

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	The King Alfred School Academy
Number of pupils in school	2021/22: 1144 2022/23: 1198 2023/24: 1187
Proportion (%) of pupil premium eligible pupils	2021/22: 25.2% (288) 2022/23: 25.04% (300) 2023/24: 27% (321)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22-2024/5
Date this statement was published	December 2021 Reviewed Sept 2022 Reviewed Sept 2023
Date on which it will be reviewed	September 2024
Statement authorised by	D Milford (Principal)
Pupil premium lead	V Pickford (Asst Principal)
Governor / Trustee lead	Mark Anderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021/22: £268,995 2022/23: £291,626 2023/24: £345,860
Recovery premium funding allocation this academic year	2021/22: £43,210 2022/23: £82,940 2023/24: £89,700

<p>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</p>	<p>2021/22: £36,309 2022/23: £55,131 2023/24: £89,513</p>
<p>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</p>	<p>2021/22: £348,514 2022/23: N/A - PP funding is not pooled - TKASA receive all PP funding (£429,697) 2023/24: £525,073</p>

Part A: Pupil premium strategy plan

Statement of intent

At the King Alfred School Academy we want all our students, irrespective of their background or the challenges they face, to achieve in both academic and non-academic strands. When making decisions about using the PP funding, it is important to consider the context of the school and the challenges/barriers faced by its students and the community.

Our ultimate objectives are:

- To ensure PP students are making at least the same progress as those nationally
- To ensure PP students meet at least national standards in relation to attainment
- For PP students to make or exceed their expected progress
- To support the health and well-being of PP students and when necessary their families.
- To increase their exposure and involvement in out of school curriculum activities

Our plan works towards achieving this by:

- Ensuring that teaching and learning is high quality and meets the needs of all. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all students in our academy.
- Ensuring that appropriate provision and activities are in place for all.
- Ensuring funding is allocated on a needs analysis basis.
- Ensuring robust monitoring is in place that evidences impact.

Challenges

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

Challenge number	Detail of challenge
1 (A)	Attendance - Our attendance data for 2020-21 highlights that attendance of PP students was 6% lower than non-PP students. Punctuality was also worse (1.35% v. 0.80%)
2 (B)	Behaviour - Pupils Learning habits for a significant number of PP students across the whole school are less ingrained. In 2020-21, 409 pupils were PP students (47% of the total even though 25% students are PP).
3 (C)	Curriculum - The attainment and progress of PP students is considerably lower than that of their peers. In 2019, the attainment and

	progress gap was as follows: 43% 4+ (70% non PP); 23% 5+ (46% non PP); -0.5 (+0.01 non PP). A key area of focus is raising the attainment of PP SEND and HAPS. Writing assessments with KS3 students indicates that Year 7 PP students have lower levels of literacy than non PP. In September 2021, the average writing age was 9yrs 9mths compared to 10yrs 0mths.
4 (D)	Distinct difference between boys and girls - Attainment of PP boys is considerably lower compared to PP girls. In 2019: PP Boys (37% 4+, 11% 5+) versus PP Girls (48% 4+, 29% 5+) - here shows a particular underperformance of Higher Ability boys.
5 (E)	Enrichment - Our assessments, observations and discussions with pupils and their families suggest that the education and wellbeing of many of our PP students have been impacted by the pandemic and school closures. Their development of cultural capital has been hindered as well as their ability to take part in extracurricular activities. Referrals to our mental health and wellbeing counsellors have increased and three of our TAC students are registered PP. In 2020-21, 1463 referrals were made to Homework Support of PP students (40% of total referrals).

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
<p>To continue to improve the attendance of PP students in each year group to be in line with National averages.</p> <p>Reduce persistent non-attendance.</p> <p>Provide support to close gaps in learning.</p>	<ul style="list-style-type: none"> No gap between PP students and those nationally. Fortnightly monitoring of PP absences shows improved attendance that is in line with national data.
<p>To reduce the impact caused by the social and emotional needs that affect some of our students.</p> <p>Support families and improve parental engagement.</p> <p>To increase student confidence and resilience.</p> <p>To have no significant difference between the learning attitudes and behaviour of PP students and others.</p>	<ul style="list-style-type: none"> Decrease in referrals for support Increased number of PP parents attending school events PP parental engagement at training sessions and at parents evenings Reduction in PP student FTE data Fewer behaviour incidents in-line with the whole school population.
<p>Ensure PP students are ready to learn and make progress in line with National average.</p>	<ul style="list-style-type: none"> An increase in the % of PP students achieving 4+ and 5+ in both English & Maths from 44%/22% in 2019.

<p>Improved literacy so that students can access the curriculum. PP students all accessing Post 16. Improved metacognitive and self-regulatory skills among PP students across all subjects.</p>	<ul style="list-style-type: none"> • Improved P8 score from 2019 of -0.09 • Improved % of students gaining 7+ grades from 18% in 2019. • All students make progress that is at least in line with others nationally. • Students exposed to wider vocabulary and literacy through the reading programme and disciplinary literacy as demonstrated in book scrutinies and student voice. • We have no NEET students • A decrease in referrals to homework support.
<p>All students make appropriate levels of progress at least in line with others nationally. Close the gap between boys and girls outcomes. Improve boys' performance.</p>	<ul style="list-style-type: none"> • Gap narrowed to bring PP boys progress inline with girls • All students at KS3 and KS4 make progress at least in-line with others nationally. • Improved boys P8 score from 2019 data of -0.47. • Further improved numbers of students achieving 4+ and 5+ in both English & Maths from 65%/41% in 2019.
<p>To actively increase student participation in cultural and aspirational trips, activities and extracurricular activities. Increased exposure to activities that enrich and widen students' horizons. More PP students undertaking leadership roles.</p>	<ul style="list-style-type: none"> • There is no in-school PP gap in attendance at clubs and trips • PP students are funded to participate in school trips if needed • A minimum 30% PP attendance target for all areas of the school. • Increased number of PP student leaders and prefects

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: £213,262

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Instructional Coaching - Ensure that we deliver consistently high quality learning and teaching ensuring consistent approaches to further improve results. Provide high quality, targeted CPD for all staff dependent on need, informed by robust quality assurance processes and monitored for impact. A sample group of staff undergo an enhanced coaching 15 programme (Powerful Action Steps) So that... Students receive quality first teaching across the school.</p>	<p>The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment (EEF). A large body of evidence shows the benefit of high-quality, up-front training for teachers (EEF).</p>	<p>C,D</p>
<p>Impact Reviews:</p> <p>2021/22: Coaching 15 sessions took place and actionable steps given to staff to help develop their teaching. 8 members of staff were trained in enhanced coaching 15 programme (Powerful Action Steps) – observations and feedback sessions logged on website.</p> <p>2022/23: Coaching 15 sessions took place and actionable steps given to staff to help develop their teaching. Instructional coaching is being enhanced for 2023/24 through the use of Step Lab and Walkthrus.</p>		

<p>Implement tutor time Maths, English and Science KS4 curriculum.</p> <p>So that...</p> <p>Student outcomes are at least TG and/or 4+ in English, Maths and science.</p>	<p>The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. (EEF)</p>	<p>C,D</p>
<p>Impact Reviews:</p> <p>2021/22:</p> <p>Groups arranged in Eng/Maths/Science and reviewed after each data capture. Maths saw the greatest improvement out of the three core subjects between 2019 and 2022 (P8 from -0.3 to -0.02)</p> <p>Groupings for 2022-23 will be more focused on ability streams (HAPs, MAPS, LAPS – each will have one learning cycle in each subject).</p> <p>2022/23:</p> <p>Groups arranged in Eng/Maths/Science and reviewed after each data capture. Student thirds split into HAPs, MAPs and LAPs to allow for targeted and differentiated sessions each cycle.</p> <p>In the lead up to exams, tutor groups were expanded to include 2 extra Maths and English groups (focused on crossover students) and a history and geography group. For 2023/24, the intervention groups will be expanded further for the whole year to include geography, history and French.</p>		
<p>4matrix – Data analysis tool Improved the speed of data analysis and thus ensure faster and more effective targeted intervention for those pupils falling behind.</p> <p>So that...</p> <p>Staff are using data accurately to make informed decisions on interventions.</p>	<p>In all types of schools, it was found that effective data analysis was perceived to promote teaching and learning by facilitating:</p> <ul style="list-style-type: none"> – more effective allocation of staff and resources – monitoring the effectiveness of initiatives and strategies – challenging expectations of staff, pupils and parents – identification of pupils' achievements and setting of targets. (National Foundation for Educational Research) 	<p>C,D</p>
<p>Impact Reviews:</p> <p>Ongoing:</p> <p>4 Matrix used regularly to identify key research groups of students and those that are underperforming (e.g. En/Ma crossovers/SEND/PP). Information shared in RAP meetings and whole staff briefings.</p>		

<p>Diagnostic assessment to close gaps in knowledge and literacy skills early to bring students up to their target level by use of Knowledge Organiser, support and targeted intervention.</p> <p>Comparative judgement diagnostic assessments purchased to evaluate writing ages at KS3</p> <p>So that..</p> <p>Students are at least inline with the peers in their Key Stage</p>	<p>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold. (EEF)</p> <p>Comparative Judgement is a quicker and more accurate way of assessing open tasks like essays or extended pieces of writing. (Daisy Christodoulou)</p>	<p>C,D</p>
<p>Impact Reviews:</p> <p>2021/22:</p> <p>Comparative judgement writing assessment completed with Yr 7 students in September 2021. The average writing age of PP students was 9yrs 9mths compared to 10yrs 0mths non PP. Students received literacy lessons as part of a 'Writing Hub' series of lessons which focused on the key areas of weakness in their writing. Writing assessments in May 2022 showed a marked improvement, especially with PP students: PP students: 12yrs 5mths, non PP 12yr 5mths.</p> <p>2022/23:</p> <p>Diagnostic assessments completed in KS3 at the end of each learning cycle in all subjects.</p> <p>Comparative judgement writing assessments completed with all of KS3 in September and June.</p> <p>Writing age data showed Yr 9 making progress over the year: 12yr 7mths to 13yrs (PP - 11yr 8mths to 11yr 11mths).</p> <p>Year 7 writing ages declined: 11yr 11mths to 10yr 4mths (PP - 11yr to 9yr 4mths).</p> <p>2023/24 - piloting use of Century Tech in English and Maths.</p> <p>Extended writing whole school focus including ongoing CPD and development of T&L strategies to improve writing across the school.</p>		
<p>Promoting the importance of reading and increase students exposure to literacy and vocabulary.</p> <p>Implementation of literacy and vocabulary strategy across the school.</p> <p>CPD for vocabulary which is then embedded into the new curriculum.</p> <p>Improving literacy in all subject areas in line with</p>	<p>Nurturing the development of the academic language of secondary school is crucial, given the increasingly specialised language of subject disciplines. This can be supported by targeted vocabulary instruction. (EEF - Improving Literacy in Secondary Schools)</p>	<p>C,D,E</p>

<p>recommendations in the EEF Literacy guidance</p> <p>Bedrock Vocabulary lessons timetabled for Year 7 and Year 8 students</p> <p>So that....</p> <p>Students can read, speak and write with fluency and accuracy which allows them to access all areas of the curriculum. .</p>		
<p>Impact Review:</p> <p>2021/22:</p> <p>All students Yr 7-10 have daily reading programme during morning registration. Yr 7 and 8 students have fortnightly Bedrock vocabulary lessons. Data shows an average 18% improvement in student test scores between pre and post-tests. This averages increases slightly for PP students whose average improvement was 19%. SEND students showed a marked improvement of 26%. NGRT reading tests to be introduced academic year 2022-23.</p> <p>2022/23:</p> <p>All students Yr 7-10 have daily reading programme during morning registration. Yr 7 and 8 students have fortnightly Bedrock vocabulary lessons. Data shows an average 18% improvement in student test scores between pre and post-tests. This averages increases slightly for PP students whose average improvement was 20%. SEND average improvement of 17%.</p> <p>6th form reading mentors paired up with struggling readers. NGRT reading test data showed that 50% of mentored Yr 7 students made expected or higher progress, 80% of Yr 8 students and 92% of Yr 9 students.</p> <p>Preloved book fair - promoting reading for pleasure.</p> <p>All Yr 6 transition students gifted a free book.</p> <p>NGRT reading tests in KS3 (Sept and June). Progress data:</p> <p>Yr 7 - 70% expected progress or higher (PP - 50%) Yr 8 - 73% (PP - 68%) Yr 9 - 81% (PP - 84%)</p> <p>Staff trained in phonics are delivering phonics intervention to struggling readers in Year 7.</p>		

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

Budgeted cost: £276,434

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pre-learning and over-learning. Use of LSAs to deliver curriculum booster sessions for English, Maths and Science to selected Yr 11 SEND students</p> <p>So that...</p> <p>Improved progress and outcomes for SEND students</p>	<p>Effective interventions with TAs include the following elements: sessions are often brief (20–50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). Careful timetabling is in place to enable this consistent delivery. (EEF Making Best Use of Teaching Assistants)</p>	<p>C,D,B</p>
<p>Impact Reviews: 2021/22: Curriculum booster lessons timetabled – Pixl therapy/testing resources used to aid LSA teaching. SEND results greatly improved this year (40% 4+, 20% 5+).</p> <p>Functional Skills in English and Maths being launched 2023/24. Maths sessions being delivered by LSA.</p>		
<p>Boys intervention and mentoring project.</p> <p>So that...</p> <p>Boys are making equal progress to girls and achieving outcome inline with National Average</p>	<p>Mentoring can have a positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and also for non-academic outcomes such as attitudes to school, attendance and behaviour. (EEF)</p>	<p>D,B</p>
<p>Impact Reviews: 2021/22: Boys' mentoring launched. Underperforming boys were split into two types of mentoring groups: 'Know How' and 'Step Up'. Boy/Girl gender gap is still prevalent: 4+ - B 58% v G 65%; 5+ - B 34% v G 46%. 2019 P8 figure for PP boys: -1.08. 2022 P8 figure for PP boys is expected to be around -0.58.</p> <p>2022/23: Mentoring expanded to include girls as well as data for this cohort suggested boy/girl gap was not so prevalent. 4+ - B 49% v G 52%; 5+ - B 30% v G 31% P8 Boys -0.59 P8 Girls -0.24</p>		
<p>Peer support/mentoring and 6th Form mentoring.</p> <p>So that...</p> <p>Students have a deeper understanding of topics and make accelerated progress.</p>	<p>Mentoring can have a positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and also for non-academic outcomes such as</p>	<p>C,D,E</p>

	attitudes to school, attendance and behaviour. (EEF)	
<p>Impact Reviews:</p> <p>2021/22:</p> <p>6th form mentoring has been launched at the beginning of 2022/23. Too early to monitor impact so far.</p> <p>2022/23:</p> <p>6th form reading mentors paired up with struggling readers. NGRT reading test data showed that 50% of mentored Yr 7 students made expected or higher progress, 80% of Yr 8 students and 92% of Yr 9 students.</p>		
<p>Yr 11 Period 6 lessons timetabled and targeted attendance monitored</p> <p>So that...</p> <p>Students make progress in all subjects (particularly in those where they are underachieving) and attain at least their TG.</p>	<p>The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers. (EEF)</p>	C,D,E
<p>Impact Reviews:</p> <p>Ongoing:</p> <p>Yr 11 P6 timetabled and specific students targeted to attend. A new registering system has been launched 2022/23 to make it easier to monitor targeted students' attendance and intervene where necessary.</p>		
<p>PP students are provided with Chromebooks on loan</p> <p>So that..</p> <p>They are able to access home learning tasks and further develop their understanding</p>	<p>Students cannot be successful if they cannot access revision materials or are not supported (whether intentionally or not) by adults at home. (EEF)</p>	C,E
<p>Impact Reviews:</p> <p>2021/22:</p> <p>37% of our PP students accepted the offer of a Chromebook – those that didn't cited already having devices at home.</p> <p>Remaining Chromebooks are now being offered to 2022/23 Yr 7 intake.</p> <p>40% of Yr 7 PP students have accepted the offer of a chromebook so far in 2023/24.</p>		

<p>Students have access to speech and language sessions So that.... They are able to fully access the curriculum, develop their understanding and improve their outcomes</p>	<p>High quality teaching across the curriculum will reduce the need for extra literacy support. Nevertheless, it is likely that a small number of students will require additional support—in the form of high quality, structured, targeted interventions—to make progress. (EEF)</p>	<p>B,C</p>
<p>Impact Reviews: Ongoing: A small number of students with a noted need access sessions following advice from outside agencies.</p>		
<p>Students have access to a range of tutoring programmes including the National Tutoring Programme to target those whose education has been most impacted by the pandemic. A significant proportion of these students will be PP and SEND students So that... They can fully access the curriculum, develop their understanding and improve their outcomes</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. (EEF)</p>	<p>C,B,A</p>
<p>Impact Reviews: 2021/22: From January 2022 onwards 9 PP/SEND students offered 15 one to one tutoring sessions with TKASA teaching staff in English, Maths or Science. High levels of attendance and engagement. LAC student offered English tuition. From March 2022 onwards 21 PP/SEND offered the online tutoring programme through My Tutor. Some inconsistencies in standard of tutor delivery and ICT issues from the tutor's end. Engagement in this has been harder to encourage, particularly the sessions being accessed from home (average attendance 29%). In-school sessions for English, Maths and Science are timetabled in and target our most vulnerable PP/SEND students (eg. those in TAC and on reduced timetables). 6 out of 7 TAC students achieved grades between 1 and 5 in all 3 core subject GCSEs. 2022/23: One to one tutoring in Maths/English/Science: 15 PP students offered one to one or small group tutoring sessions with TKASA teaching staff in English, Maths or Science. High levels of attendance and engagement. LAC student offered Maths tuition.</p>		

<p>Holiday revision and conference sessions for Year 11. So that.... Students have a greater knowledge of topics covered to improve outcomes</p>	<p>The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. (EEF) Holiday school provides a learning environment for those who do not have it at home as well as access to professionals out of 'regular' hours. It also keeps the focus on learning during holiday time and encourages routines to be kept to (historic school data shows that attendance to these sessions resulted in increased progress for these students). (EEF)</p>	<p>C,D,E</p>
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<p>Impact Reviews: 2021/22: Feb 2022 half term – targeted intervention sessions held for Eng/Maths/Science/Art/Drama. Easter Revision Conference held. Parent/Student Preparing for Success revision toolkit workshops held on 16/03/22 and 30/03/22. 22% of attendees were PP families.</p> <p>2022/23: Targeted revision sessions in October and February half terms. Easter Revision Conference held. 2 x Yr 11 Parent Information Evenings held. Deep learning sessions timetabled during exam season.</p>

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

Budgeted cost: £35,377

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Students to receive a PEP plan to ensure all areas of need are met and that progress is tracked and monitored effectively. So that...</p>	<p>Targeted interventions typically involve working with individuals or small groups of pupils who are thought might benefit from developing their social and emotional skills or who have</p>	<p>A,B,E</p>

Staff are fully aware of students barriers to learning and can put strategies in place to remove them	been identified with particular needs. (EEF)	
<p>Impact Reviews:</p> <p>PP 'pen portraits' are being developed as a way of highlighting PP students to staff and providing information about their needs and strategies to help them make progress. HOY 10 has trialled these with a group of Yr 10 underachieving PP students and we are now ready to expand to the whole school during 2022/23. Progress on launching these earlier was hampered due to high levels of staff absence and cover.</p> <p>2022/23:</p> <p>Pen Portraits in place for all Yr 11 PP students.</p>		
Access to external mentors. So that.... Students can access external support to improve their wellbeing	Targeted interventions typically involve working with individuals or small groups of pupils who are thought might benefit from developing their social and emotional skills or who have been identified with particular needs. (EEF)	C,E
<p>Impact Reviews:</p> <p>2021/22:</p> <p>We have a full time ELSA who works in KS3 supporting students or small groups on emotional literacy and social skills. Members of staff are trained in art therapy. We offer a supervised safe space for students to exit to and offer space for external agencies to come in and work with our young people. Referrals to Promise Works completed for key students in need of a mentor. Mentees were then able to have experiences such as theme parks and raptor handling, as well as building a positive relationship with a key adult.</p> <p>2022/23:</p> <p>We have 2 full time ELSAs who work in KS3 & KS4 supporting students or small groups on emotional literacy and social skills. Members of staff are trained in art therapy and drawing and talking. External mental health practitioners come in to provide the students with positive coping strategies. TKASA Champions mentoring programme piloted in term 6 with a group of Yr 7 PP students.</p>		
Pre-loved prom shop available to students to be able to hire suits and dresses for events	Closing the disadvantage gap: Pupils from lower socioeconomic households are	E

<p>So that... Students are able to attend school functions</p>	<p>less likely to be able to afford the cost of school uniforms. Schools ...should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.</p>	
<p>Impact Reviews: 2021/22: Pre-loved prom used widely both within school and the wider community. Expanding to include second hand school uniform this year.</p> <p>2022/23: Pre-loved prom used widely both within school and the wider community. Pre-loved uniform also established as well as pre-loved books.</p>		
<p>Use of external charity partnerships to deliver bespoke training eg children around alcohol abuse So that... Students are able to access support for situations affecting them outside of education which helps them be prepared for learning</p>	<p>Targeted interventions typically involve working with individuals or small groups of pupils who are thought might benefit from developing their social and emotional skills or who have been identified with particular needs. (EEF)</p>	<p>A,E</p>
<p>Impact Reviews: 2021/22: Somerset Drug and Alcohol Service (SDAS) completed work with students 1:1, either those engaging in substance misuse or those who have been impacted by a family member engaging in substance misuse. EscapeLine completed work with students 1:1 to reduce the risk of grooming and exploitation. Somewhere House Counselling held counselling sessions in school for students with low emotional wellbeing. Operation Topaz (Police) completed group work and assemblies to provide an awareness of County Lines, Child Exploitation and signs of grooming.</p> <p>2022/23: As above all continued throughout this year, as well as: In Charley's Memory came in to talk about mental wellbeing and actions and consequences. Stand Against Violence completed assemblies to reduce violence and knife crime.</p>		
<p>Use of Mental Health coordinator to work with students on positive mental health, increase self confidence</p>	<p>Targeted interventions typically involve working with individuals or small groups of pupils who are thought might benefit from</p>	<p>A,B,E</p>

<p>and esteem and coping strategies to improve resilience. So that... Students understand the importance of good mental health and can work on improving their wellbeing</p>	<p>developing their social and emotional skills or who have been identified with particular needs. (EEF)</p>	
<p>Impact Reviews: 2021/22: Experienced Mental Health Coordinator was in post until February 2022. A lot of interventions completed around mental wellbeing and self-esteem. Liaised with agencies such as Mental Health Support Team and Young Somerset to deliver group work and assemblies. Position has been vacant since the Summer Term. (New appointment starting 31/10/22)</p> <p>2022/23: New Safeguarding and Mental Health Co-ordinator started on 31/10/22 and has liaised with external agencies alongside the Safeguarding and Mental Health Manager. She has also booked agencies in to deliver interventions, group work and assemblies.</p>		
<p>Courses/passion/hobbies/interests on offer to PP students struggling to cope with full time mainstream timetable So that... Students are able to access the curriculum and wider activities to broaden their experiences and help them succeed</p>	<p>On behalf of JFR, Connelly, Sullivan and Jerrim (2014) published a comprehensive review of educational attainment in Primary and Secondary schools in the UK. Economic, cultural and social capital had a direct impact on educational inequalities. Connelly, Sullivan and Jerrim (2014)</p>	<p>A,B,C,E</p>
<p>Impact Reviews: Ongoing: Financial contribution made to Music department to allow for PP students to access Orchestra club and one to one music tuition. Cookery lessons for Yr 7 PP student on alternative timetable. Gymnastics classes funded for PP/LAC student. Students attending The Achievement Centre have been able to trial work experience for new skills and experiences. This has supported their aspirations and helped them to achieve.</p>		
<p>Provide breakfast club for all years and exam breakfast at pin points in the year for KS4/5.</p>	<p>On behalf of JFR, Connelly, Sullivan and Jerrim (2014) published a comprehensive review of educational</p>	<p>E</p>

<p>Charities provide breakfast sessions and food parcels to ensure students are ready to learn and to help them understand and live/cope with difficult experiences.</p> <p>So that....</p> <p>Students understand the importance of healthy diet and are better prepared/ready to learn and succeed</p>	<p>attainment in Primary and Secondary schools in the UK.</p> <p>Economic, cultural and social capital had a direct impact on educational inequalities.</p> <p>Connelly, Sullivan and Jerrim (2014)</p>	
<p>Impact Reviews:</p> <p>2021/22:</p> <p>Free breakfast was provided through the school canteen to all students during the exam season.</p> <p>Food Bank vouchers provided for families in need.</p> <p>Food parcels delivered to family homes.</p> <p>Food, such as bread/toast, always available for students attending The Achievement Centre.</p> <p>2022/23:</p> <p>Free porridge and/or toast offered to all students throughout the year.</p>		
<p>Parent information event for Core subjects in KS3 and KS4</p> <p>Parental teaching workshops and training workshops</p> <p>So that....</p> <p>Home:school links are improved and parents are fully informed of GCSE content to be able to support students</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.</p> <p>(EEF- Metacognition high levels of impact)</p>	<p>C,E</p>
<p>Impact Reviews:</p> <p>2021/22:</p> <p>Parent/Student Preparing for Success revision toolkit workshops held on 16/03/22 and 30/03/22. 22% of attendees were PP families.</p> <p>2022/23:</p> <p>2 x Yr 11 Parent Information Evenings held.</p> <p>Information evenings for all year groups being held during academic year 23/24</p>		
<p>All trips must have 30% PP attendance</p> <p>So that.....</p> <p>Students cultural capital prepares them for future successes</p>	<p>On behalf of JFR, Connelly, Sullivan and Jerrim (2014) published a comprehensive review of educational attainment in Primary and Secondary schools in the UK.</p>	<p>A,E</p>

	Economic, cultural and social capital had a direct impact on educational inequalities. Connelly, Sullivan and Jerrim (2014)	
Impact Reviews: Ongoing: School trips subsidised for PP students (e.g. geog field trips, theatre trips)		
School equipment and uniform are available So that.... Students are equipped to learn and have a greater knowledge of topics covered to make accelerated progress	Students cannot be successful if they cannot access revision materials or are not supported (whether intentionally or not) by adults at home. (EEF)	C,D,E
Impact Reviews: Ongoing: Shoes/school bags/PE kit/uniform vouchers available for PP students		
Access to an onsite careers advisor to guide and support student choices Careers information, advice and guidance can be a powerful tool. High- quality guidance helps young people make effective decisions and can be associated with significant wider benefits. So that.... Students are aware of their options Post 16 and make effective decisions with all of them accepted onto their next steps on their learning journey	Careers information, advice and guidance can be a powerful tool. High- quality guidance helps young people make effective decisions and can be associated with significant wider benefits. IES https://www.employment-studies.co.uk/news/careers-advice-crucial-what-can-schools-do	C,D,E
Impact Reviews: 2021/22: Onsite careers advisor offered one to one appointments with students in Yr 10 and 11. Careers advice was available on GCSE results day. Open ended 121 appointments to discuss career and progression pathways available to all students with PP as a priority. Additional time and resources spent on supporting PP students with sourcing meaningful work experience opportunities. Further outreach made available to all families with an offer of impartial careers advice to all students.		

<p>Trips in 2021-22 were limited due to COVID, but work experience week and mock interview day where students created a CV, explored the labour market and met local employers all ran successfully.</p> <p>NEET figures for the class of 2021 were- 4%</p> <p>2022/23: As above. NEET figure for the class of 2022 was 1.9%.</p>		
<p>Access to wider opportunities - visits to Universities, employers etc. To raise standards and aspirations. Visits to industries, apprenticeships, colleges, universities etc can give the students a clear aim and focus to ensure they strive for success and thrive to do well.</p> <p>So that..</p> <p>Students gain experience of opportunities available to them and make informed aspirational decisions for their futures</p>	<p>Careers information, advice and guidance can be a powerful tool. High- quality guidance helps young people make effective decisions and can be associated with significant wider benefits.</p> <p>IES</p> <p>https://www.employment-studies.co.uk/news/careers-advice-crucial-what-can-schools-do</p>	<p>C,D,E</p>
<p>Impact Reviews:</p> <p>2021/22:</p> <p>Army residential work experience for a small number of year 10 students. The vast majority of year 10 students participated in offsite work experience for a week. Online TED talks hosted by the 6th form and TPLT careers team were available to all students promoting university, apprenticeship and employment pathways.</p> <p>2022/23:</p> <p>Full calendar of activities designed to support students. PP students given additional support.</p> <p>All Yr 10 and Yr 12 students participated in work experience for one week.</p> <p>All Yr 10 students participated in an employer mock interview.</p>		
<p>Bespoke attendance management</p> <p>So that...</p> <p>Staff are aware of students needing support so that attendance improves and students are accessing the whole curriculum improving their chance of success</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p>	<p>A,C,E</p>
<p>Impact Reviews:</p> <p>2021/22:</p>		

<p>PP attendance 84%</p> <p>Non-PP attendance 89%</p> <p>2022/23:</p> <p>PP attendance 82%</p> <p>Non-PP attendance 89%</p> <p>Attendance is a key whole school priority for 2023/24. Restructuring of AP role i/c of attendance and looking to expand the attendance support staff team.</p>		
<p>Parents invited into school for curriculum support evening and teaching evening.</p> <p>Focus on promoting independent study skills and how parents can develop these skills at home. Teach parents what the students are learning so they are equipped to help at home. Empower parents So that...</p> <p>Home: school links are improved and parents are fully informed of GCSE content to be able to support students</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. (EEF- Metacognition high levels of impact)</p>	<p>A,E</p>
<p>Impact Reviews:</p> <p>2021/22:</p> <p>Parent/Student Preparing for Success revision toolkit workshops held on 16/03/22 and 30/03/22. 22% of attendees were PP families.</p> <p>2022/23:</p> <p>Term 6 parent evening returned to face to face rather than online.</p> <p>2 x Yr 11 Parent Information Evenings held.</p> <p>Information evenings for all year groups being held during academic year 23/24</p>		

Total budgeted cost: £429,697

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 2022 to 2023 academic year.

	4+ English and Maths	5+ English and Maths	P8	A8
TKASA	50% (20% PP)	30% (12% PP)	-0.43 (-0.93 PP)	40.11 (29.93 PP)
National				

	Attendance PP	Attendance non PP
2022-23 TKASA	82%	89%

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
Tassomai	
Bedrock Vocabulary	
No More Marking	