

Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | 845 |
| Proportion (%) of pupil premium eligible pupils | 41.07 |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2026 |
| Date this statement was published | 10/11/2023 |
| Date on which it will be reviewed | Spring 1 2024 |
| Statement authorised by | Lewis Taylor |
| Pupil premium lead | Grace Walters |
| Governor / Trustee lead | Laura Knight |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £341,550 (Inclusive of LAC and Service Children) |
| Recovery premium funding allocation this academic year | £ |
| 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 | £ (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 under-served pupils, 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. This will be 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. This therefore impacts upon the ability for students to access curriculum content and make academic progress. This in turn, leads to reduced life chances and lower self-esteem.</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 2023:</p> <p>Y7 54% below 12 years 29% below 10 years</p> <p>Y8 64% below 13 years 32% below 10 years</p> <p>Y9 58% below 14 years 18% below 10 years</p> <p>Y10 65% below 15 years 15% 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 | 22-23 | 23-24 YTD |
|---------------|-------|-------|-------|-------|-----------|
| Year 7 | 93.4 | 93.8 | 90.8 | 92.8 | 93.4 |
| Year 8 | 95.6 | 92.7 | 91 | 89.7 | 92.5 |
| Year 9 | 91.2 | 93.9 | 88.2 | 88.1 | 87.2 |
| Year 10 | 89.6 | 87.8 | 90.9 | 86.7 | 89.7 |
| Year 11 | 92.4 | 79.9 | 86.5 | 88.9 | 88.3 |
| Year 12 | 96.7 | 96.6 | 91.5 | 89.4 | 95 |
| Year 13 | 95.3 | 93.9 | 93.5 | 89.6 | 89.9 |
| Year 7-11 | 92.6 | 90.1 | 89.6 | 89.4 | 90.4 |
| Pupil Premium | 89.8 | 86.2 | 85.7 | 87.44 | 87.8 |
| Non PP | 94.9 | 92.8 | 92.3 | 91.28 | 92.4 |
| SEN | 89.5 | 81.6 | 79.4 | 84.42 | 84.5 |
| Non SEN | 93.1 | 92.2 | 91.6 | 91.6 | 92.5 |
| Cum % all | 93.5 | 91.2 | 90.3 | 89.97 | 90.5 |

3 - Underachievement at KS4

In 2023, the average attainment 8 score for non-PP students was 41.99, compared to a score of 31.48 for PP students. In 2022, there was 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 2023, 33.7% of non-PP students gained 5+ grades at 5 or above including English and maths, compared to 13.79% of PP students.

In 2023, the average progress score for pupil premium students was -0.66, compared to -0.08 for non-pupil premium students,

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| | <p>a progress gap of -0.58. In 2022 it was -0.7 and in 2019 it was -0.6 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 in 2022 included 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. Covid-19 has had a massive impact on student mental health, particularly for those who also have ASC 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.</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. These behavioural concerns have escalated, to a point where these students require intensive and bespoke intervention, in order to reduce the chances of them becoming Permanently Excluded.</p> |
| <p>5 – Cultural Capital</p> | <p>Sutton Community Academy is within an area of historical socio-cultural & economic deprivation, with some of our catchment areas being in the top 1% of deprivation nationally. This leads 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’ educations have 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. Reduced FTS rates in those with SEMH needs, due to their needs being appropriately met with the correct provision. |

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: £ 119,057.53

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <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 and Grammar Programmes, Thinking Reading programme, eReader Platform which includes audio book access and Sutton Reads.</p> <p>This will be led by a Senior Leader with the support of a HLTA for Thinking 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</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> |

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| <p>Group (ERG) and Lead Practitioner, and through staff CPD programme. This involves the curriculum spend.</p> | | |
| <p>1.3 Maths intervention tutor to work with targeted students and small groups to raise attainment in maths at KS4. Agency staffing can produce additional capacity for 1:1/small-group work.</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>1.4 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; 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</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> |

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| interventions; ensuring the Academy meets the Gatsby benchmarks. | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £242,937.40

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <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> | 2, 3 and 4 |
| <p>2.2 External Alternative Provision and Internal Alternative curriculum (the LSC) to support students that find mainstream education challenging. Through this we are able to provide tailored support to their specific needs to ensure their</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> | 3, 4 |

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| attendance to school and future outcomes. | | |
| This will be led by Senior Leaders, including the SENDCo, to ensure that provision is best suited to their needs. | | |

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

Budgeted cost: £92,629

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>3.1 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> | 2, 3, 4 |

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| <p>3.2 Students in need are able to access subsidised equipment, resources and uniform through the school.</p> | <p>Internal data shows that low attendance and poor behaviour can sometimes be caused by 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>2</p> |
| <p>3.3 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> | <p>3, 4</p> |
| <p>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.</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>3.5 The role of the Assistant Heads of Year offers pastoral</p> | <p>“Restoring relationships and community is central to restoring wellbeing” - Van Der Volk</p> | <p>2,3,4</p> |

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| <p>support, which facilitates wellbeing, improved relationships with families and students which drives attendance and support with behaviour to improve climate for learning.</p> | <p>“Restorative approaches have been shown to reduce exclusions, improve attendance and attainment” (Payne & Welsh, 2017). “Within trusted relationships, children and young people can learn, accept their individual strengths and areas for development and explore difficult, strong emotions and experiences with a view to moving forward” (Short, Case & McKenzie, 2018).</p> | |
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Total budgeted cost: £454,000 (includes Recovery Premium)

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 2023 to 2024 academic year:

Teaching (for example, CPD, recruitment and retention)

| Activity/Challenge | Impact of this approach | Actual Spend |
|--|--|-------------------|
| <p>1.1 Raise the reading age of students below chronological reading age; and improve levels of literacy across the Academy,</p> | <p>Bedrock learning has been embedded across the school and forms a key part in English lessons – data analysis shows a 33% increase in literacy levels in Pupil Premium students from pre to post test.</p> <p>E-reader has also been launched with staff and students, with just over 500 active users at any one time currently. Over 1200 books have been read and many more are on a waiting list. We have noticed that students who would not ordinarily access the library, are accessing E-reader.</p> <p>Sutton Reads continues to form a key part of our tutor curriculum. Last year it was rolled out to include sixth-form. As a result, we have seen an increased interest in reading from sixth form, with many sixth formers now part of the sixth form and staff reading group.</p> <p>We have three staff members trained to deliver the Thinking Reading programme. In our first cohort of Y11s, all 8 students made progress with their reading age within a term. This ranged from a progress of 4 months, to 10.5 years. One pupil (improvement of 4 years, 11 months) gave the following</p> | <p>£52,880.53</p> |

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| | <p>feedback:- “I can understand different words. My fluency and pronunciation of words has improved massively. I can understand more in lessons and can understand more than I could in Y9 and Y10. I have noticed it most in English – it was the most difficult subject but it doesn’t feel like that anymore. I can put sentences together that actually make sense now. I never wanted to read in lessons but now I like reading in lessons and reading my work out loud. I didn’t like this before. It has built my confidence with reading and reading out loud.”</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>The research group were able to focus on research around explicit teaching and use this to inform staff CPD and the delivery of focused Inquiry Questions. These have led to improved quality of teaching (evidenced through learning walks), with a drive for measuring student progress, across the academy. Teachers and TAs are now engaging with evidenced-based practice, to ensure that the delivery of teaching is high quality,</p> | £16,328.21 |
| <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>After-school sessions with a Looked After Child were held 1:1, focusing on Maths. This student was able to verbalise how much more confident she was in Maths and her independence grew. This progress was also evident in her predicted grades, from grade 1 to grade 3.</p> | £16,187.88 |
| <p>1.4 Maths intervention tutor to work with targeted students and small groups to raise attainment in maths at KS4.</p> | <p>Particular success was had with the resit group (Y12), whereby four out of five students passed their resit mathematics examination in November 2022 (80% compared to 20.1% national average). Impact of PP Tutor with Y11s was not as evident as would be hoped, due to a period of long term staff absence.</p> | £10,324.36 |

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| <p>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> | <p>Our careers provision is going from strength to strength, with a focus on high-quality careers events and visits from external employers. Grofar Careers was well embedded through the tutor programme, to ensure that Careers forms a key part of the curriculum for all. We are now aiming to work towards the Career Mark.</p> | <p>£11,019.67</p> |
| <p>1.6 Appointment of Family Liaison Officer to work with low attendance pupils. This benefits all students, with proportionally greater benefit to disadvantaged students.</p> <p>Attendance officer to provide continuous tracking of attendance to ensure it improves over time.</p> | <p>FLO completes regular wellbeing checks, home visits and referrals to external agencies. Through this, she has built excellent relationships with whole families within the community. There have been numerous cases of persistent non-attenders re-engaging with attending school and their attendance improving. One student had 10.11% attendance for 2021-22, which has improved to 54.65%. Overall PP attendance has increased from 85.7 to 87.44%.</p> | <p>£30,794.64</p> |
| <p>1.7 Behaviour resilience coaching via trained provider Think for the Future (TFTF – Nottingham based company)</p> | | <p>Through school budget.</p> |
| <p>1.8 Provide access for students to quality, trained counselling services.</p> | <p>This was not completed due to recruitment issues.</p> | <p>£20,000 spent on setting up LSC unit for students with SEMH difficulties.</p> |

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. | Students were able to avoid Permanent Exclusion and work towards achieving academic qualifications, as well as working on more bespoke interventions. | £30,000 |
| 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. | Implementation of tutoring allowed students who required an alternative pathway to complete their GCSEs, when they otherwise would not have done. | £34020 NTP contribution. |
| 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 approach allowed us to utilise EdClass, for those students unable to access school full-time. This meant that they were not missing out on a curriculum offer and were still able to receive an education. | £15,000 |

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. | Bedrock learning has been embedded across the school and forms a key part in English lessons – data analysis shows a 33% increase in literacy levels in Pupil Premium students from pre to post test (compared to 29% increase for all students). | £8559.94 |
| 3.2 Purchase of standardised diagnostic assessments, including GL | All students in Y7-10 now receive a GL assessment at the beginning of the year. This allows us to better inform teachers of | Through budget. |

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| assessments and reading assessments for PP students to support tracking and targeting of literacy strategies. | where to pitch lesson material. It also forms a part of helping us to identify students required for further reading intervention. | |
| 3.3 Additional non-staffing related resourcing for Education Research Group | The research group were able to focus on research around explicit teaching and use this to inform staff CPD and the delivery of focused Inquiry Questions. These have led to improved quality of teaching (evidenced through learning walks), with a drive for measuring student progress, across the academy. Teachers and TAs are now engaging with evidenced-based practice, to ensure that the delivery of teaching is high quality, | Through budget. |
| 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. | All students are now able to receive a breakfast before starting school. Students are therefore better able to concentrate during the school day. This has also offered a 'start right' approach to vulnerable individuals, improving their wellbeing during the day. | £3000 |
| 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 | Cultural capital of disadvantaged students in our under-served area has been increased. Our students all have access to extra-curricular activities and trips. A successful trip just for Pupil Premium students to the seaside is the first opportunity for these students to see the sea. | £16000 |

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| at the Institute of Sport Arena in Sheffield. | | |
| 3.7 Students in need are able to access subsidised equipment and uniform through the school. | This has helped support our drive to improve attendance, as barriers to attending are removed. | £2000 |

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 |
|--------------|-------------|
| 1:1 Tutoring | Kip McGrath |
| | TP Tutors |
| | |

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.