,000	Overall A8 PR1 average = 4.47 Overall A8 RESULTS 2021-2022 average = 4.89 Overall P8 PR1 = +0.49 Overall P8 RESULTS 2021-2022 = +0.84	£21,753				
<u>Revision during out of school</u> hours and Sunset sessions £30,000	Overall A8 RESULTS 2018-2019 average = 4.6 Overall P8 RESULTS 2018-2019 = +0.42 Overall A8 RESULTS 2021-2022 average = 4.89 Overall P8 RESULTS 2021-2022 = +0.84	£27,873				
<u>Literacy coordinator</u> role in place to lead on literacy strategies and raise the profile of literacy across the curriculum. £2,550	Increased understanding of texts, developed their vocabulary and written responses.	£3,983				
<u>Reading coordinator</u> role in place to lead on reading strategies and raise the profile of reading across the curriculum.	NGRT reading tests below: 6 months between the tests. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">First test</td> <td style="text-align: center;">Second test</td> <td style="text-align: center;">Progress</td> </tr> </table>		First test	Second test	Progress	£3,582
	First test	Second test	Progress			

£1,500	<table border="1"> <tr> <td data-bbox="494 150 646 322">Year 7</td> <td data-bbox="646 150 805 322">139</td> <td data-bbox="805 150 957 322">149</td> <td data-bbox="957 150 1077 322">15 month s</td> </tr> <tr> <td data-bbox="494 322 646 488">Year 8</td> <td data-bbox="646 322 805 488">148</td> <td data-bbox="805 322 957 488">160</td> <td data-bbox="957 322 1077 488">12 month s</td> </tr> <tr> <td data-bbox="494 488 646 654">Year 9</td> <td data-bbox="646 488 805 654">169</td> <td data-bbox="805 488 957 654">177</td> <td data-bbox="957 488 1077 654">8 Month s</td> </tr> <tr> <td data-bbox="494 654 646 822">Year 10</td> <td data-bbox="646 654 805 822">167</td> <td data-bbox="805 654 957 822">173</td> <td data-bbox="957 654 1077 822">6 month s</td> </tr> </table>	Year 7	139	149	15 month s	Year 8	148	160	12 month s	Year 9	169	177	8 Month s	Year 10	167	173	6 month s									
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Year 9	169	177	8 Month s																							
Year 10	167	173	6 month s																							
<u>Numeracy coordinator</u> role in place £2,550	Form time numeracy activities embedded across the academy. One off events also successful such as financial management sessions etc.	£4,447																								
Education City software- <u>numeracy</u> <u>resources</u> £1,500	Students have completed the use of Education City. However, we invested in Direct Instruction programme for end of 2021/22 and then again for 2022/23 as we feel the impact will be greater than with Education City.	£1,500																								
<u>PP Coordinator</u> to share evidence-based data, research and strategies for staff to address and apply with staff.	<table border="1"> <thead> <tr> <th data-bbox="502 1400 742 1478">Progress 8</th> <th data-bbox="742 1400 837 1478">ALL</th> <th data-bbox="837 1400 933 1478">PP</th> <th data-bbox="933 1400 1029 1478">NPP</th> </tr> </thead> <tbody> <tr> <td data-bbox="502 1478 742 1601">2019</td> <td data-bbox="742 1478 837 1601">+0.4 2</td> <td data-bbox="837 1478 933 1601">+0.2 7</td> <td data-bbox="933 1478 1029 1601">+0.5 3</td> </tr> <tr> <td data-bbox="502 1601 742 1724">2022</td> <td data-bbox="742 1601 837 1724">+0.8 0</td> <td data-bbox="837 1601 933 1724">+0.4 5</td> <td data-bbox="933 1601 1029 1724">+1.0 4</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th data-bbox="502 1803 742 1881">Attainment 8</th> <th data-bbox="742 1803 837 1881">ALL</th> <th data-bbox="837 1803 933 1881">PP</th> <th data-bbox="933 1803 1029 1881">NPP</th> </tr> </thead> <tbody> <tr> <td data-bbox="502 1881 742 1960">2019</td> <td data-bbox="742 1881 837 1960">4.60</td> <td data-bbox="837 1881 933 1960">4.27</td> <td data-bbox="933 1881 1029 1960">4.80</td> </tr> <tr> <td data-bbox="502 1960 742 2027">2022</td> <td data-bbox="742 1960 837 2027">4.89</td> <td data-bbox="837 1960 933 2027">4.26</td> <td data-bbox="933 1960 1029 2027">5.31</td> </tr> </tbody> </table>	Progress 8	ALL	PP	NPP	2019	+0.4 2	+0.2 7	+0.5 3	2022	+0.8 0	+0.4 5	+1.0 4	Attainment 8	ALL	PP	NPP	2019	4.60	4.27	4.80	2022	4.89	4.26	5.31	£14,248
Progress 8	ALL	PP	NPP																							
2019	+0.4 2	+0.2 7	+0.5 3																							
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2019	4.60	4.27	4.80																							
2022	4.89	4.26	5.31																							

<p><u>Academic Coaches</u> to mentor and academically support identified students.</p> <p>£25,000</p>	<p>Academic coaches assigned to intervention groups to work with targeted PP students. Outcomes for 11Z5 +0.78 which is a group that had academic mentor in.</p>	<p>£31,150</p>														
<p><u>Literacy codes</u> in books.</p> <p>£2,000</p>	<p>Literacy codes resources printed for all students and in exercise books with A3 posters in all classrooms within each department to ensure students familiar with codes and helping to improve literacy. Feedback from students is that they “like that all teachers are marking in the same way”.</p>	<p>£1,864</p>														
<p><u>Residential support- Humanities</u></p> <p>£2,500</p>	<table border="1" data-bbox="501 987 1082 1234"> <thead> <tr> <th></th> <th>No. of PP students</th> <th>PP Target Average Points</th> <th>PP SPI</th> <th>No. of non-PP students</th> <th>Non-PP Target Average Points</th> <th>Non-PP SPI</th> </tr> </thead> <tbody> <tr> <td>Geography</td> <td>48</td> <td>4.33</td> <td>0.30</td> <td>65</td> <td>4.83</td> <td>0.86</td> </tr> </tbody> </table> <p><u>KS4- Student voice:</u></p> <p><i>“The trip allowed me to actively apply my skills in a real life setting in a fun way. I can use this experience when I respond to questions in an exam”.</i></p>		No. of PP students	PP Target Average Points	PP SPI	No. of non-PP students	Non-PP Target Average Points	Non-PP SPI	Geography	48	4.33	0.30	65	4.83	0.86	<p>£2,650</p>
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Geography	48	4.33	0.30	65	4.83	0.86										
<p><u>Residential support- MFL trip.</u></p> <p>£2,500</p>	<table border="1" data-bbox="501 1559 1082 1794"> <thead> <tr> <th></th> <th>No. of PP students</th> <th>PP Target Average Points</th> <th>PP SPI</th> <th>No. of non-PP students</th> <th>Non-PP Target Average Points</th> <th>Non-PP SPI</th> </tr> </thead> <tbody> <tr> <td>Spanish</td> <td>30</td> <td>5.80</td> <td>1.16</td> <td>69</td> <td>6.54</td> <td>1.31</td> </tr> </tbody> </table> <p><u>Y11- Student voice:</u></p> <p><i>“The Edgemont Hall residential allowed me to apply my Spanish speaking and listening skills in real life settings in a fun and energetic environment. It was nice to take</i></p>		No. of PP students	PP Target Average Points	PP SPI	No. of non-PP students	Non-PP Target Average Points	Non-PP SPI	Spanish	30	5.80	1.16	69	6.54	1.31	<p>£2,967</p>
	No. of PP students	PP Target Average Points	PP SPI	No. of non-PP students	Non-PP Target Average Points	Non-PP SPI										
Spanish	30	5.80	1.16	69	6.54	1.31										

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<u>DT disadvantage fund.</u> £3,000	<table border="1"> <thead> <tr> <th></th> <th>No. of PP students</th> <th>PP Target Average Points</th> <th>PP SPI</th> <th>No. of non-PP students</th> <th>Non-PP Target Average Points</th> <th>Non-PP SPI</th> </tr> </thead> <tbody> <tr> <td>Catering</td> <td>22</td> <td>4.50</td> <td>0.68</td> <td>14</td> <td>5.95</td> <td>1.70</td> </tr> </tbody> </table> <p><u>KS4- Student voice:</u></p> <p><i>“Knowing that I will have most of my ingredients ready in lessons is such a relief as it allows me to focus my attention on cooking and presenting my dishes to a high standard”.</i></p>		No. of PP students	PP Target Average Points	PP SPI	No. of non-PP students	Non-PP Target Average Points	Non-PP SPI	Catering	22	4.50	0.68	14	5.95	1.70	£2,873
	No. of PP students	PP Target Average Points	PP SPI	No. of non-PP students	Non-PP Target Average Points	Non-PP SPI										
Catering	22	4.50	0.68	14	5.95	1.70										
<u>Academy Attendance Officer.</u> £25,000	<p><u>Attendance figured for 2021-2022</u></p> <p>Whole school: 93.3%</p> <p>Local authority: 91.4%</p> <p>National average (19/20 figs): 89%</p> <p><u>PP:</u></p> <p>Whole school: 91.2%</p> <p>Local authority: 88.5%</p> <p><u>NPP:</u></p> <p>Whole school: 94.5%</p> <p>Local authority: 93.4%</p>	£23,000														
<u>Attendance incentives.</u> £5,000	See above	£6500														

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

Budgeted cost: £59,700

Actual Spend: £64,781

Activity	Impact of this approach	Actual Spend
<p><u>Achievement Evenings</u> for students and parents.</p> <p>£15,000</p>	<p>Students are provided with essential revision guides/ resources that allowed them to further build, practice and assess the knowledge and skills they gained from the classroom;</p> <p>Improved progress and attainment;</p> <p>Overall A8 <u>2018-2019</u> average = 4.6</p> <p>Overall P8 <u>2018-2019</u> = +0.42</p> <p>Overall A8 <u>2021-2022</u> average = 4.89</p> <p>Overall P8 <u>2021-2022</u> = +0.84</p> <p>Parent voice examples “I’m so glad that the academy are providing these as there are so many to choose from out there”. “It is brilliant to be given these”</p>	<p>£17,101</p>
<p><u>Students stationery-</u> students will be provided with all necessary equipment on the first day to ensure a prompt and purposeful start to learning.</p> <p>£3,000</p>	<p>Students are focussed and immediately start DO NOW task at the start of lessons.</p> <p>Quality assurance has demonstrated that lessons as a result start promptly and no learning time is lost.</p>	<p>£4,768</p>
<p><u>Transition Summer school for PP Students Year 6 and Year 7.</u></p> <p>£20,000</p>	<p><u>Y7- Student voice:</u></p> <p><i>“The summer school was good because I was able to meet some of the staff I will be learning with when I start in September. It helped build my confidence as to what I could expect from lessons and teachers”.</i></p>	<p>£11,954</p>

<p><u>Lunch time reading club.</u></p> <p>£200</p>	<p>NGRT reading tests below: 6 months between the tests.</p> <table border="1" data-bbox="547 264 1074 1048"> <thead> <tr> <th></th> <th>First test</th> <th>Second test</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>139</td> <td>149</td> <td>15 months</td> </tr> <tr> <td>Year 8</td> <td>148</td> <td>160</td> <td>12 months</td> </tr> <tr> <td>Year 9</td> <td>169</td> <td>177</td> <td>8 Months</td> </tr> <tr> <td>Year 10</td> <td>167</td> <td>173</td> <td>6 months</td> </tr> </tbody> </table>		First test	Second test	Progress	Year 7	139	149	15 months	Year 8	148	160	12 months	Year 9	169	177	8 Months	Year 10	167	173	6 months	<p>£500</p>
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Year 10	167	173	6 months																			
<p><u>Music SIPS education and tuition</u></p> <p>£3,000</p>	<p><u>KS3- Student voice:</u></p> <p><i>“I like getting lessons from a professional so they can tell me how to improve”.</i></p> <p><i>“Great opportunity to start playing an instrument”.</i></p> <p><u>KS4- Student voice:</u></p> <p><i>“Continuing to build by skills has supported my college applications ”.</i></p> <p>The take up of instrumental lessons is the highest is has been in the academies history.</p>	<p>£12,678</p>																				
<p><u>Hardship Fund</u> to support students and families.</p> <p>£6,500</p>	<p>See attendance and outcomes figures above (by ensuring students have bus passes etc. where required)</p> <p>All students have immaculate uniform and are provided with anything they need.</p>	<p>£7500</p>																				

	No student at any point went without correct uniform with the full range of uniform including socks, shoes etc. being provided where needed. As a result, all students felt inclusive nature of the academy.	
<u>Duke of Edinburgh.</u> £4,000	<p>Bronze participants: x25</p> <p>Silver participants: x11</p> <ul style="list-style-type: none"> •Throughout the year, Bronze and Silver students were able to attend drop-in sessions to help plan their award and check on progress. This was utilised by many students; •During July 2022, students travelled to Hilston Park in Monmouth to complete various activities to support with their practice expedition. This included map skills, orienteering, abseiling and various team building activities to support with their award; •3 x 1 hour after school workshops were undertaken by Bronze and Silver candidates to complete First Aid training, Risk assessment and hazards training and grid referencing work shops; •Silver students completed their 3-day (8:30am 15:30pm) expedition over Sandwell Valley park in West Bromwich. Students were required to navigate independently in small groups around the site to obtain their award. On the afternoon students collated their evidence on the app; •Bronze students completed their 2-day (8:30am 15:30pm) expedition over Sandwell Valley park in West Bromwich. Students were required to navigate independently in small groups around the site to obtain their award. On the 	£3,850

	afternoon students collated their evidence on the app.	
<u>Staff Bidding</u> £2,000	French Breakfast (Y8 PP Students) - this exposed student to the cultural experience of going to a French restaurant, ordering and trying French food and a Play. Student voice was extremely positive and as a result we will run again in 2022/23.	£3000
<u>Breakfast Club</u> £6,000	<u>KS3- Student voice:</u> <i>“Breakfast club provides an opportunity to read and eat breakfast”.</i> <i>“Hot food is ready without having to wait too long”.</i> <i>“Welcoming staff and food, positive start to the morning”.</i> <u>KS4- Student voice:</u> <i>“Revision opportunity with hot food, before exams”</i>	£5,430

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
Academic Support Mentor 2021-22	National Tutoring Program (NTP)

FFT online Tutoring 2020-21	Limited impact – would not use again
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Further information (optional)