

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	590
Proportion (%) of pupil premium eligible pupils	29.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-26
Date this statement was published	27.09.2024
Date on which it will be reviewed	30.09.2025
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	£182,700
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School-led tutoring grant	£0
16-19 tutoring fund	£0
Total budget for this academic year	£182,700
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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 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 help 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	<p>Attendance and Progress</p> <p>Our attendance data over the last 3 academic years indicates that attendance of disadvantaged students is an area of concern. Our percentage of persistent absenteeism in PP students ranges from 55.2% in 2021-22 to 52.86% in 2023-24.</p>
2	<p>Education and Well-Being</p> <p>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.</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations in all subject areas.</p> <p>Social and Emotional Concerns</p> <p>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. We have seen an increase in students joining the academy with SEMH needs; our previous greatest area of need was Cognition and Learning. The support of young people with SEMH needs was also identified as one of our areas for development from a Challenge Partners review.</p> <p>Our food technology department promotes healthy eating through theory and practical lessons and we fund the cost and supply the ingredients for PP students. This also removes a potential barrier to attendance on the day when a young person is cooking if a parent cannot afford the ingredients.</p>
3	<p>Reading for comprehension and Vocabulary</p> <p>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.</p> <p>Assessments on entry to year 7 in 2022-23 and 2023-24 years indicated that approximately 40-45% of students entering the academy arrived below age-related expectations. In 2024-25, 33% of Year 7s have arrived below age related expectations. Of these students below the national average, 58% are disadvantaged and 38% are SEND and disadvantaged.</p> <p>NGRT testing will be taking place in weeks 3 and 4 to further ascertain whether there are any students not picked up during SATs and also to cross-reference with Bedrock vocabulary ages. The NGRT will also support those students who arrive with no KS2 prior attainment.</p> <p>The gap between disadvantaged and non-disadvantaged remains significant on entry.</p>

4	<p>Maths Attainment</p> <p>The maths attainment of disadvantaged students is generally lower than that of their peers.</p> <p>In 2023-24, 32.5% of our Year 7s entered the Academy below age-related expectations in SATs for maths. From our KS2 SATs data in 2024, 24% of Year 7s are below age-related expectations. Of these students, 63% are disadvantaged students and 42% are both disadvantaged and SEND.</p> <p>All students in Year 7 are baseline tested using Sparx Maths. This produces a report which ranks against national in week 5 which provides a detailed report highlighting how our students perform in relation to all students nationally.</p>
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5	<p>Behaviour and Suspensions</p> <p>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, in turn, had a negative impact on their progress and attainment.</p> <p>Over the last 3 years numbers of students being suspended has declined, however the percentage of disadvantaged students being excluded has risen, compared to a decline of exclusion for their non-disadvantaged peers.</p> <p>Suspension figures for the whole academy increased in 2023-24 with suspensions for disadvantaged students being above those of their non-disadvantaged peers.</p> <p>Of the total number of individual students suspended in 2022-23, PP has seen a decrease of nearly 10%. However, the number of PP students being suspended more than once has risen.</p> <p>Number of students saw all years with under 20 students in any year group who were suspended with year 8 and 10 the highest, both with 18 students. 25 students had repeated suspensions which equated to 40%. One student with repeated suspension was permanently excluded. 11 Students were SEND, 19 Students were PP and 9 students were both PP and SEND. Of the 19 students which accounted for 31% of all suspended students, 14 or 74% were suspended on at least one more occasion. This is a priority in reducing the repeated suspensions of PP as they stand over 30% more than non-PP.</p>
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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.	<p>For each prior attainment group, the gap between disadvantaged and non-disadvantaged students will narrow.</p> <p>An increased number of more-able disadvantaged students will progress onto level 3 courses post-16.</p>
Improved knowledge of vocabulary and reading comprehension among disadvantaged students.	<p>NRGT data will show improved knowledge of vocabulary and comprehension among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</p> <p>Teachers should also have recognised an improvement in vocabulary and access to all areas of the curriculum through engagement in lessons and work scrutiny.</p>
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. From March 2024, this has also included information gathering from 1:1 sessions with Pastoral Support Assistants whose initial target groups were disadvantaged students.
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	<p>Attendance of disadvantaged students will be in line with that of non-disadvantaged students.</p> <p>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.</p>

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: £60, 133

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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, eg through student briefings, particularly those who have joined us as mid-year admissions.</p> <p>Teachers will ensure that class context sheets are kept up to date with additional information about mid-year admissions.</p>	<p>Understanding students as individuals, with their own specific needs and motivations, allows us to break down barriers to allow students to achieve better.</p> <p>(Addressing Educational Disadvantage in schools and colleges & Learning Without Labels, Marc Rowland)</p> <p>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.</p> <p>In year admissions</p>	1, 2
<p>Development of the NK Reading strategy with funded professional learning opportunities and ongoing support for teachers and learning support staff to improve students' reading comprehension in all subject areas.</p> <p>Use of Bedrock to support disadvantaged students' vocabulary development.</p>	<p>Acquiring improved literacy skills in order to learn new, more complex concepts in each subject is key.</p> <p>Improving Literacy in Secondary Schools - EEF</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment.</p> <p>Word gap</p>	3
<p>Further develop the planning of meaningful feedback within schemes of learning and in response to individual student</p>	<p>High quality and regular feedback is shown to have very high impact by EEF research:</p> <p>Feedback - EEF</p> <p><i>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task,</i></p>	3, 4

<p>needs within and across lessons.</p> <p>The academy has followed the EEF EFA professional development programme in 2022-24, 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.</p>	<p><i>subject and self-regulation strategies: it provides specific information on how to improve.</i></p>	
<p>To ensure the effective use of knowledge organisers as part of everyday first quality teaching and personal study</p>	<p>Leading research supports the use of knowledge organisers in embedding a knowledge rich curriculum for all students.</p> <p><u>Organising knowledge</u> <u>Metacognition - EEF</u></p>	<p>3</p>
<p>Enhancement of our Maths teaching and curriculum planning through bespoke feedback through use of Sparx.</p>	<p>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.</p> <p><u>Teaching Maths KS2 & KS3 - EEF</u></p>	<p>4</p>

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

Budgeted cost: £9, 865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition in English, Mathematics closely monitored and reviewed.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind.</p> <p>Small group tuition - EEF</p>	3, 4
Flash Academy	<p>Acquiring improved literacy skills in order to acquire English vocabulary</p> <p>Improving Literacy in Secondary Schools - EEF</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment.</p> <p>Word gap</p>	2, 3, 1
Deployment of learning support assistants for targeted intervention	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Teaching Assistants - EEF</p>	3, 4

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

Budgeted cost: £ 122, 567

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Meet with key disadvantaged students with low levels of progress to establish specific barriers so these can be overcome quickly.</p> <p>Pastoral Support Assistants support individual students to remove barriers to attendance and progress.</p>	<p>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.</p> <p>(Addressing Educational Disadvantage in schools and</p>	1, 2

	<p>colleges & Learning Without Labels, Marc Rowland)</p> <p><u>Mentoring - EEF</u></p>	
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.	<p>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.</p> <p><u>Behaviour interventions - EEF</u></p>	2, 5
We will enhance our “safe base” for students with social, emotional and mental health issues to enhance the support for these students specifically.	<p>Students with SEMH issues often need access to specific support including a quiet space.</p> <p><u>Supporting SEMH</u></p>	2, 5
We will provide staffing capacity, training and support for our team of staff to focus on support students with low attendance and to maintain good attendance, with a specific focus on disadvantaged students.	<p>Poor attendance has a significant negative impact on student outcomes and their mental health.</p> <p><u>Improving School Attendance</u></p>	1, 2
We will work with MHST and our staff to promote a well-being agenda.	<p>Issues with well-being impact on attendance and student attainment and have been exacerbated by the pandemic and the lengthy waiting lists for mental health services for young people.</p>	2
Uniform / Materials / Transport / Ingredients	<p>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</p>	1, 2

	period of time to improve attendance.	
Enhanced support for students for Employability Skills, including support offered to source work experience placements.	Additional support by tutors and funding of work experience safety checks for disadvantaged students have been provided to ensure that a significant proportion of our disadvantaged students do have a Y10 work experience placement.	2

Total budgeted cost: £182,700

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Outcomes:

The overall Progress 8 gap between disadvantaged and non-disadvantaged narrowed between 2022 and 2023. This gap has been maintained and has not widened between 2023 and 2024 with a very challenging cohort with a complex context in terms mid-year admissions and attendance.

The gap between disadvantaged and non-disadvantaged has narrowed for English 4+ between 2023 and 2024. Although this is not the case for Maths 4+. However, there has been a significant improvement in the performance of disadvantaged students achieving 4+ in Ebacc. They are now out-performing non-disadvantaged students.

Disadvantaged students and parents were prioritised for both tutoring and targeted intervention with some of this taking place during specifically allocated sessions during PDT to maximise attendance which had previously been identified as a barrier.

All disadvantaged students have studied a full curriculum unless there have been mitigating circumstances whereby an alternative has been created in order to remove barriers e.g. attendance. The results of this are evident in the significant narrowing of the gap for the Open Progress 8 measure from 0.85 in 2022 to 0.3 in both 2023 and 2024.

Narrowing gaps in literacy and vocabulary:

We have spent a great deal of time and put a great amount of resources into the development of our NK Reading Strategy over the past academic year (2023-24). This has been developed and launched through numerous staff inset opportunities and has utilised the support of external expertise through DfE funding.

A Reading Strategy is in place with a Reading Team who have all been assigned clear responsibilities for the four key areas of the strategy. This involves the testing, tracking and monitoring of students as well as clear strategic plans to support students across their curriculum.

Knowledge Organisers have been embedded across all Key Stages providing curriculum-specific support for students with the key terminology/definitions/vocabulary for the schemes of learning.

Expert professional learning has equipped all staff with the tools and classroom specific strategies to support the development of vocabulary and reading to further reduce the gap in vocabulary between PP and non-PP students. We have also launched our NK Canon to provide rich and diverse texts for all students regardless of socio-economic background. Students read these texts on a daily basis across the course of the academic year to support their development and love of reading.

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.

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.

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.

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.

2023-24:

Attendance across the academy continues to be a significant area for concern and one of our main priorities in the Academy Improvement Plan. Our PP attendance for 2023-24 was 82.6%, 3.8% below our overall attendance at 86.4% and 6.3% below the national average of 88.9% for children in receipt of free school meals.

Our expression of interest in the national Attendance Hubs was not successful due to over-subscription but we have met termly with a member of the attendance team from the local authority to scrutinise our figures and offer suggestions of actions and interventions. Our full time Attendance Officer is completing home visits and holding regular meetings with families to remove barriers to learning. Since March 2024, we have appointed 3 full-time Pastoral Support Assistants with a brief of identifying barriers to attendance and progress specifically for disadvantaged and students with SEMH needs. They have supported families to access funding for a bike for home to school transport and accessed bereavement counselling alongside forming relationships and asking questions of some of our hard-to-reach families.

The Bridge:

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.

Our three Pastoral Support Assistants (PSAs) are based in the Bridge and we have extended this provision to provide in-house alternative provision with a fully staffed Turnaround Room and separate academic space for students who are not accessing lessons for a variety of reasons. This space will be further developed throughout 2024-25 alongside small group intervention run by the PSAs.

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.

2023-24:

Number of students saw all years with under 20 students in any year group who were suspended with year 8 and 10 the highest, both with 18 students. 25 students had repeated suspensions which equated to 40%. One student with repeated suspension was permanently excluded. 11 Students were SEND, 19 Students were PP and 9 students were both PP and SEND. Of the 19 students which accounted for 31% of all suspended students, 14 or 74% were suspended on at least one more occasion. This is a priority in reducing the repeated suspensions of PP as they stand over 30% more than 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. Needbright Solutions have been contracted to provide specialist support and services to the school and this has positively impacted on student behaviour, particularly those deemed 'high profile' by providing the students with strategies or training staff to develop strategies and providing an expert 'eye' to support such students with SEND/SEMH.

Wellbeing:

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.

Well-Being Update (2024-25):

Our expression of interest in working with the MHST (Kesteven) has been taken up. We have had two consultations to date and the team will be based at the academy from the middle of September. We have already discussed training opportunities for staff and see this as an exciting development in supporting the well-being of our young people.

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.
- ensuring we communicate effectively with parents and students.
- 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.

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