

## Pupil premium strategy statement 2023 - 2026

This statement details our school's use of pupil premium 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	Belle Vue Girls' Academy
Number of pupils in school	955
Proportion (%) of pupil premium eligible pupils	35.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023 to 2026
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Deborah Anness, Headteacher
Pupil premium lead	Deborah Anness, Headteacher
Governor / Trustee lead	Nurjahan Ali-Arobi Vice Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£318,675
Recovery premium funding allocation this academic year	£0
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	£318,675

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Our objectives**

At Belle Vue Girls' Academy we are committed to providing an exceptional educational experience for all, empowering our young people to become confident learners, confident communicators, and confident future citizens.

We are driven by ambition, aspiration and excellence. We expect nothing but the best, from everyone, for everyone. We break down barriers, we tackle disadvantage, and we value and actively promote inclusion and celebrate diversity. We create an inclusive environment, in which everyone feels welcomed, supported and confident about being themselves whatever their characteristics or background. We know that education has the power to dramatically improve life chances and we take our commitment to our young people seriously. We take every measure to ensure our academy is a happy and safe place for young people to learn and grow.

The specific intention of our Pupil Premium Strategy is to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the whole curriculum, and particularly in EBacc subjects.

#### **How our pupil premium strategy plan works towards achieving these objectives**

Our pupil premium strategy is designed to ensure all disadvantaged pupils, including higher prior attainers, receive an exceptional education and make good progress across the curriculum, achieving the best possible outcomes. We particularly consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. Our strategies are intended to support their needs, regardless of whether they are disadvantaged or not. EEF Research evidence is used to identify the strategies that will have the greatest impact. [EEF Pupil Premium Menu](#)

#### **Key principles of our strategy plan**

- We have high expectations for all our pupils. All staff take seriously their responsibility to ensure academic outcomes for disadvantaged pupils are equal to those of non-disadvantaged pupils.
- The curriculum is designed so all pupils, regardless of disadvantage or starting point, receive an excellent quality of education.
- Teaching is consistently of the highest standard.
- Robust diagnostic assessment is used to identify areas in which pupils are most in need of support, with early literacy and numeracy our key priority.
- All pupils have an equal entitlement to high-quality enrichment opportunities.
- We proactively work to remove barriers to learning, supported by a high-quality pastoral team, partnerships with parents and work with external agencies.
- Pupils cannot learn and make progress if they are not in school. We have the same high expectations for attendance for all pupils and work proactively to ensure all pupils are in school every day.

## Challenges

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

Challenge number	Detail of challenge
<p><b>1. High Quality Teaching for all</b></p>	<p>Evidence indicates that high quality teaching is the most important lever we have to improve pupil attainment, including for disadvantaged pupils. Our focus continues to be building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment so that the attainment of all pupils continues to improve, and the gap between pupil premium and non-pupil premium pupils continues to narrow.</p> <p>Historically there has been a gap between the attainment and progress of disadvantaged and non-disadvantaged pupils at all key measures by the end of Key Stage 4. In 2022 and 2023, and because of the strategies employed, we were successful in reducing this gap. In 2024 the gap widened slightly, which detailed analysis reveals was the result of the impact of the persistent absence of a small group of disadvantaged pupils. Disadvantaged pupils with above 90% attendance achieved positive progress, in line with non-disadvantaged students. Therefore, our prime focus in 2024-25 is improving attendance at school and in lessons so all students fully access the curriculum, and high-quality teaching.</p>
<p><b>2. Targeted Academic Support</b></p>	<p>A number of pupils in Key Stage 3 require targeted academic support to assist language development, literacy and numeracy. Our interventions are carefully linked to classroom teaching and matched to specific needs, and do not inhibit pupils' access to the curriculum.</p> <p><b>Reading in Key Stage 3</b></p> <ul style="list-style-type: none"> <li>2022-24 KS2 scaled scores, GL Assessment NGRT for Year 7, English teachers' baseline assessment data and discussion with KS3 pupils and teachers indicates that disadvantaged pupils across the key stage generally have lower levels of reading comprehension than their peers. This has the potential to limit their progress in all KS3 curriculum areas.</li> </ul> <p><b>Numeracy in Key Stage 3</b></p> <ul style="list-style-type: none"> <li>2022-24 KS2 scaled scores, maths teachers' baseline assessment and discussion with KS3 pupils and teachers indicates that disadvantaged pupils generally have lower levels of mathematical and problem-solving skills than their peers. This has the potential to limit their progress in all KS3 curriculum areas.</li> </ul> <p><b>English as an Additional Language</b></p> <ul style="list-style-type: none"> <li>2022-24 KS2 scales scores and baseline assessments and discussion with KS3 pupils and teachers indicates disadvantaged students with EAL needs find it harder to make progress with language acquisition and need further EAL interventions.</li> </ul>
<p><b>3. Wider Strategies</b></p>	<p><b>Pupil Wellbeing</b></p> <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, confidence and low self-esteem, as well as pupils struggling to meet the expectations of school routines, especially for our younger students who were significantly impacted during the C19 pandemic when they missed a substantial period of their KS2 time in school. These challenges particularly affect disadvantaged pupils, including their attainment. This is consistent with EEF research showing that disadvantaged students are affected more by a school's culture &amp; ethos than their more advantaged peers.</p>

	<p>Post pandemic, there was a significant increase in the number of pupils needing additional support. This trend has continued and remains high, for example:</p> <ul style="list-style-type: none"> <li>• Safeguarding Cause for Concerns (CFC) are more than doubled pre-pandemic levels</li> <li>• Emotional related CFCs continue to be the highest CFC category and are significantly higher than pre-pandemic levels.</li> <li>• Self-harm CFC almost doubled.</li> <li>• Significant increase in physical health CFC.</li> <li>• We have an increasing number of KS3 students who have significant SEMH needs which are presenting new challenges to the staff team. All of these students are PP.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is lower than non-disadvantaged pupils.</li> <li>• The gap between disadvantaged and non-disadvantaged pupils' attendance increased during the pandemic. Since 2022-23 attendance has improved for all pupils, and the gap between disadvantaged and non-disadvantaged pupils has narrowed. However, the attendance of disadvantaged pupils remains lower than non-disadvantaged pupils with a gap of approximately 3% in 2023-24 and year to date 2024-25. Persistent absence remains approximately 9% higher for disadvantaged students than non-disadvantaged students.</li> </ul>
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### Intended outcomes

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

Intended outcome	Success criteria
<b>1. High Quality Teaching for all</b>	<p>Strategies to ensure that the quality of teaching for all pupils, including those who are disadvantaged, are successfully implemented. This is evidenced by:</p> <ul style="list-style-type: none"> <li>• Pupil Premium pupils' progress and attainment continuing to improve at all key measures.</li> <li>• Further narrowing of the Pupil Premium / non-Pupil Premium gap at all key measures.</li> <li>• Recruitment and retention of teaching staff.</li> </ul>
<b>2. Targeted Academic Support</b>	<p>Strategies to improve the <b>literacy</b> skills of all pupils in Key Stage 3, including those who are disadvantaged, are successfully implemented. This is evidenced by:</p> <ul style="list-style-type: none"> <li>• Assessment and progress data which demonstrates improved comprehension skills for disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers have recognised this improvement through engagement in lessons and book scrutiny.</li> <li>• A higher proportion of pupils with reading ages in line with their chronological age. Pupils have the reading and comprehension skills which enable them to fully access the Key Stage 3 curriculum.</li> <li>• Pupils completing Key Stage 3 with the reading comprehension skills to successfully transition to Key Stage 4 programmes of study, including the EBacc pathway.</li> </ul>

	<p>Strategies to improve the <b>numeracy</b> skills of all pupils in Key Stage 3, including those who are disadvantaged, are successfully implemented. This is evidenced by:</p> <ul style="list-style-type: none"> <li>• Assessment and progress data which demonstrates improved mathematical and problem-solving skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers have recognised this improvement through engagement in lessons and book scrutiny.</li> <li>• Pupils with the mathematical and problem-solving skills to enable them to fully access the Key Stage 3 curriculum.</li> <li>• Pupils completing Key Stage 3 with mathematical and problem-solving skills to successfully transition to Key Stage 4 programmes of study, including the EBacc pathway.</li> </ul> <p>Strategies to improve language acquisition skills of EAL learners, including those who are disadvantaged, are successfully implemented. This is evidenced by:</p> <ul style="list-style-type: none"> <li>• Assessment and progress data across the curriculum and within the internal EAL intervention assessment profile demonstrates a smaller disparity between scores of disadvantaged and their non-disadvantaged peers. Teachers have recognised this improvement through engagement in lesson and book scrutiny.</li> <li>• Pupils accessing the EAL intervention programme can access the KS3 curriculum and make successful transition to KS4</li> </ul>
<p><b>3. Wider Strategies</b></p>	<p>Strategies to support the <b>emotional and social wellbeing</b> of all pupils, including those who are disadvantaged, are successfully implemented. This is evidenced by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys, teacher feedback and feedback from student wellbeing ambassadors.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• A curriculum offer that meets the SEMH needs of students, leading to positive academic outcomes and improved presentation of mental health</li> </ul> <p>Strategies to improve the <b>attendance</b> for all pupils, including those who are disadvantaged, are implemented. This is evidenced by:</p> <ul style="list-style-type: none"> <li>• Continued improvement in the attendance of all groups of pupils, meeting our target of 95%+.</li> <li>• Continued reduction in the numbers of persistently absent pupils.</li> <li>• Continued reduction in the gap between the attendance of disadvantaged and non-disadvantaged pupils for overall attendance and persistent absence.</li> </ul>

### 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)

- 15% SLT salary (Support, data analysis, CPD) = £659,095 X 0.15 = **£98,864**
- 35% Cover Supervisor salaries (to cover for teachers engaged in CPD, development and deployment) = £68,960 x 0.35 = **£24 136**
- Reading Champion TLR 3B = **£1 986**
- Year 11 resources to support exam ready learning in Maths, English and Science = **£1 000**
- Teaching staff and support staff training through whole school and individual CPD in effective disciplinary literacy strategies and their implementation-equivalent of 1 day/6.5 hours throughout the academic year. Teaching Staff = **£10 000** & Teaching Assistants = **£1 500**
- **Total= £137 486**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>High Quality Teaching for all</b> Strategies to recruit and retain high-quality teaching staff	“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending”. Our strategies focus on recruiting high quality teaching staff, development of a team of skilled cover supervisors with subject specialisms, providing high-quality CPD, and continually working to reduce unnecessary workload and support staff wellbeing. <a href="#">Education Staff Wellbeing Charter</a> <a href="#">Workload reduction toolkit</a> <a href="#">EEF Professional Development</a>	1
<b>High Quality Teaching for all</b> Implementation of the whole school disciplinary literacy strategy	“Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects” Our strategies focus on the implementation of a whole school Disciplinary Literacy strategy base on the research of Kathryn Mortimore <i>Disciplinary Literacy</i> , Alex Quigley <i>Closing the Reading Gap</i> , Doug Lemov <i>Reading Reconsidered</i> . This research and implementation of the evidenced based techniques is facilitated through our Quality of Education teams’ Routines for Learning Strategy, the work of the Lead Teachers, and the Reading Champion. Teaching staff and support staff are trained through whole school and individual CPD in effective disciplinary literacy strategies and their implementation. <a href="#">Improving Literacy in Secondary Schools</a> <a href="#">Ofsted: struggling readers</a> <a href="#">EEF T&amp;L Toolkit Oracy</a> <a href="#">EEF Toolkit: Reading</a> <a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	1

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

- Teaching assistant 50%, Higher level TA 50%, 65% Assistant SENDCO/SEMH Lead = **£66 676**
- 5% of SLT salaries (PP strands of all Key Improvement Strategies) = £659,095 X 0.05 = **£32 955**
- Targeted resources = **£4 000**
- The numeracy and literacy intervention teachers and TA’s CPD. Teacher £38 609/1265 x 32.5 = **£991**
- **Total = £104 622**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Targeted Academic Support</b> Purchase of the NGRT to provide standardised diagnostic reading assessment data for all pupils in KS3	The NGRT standardised test provides reliable insights into the specific strengths and weaknesses of each pupil regarding their reading ability, this has been implemented to help ensure they receive the correct additional literacy support through interventions or teacher instruction.	2

<p><b>Targeted Academic Support</b></p> <p>Purchase of Lexia Package and further development of Reciprocal Reading strategy.</p> <p>Staff CPD to support effective delivery.</p> <p>Continued use of the 'Fresh Start Phonics' programme including resources staff CPD to support effective delivery.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Studies have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p><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>We have implemented a literacy intervention programme. Pupils are identified to follow a pathway, starting with Fresh Start Phonics for the students most in need, progressing to Reciprocal Reading.</p> <p>Pupils identified as requiring phonics intervention follow the Ruth Miskin 'Fresh Start Phonics' programme, designed for pupils aged up to Y9 (EEF Tool Kit small group intervention). Literacy specialist HLTAs and intervention TAs have received CPD from Fresh Start Phonics and extensive resources have been purchased from 'Fresh Start Phonics' to support the implementation of the programme. Through research with other schools, it was decided that the Fresh Start Phonics programme was more age appropriate and had positive outcomes.</p> <p>Pupils identified as requiring intensive literacy intervention but confident in phonics follow the Reciprocal Reading Programme, researched and endorsed by the FFT Literacy foundation as well as achieving positive outcomes from the school's internal Reciprocal Reading research project. This intervention requires very small group teaching by specially trained TAs and the School's Librarian (<a href="#">Reciprocal Reading - FFT</a>).</p>	<p>2</p>
<p><b>Targeted Academic Support</b></p> <p>Curriculum development in maths with the use of and further development of the Maths Watch intervention strategy for pupils in KS3.</p> <p>Continued development and training for the Success @ Arithmetic programme to enhance the use of manipulatives in the classroom and in Numeracy intervention Staff CPD to support effective delivery.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: <a href="#">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p> <p>The Success@ Arithmetic intervention programme has run successfully for 3 years with positive outcomes as well as being used and endorsed by other local schools. The principle of the use of manipulatives to increase pupil's numeracy skills and understanding of number has been promoted by the NCTM and providers such as White Rose Maths. The numeracy intervention teacher and numeracy TAs have ongoing CPD in the effective use of manipulatives in the classroom and for intervention.</p> <p>The Success@ Numeracy intervention programme is targeted at Tier 2 level intervention with pupils needing small group teaching (EEF Teacher Toolkit). The numeracy intervention teacher and TAs continue to receive CPD in effective teaching strategies to improve numeracy skills and problem solving</p>	<p>2</p>

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

- 15% of SLT salaries (PP strands of all Key Improvement Strategies) = £659 095 X 0.15 = **£98 864**
- Attendance resources including Academy Car = **£8000**
- Attendance Manager salary 50%=£37 321/2 = **£18 660**
- Mental Health and counselling SLA = **£36 000**
- SEMH CPD for Teaching and Associate Staff = **£2 500**
- SEMH Provision Leader 35% Salary = **£25 109**
- **Total = £189 133**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Wider Strategies</b> Further increased staffing of the pastoral team to provide further capacity to work on attendance improvement and wellbeing support (increased school nurse time, additional pastoral support assistant)</p>	<p>DfE 'Improving school attendance: Support for schools and local authorities' guidance suggests skilled pastoral staff who can support pupils and their families are a key intervention when identifying and overcoming barriers to attendance, which is a more significant challenge for disadvantaged learners.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#attendance-officers">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#attendance-officers</a></p>	3
<p><b>Wider Strategies</b> Contract Place2Be mental health provision 3 days per week to support individual/groups of students and provide expert guidance to SLT on whole school approaches to positive student wellbeing</p>	<p>Creating a whole school approach to mental health is supported by organisations such as Anna Freud: <a href="https://www.mentallyhealthyschools.org.uk/whole-school-approach/">https://www.mentallyhealthyschools.org.uk/whole-school-approach/</a></p> <p>School's responsibility on mental health includes 'identification: recognising emerging issues as early and accurately as possible and 'Early support: helping pupils to access evidence based early support and interventions' <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf</a></p> <p>Students with SEMH needs require access to onsite counsellors in school. <a href="https://semh.co.uk/types-semh-intervention/">https://semh.co.uk/types-semh-intervention/</a></p>	3
<p><b>Wider Strategies</b> Create a SEMH nurture group provision, including the appointment of a specialist teacher and enhance teaching assistant, to improve the academic offer and meet the SEMH needs of students.</p>	<p>Students presenting with significant SEMH needs are unable to access the current curriculum provision, they also require additional specialist input into their curriculum including education of mental health. <a href="https://semh.co.uk/types-semh-intervention/">https://semh.co.uk/types-semh-intervention/</a></p>	3

## 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 2023-2024 academic year.



Our academic outcomes and internal impact data provides robust evidence that the pupil premium strategies we implemented have had a positive impact on the progress, outcomes and educational experience of pupil premium students over time. In each challenge area we successfully implemented research evidence-based strategies, identified clear success criteria, and were clear about the intended outcome and how this would be measured. The Pupil Premium funding has been used effectively, and we are confident that the impact will be sustained over time. All challenge areas remain a key focus in 2024-25 to ensure successful strategies are fully embedded, leading to even greater impact over time for a greater number of Pupil Premium pupils.

### **Challenge 1: High Quality Teaching for all**

In 2023-24 Pupil Premium funding was used to fund teacher development with a key focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment so that the attainment of all pupils continues to improve, and the gap between pupil premium and non-pupil premium pupils continues to narrow. The impact of this work, and the relentless strategic focus on the progress and attainment for pupil premium students, who make up one third of our cohort, meant that the gap between Pupil Premium and non-Pupil Premium students has continued to reduce over time. In 2022 and 2023 the gap continued to close. However, in 2024 the gap widened slightly, which detailed analysis reveals was the result of the impact of the persistent absence of a small group of disadvantaged pupils. Disadvantaged pupils with above 90% attendance achieved positive progress, in line with non-disadvantaged students. Therefore, our key strategic priority in 2024-25 is improving attendance at school and in lessons so all students fully access the curriculum, and high-quality teaching.

### **Challenge 2: Targeted Academic Support**

During the 2023-2024 academic year, the KS3 intervention program included a diverse group of 247 students across Years 7, 8, and 9, with a strong focus on supporting students from various backgrounds and needs. 47% of participants were Pupil Premium (PP) students.

#### **KS3 Reading**

Literacy specialists, HLTAs and a Librarian deliver reading intervention following the small group tutoring model. The Lexia programme, Reciprocal Reading and Ruth Miskins 'Fresh Start Phonics' were used as a framework for the intervention. The programmes have had a highly positive impact with pupils in KS3 making significant improvements in their reading as well as developing in their confidence and aptitude in the wider curriculum.

- Most students following the '**Fresh Start Phonics**' programme this year were part of the Nurture Group or EAL provision. Progress at this level is measured through set sounds and modules. 25% of PP pupils progressed from set 3 sounds to Module 14. Module 14 focusses on the sounds "oy" and "oi". It enables pupils to recognise and pronounce these sounds accurately, blend these sounds into words and read and understand texts that include these sounds. 50% of pupils progressed from module 9 to Module 17, and 25% of pupils progressed from Module 14 to Module 17. Module 17 focusses on the sounds "igh," "i-e," "ie," and "i". It helps pupils to recognise and pronounce these sounds accurately, blend these sounds into words and read and understand texts that include these sounds.
- Students following the **Reciprocal Reading programme** (small group teaching with the Literacy Intervention /Librarian/ Literacy HLTA) made significant progress with 100% of PP students making 24 months progress in their reading age.
- **Lexia intervention programme** (a computer-based package with teacher interventions where needed). For this programme pupils are assessed and demonstrate progress in word study, grammar, and comprehension skills. The Lexia assessment tool demonstrated that pupils made good progress through all 3 strands.

- In word study 66.7% of **Year 7** PP students progressed from foundational level (Reception to Year 3) to intermediate level (Year 4-6) and 33.3% advanced from intermediate level to advanced level (year 7-9). In grammar skills 50% moved from the foundational level (Reception to Year 3) to the intermediate level (Year 4-6) and 16.7% advanced from the intermediate level to the advanced level. In Comprehension skills 33.3% improved from foundational level to intermediate level and 33.3% achieved advanced level from intermediate level comprehension skills.
- In word study 66.7% of **Year 8** PP students progressed from the foundational level (Reception to Year 3) to the intermediate level (Year 4-6), 33.3% advanced from the intermediate level to the advanced level (Year 7-9). In grammar skills 50% progressed from foundational level (Reception to Year 3) to intermediate level (Year 4-6) and 16.7% advanced from the foundational level to the advanced level (Year 7-9). In comprehension skills 66.7% improved from foundational level to intermediate level and 16.7% of students achieved an advanced level from an intermediate comprehension baseline.
- In word study 50% of **Year 9** PP students progressed from the intermediate level to the advanced level, for grammar skills, 50% moved from intermediate level to advanced level, 16.7% advanced from foundational level to the advanced level and in comprehension skills 50% advanced from intermediate to advanced and 16.7% improved from foundational to intermediate.

### KS3 Maths

This intervention followed a tiered approach with pupils being placed according to need. The Primary KS1/KS2 trained HLTA delivered the *Success @ Arithmetic* programme designed to address gaps in KS1 and KS2 number skills. The second tier *Success@ Numeracy* was delivered by the Maths intervention teacher and TAs, this was a combination of bespoke class teaching and computer-based intervention. The programmes have had a highly positive impact students have developed their numeracy skills improving on performance and confidence.

- Pupils in **Year 7** who had significant gaps in their numeracy skills followed the *Success @ Arithmetic Programme* (small group intervention led by a primary trained HLTA). Progress was measured using the Sandwell Numeracy test. 20% of PP students made 12 months of progress, and 60% of PP students made 17 months of progress.
- Pupils in year **7, 8 and 9** who had smaller gaps in their numeracy skills followed the *Advanced Success @ Arithmetic Programme* (small group intervention led by a primary trained HLTA). Progress was measured using the Maths department's baseline assessment tool.
- In **year 7** 17% of PP students had a 2%-25% increase, 33% had a 26%-50% increase, 17% had a 51%-75% increase and 33% had a 76%-100% increase in assessment performance.
- In **Year 8** 14% had a 2%-25% increase, 14% had a 26%-50% increase, 14% had a 51%-75% increase, 57% had a 76%-100% increase in assessment performance.
- In **year 9** 14% had a 2%-25% increase, 14% had a 26%-50% increase, 0% had a 51%-75% increase, 43% had a 76%-100% increase in assessment performance.
- Pupils following the *Success@ Numeracy programme* (bespoke teaching by Maths intervention teacher and computer-based programme with TA intervention) made good progress. Impact measures were demonstrated using the Maths department's baseline assessment tool.
- In **year 7** 40% of PP Students made a 2% - 25% increase, 40% made a 26% - 50% increase 20% made a 51% - 75% increase in assessment performance.
- In **year 8** 40% of PP students made a 2% - 25% increase, 50% made a 26% - 50% increase.
- and 10% made a 51% - 75% increase in assessment performance.
- In **Year 9** PP Students 43 made a 2% - 25% increase and 57% made a 26% - 50% increase in assessment performance.

### Challenge 3: Wider Strategies

#### Pupil Wellbeing and Attendance

Pupil wellbeing and attendance is central to our whole school vision, strategic priorities, and newly developed 'Commitment to Our Learners'. Securing excellent attendance is our first commitment, our second is ensuring

all students learn in a safe, calm and happy environment. All staff have been trained in the commitments and are fully aware of their role and responsibilities, regardless of role in school. All students, parents and carers fully aware of our commitments, and their commitment as students and families. Expectations are communicated clearly and consistently and are supported by our Routines for Learning strategy.

### **Attendance**

We have made significant investment in our attendance strategy, which is now in year three and having a very positive impact. The attendance of all pupils is improving year on year. In 2023-24 disadvantaged pupils' attendance was 92.1%, non-disadvantaged pupils' attendance was 95.1%, the attendance of both groups is above regional and national. Disadvantaged pupils' persistent absence in 2023-24 was 26%, non-disadvantaged was 20%, which also demonstrates a significant improvement and is a drop of 5% on the previous year and is also above regional and national. Improving attendance of all pupils remains the key priority in 2024-25 as we know it is the most important factor in supporting wellbeing and mental health, which leads to better engagement in education, and positive academic outcomes and future progression routes.

### **Place2Be Mental Health Provision**

A mental health practitioner is onsite three days per week. Students identified as requiring specialist intervention, with the vast majority being disadvantaged pupils, are accessing high-quality specialist support for wellbeing and mental health needs. The key themes emerging are reported as low-confidence, communication skills and managing emotions – these themes inform our future support planning. The EMOJIS programme, which is led by our specialist HLTAs, was introduced in 2023-24 and is having very positive early impact. The impact of the intervention is evident in student voice, improvement in attendance and engagement in learning, and a reduction in the numbers of suspensions and exclusions.

### **Thrive SEMH Provision**

We have made a significant investment in Thrive, our SEMH provision, which is a dedicated space in school for pupils with identified SEMH needs. The unit was opened in March 2023 and is led by a specialist SEMH teacher, with two trained specialist HLTAs. The curriculum is delivered by the team, and trained SEMH subject specialist teachers. Most pupils accessing the SEMH provision are disadvantaged students. With one to one and small group teaching, student engagement and progress is improving, which has been shown through the Boxall profile assessment. There have been significant improvements in attendance for pupils accessing Thrive, and the number of suspensions and exclusions has reduced over time. We expect the impact of the provision to be significant as students in KS3 access the support they need, keeping them in school and fully engaged in learning into Key Stage 4, where they are able to access the full curriculum and qualifications that support them to be successful.

## **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>
Lexia Power Up	Lexia
Fresh Start Phonics	Ruth Miskin
Maths Watch	Maths Watch
Reciprocal Reading	FFT Literacy
Success@ Arithmetic	No provider
Mental Health Practitioner	Place2Be

