

Pupil premium strategy statement 2022-23

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	Sutton Community Academy
Number of pupils in school	852
Proportion (%) of pupil premium eligible pupils	38.7
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	21/12/2022
Date on which it will be reviewed	Spring 1 2023
Statement authorised by	Patrick Butterell
Pupil premium lead	Sarah Bailey-Wiles
Governor / Trustee lead	Laura Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£312,706.68 (Inclusive of LAC and Service Children)
Recovery premium funding allocation this academic year	£87800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£400,506.68 (No GAG Pooling in place)

Part A: Pupil premium strategy plan

Statement of intent

Our intent as Sutton Community Academy is to use Pupil Premium & Recovery funding to help us improve and sustain higher attainment for disadvantaged pupils, through rapid progress, attainment that is comparable with that of non-disadvantaged pupils nationally. This strategy represents a three-year plan, during this period of time the strategy will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary, speech & language, gaps in curriculum, knowledge, attendance & punctuality and social-emotional concerns manifesting as behaviour.

At Sutton Community Academy we believe that all students, irrespective of their background, leave able and qualified to play their full part in an ever-changing world, through a curriculum which is broad, ambitious, and innovative, empowering them with the skills, knowledge and personal attributes that will enable them to be successful both in school and in their future lives.

The social and emotional wellbeing of our students remains a priority – particularly in the current climate – and we seek to develop resilience through an extensive and flexible PSHCE programme as well as through targeted interventions.

Through our curriculum intent, the Academy has committed to provide a curriculum that is inclusive, enriching and ambitious. Our ultimate objective is that no child is left behind socially or academically because of disadvantage. We strive to remove barriers to learning whilst raising lifelong aspirations and narrowing the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts.

To achieve our objectives, we will focus on the following:

- Provide all teachers with high quality CPD to ensure that all pupils access effective quality first teaching across the Academy.
- Provide targeted intervention and support to quickly address identified gaps in learning.
- Provide opportunities for all pupils to participate in enrichment activities
- Provide appropriate social, emotional, and mental health support to enable pupils to access learning within and beyond the classroom.

Our approach will be responsive to both everyday challenges as well as individual pupil needs, rooted in robust diagnostic assessment, underpinned by educational research to

inform planned intervention. This approach is supported by the National Tutoring Programme, which will support the wider focus of educational recovery, post pandemic.

Challenges

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

Challenge number	Detail of challenge
1 - Poor levels of literacy	<p>On entry, the average literacy levels of students starting at Sutton Community Academy is significantly lower than national averages. Disadvantaged pupils generally have lower levels of literacy than their peers.</p> <p>The disadvantaged gap index increased from 2.91 in 2019 to 3.21 in 2022, the highest since 2012 indicating Covid related disruption had a greater impact on disadvantaged pupils.</p> <p>Nationally, 74% are meeting the standard for reading, 64% for writing. Locally, 64.2% are meeting the standard for reading and 56.9% are meeting the standard for writing.</p> <p>Recent reading test data from Autumn 2022:</p> <p>Y7 60% below 12 years 38% below 10 years</p> <p>Y8 63% below 13 years 40% below 10 years</p> <p>Y9 67% below 14 years 20% below 10 years</p> <p>Y10 65% below 15 years 12% below 10 years</p>

2 - Attendance of PP pupils is below that of non-PP pupils.

The impact of Covid-19 and national lockdowns has had a negative impact on attendance data. The impact on disadvantaged students has been significantly greater than that of their non-disadvantaged peers, as shown in the data below.

Attendance percentages 2019-present:

Year Group	19-20	20-21	21-22	2022-2023 Half Term 1
Year 7	93.4	93.8	90.8	94.3
Year 8	95.6	92.7	91	89.9
Year 9	91.2	93.9	88.2	89.2
Year 10	89.6	87.8	90.9	89.0
Year 11	92.4	79.9	86.5	90.4
Year 12	96.7	96.6	91.5	96.7
Year 13	95.3	93.9	93.5	93.9
Year 7-11	92.6	90.1	89.6	90.7
Pupil Premium	89.8	86.2	85.7	88.0
Non PP	94.9	92.8	92.3	96.2
SEN	89.5	81.6	79.4	83.3
Non SEN	93.1	92.2	91.6	92.3
Cum % all	93.5	91.2	90.3	91.9

3 - Underachievement at KS4

In 2022, the average attainment 8 score for non-PP students was 45.1, compared to a score of 31.7 for PP students. This translates to just over 1.3 grades difference in average outcome, a marginal increased gap of -0.1 grades since 2021 and in-line with 20. In 2022, 53% of non-PP students gained 5+ grades at 4 or above including English and maths, compared to 37% of PP students.

In 2022, the average progress score for pupil premium students was -0.78, compared to -0.07 for non-pupil premium students, a progress gap of -0.7. In 2019 it was -0.6 grades and in 2018 it

	<p>was -0.5 grades. Academy and national progress data for 2020 and 2021 is not available due to covid arrangements. The national progress gap in 2019 (latest available national data) was -0.6, broadly in-line with the Academy results.</p> <p>The gap between disadvantaged students and non-disadvantaged students is not confined to a single academic area. Subjects with a greater than average gap include art, geography, health and social care, hospitality, sport and performing arts. Subjects with little/no PP gap include history, photography and media.</p>
<p>4 - Social, Emotional, and Mental Health</p>	<p>High levels of Social, Emotional, and Mental Health - Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. Over the past 18 months the percentage of students who have been identified as SEMH on our SEND register has risen from 34% to 59%. Covid-19 has had a massive impact on student mental health, particularly for those who also have ASD and Communication and Interaction difficulties. There has also been a delay in accessing SEMH services and community paediatric assessments as a result of the pandemic, and so students experiencing SEMH difficulties are not able to access support as quickly as previously able to. New services such as Kooth online counselling, BeU Notts and existing services such as The Healthy Family Team, CAMHS and The Educational Psychologist continue to form part of the graduated response for students with SEMH needs, but there is a missing role of an in-school counsellor at present.</p> <p>Overall, this has impacted the school in terms of attendance, specifically persistently absent students and a proportion of students who are presenting as a behaviour concern linked to SEMH.</p>
<p>5 – Cultural Capital</p>	<p>Historical Socio-cultural & economic deprivation, leading to limited opportunities to widen a pupil’s cultural capital without academy intervention.</p> <p>Our assessments, observations and discussions show that many of our disadvantaged pupils’ education has been disproportionately impacted by long term effects of Covid. These findings are further supported by a number of national studies on partial school closures</p>

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
1. Improve literacy levels to ensure equality of access to all students to the whole curriculum.	Reading assessments demonstrate that the percentage of students reading below their chronological age will continue to decrease. The reading-age gap between disadvantaged and non-disadvantaged students closes year-on-year.
2. Improved attendance and punctuality with attendance of disadvantaged students is in-line with non-disadvantaged students. maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas.	Disadvantaged students will achieve or exceed attendance percentages against national averages. The attendance gap between disadvantaged and non-disadvantaged students closes year-on-year.
3. Improved attainment among disadvantaged students across the curriculum at the end of KS4.	Targeted interventions take place, including use of additional in-school staffing and high-quality external providers. The attainment gap between disadvantaged and non-disadvantaged students closes year-on-year
4. Provide meaningful support to pupils with SEMH problems.	Increased provision of and participation in enrichment activities, particularly among disadvantaged students. Sustained improvements in levels of wellbeing are demonstrated through qualitative data e.g., student voice, parent surveys and teacher observations.

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: £108,972

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1.1 Raise the reading age of students below chronological reading age; and improve levels of literacy across the Academy.</p> <p>Achieved through whole-school and targeted strategies, including Bedrock reading programme, additional Bedrock Grammar Programme, Thinking Reading programme, eReader Platform which includes audio book access and Sutton Reads. In addition, the No More Marking Programme will be utilised to support raise literacy levels and for targeted interventions to be planned.</p> <p>This will be led by a Senior Teacher with the support of a HLTA for Reading Interventions</p>	<p>“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.” (KS3/4 Literacy Guidance, 2019, EEF)</p>	<p>1</p>

<p>1.2 Ensure students have access to quality-first teaching for all.</p> <p>Achieved through activities of the Education Research Group (ERG) and Lead Practitioner, and through staff CPD programme.</p>	<p>“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.” (Pupil Premium Guidance, 2019, EEF)</p>	<p>1, 3</p>
<p>1.3 PP mentor to identify and work with targeted students and families to improve attendance and/or attainment of PP students.</p>	<p>PP Mentor to target support around: Access to Class Charts for parents to build communication links Access to enrichment including The Sutton Pledge and Summer / Winter Schools Breakfast Club Mentoring to support SEMH needs targeted from Inclusion Team meeting discussions</p>	<p>2, 3, 4</p>
<p>1.4 Maths intervention tutor to work with targeted students and small groups to raise attainment in maths at KS4.</p>	<p>Internal data tracking and subject evaluation shows small group intervention targeted at students with specific needs or gaps in knowledge – <i>not ability</i> – enables these gaps to be closed more rapidly and for creative approaches to be taken towards content delivery, enabling a full curriculum to be delivered to all. This approach facilitates the Academy in implementing some of the EEF recommendations for KS3 maths (Improving Mathematics in Key Stages 2 and 3, 2017, EEF).</p>	<p>3</p>
<p>1.5 Increased availability of on-site careers adviser. This benefits all students, with proportionally greater benefit to disadvantaged students through the following:</p> <p>Tracking students’ academic pathways in school as well as post-16 destinations, improving engagement with local businesses;</p>	<p><i>“Careers education works best when it is personalised and targeted to individuals... This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people’s transition into education, training and employment.”</i></p> <p>(Careers Education: International Literature Review, 2016, EEF)</p>	<p>3, 4</p>

<p>providing bespoke guidance to all students and offering multiple one-to-one consultations and contribution to the PSHCE curriculum throughout years 7-13; raising aspirations through effective support and advice; specific NEET interventions; ensuring the Academy meets the Gatsby benchmarks.</p>		
---	--	--

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

Budgeted cost: £182,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2.1 Family Liaison officer working together with Senior Teacher Lead Attendance Officer and Administrative team to identify and work with targeted students and families to improve attendance and/or attainment of PP students.</p> <p>This benefits all students, with proportionally greater benefit to disadvantaged students.</p>	<p>“Working effectively with parents can be challenging and is likely to require sustained effort and support.”</p> <p>“Consider offering regular home visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings in settings, and for building relationships.” (Working with Parents to Support Children’s Learning, 2018, EEF)</p> <p>“Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children’s social care and early help services which are working with families.” (Improving School Attendance, 2022, DfE)</p>	<p>2, 3 and 4</p>

<p>2.2 Alternative Provision curriculum to support students that find mainstream education challenging. Through this we are able to provide tailored support to their specific needs to ensure their attendance to school and future outcomes.</p> <p>School Minibus to provide transport for students who are living further away from the academy who struggle to get into school as well as to support enrichment for Alternative Pathway students to enable visits to local venues as part of enrichment plans.</p>	<p>“For pupils with more challenging behaviour, the approach should be tailored to individual needs.” (Improving Behaviour in Schools – Recommendation 5, 2019, EEF)</p> <p>“Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education.” (Alternative Provision, 2016, Ofsted)</p>	<p>3, 4</p>
<p>2.3 Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3.1 Breakfast club funding for PP students (supplementing external funding grants to improve access for PP students) to ensure all students can enjoy a healthy, balanced start to the day.</p>	<p>“Schools... should also consider the multiple positive impacts of the approach, including improved pupil behaviour and improved attendance.” (Re-publication on the evaluation of school breakfast clubs, 2019, EEF)</p> <p>In addition to improving attendance and behaviour of targeted PP students, our Academy intends the Breakfast Club to also be a means for engaging in wellbeing activity with specific students, invited on an ad-hoc basis; as well as a vital provision for a small number of students.</p>	<p>2, 4</p>
<p>3.2 Provide subsidies that remove the financial barrier to disadvantaged students in accessing extra-curricular opportunities related to sports, adventure and other culturally enriching opportunities. Includes contributions for PP students towards any transport and costs related to academic trips, transition trips, in-school activities related to cultural enrichment or adventure/sports participation, DofE costs, and hosting of sports day at the Institute of Sport Arena in Sheffield.</p>	<p>Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh’s Award), will focus on life skills such as confidence, resilience, and socialising.</p> <p>In addition, subsidies in the form of part or whole payment towards the costs of taking part in extra-curricular activities such as school performances (e.g. costumes), peripatetic music lessons (subsidised lesson costs and instrument hire), camps (equipment and transport) will be available to ensure disadvantaged students have equality of access to these opportunities.</p> <p>Disadvantaged pupils will be encouraged and supported to participate.</p> <p>For all Pupil Premium students accessing education visits, the first £20 of the cost of the trip is covered, or 50% of the trip cost, whichever is greater. A maximum claim of up to £200 can be made by each PP student per academic year. Exceptional cases may be considered for additional funding.</p>	<p>2, 3, 4</p>
<p>3.3 Students in need are able to access</p>	<p>Internal data shows that low attendance and poor behaviour can sometimes be caused by</p>	<p>2</p>

<p>subsidised equipment, resources and uniform through the school.</p>	<p>pupils not having the correct uniform or equipment. Our families do not always have cash at hand to provide these items to their children when needed.</p> <p>In addition, by removing the stigma of ill-fitting uniform or lack of equipment we are supporting the general wellbeing of pupils.</p> <p>Funding for equipment and resources (e.g. ingredients for food lessons, materials for art and technology, general stationary equipment, and sometimes IT equipment) allow for all PP students to access the full school curriculum.</p>	
<p>3.4 Rewards for improved attendance and 100% attendance. Certificates and books for improved and above 95%.</p> <p>Termly reward for 100%.</p> <p>Yearly reward for 100% trip and laptop.</p>	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Reward culture to foster positive engagement with attendance process for all students.</p>	3, 4
<p>3.5 Contingency fund for acute issues.</p> <p>E.g. Provide subsidised costs associated with school trips/enrichment activities, revision guides and alternative pathways.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All
<p>3.6 Online learning platform to support students with their return to education follows periods of absence</p>	<p>EDClass is an online platform that offers a virtual learning classroom and management portal with resources to impact learning, assessment and catch-up.</p> <p>EDClass can support with learning in core subject areas and to close learning gaps that</p>	3, 4

	<p>have developed due to low / non-attendance and the pandemic. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	
3.7 Counselling Service	<p>Support for students with SEMH difficulties, targeting those who are also at risk of non-attendance due to anxiety related issues. Bespoke 1:1 counselling and where appropriate, group sessions to target emerging needs for example exam stress, bereavement, friendship groups.</p>	2, 4

Total budgeted cost: £371,222

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

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

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

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend
1.1 Raise the reading age of students below chronological reading age; and improve levels of literacy across the Academy,	<p>Bedrock learning has been embedded across the school. Due to disruptions caused by Covid 19, the implementation of this was delayed.</p> <p>Early indications are that this is having an impact in the development of reading and vocabulary for students in Year 7 and Year 8. Students in Year 7 and Year 8 started Bedrock in September 2021. Between September 2021 and March 2022, pupil premium students test scores improved by approximately 24%, non pp student test scores improved by approximately 18%. Class teachers receive a weekly update which identifies the weekly progress of all students in the class based on what they have done in class and what they have completed at home</p> <p>Achieved through whole-school and targeted strategies, including</p>	See 3.1 and 3.2 below

	<p>Bedrock reading programme, overseen by the literacy co-ordinator and Second in English.</p> <p>Sutton Reads has been launched and embedded into the whole school tutor programme. 20sets of whole class texts purchased for tutor time reading sessions to support oracy and language skills of students.</p>	<p>£2870 TLR for literacy coordinator</p> <p>£6500 resources for Sutton Reads initiative</p>
<p>1.2 Ensure students have access to quality-first teaching for all.</p> <p>Achieved through activities of the Education Research Group (ERG) and Lead Practitioner, and through staff CPD programme.</p>	<p>Education Research Group (ERG) established and leading on academic research to inform practice.</p> <p>Lead Practitioner has delivered staff CPD programme.</p> <p>Provision maps has been embedded. Provision Maps created to support the teaching of disadvantaged students.</p>	<p>£8024.21 Lead staff member proportion of salary</p>
<p>1.3 Appoint PP mentor to identify and work with targeted students and families to improve attendance and/or attainment of PP students.</p>	<p>PP Mentor appointed to target support around:</p> <ul style="list-style-type: none"> • Access to Class Charts for parents to build communication links • Access to enrichment including The Sutton Pledge and Summer / Winter Schools • Breakfast Club • Mentoring to support SEMH needs targeted from Inclusion Team meeting discussions 	<p>£16,187.88 Lead staff member proportion of salary</p>
<p>1.4 Maths intervention tutor to work with targeted students and small groups to raise attainment in maths at KS4.</p>	<p>Full set of revision guides for all PP year 11 students. Ordered and received prior to Mocks, barrier to learning removed for those who are disadvantaged.</p> <p>The intervention tutor in mathematics is used to support students with SEMH needs who are likely to make more progress working in a small group. They have more targeted support and therefore make more rapid progress.</p> <p>This strategy has the added advantage in that teaching groups across each year group are slightly</p>	<p>See 3.7 below</p> <p>£26733.59 Intervention Tutor salary</p>

	smaller and therefore improves Quality First Teaching.	
1.5 Increased availability of on-site careers adviser. This benefits all students, with proportionally greater benefit to disadvantaged students through the following: Tracking students' academic pathways in school as well as post-16 destinations, improving engagement with local businesses; providing bespoke guidance to all students and offering multiple one-to-one consultations and contribution to the PSHCE curriculum throughout years 7-13; raising aspirations through effective support and advice; specific NEET interventions; ensuring the Academy meets the Gatsby benchmarks.	<p>The number of careers appointments which took place increased to 267, of which 87 were disadvantaged students.</p> <p>These numbers are up from 219 appointments and 31 PP students the previous year.</p>	£26536.79 Careers Advisor – proportion of salary
1.6 Appointment of Family Liaison Officer to work with low attendance pupils. This benefits all students, with proportionally greater benefit to disadvantaged students. Attendance officer to provide continuous tracking of attendance to ensure it improves over time.	<p>Family Liaison Officer now in role.</p> <p>Working with hard-to-reach families to reduce persistently absent students. Of those students identified and working with the FLO, at least 58% in each year group have seen an increase in school attendance, this rises to 91% of students in year 7 priority group.</p> <p>Gap between PP and Non-PP attendance beginning to close and address legacy issues. Overall school attendance is beginning to show improvement. See attendance table above for detail.</p> <p>Use of ClassCharts communication module to engage families and increase communication channels. Feedback from families has been positive, 83% of parents are now signed up to the system.</p>	<p>£24784 Family Liaison Officer Salary</p> <p>£11241.88 Attendance Officer proportion of salary</p>

1.7 Behaviour resilience coaching via trained provider Think for the Future (TFTF – Nottingham based company)	This was 6 sessions (15 hours) of working alongside a psychotherapist in resilience and anxiety related workshops. The focus group were all males PP.	£700.00 TFTF £5210 Boxing Coach
1.8 Provide access for students to quality, trained counselling services.	Two trained counsellors have been working with identified students throughout the year. 60 individual students accessed ongoing support with initial and closing therapeutic assessment demonstrating improvements in student mental health and wellbeing. A further 47 students accessed group support for targeted areas of need for example exam stress.	£9750 Paws for Trauma £13738 Counselling services

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

Activity	Impact of this approach	Actual Spend
2.1 Alternative Provision curriculum to support students that find mainstream education challenging.	We have been able to provide tailored support to specific needs to ensure their attendance to school and future outcomes. The pupils who have accessed this provision saw a reduction in fixed term exclusions. 18 students attended 5 external Alternative Pathways. 5 students attended Full time. This alternative approach enabled a different pathway for these students (15) who were at risk of permanent exclusion. 3 students have now returned to mainstream education.	£119,000

	4 students in Year 11 remained in education and were able to achieve some academic qualifications.	
2.2 Recruitment of school led tutoring academic mentors to support key students. This will be funded 75% through the Tutoring Grant + 25% through PP/Recovery Premium.	This strategy was not undertaken due to difficulty in recruitment. NTP programme did run with 103 students receiving at least 15 hours (some 30) of tuition. Total of 1545 student hours was delivered.	0 £5,214.37
2.3 Access to quality IT at home, addressing the digital divide and ensuring that all students can engage in home learning, including any work completed during isolation periods.	This planned spend did not happen as DfE funding was allocated during the year to IT provision, which the school used in lieu of PP funding.	£0

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

Activity	Impact of this approach	Actual Spend
3.1 Purchase of Bedrock Reading Programme and resources to support whole-school literacy strategies.	See 1.1 above.	£6599.94
3.2 Purchase of standardised diagnostic assessments, including GL assessments and reading assessments for PP students to support tracking and targeting of literacy strategies.	GL assessments took place with students in Key Stage 3. 47% of students made the expected progress. 13% made higher than expected progress. 10% made much higher than expected progress	£1890.90

3.3 Additional non-staffing related resourcing for Education Research Group	This did not require additional funding.	£0
3.4 Breakfast club funding for PP students (supplementing external funding grants to improve access for PP students) to ensure all students can enjoy a healthy, balanced start to the day.	Additional PP funding was not allocated during this academic year. Our Breakfast Club provision was fully subsidised last academic year so PP funding not required.	£0
3.5 Provide subsidies that remove the financial barrier to disadvantaged students in accessing extra-curricular opportunities related to sports, adventure and other culturally enriching opportunities. Includes contributions for PP students towards any transport and costs related to academic trips, transition trips, in-school activities related to cultural enrichment or adventure/sports participation, DofE costs, and hosting of sports day at the Institute of Sport Arena in Sheffield.	Sports Day and transport to/from Institute of Sport Arena in Sheffield. Impact on students seeing elite level facility with impact on numbers attending extra-curricular sports activities – formal and informal. Teams now entered in additional sports such as handball and cricket with significant numbers of PP attending. Whole Academy attended so 42%PP impacted. One PP student won the high jump event – first time they'd ever attempted the high jump so were very happy and year 7 PP students particularly enjoyed the feeling of running on a track that GB Olympians train on. Duke of Edinburgh now set up and established in school. This has enabled pupils to gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and university and job applications For 2021-22, we doubled our subsidy funding for pupils in receipt of free school meals and looked-after children in order to remove financial barriers to students accessing these activities; as well as to address the impact of a number of external school visits that did not take place due to Covid restrictions.	£662.50 Venue hire £4480 Transport £240 DofE £524.50 FSM educational visit subsidies £3500 Visit subsidies for Y7 camp

	<p>Year 7 Camp to Kingswood The PP students were able to experience activities that were new to them and push themselves out of their comfort zones. Since returning to school, we have followed this up with a year meeting on 'we work hard' where pushing yourself out of your comfort was the main theme. Students were able to reflect on camp experiences and be proud of their achievements and what this indicated they could do at school. One PP student was afraid of the height activities. Firstly on the zip wire, he got up to the edge of the platform 3 times and then returned to his group petrified. After the group encouraged him he gave it one more go and he completed the zip wire. When he returned, after the group had 'high 5'd him, he stated he wanted to do it again. The next day at abseiling, the same happened again, but this time on his 2nd go he did it. The elation, and pride, on his face was amazing to be able to see. He was able to walk away from the activity with his shoulders high and a beaming smile.</p>	
3.7 Students in need are able to access subsidised equipment and uniform through the school.	School uniform store available for disadvantage students. This has broken down barriers, increasing attendance of some students.	£1914.87 Uniform £250 Revision guides

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
Additional 1-2-1 and small group tutoring (face-to-face, on-site)	Kip McGrath

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.