

# 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	Jewellery Quarter Academy
Number of pupils in school	634
Proportion (%) of pupil premium eligible pupils	66.7 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021 / 2022 to 2024 / 2025
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Jamie Barton, Headteacher
Pupil premium lead	Dimple Chudasama, Deputy Headteacher
Governor / Trustee lead	Audrey Glenn Local Governing Body

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 422,280.00
Recovery premium funding allocation this academic year	£ 119, 988.00
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	£ 542, 268

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is linked to our Academy mission: that all students, irrespective of their starting point or the challenges they face, make good progress and achieve high levels of attainment across the curriculum, developing a depth of character around our shared CORE values, that enables them to go on to ambitious next steps.

We aim that students leave JQA having experienced a 'powerhouse' of a curriculum that not only ensures they have attained at least the basic standard in English (Literacy and oracy) and maths (numeracy), but that also ensures they have the relevant knowledge and experience that enables them to be contribute and engage with society in a meaningful way. It is our intention that through this strategy we close the gaps that students have upon entry that is below that of their peers nationally, but also gaps that were created or widened because of the Covid-19 global pandemic.

Great teaching is front and centre of our Pupil Premium strategy as this is proven to have the highest impact on closing the disadvantaged attainment gap. It is our aim to ensure all staff are equipped with the knowledge, skills, and support to ensure nothing distracts them from great teaching. Through this strategy we have sought to remove any activity that may distract staff from planning and delivering high quality lessons and provide all teachers with access to evidence informed professional development, coaching and performance and subject development.

Whilst this strategy is for all disadvantaged pupils, it has also been integrated into wider Trust and Academy plans for educational recovery for pupils where education has been worst affected and therefore may include non-disadvantaged students.

## Challenges

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

Challenge number	Detail of challenge
1	<p>The <b>attainment</b> of disadvantaged students at KS3 and KS4 is generally lower than their peers in the academy and nationally.</p> <p>For example, 38% of disadvantaged students in Year 9 are still below secondary ready (SAS score of below 100) in English and 45% in Maths and Science.</p> <p>Disadvantaged students who were identified at 'High Prior Attainers' have progress outcomes at KS4 that are lower than their non-PP peers across the curriculum.</p> <p>The progress 8 score for disadvantaged students was -1.12 compared to -0.73.</p> <p>The progress of disadvantaged boys is significantly lower across the curriculum at both KS3 and KS4. The progress 8 for all disadvantaged students was -1.12, for disadvantaged girls, it was -0.50 and it was -1.48 for disadvantaged boys.</p>
2	<p>Disadvantaged students enter the academy with a Standard Age Reading Score significantly below that of their peers nationally (on average the SAS score is 90, while the national average is 100). Furthermore, the Mean Standard Age Score for males is significantly lower than that of females. These gaps continue and impact their progress in all subjects.</p>
3	<p>Persistent absenteeism is higher than the national average for all students, with a wider gap for disadvantaged students. Persistent absenteeism has a negative impact on students' progress and overall attainment.</p>
4	<p>Homework is not completed by more disadvantaged students compared to their peers. This could be due to a lack of access to technology and educational resources outside of the academy. This has a negative impact on attainment.</p>
5	<p>Our observations and data from the 'Pupil attitude to School and Self (PASS) surveys indicate that academic confidence, resilience and stamina for learning is lower in disadvantaged students compared to their peers. This is supported by <a href="#">evidence from the EEF</a>. The emotional wellbeing and mental health of our disadvantaged students remains a challenge post-pandemic.</p>
6	<p>Following the pandemic, students have had a narrow experience of life outside of school, leading to lack of tools on how to pursue ambitious choices and next steps. Although the number of NEETs is very low, they have all been disadvantaged students.</p>
7	<p>Suspensions of disadvantaged boys nationally compared to their peers is particularly high.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Gaps in both curricular and procedural knowledge and skills for students in KS3, closes so that they are in line with their peers nationally in English and maths.	<ul style="list-style-type: none"> <li>Assessments show that attainment scores for our PP students have moved closer to national average: over 95 in 2022/23, at least 100 in 2023/24, and over 100 in 2024/25.</li> </ul>
KS4 outcomes are improved to be in line with peers nationally across the curriculum.	<ul style="list-style-type: none"> <li>The Progress 8 score in 2023 will show an improvement on the previous year and will be closer to 0.</li> <li>The Progress 8 score in 2024 will show an improvement on the previous year and will be at least 0.</li> <li>The Progress 8 score in 2025 will be positive and will show an improvement on the previous year.</li> </ul>
<p>Improve the literacy of disadvantaged pupils to ensure it does not impact on their ability to access the curriculum by:</p> <ul style="list-style-type: none"> <li>Embedding a whole school reading / oracy strategy, including access to literature</li> <li>Implementation of Reading Plus for every student.</li> <li>Intervention for our weakest readers with the Ruth Miskin phonics programme.</li> <li>High Quality professional development in both reading and literacy strategies for staff.</li> </ul>	<ul style="list-style-type: none"> <li>No student eligible for pupil premium is in the bottom 10% of readers by the end of KS3.</li> <li>The NGRT assessment will show that the SAS scores for our PP students is closer to national average: over 95 in 2022/23, at least 100 in 2023/24 and over 100 in 2024/25.</li> <li>Data shows that PP students are accessing the library and Reading Plus.</li> </ul>
Improve the quality of teaching and learning with “quality first teaching” in all classrooms which is grounded in best practise.	<ul style="list-style-type: none"> <li>Data gathered by internal and external quality assurance processes identifies that all students experience lessons that enable at least good progress to be made.</li> <li>End of year data shows that there is an improvement in PP students meeting age related expectations at KS3 in all subjects: at least 60% by 2022/23, 75% by 2023/24 and 85% by 2024/25.</li> <li>End of year data shows that all PP students in Year 10 are only one grade away from their KS4 minimum target grade in every subject, so are in line to meet their target grades by the end of Year 11.</li> <li>The Progress 8 score for our disadvantaged students in Year 11 will move towards being closer to the</li> </ul>

	<p>national average and be positive by 2025: -0.25 by 2022/23, 0.00 by 2023/24, and positive by 2024/25.</p> <ul style="list-style-type: none"> <li>• Student and parent voice shows that students are learning and making good progress in their lessons.</li> </ul>
Students who are disadvantaged and HPA make at least expected progress.	<ul style="list-style-type: none"> <li>• The Progress 8 score for this group in 2023 will show an improvement on the previous year and will be closer to 0; -0.75 by 2022/23, -0.35 by 2023/24, and 0.00 by 2024/25.</li> </ul>
Disadvantaged boys make at least expected progress.	<ul style="list-style-type: none"> <li>• The Progress 8 score for this group in 2023 will show an improvement on the previous year and will be closer to 0: -1.00 by 2022/23, -0.5 by 2023/24, and -0.00 by 2024/25.</li> </ul>
The attendance of our PP students is in line with national average as is the persistent absenteeism. The gap between PP and non-PP diminishes.	<ul style="list-style-type: none"> <li>• Attendance of all students will move towards national average; 92% by the end of 2022/23, 94% by 2023/24 and 96% by 2024/25.</li> <li>• Persistent absenteeism will diminish from 30% to 25% by the end of 2022/23, down to 15% by 2023/24 and in line with national average by 2024/25.</li> <li>• Persistent absenteeism of PP students will be within 5% of all students.</li> </ul>
Students have the tools and knowledge to access aspirational destinations via a combination of high quality CEIAG, enrichment and extracurricular activities.	<ul style="list-style-type: none"> <li>• There are 0 NEETs in Year 11.</li> <li>• Every Year 11 PP student has visited at least one college or university.</li> <li>• Every Year 10 PP student has visited a university and completed a work experience placement.</li> <li>• Every Year 9 PP student has attended the National Apprenticeship event.</li> <li>• Every Year 8 PP student has attended at least two 'cultural capital' trips.</li> <li>• Every Year 7 PP student has attended at least one 'cultural capital' trip.</li> <li>• Every student participates in an extra-curricular opportunity.</li> </ul>
Students can access a range of resources they need to ensure they have a well-rounded and well supplemented education.	<ul style="list-style-type: none"> <li>• The number of PP students not completing their homework over the year diminishes by at least 50% (from Autumn 1 to Summer 2).</li> </ul>
Students can access a range of extra-curricular activities and resources to ensure they receive a culturally rich education.	<ul style="list-style-type: none"> <li>• Participation and extracurricular tracking indicate that disadvantaged students are accessing clubs and resources and that this is having a positive impact on their 'character data' over time (Autumn 1 through to Summer 2).</li> </ul>
Improve students learning behaviours and attitudes to learning, leading to a reduction in breaks of	<ul style="list-style-type: none"> <li>• There is an improvement in PP students' attitude to learning and 'character data' over time (Autumn 1 through to Summer 2).</li> </ul>

the code of conduct and suspensions for PP students.

- 100 % of PP students in Year 11 receive the 24-carat gold badge.
- 80 % of PP students in Year 10 receive the 24-carat gold badge.
- 60 % of PP students in Year 9 receive the 24-carat gold badge.
- 50 % of PP students in Year 8 receive the 24-carat gold badge.
- 40 % of PP students in Year 7 receive the 24-carat gold badge.
- The number of PP students *not* on the STEP system diminishes by at least 50% over the course of the year (from Autumn 1 to Summer 2).

### Activity in this academic year (2023-2024)

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: **£ 82,861.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialised graduate coaches in Maths, English and Science and reading to work with students in both KS3 and KS4 to close gaps identified in standardised tests and in class assessments.</p>	<p>EEF toolkit suggests small group intervention has +4 months benefit.</p>	<p>1, 2 and 4</p>
<p>Improving literacy across all subject areas in line with the 'EEF Improving Literacy in schools' guidance. Professional Development provided for all staff from the National Literacy Trust on Reading for Learning and Disciplinary Learning. Professional Development for all staff to increase awareness of phonic literacy. Ruth Miskin resources and professional development for targeted staff. Reading Plus as a universal provision. Installation of a school library and reading books. Appointment of a literacy lead (TLR).</p>	<p>Improving literacy in secondary schools' EEF toolkit - Reading comprehension- +6 months EEF toolkit- Oral language interventions- +6 months EEF toolkit- Phonics - +4</p>	<p>1, 2 and 4</p>
<p>High quality professional development and enhancement of our curriculum design via support from other Trusts who are recognised as outstanding.</p>	<p>Professional development is based on the methodologies that are highlighted as most effective at improving student outcomes.  Educational literature such as Lemov (2010) and Sherrington (2019) suggests selective methodologies are most effective at improving student outcomes.</p>	<p>1, 2 and 4</p>

	This is further supported in the EEF Tool kit (2021) which claims that specific strategies such as interleaving, and questioning can add up to +7 months of progress.	
High Quality curriculum resources to support staff development and student outcomes.	EEF-Digital Technology - +4 months	1, 2 and 4
High Quality CPD for teachers.	Educational literature such as Lemov (2010) and Sherrington (2019) suggests selective methodologies are most effective at improving student outcomes. This is further supported in the EEF Tool kit (2021) which claims that specific strategies such as interleaving, and questioning can add up to +7 months of progress.	1, 2 and 4

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

Budgeted cost: **£ 134,629.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with National Tutoring Programme providers with a focus on HPA students, 1-to-1 and 1-to-3 mentoring / coaching and school led tuition for the students with the widest gaps as identified using standardised tests. Each year group will have at least 30 places on the Coach Bright academic tutoring programme to work on closing identified gaps.	EEF research indicates that one to one tuition can make up to 5 months additional progress. DFE- School led tutoring guidance+4+months EEF phonics- +4 months  It is what works for our students and EEF research indicates that small group focus work can improve students by +4 months.	1, 2, 4 and 5
Year 11 students will have exam specific intervention from external providers e.g., Elevate	It is what works for our students and EEF research indicates that small group focus work can improve students by +4 months.	1, 2, 4 and 5
Work experience, working in partnership with an external provider.	The good career guide states that an effective careers programme leads to better attainment (section 5.4).	3, 5, 6 and 7



Provision enrichment and extra-curricular activities to support development of student's curriculum enrichment and cultural capital, including peripatetic music lessons.	EEF Research suggests that Arts participation particularly in increasing engagement to improving teaching and learning for pupils and increases an additional three months of progress. EEF toolkit- Outdoor adventure learning- +4 months EEF- Arts participation - + 2months	3, 5, 6 and 7
Provision of oral language intervention to develop students debating and oracy skills using Debate Mate and Votes for Schools.	EEF toolkit – Oral language intervention- +6 months	1, 2 and 5
Access to a careers advisor to provide additional support to PP students and PP of which are SEND.	CEC report (2020) highlights importance of careers guidance. Gatsby & the careers and enterprise company research shows the impact of careers leaders as improving outcomes and research by Hattie (2016) demonstrated that Careers interventions have an effect size of +0.38 and are likely to have a positive impact on student achievement.	5 and 6

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

Budgeted cost: **£ 324,778.00**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Specific Academic Mentoring for the most vulnerable disadvantaged students	EEF research indicates that SEL interventions not only seek to improve pupils' decision-making skills, but also raise the attainment of students leading to on average four months additional progress.	1, 3, 4, 5 and 7
To ensure that the needs of PP students are addressed from a safeguarding and wellbeing view through regular targeted interventions by a dedicated pastoral team.	EEF- Social and emotional learning - +4 months DFE's improving school attendance	1, 3, 4, 5 and 7

Targeted support from sports coaches at social time.	EEF-Managing Behaviour - 2019	3, 5 and 7
Year Group Coordinators supporting with the role of educational welfare to reduce PA figures.	DFE's improving school attendance has been informed by engagement with schools that have significant PA levels.	3, 4, 5 and 7
Further internal and external strategies to support positive well-being, mental health and attitudes about school and self.	EEF Improving behaviour in schools. Research from prominent universities such as Stamford (2018) states that positivity makes student more successful.	3, 4, 5 and 7
Students to have various enrichment to support and enhance their academic and character-building experiences at the academy.	EEF and the impact/importance of enrichment and social and emotional learning – this compares various activities and indicates the cost benefit analysis and potential impact <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	5, 6 and 7

**Total budgeted cost: £ 542,268.00**

## Part B: Review of outcomes in the previous academic year (2022 - 2023)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the academic year 2022 - 2023.

<p>During the academic year of 2022 - 2023, teachers have worked tirelessly with students to get good outcomes. The PP spend has enabled this to happen.</p>		
Intended outcome	Success criteria	Outcomes
<p>Gaps in both curricular and procedural knowledge and skills for students in KS3, closes so that they are in line with their peers nationally in English and maths.</p>	<ul style="list-style-type: none"> <li>Assessments show that attainment scores for our PP students have moved closer to national average: over 95 in 2022/23, at least 100 in 2023/24, and over 100 in 2024/25.</li> </ul>	<p>The data shows that the SAS at KS3 for English was 94.8 and for maths was 95.3. We are very pleased with the progress made, especially in maths, and attribute this success to various strategies laid out here in the PP plan.</p>
<p>KS4 outcomes are improved to be in line with peers nationally across the curriculum.</p>	<ul style="list-style-type: none"> <li>The Progress 8 score in 2023 will show an improvement on the previous year and will be closer to 0.</li> <li>The Progress 8 score in 2024 will show an improvement on the previous year and will be at least 0.</li> <li>The Progress 8 score in 2025 will be positive and will show an improvement on the previous year.</li> </ul>	<p>For our Year 11 cohort, the Progress 8 score for summer 2022 showed that on average, our PP students had a P8 score of 0.11 lower than their non-PP peers. Although the overall average P8 score was lower than last year, this year (summer 2023) the PP students did better – with an average P8 score of 0.07 <i>higher</i> than their non-PP peers.</p>
<p>Improve the literacy of disadvantaged pupils to ensure it does not impact on their ability to access the curriculum.</p>	<ul style="list-style-type: none"> <li>No student eligible for pupil premium is in the bottom 10% of readers by the end of KS3.</li> <li>The NGRT assessment will show that the SAS scores for our PP students is closer to national average: over 95 in 2022/23, at least 100 in 2023/24 and over 100 in 2024/25.</li> <li>Data shows that PP students are accessing the library and Reading Plus.</li> </ul>	<p>Based on the latest NGRT data, at KS3 we have 72% of students in the bottom 10% of readers at KS3 as PP which is far from what we want.</p> <p>At KS3, the average SAS score is 96.43 and for KS4, it is 95.35 so this does hit our target.</p> <p>We have limited data on the library, but we acknowledge that the leadership of literacy and reading at the school needs further investment, and so we have added to our literacy strategy in the form of a TLR for a specific person to lead on the strategy.</p>

<p>Improve the quality of teaching and learning with “quality first teaching” in all classrooms which is grounded in best practise.</p>	<ul style="list-style-type: none"> <li>• Data gathered by internal and external quality assurance processes identifies that all students experience lessons that enable at least good progress to be made.</li> <li>• End of year data shows that there is an improvement in PP students meeting age related expectations at KS3 in all subjects: at least 60% by 2022/23, 75% by 2023/24 and 85% by 2024/25.</li> <li>• End of year data shows that all PP students in Year 10 are only one grade away from their KS4 minimum target grade in every subject, so are in line to meet their target grades by the end of Year 11.</li> <li>• The Progress 8 score for our disadvantaged students in Year 11 will move towards being closer to the national average and be positive by 2025: - 0.25 by 2022/23, 0.00 by 2023/24, and positive by 2024/25.</li> <li>• Student and parent voice shows that students are learning and making good progress in their lessons.</li> </ul>	<p>At KS3, 26% of PP students met age-related expectations.</p> <p>The Progress 8 score for Year 10 PP students at the end of 2023 was -1.63.</p> <p>Our Year 11 Progress 8 score for PP students was -0.62 in summer 2023.</p> <p>According to the latest parent survey, 100% of parents agree or strongly agree that the school has high expectations of their child, and that their child does well in the school.</p> <p>The student survey shows that 66% of students said that teachers in all or most of their lessons help them to achieve their best, whilst 64% think that the teachers challenge them through the work, pertaining to the high expectations.</p>
<p>Students who are disadvantaged and HPA make at least expected progress.</p>	<ul style="list-style-type: none"> <li>• The Progress 8 score for this group in 2023 will show an improvement on the previous year and will be closer to 0; -0.75 by 2022/23, -0.35 by 2023/24, and 0.00 by 2024/25.</li> </ul>	<p>The P8 score for this group was - 1.38 and this was an improvement on the year before (P8 was -1.51 in summer 2022).</p>
<p>Disadvantaged boys make at least expected progress.</p>	<ul style="list-style-type: none"> <li>• The Progress 8 score for this group in 2023 will show an improvement on the previous year and will be closer to 0: -1.00 by</li> </ul>	<p>In summer of 2023 the P8 score was -0.68 for this group; we were aiming for -1.00 so we were really pleased that we surpassed our target.</p>

	2022/23, -0.5 by 2023/24, and -0.00 by 2024/25.	
The attendance of our PP students is in line with national average as is the persistent absenteeism. The gap between PP and non-PP diminishes.	<ul style="list-style-type: none"> <li>Attendance of all students will move towards national average; 92% by the end of 2022/23, 94% by 2023/24 and 96% by 2024/25.</li> <li>Persistent absenteeism will diminish from 30% to 25% by the end of 2022/23, down to 15% by 2023/24 and in line with national average by 2024/25.</li> <li>Persistent absenteeism of PP students will be within 5% of all students.</li> </ul>	<p>Our attendance last year for PP students was 88.7%.</p> <p>The percentage of all students who hit the persistent absence threshold last year was 40.95%. Of these students, 70% were PP.</p>
Students have the tools and knowledge to access aspirational destinations via a combination of high quality CEIAG, enrichment and extracurricular activities.	<ul style="list-style-type: none"> <li>There are 0 NEETs in Year 11.</li> <li>Every Year 11 PP student has visited at least one college or university.</li> <li>Every Year 10 PP student has visited a university and completed a work experience placement.</li> <li>Every Year 9 PP student has attended the National Apprenticeship event.</li> <li>Every Year 8 PP student has attended at least two 'cultural capital' trips.</li> <li>Every Year 7 PP student has attended at least one 'cultural capital' trip.</li> <li>Every student participates in an extra-curricular opportunity.</li> </ul>	<p>We had 2.6% of NEETs in last year's Year 11 cohort. Of the three students, two were PP.</p> <p>17% of our PP students in Year 11 visited at least one college or university.</p> <p>8.4% of PP students in Year 10 visited a university and completed a work experience placement.</p> <p>This numbers need to increase, which is why we have further developed our <a href="#">PD curriculum</a> to ensure that every student gets the opportunity to visit.</p> <p>100% of Year 9 students had access to post-16 providers promoting apprenticeships.</p> <p>22% of Year 8 students attended at least two cultural capital trips and 100% of Year 7 students attended at least one cultural capital trip.</p> <p>Through the weekly CORE Extra sessions, every student partook in extracurricular activities at least once a week and throughout the year.</p>
Students can access a range of resources they need to ensure they have a well-rounded	<ul style="list-style-type: none"> <li>The number of PP students not completing their homework over the year diminishes by at least 50%</li> </ul>	The percentage of students who got sanctioned for not completing homework in autumn 1 last year was 0.2% and this increased to

and well supplemented education.	(from Autumn 1 to Summer 2).	29.9% by the end of the year (summer 2).
Students can access a range of extra-curricular activities and resources to ensure they receive a culturally rich education.	<ul style="list-style-type: none"> <li>• Participation and extracurricular tracking indicate that disadvantaged students are accessing clubs and resources and that this is having a positive impact on their 'character data' over time (Autumn 1 through to Summer 2).</li> </ul>	<p>Through the weekly CORE Extra sessions, every student partook in extra-curricular activities at least once a week and throughout the year.</p> <p>The average CORE character score (from a maximum of 24) for our PP students was 20.1 in the autumn term to 18.2 by the end of the year.</p>
Improve students learning behaviours and attitudes to learning, leading to a reduction in breaks of the code of conduct and suspensions for PP students.	<ul style="list-style-type: none"> <li>• There is an improvement in PP students' attitude to learning and 'character data' over time (Autumn 1 through to Summer 2).</li> <li>• 100 % of PP students in Year 11 receive the 24-carat gold badge.</li> <li>• 80 % of PP students in Year 10 receive the 24-carat gold badge.</li> <li>• 60 % of PP students in Year 9 receive the 24-carat gold badge.</li> <li>• 50 % of PP students in Year 8 receive the 24-carat gold badge.</li> <li>• 40 % of PP students in Year 7 receive the 24-carat gold badge.</li> <li>• The number of PP students on the STEP system diminishes by at least 50% over the course of the year (from Autumn 1 to Summer 2).</li> </ul>	<p>The average CORE character score (from a maximum of 24) for our PP students was 20.1 in the autumn term to 18.2 by the end of the year.</p> <p>36% of Year 11 PP students got the 25-carat gold badge last year, 33% of Year 10, 45% of Year 9, 29% of Year 8 and 45% of Year 7 students.</p> <p>The number of PP students on the STEP system in Autumn 2 was 88 and this number reduced to 77 by Summer 2.</p>

### 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*

<b>Programme</b>	<b>Provider</b>
NTP	My Tutor
NTP	Elevate
NTP	PET-Xi

## Further information (optional)

Our Pupil Premium strategy will be supplemented by additional activities that are not funded by the pupil premium or recovery plan. This will include:

Developing teachers' pedagogy through coaching to ensure the opportunity to practice skills identified as the highest leverage to ensure students' progress. Research into school improvement emphasises that great teaching is the highest leverage to enact school improvement, therefore we dedicate time, resources, and professional development to ensuring our staff are continually developing.

We are outward-facing and have connected with other Academies to support our colleagues in the development and professional dialogue to ensure curriculums are as rich and challenging as possible. For example, we are a member of the Titan consortium and work with nationally renowned trusts such as the Dixons, in the north-west of England and the Chiltern Trust.

We offer a wide range of high-quality extracurricular activities such as the CCF, Duke of Edinburgh to boost wellbeing, behaviour, attendance, and aspiration.

We have partnered with outstanding MATs and worked with schools to ensure our curriculum design is robust. Planning, implementation, and evaluation in the planning of this PP strategy, we internally evaluated our plan, by evaluating the impact of activities previously deployed, consulted with colleagues, school governors, students' and parents' views and triangulated evidence from standardised tests, school data, class books and subject reviews to identify the challenges faced by our disadvantaged students.

In addition to the internal review, we also commissioned an external perspective. In writing the report we engaged with research and studies including those from the EEF, Sutton Trust, DFE, "what works" and Uncommon Schools. We also engaged with schools whose PP students are making excellent progress.