Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	North Kesteven Academy
Number of pupils in school	662
Proportion (%) of pupil premium eligible pupils	36.70%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	7-13
Date this statement was published	31.12.23
Date on which it will be reviewed	30/9/24
Statement authorised by	Joanne Tunnicliffe
Pupil premium lead	Fiona McGrath
Governor / Trustee lead	Dave McCrann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,950
Recovery premium funding allocation this academic year	£47,00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School-led tutoring grant	£11,880
16-19 tutoring fund	£4,053
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	£238,883

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background, the challenges they face or their starting points, make good progress and achieve high attainment across the curriculum, particularly in Core subjects of English, Maths and Science. We also intend that all students have access to a broad curriculum of high quality subjects and qualifications.

We will consider the challenges faced by students and parents in a number of different groups, when we consider the levels of disadvantaged. The groups we will consider are:

- children in receipt of Free School Meals (FSM)
- students with Special Educational Needs (SEN)
- children who are Looked After (LAC)
- students with English as an Additional Language (EAL)
- students who have had more than one secondary school (Mobility)
- children with a social worker
- young carers
- children who have experienced Adverse Childhood Experiences (ACES).

The intention of this is so that we can see students' cumulative levels of disadvantage and prioritise appropriately.

As all of the funding to support our disadvantaged students works towards the same goals, we have included both the school-led tutoring funding and the 16-19 tuition funding in this strategy. This allows us to effectively track and monitor this cohort of students and all of the provision they are receiving.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit the non-disadvantaged students in our academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider academy plans in response to emerging educational needs of individual students following periods of lockdown and ongoing interruption to learning. This is most notable through our engagement with the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to helps students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work they are given
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	**Reading for comprehension and Vocabulary** Assessments, observations and discussion with students and teachers indicate that disadvantaged students generally have lower levels of vocabulary and reading comprehension than peers. This impacts on their progress in all subjects. Assessments on entry to year 7 in the last 2 years indicate that approximately 40-45% of students entering the academy arrive below age-related expectations. At this point, there is little difference between the entry levels of disadvantaged and non-disadvantaged students. However, assessments and outcomes show that the gap widens during their time in our academy. Data for the September 2022 and September 2023 cohorts indicate that this trend continues. The 2023 figures are in brackets after the 2022 figures. 30% (42%) of this cohort are classed as Lower Prior Attainment at Key Stage Two with 33% (48%) of PP students achieving below average versus 28% (38%) of non-PP. From MidYis data, 56% (47%) of the cohort are below 100 and therefore below average. 55% (57%) of PP students are below average versus 61% (41%) of non-PP. These 2023 figures (in brackets and in green above) indicate that the gap is even wider between PP and non-PP in terms of prior attainment and this area continues to be a challenge.
2	**Maths Attainment** The maths attainment of disadvantaged students is generally lower than that of their peers. From our baseline assessments of students arriving in Year 7 in September 2021, 64% of our cohort are under age related expectations for Maths. 77% of disadvantaged students in Year 7 are under age related expectations. The attainment gap between disadvantaged and non-disadvantaged students last year was 16% lower for 4+ and 10 % lower for 5+. From 2022 KS2 SATs, 31% (31%) of disadvantaged are below age related expectations versus 29% (27%)of non-disadvantaged. For the 2023 cohort, the gap has widened between PP and non-PP.

3	**Education and Well-Being**
	Assessments, observations and discussion with students, teachers and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial academy closures to a greater extent than for other students. This is backed up by several national studies.
	This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations in all subject areas. It has also had a significant impact on those students with higher prior attainment.
4	**Behaviour and Suspensions**
	Our exclusions data, observations and discussions with staff suggest many disadvantaged students struggle to meet the expectations of the academy in and out of lessons. This has been particularly pronounced following periods of partial academy closure. This has, in turn, had a negative impact on their progress and attainment.
	Over the last 3 years numbers of students being excluded has declined, however the percentage of disadvantaged students being excluded has risen, compared to a decline of exclusion for their non-disadvantaged peers.
	Suspension figures for the whole academy increased in 2021-22 with suspensions for disadvantaged students being above those of their non-disadvantaged peers.
	Of the total number of individual students suspended in 2022-23, (40%) were PP vs 60% non-PP. It is this area of repeat suspensions for PP students which the behaviour team need to focus on, considering interventions and use of the Bridge and parental engagement through reintegration meetings, monitoring through attitude to learning and Pastoral Support Plans to reduce the total number of suspensions and specifically the number of repeat suspensions.
5	**Attendance and Progress**
	Our attendance data over the last 3 years indicates that attendance of disadvantaged students has been between 3.93% and 6.19% lower than for non-disadvantaged students.
	Between 44.51% and 53.76% of disadvantaged students have been persistently absent compared with between 11.4% and 13.2% of their peers during this 3 year period. Our assessments and observations indicate that absenteeism is negatively impacting the progress of disadvantaged students.
6	**Social and Emotional Concerns**
	Our assessments, observations and discussions with students, families and staff have identified social and emotional issues for many students, such as anxiety and low self-esteem. This is partly driven by concern about the pandemic itself, as well as concerns about "catching up" and their future planning and the more limited opportunities for enrichment. It appears to have affected disadvantaged students in particular, which has an impact on their progress and attainment.
	On return from periods of lockdown, we have carried out a well-being survey, which, alongside discussions with staff, has revealed that 43% of disadvantaged students, compared to 40% of non-disadvantaged students, required additional support with social and emotional needs because they were either a bit anxious or very anxious about the return to school after the lockdowns. In addition, 42% of disadvantaged students, compared to 34% of non-disadvantaged, were either a bit

	or very concerned about lost learning prior to their return. These students require individual or group interventions. Since September 2021, the academy has employed a counsellor to support young people with their emotional well-being and mental health.

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
Improved attainment among disadvantaged students across the curriculum at the end of KS4.	For each prior attainment group, the gap between disadvantaged and non-disadvantaged students will narrow. An increased number of more-able disadvantaged students will progress onto level 3 courses post-16.
Improved knowledge of vocabulary and reading comprehension among disadvantaged students.	By the end of the current plan in 2024/25, analysis of Bedrock blocks will show improved knowledge of vocabulary among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised an improvement in vocabulary and access to all areas of the curriculum through engagement in lessons and book scrutiny.
Improved attainment in Maths.	Percentage of disadvantaged students achieving a grade 4+ and 5+ in Maths will have significantly increased and be in line, or very close to being in line, with their non-disadvantaged peers.
Improved wellbeing for students, including those who are disadvantaged.	Improved wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
Improved behaviour in and out of lessons among disadvantaged students leading to a reduction in the number of students receiving FTEs, particularly in those students reoffending.	The % of room removals, internal isolation and FTEs for disadvantaged students will be proportionate to the % of disadvantaged students within the academy.
To improve attendance of disadvantaged students, including the attendance of this cohort of students to additional support sessions provided	Attendance of disadvantaged students will be in line with that of non-disadvantaged students. The percentage of all students who are persistently absent will be in line with national average and the figure among disadvantaged students will be no more than 2% lower than their peers.

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: £129,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will provide time and learning opportunities for all staff to explore and discuss the main barriers for disadvantaged students in our academy as a whole and opportunities to share valuable information about key individual students, particularly those who have joined us as mid-year admissions and higher prior attaining students. Teachers will ensure that class context sheets are kept up to date with additional information about mid-year admissions.	Understanding students as individuals, with their own specific needs and motivations, allows us to break down barriers to allow students to achieve better. (Addressing Educational Disadvantage in schools and colleges & Learning Without Labels, Marc Rowland) Students who join the school part way through their secondary school journey are more likely to have faced and continue to face additional barriers which often leads to underachievement. In year admissions	3, 4, 5, 6
We will fund professional learning opportunities for teachers to improve students' literacy and knowledge of vocabulary in all subject areas. The initial focus will be on a curriculum audit and subsequently explicitly embedding tier 2 and tier 3 vocabulary into schemes of learning and lessons. Introduction of Bedrock to support disadvantaged students' vocabulary development. Vocabulary activities will run through form time and Bedrock will be timetabled for KS3	Acquiring improved literacy skills in order to learn new, more complex concepts in each subject is key. Improving Literacy in Secondary Schools - EEF Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment. Word gap	1

students in English lessons. Professional Learning on supporting the development of reading		
Further develop the planning of meaningful feedback within schemes of learning and in response to individual student needs within and across lessons. The academy is following the EEF EFA professional development programme in 2022-23, making feedback an essential part of day to day practice, promoting collaborative practice across departments and level of experience and embedding the use of formal assessment practices across the academy.	High quality and regular feedback is shown to have very high impact by EEF research: Feedback - EEF *Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.*	1, 2, 6
To further embed the use of knowledge organisers as part of everyday first quality teaching and personal study	Leading research supports the use of knowledge organisers in embedding a knowledge rich curriculum for all students. Organising knowledge Metacognition - EEF	1, 6
Enhancement of our Maths teaching and curriculum planning. We will support teachers by providing release time to work with primary colleagues. We will provide improvement planning time for Maths teachers to access the Maths Hub.	To teach maths well, teacher need to assess students' prior knowledge and understanding effectively, teach problem solving strategies and help students to develop more complex mental models. Teaching Maths KS2 & KS3 - EEF	2

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition in English, Mathematics and Science for KS4 disadvantaged students, closely monitored and reviewed.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind. Small group tuition - EEF	1, 2, 3, 6
Small group tuition for A-level disadvantaged students who experienced significant disruption to their learning in 2020/21, closely monitored and reviewed.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind. Small group tuition - EEF	1, 2, 3, 6
Bedrock support for a small group of Key Stage 4 students	Acquiring improved literacy skills in order to learn new, more complex concepts in each subject is key. Improving Literacy in Secondary Schools - EEF Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment. Word gap	1
Deployment of specialist teaching assistants within Maths to deliver key interventions with specific students.	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Teaching Assistants - EEF	1, 2, 3, 6

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

Budgeted cost: £ 97,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Meet with key disadvantaged students with low levels of progress to establish specific barriers so these can be overcome quickly. Where appropriate disadvantaged students will be paired with a Pupil Premium Ambassador who will support through mentoring.	Not all disadvantaged students experience the same barriers to learning and some of these are very specific to the family or child. Knowing the individuals enables barriers to be identified and broken down swiftly. (Addressing Educational Disadvantage in schools and colleges & Learning Without Labels, Marc Rowland) Mentoring - EEF	3, 4, 5, 6
We will provide training and support for teams of staff to focus on supporting students at risk of internal isolation and exclusion, with a specific focus on disadvantaged students. This will include, as appropriate, referrals to external agencies such as Need Bright Solutions to reduce negative behaviours which impact on learning.	Poor learning behaviours and other negative behaviours which can lead to removal from classrooms impact significantly on student mental health, student outcomes and staff welfare. Behaviour interventions - EEF	4
We will create a "safe base" for students with social, emotional and mental health issues to enhance the support for these students specifically.	Students with SEMH issues often need access to specific support including a quiet space. Supporting SEMH	3, 4, 5, 6
We will provide training and support for teams of staff to focus on support students with low attendance and to maintain good attendance, with a specific focus on disadvantaged students.	Poor attendance has a significant negative impact on student outcomes and their mental health. Improving School Attendance	5
We will work with staff to promote a well-being agenda, involving a range of staff beyond the academy counsellor and developing a self-referral process for students.	Issues with well-being impact on attendance and student attainment and have been exacerbated by the pandemic and the lengthy waiting lists for	6

	mental health services for young people.	
Uniform / Materials / Transport	Research commissioned by the DfE into supporting the most academically able disadvantaged pupils (2018) concludes that addressing material poverty is a key factor in supporting disadvantaged students to achieve. This may be physical materials like books, pens, and revision guides, but also School Uniform where needed. On occasion the academy may fund transport for a short period of time to improve attendance.	5

Total budgeted cost: £ 283,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

NB The first section details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Outcomes and Tutoring:

As examinations were cancelled in 2020/21, Teacher assessed grades were used in their place. Our internal assessments suggests that there is still a significant gap between the achievement of disadvantaged and non-disadvantaged students, which has been worsened by the impact of Covid.

Our assessment of the reasons for this points primarily to the impact of Covid, which disrupted learning for all students, but had a significant impact on disadvantaged students, for whom access to remote learning was more difficult, particularly in the first period of lockdown. As evidenced in schools nationally, disadvantaged students were not able to benefit from our planned improvements to teaching and interventions during partial closure.

The impact was mitigated as far as possible by our resolution to maintain a high quality curriculum, including during periods of partial closure. We provided digital devices as quickly as possible to families without access to technology suitable for high quality learning remotely and provided high quality learning materials.

Disadvantaged students and parents were targeted for the remote tutoring through My Tutor and parents informed of any non-attendance. Whilst this tutoring was successful for some students, attendance was not always consistent and some students did not engage. We anticipate that our new plan for face to face tutoring will ensure improved attendance.

Remote learning:

Surveys were undertaken for all students to ascertain whether there were barriers to learning and how we could best address this. All disadvantaged students with technical issues were either given a laptop on which to work or provided with the support for internet access. The inclusion support team, along with tutors and Heads of Year remained in close contact with disadvantaged families to monitor students' learning and engagement and to provide support if necessary.

The provision for disadvantaged students was comprehensive and enabled the vast majority to access the full curriculum. Where this was not successful, this was a result of low engagement and attendance to online lessons which was challenged on a regular basis.

Attendance and Exclusions:

As anticipated, the Covid pandemic had a significant impact on attendance. During periods of lockdown engagement with remote provision was monitored closely through our online platform. Students who were not engaging received supportive phone calls home and barriers were reduced or eliminated as much as we were able to do so.

On return to face-to-face provision attendance was largely good initially, but as we saw Covid cases rise in the area and students had to further isolate due to having Covid or being identified as a close contact, we found that we were unable to buck the national trend of increased absence. Attendance of students in receipt of FSM have been particularly concerning and it has been difficult to engage some families to support the students to return to attendance at an acceptable level. This is the reason why attendance is a focus of our current plan.

For many of our disadvantaged students, the Covid pandemic has brought additional challenges. Whilst numbers of exclusions overall have decreased overall, numbers of exclusions for disadvantaged students with exclusions has increased. This is a key priority in our new plan.

More Able Students:

The use of the National Tutoring Programme funding ensured we were able to target our disadvantaged students who were displaying significant gaps in learning.

A range of disadvantaged students were selected for tutoring in English, Maths and Science with My Tutor. This focused on different groups of students including a group aiming for grade 7 and above. The Further Maths GCSE was introduced last year with a view to further stretching and challenging our more able students (including PP students). Specialist staff are targeted and timetabled to deliver this at the highest standard with a view to boosting the number of PP students opting for Maths at A-level and further boosting aspirations.

Whilst there was only 1 PP student in Year 11 last year (6.25%), this has now increased to 25.0% of the Year 10 cohort being PP students (6/24). This equates to 18.8% of the Y10 PP cohort now taking further Maths which will improve outcomes in Maths GCSE and the top grades.

Narrowing gaps in literacy and vocabulary:

Much research and trial work was undertaken over the course of the last year in order to set up a strategic plan in narrowing the gaps in literacy and vocabulary.

Knowledge organisers were introduced across Key Stages 4 and 5 to support students within lessons with the key terminology/definitions/vocabulary for the schemes of learning.

Staff received a focused and sustained CPD programme which served to equip them with the understanding and skills on how to teach vocabulary explicitly within the classroom to further reduce the gap in vocabulary between PP and non PP students.

Departments worked on revisiting their Schemes of Learning to ensure key vocabulary is present and opportunities are identified within them for the explicit teaching of subject-specific vocabulary.

This element is a key component of our new plan.

Outcomes for 2021-22 academic year:

Progress and Attainment data of our 2022 Year 11 cohort shows that there has been improvement from the 2019 data to our most recent, and our P8 for our disadvantaged students did not improve and remained the same at -0.8, and our PP average A8 improved by 0.4. There is much work to be done to meet our targets set for PP students this year, and as much as there was improvement in all measures for our disadvantaged students, we did fall short of our internally set targets for this year. This has shown the gap remains between disadvantaged and non-disadvantaged pupils, as is the case nationally.

Staff complete context sheets at the beginning of each academic year – and are expected to update them regularly to take into consideration mid-year admissions and group changes. These context sheets ensure that staff are fully aware of PP students in their group and those with additional needs. In turn these are used to inform their seating plans.

Revision guides were purchased for all Y11 PP students to support their independent revision and this is a strategy that we are repeating with our current Y11 because it was well-received by PP students and families.

Outcomes for 2022-23 academic year:

Progress and Attainment data of our 2022 year 11 cohort shows that there has been a decline from 2019 data to our most recent, and our P8 for our disadvantaged students also declined to -1.2, and our PP average A8 also declined by 0.3. There is much work to be done to meet our targets set for PP students this year. The gap remains between disadvantaged and non-disadvantaged pupils, as is the case nationally.

Impact of tutoring (2021-22):

Average progress for each subject from PPEs (pre-public examinations) to actual for the PP students who received tutoring in comparison to the overall average progress across the academy.

	Maths	Eng Lang	Eng Lit
Overall	+1.15	+0.83	+1.16
PP with tutoring	+1.11	+1.24	+1.10

As the tutoring was only for one year, this figure shows that the tuition was effective in ensuring PP students made the same (or better) progress from PPEs to actual than their non-disadvantaged peers.

57% of our PP students in Y11 accessed our school-led tutoring programme. This was delivered in sessions of no more than 5 students and focused on English and Maths. In addition, after school revision sessions were offered to 100% of PP students.

Impact of tutoring (2022-23)

Average progress for each subject from PPEs (pre-public examinations) to actual for the PP students who received tutoring in comparison to the overall average progress across the academy.

	Maths	Eng Lang	Eng Lit
Overall	+0.43	-0.09	+0.30
PP with tutoring	+0.42	+0.14	+0.57

As the tutoring was only for one year, this figure shows that the tuition was effective in ensuring PP students made the same (or better) progress from PPEs to actual than their non-disadvantaged peers.

83% of our PP students in Y11 accessed our school-led tutoring programme. This was delivered in sessions of no more than 5 students and focused on English and Maths. In addition, after school revision sessions were offered to 100% of PP students.

Bedrock:

All students access Bedrock one lesson per week in KS3. In addition, groups of PP students in Key Stage Four were identified using their predicted grades versus professional predictions in English plus contextual information from Inclusion Support and did a weekly session of Bedrock. Breakfast was provided to encourage attendance. Attendance rates were high, particularly in Year 11.

In February 2023, we have tested all students in Year 7-10 using GL Assessment New Group Reading Test. This data will be used by all teaching staff to inform their teaching and also further interventions using Bedrock and other appropriate reading interventions in line with our reading strategy.

Bedrock data for 2022-23:
Disadvantaged across the school [numbers in brackets = other students]:

Average improvement of EAL learning = 22% [23] (Pre-Topic Test of 66 [68], Post-Topic Test of 80 [82])

Average improvement of PP learners = 22% [23] (Pre-Topic Test of 63 [68], Post-Topic Test of 77 [82])

Average improvement of SEND learners = 23% [23] (Pre-Topic Test of 61 [68], Post-Topic Test of 75 [82])

Y11:

Pre-Topic Test average of 66% versus Post-Topic Test 82% with an average improvement therefore of 24% (12 members with 9 active). The small focus group seemed to therefore have a positive impact on Bedrock improvement – the highest in the school based on the selection of students.

Having seen a significant impact for this group of students, we intend to identify a group in Year 10 to work on Bedrock in Y10 and on into Y11 to build on this effective strategy.

Attendance:
2021-22
Attendance across the academy – and nationally post-pandemic – continues to be an area of significant concern. Our PP attendance for 2021-22 was 84.10% which is above the national average for PP students of 83.6% but not above the national average for attendance overall at 87%. A focus on removing barriers to attendance for disadvantaged students continues to be our focus for this strategy with an aim to bring their attendance closer to the overall national average. Initiatives such as Breakfast Club – which is well attended by PP students in Years 7 and 8 - setting patterns for future good attendance and support with materials, including uniform and transport will all be promoted with PP families including at School Attendance Panel meetings.

2022-23:
Attendance across the academy continues to be an area of significant concern as it is nationally. Our PP attendance for 2022-23 was 82.8% which is well below the national average of 88.6%. We are meeting termly with a member of the attendance team from the local authority and have completed an expression of interest for the national Attendance Hubs.
We had struggled to recruit a full-time Attendance Officer until November 2023. Our Attendance Officer is now trained in internal and local authority systems and is regularly completing home visits and School Attendance Panels to remove barriers to attendance, offering support with transport and other materials as required. We continue to run our Breakfast Club which is well-attended by students across Key Stage Three.

The Bridge (Safe Base):
Work begun in Term 6 2022 to establish the Bridge – a safe base for reactive and planned interventions primarily to support students with SEMH who have a higher frequency of removals from classrooms, time in Crossroads (our internal exclusion room) and suspensions. The Bridge has been operational since September 2022.

Since September 2023, we no longer have an internal exclusion room but have clarified our sanctions system. The Bridge is working alongside Triage which is the space that students go to if they have been removed from lessons or are in crisis. The Bridge is operating effectively in providing a calm space for some intervention work with EAL students and SEMH students.

Suspensions:
2021-22:
Of the total number of individual students [40] suspended in 2021-22, 55% [22] were PP vs 45% [18] non-PP. Of the PP students who were suspended [22] 64% [14] had repeat suspensions. It is this area of repeat suspensions for PP students which the behaviour team need to focus on, considering interventions and use of the Bridge and parental engagement through reintegration meetings, monitoring through attitude to learning and Pastoral Support Plans to reduce the total number of suspensions and specifically the number of repeat suspensions.

2022-23:
Of the total number of individual students suspended in 2022-23, 40% were PP vs 60% non-PP. Of the PP students who were suspended 11 had repeat suspensions. It is this area of repeat suspensions for PP students which the behaviour team need to focus on, considering interventions and use of the Bridge and parental engagement through reintegration meetings, monitoring through attitude to learning and Pastoral Support Plans to reduce the total number of suspensions and specifically the number of repeat suspensions.

Our behaviour consultants, Need Bright Solutions?, continue to work with a range of students, including a significant number of PP students. As in previous years, this will include working with Y11 disadvantaged students to remove barriers to attendance and support next steps including visits to college.

Well-Being:
The appointment of an academy counsellor since September 2021. Of the 60 young people seen last academic year either by our academy counsellor or student counsellors on placement from Lincoln University, 18% were PP. As a part of the Ofsted Inspection in March 2022, students commented on the academy counsellor and Sixth Form students in particular were full of praise for the support they receive. The academy continues to have a well-being agenda, has trained a small group of staff to act as well-being mentors and will launch a self-referral process for students in Term 4 2023.

Well-Being Update (2023-24):
Our academy counsellor left the academy in July 2023 as she was pregnant. We did not replace her but have retained a student counsellor completing her placement with Sixth Form students. In November 2023, our DSL and Senior Mental Health Lead completed a 5-day training course with Trauma Informed Schools UK, achieving a certificate in Child and Adolescent Mental Health for Designated Mental Health Leads. The well-being agenda continues to be a significant part of safeguarding training and updates and we have expressed interest in working with the MHSTs that now have funding to be established in the area.

Further information (optional)

Additional activity

You will see that we have planned to supplement the funding received for pupil premium and recovery premium within this strategy plan. We are committed to further enhancing this provision by:

- ensuring effective communication within our staff body and with parents. We have already undertaken training with all staff to show and discuss multiple levels of need. This information, as well as the provision for students and its impact is being tracked and monitored closely by the Pupil Premium Lead.
- embedding more effective practice around feedback. We know that this has significant benefits for students from the EEF evidence. In September 2022, we embarked on the EEF EFA programme.
- ensuring we communicate effectively with parents and students about our curriculum planning by providing them will information about how the curriculum will be delivered and specific targeted interventions. This will help to address concerns around "learning loss", which is one of the main drivers of student anxiety.
- effectively deploying our academy counsellor to support students in need of mental health support.
- offering a wide range of high quality extra-curricular activities to boost wellbeing, behaviour, attendance and aspiration. Disadvantaged students will be encouraged and supported to participate.

Planning, implementation and evaluation

Before writing our plan we looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage, as well as the impact of the pandemic on disadvantaged students.

We evaluated why our previous pupil premium strategies had not had the degree of impact that we had expected.

We have used the EEF Implementation guidance to help us to develop our strategy and we will continue to use it through the implementation of our activities.

We will discuss this plan fortnightly as part of a robust evaluation framework and we will adjust our plan over time to secure better outcomes for students.