



KING'S LEADERSHIP  
ACADEMY BOLTON

SCHOOLS OF CHARACTER  
MAKING GREAT LEADERS

# PUPIL PREMIUM STRATEGY 2022/23



GREAT SCHOOLS  
TRUST

## Pupil premium strategy statement 2022- 23

### King's Leadership Academy King's Leadership Academy Bolton

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

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

### School overview

Detail	Data
School name	King's Leadership Academy Bolton
Number of pupils in school	720
Proportion (%) of pupil premium eligible pupils	30.80% (223)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	£955 + 1x (£2345)
Date this statement was published	2022/23 – 2021/22 (Review)
Date on which it will be reviewed	October 2022
Statement authorised by	Mr D Crosby
Pupil premium lead	Ms Henderson
Governor / Trustee lead	Mr Ilyas Khoya

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,315
Recovery premium funding allocation this academic year	£51,910
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£244,225

## Part A: Pupil premium strategy plan

### Statement of intent

#### What are our ultimate objectives for the disadvantaged pupils?

Our ultimate objective is to achieve excellence in all areas of our work by sharing good practice and expertise. Our aim is to work together to ensure that each of our students, irrespective of postcode or starting points, can get to university or follow a career of their choice. The mission of King's Leadership Academy Bolton, aligns to the Great Trust Vision by developing in each of our students the academic skills, intellectual habits, qualities of

character and leadership traits necessary to succeed at all levels and become successful citizens in tomorrow's world.

This policy aims to clarify how the school will allocate Pupil Premium Funding within King's Leadership Academy in the context of Government policy.

### **How does the current pupil premium strategy plan work towards achieving those objectives?**

At King's, our objective is to provide strategic and targeted additional support, which will enable all pupils, regardless of financial disadvantage, to succeed. Based on strategic spending of our Pupil Premium allocation, we aim to achieve the following:

- Improve FSM attainment
- Reduce attainment gaps
- Improve attendance
- Accelerate progress
- Improve any poor levels of behaviour
- Improve parental engagement
- Develop skills and personal qualities
- Extend opportunities
- Have good destination data

### **What are our key principles of the strategy plan?**

Strategic, Prospective & Targeted additional support which enables all pupil premium students, regardless of financial disadvantage, to be able to:

- Improve their levels of attainment and progress (Intellectual Habits)
- Close attainment gaps relative to school averages (Academic Skills)
- Have full access to our curriculum (Qualities of Leadership)
- Access our extra-curricular provision (Qualities of Character)

### **How will the pupil premium funding be allocated?**

At King's Leadership Academy Bolton, PP Funding will be allocated according to need and taking into account individual circumstances:

1. Looked After Children in receipt of FSM
2. Looked After Children or adopted children
3. Children of families currently in receipt of FSM
4. Children of families who have previously been eligible for FSM (Ever 6)

In order to address the need to identify the correct interventions for pupils on FSM it is important that all staff address potential underperformance for pupils in their classroom and to record the steps they take to address this. They should make appropriate modifications to their own whole class teaching to suit individuals and ensure that it suits individual learning styles.

Should the need arise that an intervention is needed, where the above modifications have not succeeded, then further intervention should be considered according to the list below. To help address phased intervention is to take place each learning cycle at King's involving the Senior Leadership team and Team Around the Child (TAC). At this meeting, SLT discuss, amongst others, pupils who received PP allocation and the appropriateness and success

of interventions. Decisions are then made as to next steps and the funding of those steps. In all cases information about an intervention should be passed to the relevant representative within the team (SENCo). Furthermore, assessment data is used to determine the need for interventions and all interventions are recorded, monitored and reviewed using the schools tracking system.

### Information about the Recovery premium funding

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery.

1 The recovery premium provides additional funding for state-funded schools in the 2022 to 2023 academic year. Building on the [pupil premium](#), this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

Mainstream schools will get:

- £145 for each eligible pupil in mainstream education

## Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium students who are transitioning from primary school tend to have low literacy levels especially in vocabulary. This can affect their learning across all subjects. Other areas of challenge include poor oracy, writing difficulties and retention of knowledge learnt. The gap in literacy in the upper year groups continues to require intervention partly due to the pandemic and also due to a high proportion of students with English as an additional language.
2	There is a gap in phonological awareness and reading fluency, particularly with disadvantaged students including our EAL students who are no longer in a nurture class. Currently there is an average reading gap of 9.8% between disadvantaged students and their peers across the school.
3	Lower numeracy skills (from year 6 to year 7) and limited life experiences have been identified since the school re-opened post-pandemic. This includes less exposure to tier 2 and tier 3 vocabulary and less opportunity for extra curricular experiences that boost cultural capital.
4	Poor self-esteem and emotional wellbeing (including SEND) often leads to poor attendance and poor behaviour. Current attendance of pupil premium across the year groups (YTD) is 94.6%.

## 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
<ul style="list-style-type: none"> <li>• Children know, understand and use a wide range of words across the curriculum.</li> <li>• Children speak with good pronunciation in accurate and effective sentences.</li> <li>• Children to access new tier 2 and tier 3 vocabulary and to increase knowledge and understanding of new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Spellings will improve over the course of the year and measured against test scores from GL assessments.</li> <li>• Improved outcomes in the cross-trust vocabulary quizzes (to take place twice a year for all subjects).</li> </ul>

<ul style="list-style-type: none"> <li>● Children write accurate and effective sentences.</li> <li>● Children compose accurate and effective extended pieces of writing across the curriculum.</li> <li>● All children are fluent readers.</li> <li>● Expectations for work rate and efforts is the same for all students.</li> <li>● Raise progress in reading Y7, Y8 and Y9 including SEND students.</li> <li>● Raise progress in reading for Boys in Y9.</li> </ul>	<ul style="list-style-type: none"> <li>● Book looks will show reviewing the hypothesis, writing key VIFs and ‘We Do’ models so students can review their learning and access prior learning.</li> <li>● Book looks show students have regular opportunity for independent work and to act on personalised feedback (crib sheet lessons).</li> <li>● Children keep up with the expectations of the English and Maths curriculum.</li> <li>● Conversations about work in children’s books demonstrate understanding and are able to recall prior learning.</li> <li>● Phonics assessments records show improvement in oracy.</li> <li>● Inclusive learning environment supporting all students to succeed and as such gap between SEND and Non-SEND students decreases.</li> <li>● There is evidence of children enjoying the subject taught through pupil voice.</li> </ul> <p><b>Medium to be used</b> Classroom observation, QA process (Book Looks, Pupil Voice, Data review, LM review meeting), Cross-Trust systemic 100 day reviews (October &amp; April), 3 assessment points, cross trust vocabulary quizzes, NGRT and NGST tests, Star Maths, PASS Survey, Lexia, Tutoring service.</p>
<ul style="list-style-type: none"> <li>● All children have a wide and increasingly deep general knowledge.</li> <li>● Children know, understand and use a wide range of words across the curriculum.</li> <li>● Children have positive experiences within the school environment and outside of school through trips and clubs.</li> <li>● Children are confident in speaking in front of audiences.</li> </ul>	<ul style="list-style-type: none"> <li>● Children keep up with the demands of the curriculum as shown in their books and subject assessments.</li> <li>● All children in receipt of pupil premium funding attend all school trips.</li> <li>● All children in receipt of pupil premium funding participate in at least one school club per term.</li> <li>● There is a triangulation of observation, conversations about work in children’s books and assessment results.</li> </ul> <p><b>Medium to be used</b> Classroom observation, QA process (Book Looks, Pupil Voice, Data review, LM review meeting), Cross-Trust systemic 100 day reviews (October &amp; April), 3 assessment points, cross trust vocabulary quizzes, NGRT and NGST tests, Star Maths, PASS Survey, Lexia, Tutoring service.</p>

<ul style="list-style-type: none"> <li>• Children have positive attitudes towards learning and school.</li> <li>• Maintaining attendance at 97%</li> <li>• Children regularly exhibit positive ASPIRE and Leadership Character values.</li> <li>• Refining the cohort on the SEND register for social, emotional and mental needs.</li> <li>• Using the SEND HUB to develop TA's understanding of vulnerabilities.</li> <li>• Incidents of bullying are rare and dealt with swiftly.</li> <li>• Students are aware on how to stay safe online</li> <li>• Reduce incidents of negative behaviour.</li> <li>• Children exhibit increased independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Boxall profile assessment related to nurture group provides clarity in developing a child's emotional and social skills.</li> <li>• TA's are deployed effectively to support learning.</li> <li>• There is a swift process to resolving incidents</li> <li>• Regular conversations with staff and children result in improving overall attendance.</li> <li>• Reading ages and scores (STAR Reader and STAR Maths, Lexia) show steady progress over the course of the year</li> <li>• GETB scores of disadvantaged students are more aligned with their peers</li> <li>• There is significant rise in students receiving ATL1 and Credimus awards.</li> <li>• Students are empowered to challenge all forms of prejudice, inspired by the life and work of Anne Frank.</li> <li>• Termly review meetings are taking place for EHCP students.</li> <li>• All students understand how to keep themselves safe online, through lessons delivered in computing, assemblies, PSHE lessons, and lesson 0.</li> <li>• <b>Medium to be used</b> Classroom observation, LC assessment, NGRT and NGST tests, Star Maths, PASS Survey, Lexia, Tutoring service, behaviour and rewards system, provision mapping tool for Inclusion, lesson 0, computing lessons.</li> </ul>
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### 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: £45,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Curriculum design, concept mapping and curriculum leadership development.</p> <p>ADP's for each curriculum design</p>	<p>90% of children to reach the expected standard in English and maths at the end of key stage two. This target was pre-announced in the earlier 'Levelling Up' white paper.</p> <p>By 2030, the Government wants 90% of children to achieve expected standards in English reading, writing and maths by the end of primary school.</p> <p><a href="https://researchbriefings.files.parliament.uk/documents/CBP-9511/CBP-9511.pdf">https://researchbriefings.files.parliament.uk/documents/CBP-9511/CBP-9511.pdf</a></p>	<p>1, 4</p>
<p>Teachers' subject knowledge development through professional learning.</p> <p>Personalised approach to CPD with weekly Friday training - three strands based on staff experience and departmental time. This will include external agency CPD where required.</p>	<p>The guidance report is based on the best available international evidence, in addition to a review of current practice, and refined through consultation with teachers and other experts. It will help support the leadership team to establish a positive feedback culture amongst all members of the team.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p><a href="https://drive.google.com/drive/u/0/folders/1VtHsz1n8ctZwoZPE-wdFac0u8mdBxF3M">https://drive.google.com/drive/u/0/folders/1VtHsz1n8ctZwoZPE-wdFac0u8mdBxF3M</a></p>	<p>1, 3</p>
<p>Whole school approach to improving reading, spelling and numeracy.</p> <p>Reading strategy includes explicit vocabulary teaching, emphasis on fluency and prosody and on oral language comprehension.</p> <p>Whole school initiative to ensure evidence based approach to whole school literacy through King's Read, King's Write, King's Talk teaching models.</p> <p>Numeracy and Mathematics internal support and clubs using Sparx (Hegarty) Maths programme.</p>	<p>This guidance report aims to help secondary schools improve literacy in all subject areas.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. This report states the benefits and the successes it has had from research.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Pupil Premium - a guide from EEF - debunking myths</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil%20Premium%20Guide%20Apr%202022%201.0.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium Guide Apr 2022 1.0.pdf</a></p>	<p>1,2</p>

<p>Shared pedagogy based highly on Rosenshine's principles of direct instruction and modelling using the I do, We do, You do method.</p>	<p>Rosenshine formulated ten key principles, which he argued underpin any effective approach to instruction in lessons. This link provides how schools have implemented its strategies to increase learning in classrooms.  <a href="https://www.futurelearn.com/info/courses/early-career-teachers/0/steps/164331">https://www.futurelearn.com/info/courses/early-career-teachers/0/steps/164331</a></p> <p>I do, We do, You do:  <a href="https://www.evidencebasedteaching.org.au/the-i-do-we-do-you-do-model-explained/">https://www.evidencebasedteaching.org.au/the-i-do-we-do-you-do-model-explained/</a></p>	<p>1,4</p>
<p>Systematic approach to embedding ASPIRE values and character development.</p>	<p>This EEF guidance report is designed to support senior leaders in secondary schools to make better-informed decisions about their behaviour strategies.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. This research shows key findings when implementing the strategy.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	<p>4</p>

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

Budgeted cost: £51,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early intervention in year 7,8, 9 and 10 during lesson 0 for reading, spelling, numeracy, SALT, EAL and phonics.</p> <p>Peer reading takes place with students in older year groups reading with less confident readers from year 7. Lead by literacy lead.</p>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Reading comprehension strategies focuses on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. See link for further evidence.</p>	<p>1,2,4</p>



<p>Further 1-2-1s with TAs: Lexia and Phonics</p> <p>Provide targeted support in literacy and numeracy through local tuition companies.</p> <p>Group activities to improve literacy, numeracy and wellbeing led by an academic mentor.</p> <p>Small group tuition sessions on literacy and numeracy delivered by KLAB staff using the NTP 'School-led tutoring' initiative.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>EEF phonics strategies: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Tutoring and recovery as per the White Paper: <a href="https://researchbriefings.files.parliament.uk/documents/CBP-9511/CBP-9511.pdf">https://researchbriefings.files.parliament.uk/documents/CBP-9511/CBP-9511.pdf</a></p>	
<p>Strategic deployment and development of Teaching Assistants.</p> <p>Monthly support staff departmental training with the SENCO</p>	<p>Training the Teaching assistants to understand the importance of collaborative work and its impact. This report provides information on the benefits of collaborative work. We hope to implement this with our disadvantaged students.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>There is an increase in the number of students that require support in classrooms due to the gap in learning caused by the pandemic. These students may not necessarily be allocated a Teaching Assistant. However, the interim measure would be to increase this level so that teachers can be further supported in class.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants</a></p>	1,2,4
<p>Provide structured literacy programmes by using Lexia.</p> <p>Improve fluency in English language through the Learning Village platform.</p>	<p>Full information on how Lexia impacts of reading can be found on the link below. <a href="https://www.lexialearning.com/">https://www.lexialearning.com/</a></p> <p>The delivery of Lexia is based on small group where trained teaching assistant or tutor is working with two to five pupils together in a group. See link below for full research.</p>	1,2

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
Improve numeracy by setting personalised homework and classwork in maths by using Sparx/ Hegarty Maths program	Research and evidence has shown an increase in numeracy levels when students participate in using Hegarty Maths programmes. <a href="https://hegartymaths.com/">https://hegartymaths.com/</a>	3

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

Budgeted cost: £54,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To attend educational trips including a residential trip.</p> <p>Students to attend University experiences each year.</p> <p>Outward bounds trips - opportunity for all students to complete D of E expeditions</p> <p>Cultural experiences including visits to varying places of worship</p> <p>Whole school sports day at Bolton Arena</p> <p>Music and Art trips - such as Van Gogh experience and Cheethams Orchestra</p>	<p>Identified children have limited opportunities outside of school to experience museums, residential trips away from home and outdoor learning environments.</p> <p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. The link below outlines the benefits from outdoor activities.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	3, 4
<p>Increase participation of PP students at extra curricular clubs (available Mon-Thurs)</p> <p>Expand school capacity for use in sports activities. (Dean and Derby)</p>	<p>Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise. Students will be able to participate in such activities to develop their non-cognitive skills as well as improve their physical health.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	3,4
<p>Parent review meetings to take place following</p>	<p>Parent Pledge for parents to be involved in Literacy and Numeracy progress as per the White Paper:</p>	1,2,3

<p>assessment cycles to support learning at home.</p> <p>All praise, sanctions and progress reports visible on My Child at School App for all parents.</p> <p>KLAB ASPIRE parent support programme. Focussing on wellbeing and personal vulnerabilities.</p>	<p><a href="https://researchbriefings.files.parliament.uk/documents/CBP-9511/CBP-9511.pdf">https://researchbriefings.files.parliament.uk/documents/CBP-9511/CBP-9511.pdf</a></p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. This will establish better communication between the school and home. Click on the link below to explore benefits of parental engagement.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
<p>Every day essential items are available to ensure family mental wellbeing is looked after. This include stationary, uniform, breakfast and digital device.</p>	<p>To positively affect a feeling of belonging and raise awareness of offer for parent of children without the correct uniform and equipment. Expectations and standards are part of the school’s vision of ensuring ASPIRE values are embedded. Past experience has shown that students are more inclined to follow these expectations providing they are equipped with the right tools whilst in school.</p>	4
<p>Counselling to support emotional health and wellbeing with greater focus on mental health and safeguarding.</p> <p>Create partnerships with local Behaviour Support Services (BSS), PCSO’s, Early Help Intervention team, and the Bolton Safeguarding Children team.</p> <p>Humanutopia whole day workshops with Year 8 and Year 9 - to develop awareness of respect and the dangers of violence and disrespect.</p> <p>Raise the Youth - targeted workshops and whole year</p>	<p>SEL, Well being and mental health - ‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>outcomes from Bolton LA safeguarding Audits.</p> <p>PreventingYouth Violence and Gang involvement research - mentoring and education/attitude-change programmes:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf</a></p>	4

workshops on knife and gang culture		
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**Total budgeted cost: £100,680**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

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

Literacy:

Y7 reading >=100									
Year	Test	All	F	M	PP	NPP	SEN	NSEN	EAL
Y7	LC1 (%)	54.4%	61.8%	49.5%	47.5%	58.0%	30.0%	57.5%	46.2%
	LC4 (%)	69.60%	77.9%	63.5%	62.3%	73.3%	47.1%	72.4%	57.6%

Y8 Reading >=100										
Year	Test	All	F	M	PP	NPP	SEN EHCP/S	SEN K	NSEN	EAL
Y7	LC1 (%)	48.6%	53.7%	45.3%	40.6%	53.8%	0.0%	10.3%	55.6%	73.8%
	LC4 (%)	59.4%	67.1%	54.9%	47.7%	57.4%	0.0%	17.0%	67.8%	73.8%
Y8	LC1 (%)	62.3%	67.1%	54.0%	50.8%	59.3%	25.0%	30.4%	67.8%	73.8%
	LC4 (%)	66.7%	71.20%	64.0%	59.7%	70.4%	66.7%	34.8%	71.5%	66.3%

Y9 Reading >=100									
Year	Test	All	F	M	PP	NPP	SEN	NSEN	EAL
Y7	LC1 (%)	57.8%	55.1%	60.0%	55.2%	59.8%	15.4%	61.7%	51.2%
	LC4 (%)	57.8%	64.6%	60.0%	58.3%	59.8%	15.4%	62.1%	51.2%
Y8	LC1 (%)	57.8%	64.6%	60.0%	58.3%	52.8%	27.8%	62.1%	51.2%
	LC4 (%)	62.0%	70.0%	60.0%	58.3%	65.0%	43.0%	64.0%	51.2%
Y9	LC1 (%)	64.1%	70.0%	60.0%	58.3%	65.0%	43.0%	64.0%	51.2%
	LC4 (%)	72.10%	68.90%	74.30%	66.70%	74.40%	56.30%	74.10%	58.80%

In all of our nurture classes, every child has made progress in their reading, highlighting the effectiveness of the reading interventions. The best progress made in reading has been in our guided reading group who we have prioritised oracy, comprehension and guided reading with. This will be the main intervention focus next year and all mill tutors will be trained on this model of reading intervention.

**Numeracy:**

Y8 numeracy >=100									
Year	Test	All	F	M	PP	NPP	SEN	NSEN	EAL
Y7	LC1	67.40%	77.90%	59.60%	50.00%	76.50%	35.30%	71.20%	63.80%
	LC5	79.00%	83.10%	76.00%	64.50%	86.60%	41.20%	83.40%	75.90%

Y9 Numeracy >=100										
Year	Test	All	F	M	PP	NPP	SEN EHCP/S	SEN K	NSEN	EAL
Y7	LC1	73.4%	73.4%	76.2%	71.6%	65.0%	0.0	30.8%	81.1%	82.7%
	LC4	77.2	77.2%	77.6%	77.06%	75%	0.0	43.47%	84.46%	78%
Y8	LC1	69.60%	61.90%	74.10%	69.80%	69.40%	33.30%	50.00%	73.30%	72.80%
	LC5	76.60%	71.40%	79.60%	76.20%	76.90%	33.30%	50.00%	81.50%	75.30%

Y10 Numeracy >=100									
Year	Test	All	F	M	PP	NPP	SEN	NSEN	EAL
Y7	LC1	60.5 %	64%	58%	60.6%	60.4%	20%	64.8%	54.8%
	LC4	67%	66%	69%	67%	71%	47%	72%	66%
Y8	LC1	76.6%	77.5%	76%	73.1%	78.8%	41.2%	80.5%	67.1%
	LC4	77.0%	80.3%	75.7%	75%	79%	41.2%	80.1%	64.4%
Y9	LC1	69.5%	66.2%	71.7%	64.7%	71.4%	46.7%	72.0%	56.4%
	LC5	77.4%	76.1%	78.3%	74.5%	78.6%	60.0%	79.5%	65.4%

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

The following priorities were highlighted in 2021-2022:

Teaching Priorities			
Priorities	Intended outcome	Impact – Did we meet the success criteria	EBI's/next steps
Curriculum design, concept mapping and curriculum leadership development.  ADP's for each curriculum design	The quality of teaching and learning has improved through tailored CPD sessions delivered, along with the use of the teacher toolkit.	All departments have designed their curriculum in accordance with the trust guidance policy.	Continue with the strategies and develop new staff that have started in September 2022.

Teachers' subject knowledge development through professional learning.	Students who are disadvantaged are able to access knowledge from all subjects.	All Lead Practitioners have received either departmental training / exam board or via the trust CPD programme.	Improve curriculum knowledge by creating new SoW for all subject areas that incorporate key learning from year 1,2,3.
Whole school approach to improving reading, spelling and maths.  Reading strategy includes explicit vocabulary teaching, emphasis on fluency and prosody and on oral language comprehension.	Children know, understand and use a wide range of words across the curriculum.  Raise progress in reading Y7, Y8 and Y9 including SEND students.	There is an extensive whole school intervention programme in place, which has led to an improvement in PP numeracy and literacy data however, more improvement is needed to close the PP-NPP gap in literacy.	Recruit a literacy coordinator and produce an ADP (area development plan) for 2022-2023.
Rosenshine's principles of instruction. To deliver CPD based on this pedagogy	Teachers are equipped with knowledge and understanding on pedagogy based on research.	Quality assurance shows that teaching across the school follows the direct instruction approach with modelling (I do, We do, You do) pedagogy embedded.	CPD will continue moving forward to ensure this remains a strength across all subjects.
Systematic approach to embedding ASPIRE values and character development.	Disadvantaged pupils will learn in a welcoming environment ensuring access to quality education. Students will improve confidence when talking to others and meeting new people.	All students know, understand and can explain the ASPIRE code. All students have PSHE lesson, including culture week to embed the values further. More opportunities for public speaking are needed to improve student confidence.	Develop new staff to follow and demonstrate the ASPIRE values. PSHE lead to start in September.

Targeted academic support			
Priorities	Intended outcome	Impact – Did we meet the success criteria	EBI's/next steps
Early intervention in year 7,8 and 9 during lesson 0 for reading, spelling and maths and general knowledge.	Disadvantage students to improve their literacy and numeracy and narrow the gap from their peers.	The gap in numeracy has narrowed over the course of the for disadvantaged students, however, there is a gap of -22.1 ppt in year 7 (now year 8) which will require further intervention.  There is no PP gap for numeracy in year 8 (now Year 9 and in Year 9 (now	To broaden intervention options in place based on an individual basis. This may include Learning Village, fluency or recall.

		<p>year 10) it has narrowed to -4.1%</p> <p>Guided reading had the highest impact. EAL students made less progress.</p>	
Strategic deployment and development of Teaching Assistants.	Raise progress in reading Y7, Y8 and Y9 including SEND pupils with good allocations of TAs'.	<p>Developed experience of TA to level 4 allowing for specialised interventions, such as Lexia, EAL and reading.</p> <p>8 Nurture made progress in all areas of reading last year.</p>	<p>Continue mill time interventions for numeracy.</p> <p>Newly appointed literacy lead and mathematics KS3 lead to start in September.</p> <p>Personalise support in place for students in year 8 to push students to a 100 scaled score.</p>
Provide structured literacy programmes by using Lexia.	Children know, understand and use a wide range of words across the curriculum.	<p>There has been steady progress on reading and spelling tests for students on the Lexia programme. 15.4ppts for year 7 PP, 9ppts for year 8 PP and 8.4ppts for year PP.</p>	<p>Continue with the Lexia program in the next academic year. Newly appointed literacy lead to start in September 2022.</p> <p>Include a literacy programme for Lesson 0. Recruit an academic mentor through the NTP programme and continue with group tuition with a local tuition company.</p> <p>Recruit school led tutors through the NTP programme.</p>
Improve numeracy by setting homework and classwork in maths by using Hegarty Maths/Sparx Maths program	Pupils develop their numeracy to better access curriculum content.	<p>Whole school Hegarty Maths homework strategy in place, with Hegarty Club each week for those who miss homework or need support. Times Tables rockstars competitions between staff and students. Hegarty is being upgraded</p>	<p>Continue with the Sparx Maths program and numeracy intervention. Continue with NTP tutoring.</p>



		<p>to Sparx Maths (same company) which further personalises the Maths for the need of the student in relation to prior knowledge in correlation with Schemes of Work.</p> <p>Morning numeracy interventions for students identified as needing more support (STAR Maths).</p> <p>Maths NTP tutoring from January 2022 for students in y9.</p>	
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<b>Wider Strategies</b>			
<b>Priorities</b>	<b>Intended outcome</b>	<b>Impact – Did we meet the success criteria</b>	<b>EBI's/next steps</b>
To attend educational trips including the voluntary residential trip.	Student to participate and enjoy school life and improve their attendance, behaviour and wellbeing	<p>Attendance in the first and most of second term were exemplary. However, due to the winter flu attendance did sore.</p> <p>All year 9 students completed their Bronze DofE award.</p> <p>Year 8 students went to Brathey residential.</p> <p>Year 7 students went to Anderton centre.</p> <p>During culture week all year 8 and 9 visited Gurdwara and Manchester Met University.</p>	<p>Ensure students continue to have access to experiences that increase their cultural capital.</p> <p>PP funding was used to ensure PP students can attend school trips by covering the cost.</p>

Ensuring that all children in receipt of pupil premium funding can attend at least one club a week.	Students to develop their character through leadership by demonstrating key ASPIRE values throughout the school day.	The following clubs have been available to students this year:  Art, Sports, Board Games, Computing, Homework club, CCF, School Production  We need to improve participation numbers at these clubs for PP students.	To provide sports facilities to all year groups during 2022-2023.  To offer a broad range of additional extra curricular activities.
Parent review meetings take place each learning cycle to support learning at home.	There is a triangulation between school , parent and pupil to improve achievement and progress.	Following two Assessment points students had parents evenings whereby progress and achievement were communicated.  Following assessment points where there were no parents evenings, our phased intervention strategy ensured phone calls home and/or meetings for students who were behind in a number of subjects.	For greater participation in the parent review meetings, it will be beneficial for lead practitioners to be involved in this process.
Every day essential items are available to ensure family mental wellbeing is looked after.	Raising school expectations and ensuring pupils are ready to learn each day.	Equipment is checked each morning to support students during the day. Free breakfast is available for all students at 7.45am and at 10.30am.	Explore more family support programmes available by the local authority/ This may include financial support, housing benefits, and other.
Counselling to support emotional health and wellbeing with greater focus on mental health and safeguarding.	Improve self esteem confidence and mental health and wellbeing for all students.	School Counsellor is available every Thursday  School mentor	

### 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
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Lexia	<a href="https://www.lexialearning.com/">https://www.lexialearning.com/</a>
Hegarty Maths/Sparx	<a href="https://hegartymaths.com/">https://hegartymaths.com/</a>
GL assessment	<a href="https://www.gl-assessment.co.uk/">https://www.gl-assessment.co.uk/</a>
Learning Village	
Anne Frank - anti-bullying programme	
Star Maths	Accelerated Reader
Class Charts	<a href="https://www.classcharts.com/">https://www.classcharts.com/</a>

## Appendices

### Overall

	2020/21	2021/22	2022/23	2023/24	2024/25
Pupils registered for free school meals	n/a	n/a	201	-	-
Looked After Children (LAC)	n/a	n/a	4	-	-
Children of service personnel	n/a	n/a	#	-	-
Total Number of Pupils	n/a	n/a	724	-	-
Total Allocation	n/a	n/a	#	-	-

