



## 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. This strategy statement is part two of a two-year strategy.

### School overview

Detail	Data
School name	King Edward VI Balaam Wood Academy
Number of pupils in school	388
Proportion (%) of pupil premium eligible pupils	75.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/22
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Local Governing Body
Pupil premium lead	F Smith
Governor / Trustee lead	V Allen



## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£299,870
Recovery premium funding allocation this academic year	£45,675 (Provisional)
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	£345,400



## Part A: Pupil premium strategy plan

### Statement of intent

*When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.*

*Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.*

*Our ultimate objectives are:*

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

*We aim to do this through:*

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.



- Facilitate pupils in accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

*Achieving these objectives:*

The range of provision the Governors consider making for this group include and would not be exclusive of:

Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children continues to improve.

Reducing class sizes thus improving opportunities for effective teaching and accelerating progress

To employ Graduate Assistants in CORE subjects - providing small group work focussed on overcoming gaps in learning

1-1 support utilising NTP

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

Additional learning support for pupils with SEND

Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.

## Challenges

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

Challenge number	Detail of challenge
1	Pupil resilience in and out of the classroom is not always consistent
2	The number of pupils achieving Grade 5 and above in English and Maths needs to improve to increase pupils' opportunities for future pathways
3	Some of our pupil premium children are not making as rapid progress in their reading as non-pupil premium children
4	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need
5	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited
6	Some of our PP have high PA rates.



## 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
1. <i>Further improve the quality of Teaching and Learning leading to greater pupil engagement and resilience</i>	<p>A broad and balanced curriculum 21/22 and beyond.</p> <p>Lesson visits, book scrutiny, pupil voice and meetings with teachers demonstrate that teaching and learning strategies are effective in developing pupils' knowledge and skills</p> <p>Pupils can articulate confidently their learning journey</p> <p>Percentage of home learning engagement and submissions is consistently above 95%</p>
2. In Maths and English the % of Grade 5 and above improves	<p>Greater challenge is provided for the upper band, and more able, in every class, therefore accelerating their progress and attainment.</p> <p>Gap will close in progress made between PP and non PP.</p>
3. To create a culture of reading to improve pupils' reading abilities.	<p>A successful reading strategy is implemented and consistently applied</p> <p>A culture of reading is developed across the school and pupils acquire a love of reading.</p> <p>Pupils with low reading ages make rapid progress.</p>
4. All curriculum plans are accessible to pupils with SEND through teachers' planning using IEPs and support provided by TAs.	<p>Progress data demonstrates that pupils with SEND are able to access the curriculum, develop their knowledge, understanding and skills and be able to articulate their learning journey as well as demonstrate that in their written and practical work.</p>
5. For pupil premium children to enjoy the wide range of enrichment activities we offer at KEVI Balaam Wood Academy and the opportunity to	<ul style="list-style-type: none"> <li>● A wide range of extra-curricular activities will be offered to link into our children's passions</li> </ul>



<p>collaborate with external opportunities, including other schools in the trust, facilitated by the Academy</p>	<ul style="list-style-type: none"> <li>● Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms</li> <li>● PP will be able to access free enrichment opportunities to include trips and visits, and residential etc</li> </ul>
<p>6. Reduce the number of pupils with PA and the amount of PA Attendance to exceed that for PP pupils nationally and aim to meet the national average for all pupils</p>	<p>All measurable attendance criteria in line with or better than national averages</p>

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ **175,145**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure a broad and balanced curriculum 21/22 and beyond.</p> <p>Re introduction of Music and Design technology at Key Stage 3 and 4</p> <p>Investment in new technology in Music and Design</p> <p>ADE analysis</p> <p>PP progress report to FL</p> <p>Lesson observations (funding used to support any staff cover requirements)</p>	<p>Ensuring the curriculum has depth and breadth is a fundamental part of any school.</p> <p>If appropriate funding is targeted pupils, supported by it, will make significant progress matched against other groups within school and nationally.</p> <p>Questioning- needs to continue to be embedded and developed along with feedback (+8 months EEF)</p> <p>Revision- the need to arm our pupils with the skills to succeed with their revision outside of lessons (+5 months EEF)</p> <p>Through book trawls there is evidence of high-quality written feedback that uses “I” or specific tasks to close gaps in learning and</p>	<p>1</p>



	<p>extend/challenge with all pupils to ‘own’ their learning and develop independent skills.</p> <p>This strategy is supported by the EEF which suggests high impact for very low cost. Impact +8 months</p>	
<p>Quality first teaching for all pupils. Maths and English are high priority Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.</p> <p>4 sets in Maths and English across all year groups to reduce class sizes and impact on progress.</p> <p>One top set in each Year with the other 3 groups being mixed ability.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>Training and supporting highly qualified teachers deliver targeted support.</p> <p>Low levels of numeracy skills impact on disadvantaged pupil’s attainment. It is essential there are strong foundations at KS3 to improve outcomes at KS4. Small group tuition and 1:1 tuition can impact +4-5 months on learning.</p> <p>Targeted, underachieving PP GCSE pupils will improve their independence and confidence and increase their chances of securing their target grades.</p>	1,2
Investment in revision materials and Century	Revision- the need to arm our pupils with the skills to succeed with their revision outside of lessons (+5 months EEF).	1,2

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

Budgeted cost: £ 137,250 (includes recovery premium funding)



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved reading ages and comprehension, leading to better progress and attainment</p> <p>Reading programme/lessons embedded with librarian leading lessons and English staff or Senco in support</p> <p>Reading Lead to facilitate reading tests for whole school liaising with SENCO support to lowest readers</p> <p>Literacy interventions across KS3 for low attaining disadvantaged pupils</p> <p>NGRT Reading Test to show a positive improvement with 35% making good progress of 1 year or more.</p> <p>Development of accelerated reader to ensure the development of a reading culture and a specific focus on Year 7 to influence and engage readers</p> <p>Significant investment in books for class readers, read to achieve and form reading</p>	<p>A well-researched area of pupils in receipt of the PP funding is that they often underachieve in literacy from a very young age. “By age 24 months, there was already a six-month gap in processing skills critical to language development.” (Fernald 2013)</p> <p>The reading programme/lesson once a week engages pupils by allowing them to make informed choices on appropriate reading material and then testing their comprehension of the text once completed.</p> <p>The rationale for embedding literacy across the curriculum is underpinned by his data; we need to give PP pupils the opportunity to read regular, high-quality texts.</p> <p>EEF –Reading comprehension strategies – moderate impact for very low cost, based on extensive evidence. Impact +5 months</p>	<p>3</p>
<p>Year 11 Targeted Academic Support</p> <p>Academic support Years 7-9</p> <p>Year 11 Targeted Academic Support and Half Term Booster sessions led by academy staff</p> <p>Wellbeing Support- coping with exams</p>	<p>Rationale: Following the diagnosis of pupil gaps in knowledge key pupils are identified for targeted interventions by qualified teachers.</p> <p>The EEF identifies this as an effective strategy. Interventions should be applied using the principles of effective implementation described in the EEF’s guidance report Putting Evidence to Work: A School’s Guide to Implementation.</p>	<p>1,2,3</p>



<p>Graduate Learning mentors employed- 1 for English and 1 for <i>maths/science</i>.</p>		
<p>Appointment of a new SENCO for September 2021 Review intervention delivery Develop a strategic plan using external expert Improve parental communication To implement effective deployment and line management of SEND team across the school, including a establishing clear roles and responsibilities and a robust appraisal system. A training plan for teaching pupils with SEND to be drawn up for the academic year.</p>	<p>The EEF states that targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p> <p>In addition, Support and interventions work in structured settings with high-quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes." We have therefore, focused on sourcing external support to train TA's</p> <p>SEND Code of Practice stating, "The knowledge and understanding that parents have about their children is key information that can help teachers and others to meet their child's needs.</p> <p>Enabling parents to share their knowledge and engage in positive discussion instils confidence that their contribution is valued and acknowledged</p>	<p>4</p>



**Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 33,005**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>This is if circumstances allow due to COVID restrictions. A wide range of enrichment opportunities including:</p> <p>Guest speakers to be invited into school from industry, higher education, business etc. through careers fair and other scheduled events</p> <p>Pupil premium pupils provided with enrichment and extracurricular activities through various subjects (e.g. STEM day, Maths inspiration, English theatre visits, History trips)</p>	<p>EEF Toolkit an awareness that pupils (especially boys) achieve better in school when they have a plan for their future and can link achievement in school to support them to their next step</p> <p>As highlighted by the EEF ‘aspirations in isolation will not be effective’ Therefore, where possible our approaches will always be linked to future career pathways and how skills can be utilised for learning.</p>	<p>5</p>
<p>Attendance manager-</p> <p>Role includes a range of strategies such as home visits, parental meetings</p> <p>HOY’s and Guidance leaders attached to year groups to monitor pupils and follow up quickly on any truanancies and attendance.</p> <p>First hour of the day response and follow up by Attendance manager.</p> <p>Strategically identify key groups of pupils, intervene and measure impact of actions.</p> <p>Attendance meetings take place for targeted families.</p> <p>Weekly attendance meetings between HT, AHT and Attendance manager</p> <p>AHT will coordinate actions to ensure school processes work smoothly together.</p>	<p>Early identification of specific barriers to attendance and participation are in place, building on pastoral and academic support. Targeted interventions actively reduce barriers to learning and exam participation and success</p> <p>As suggested by the EEF PP guide the use of funding to address improving pupils’ attendance, are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19.</p> <p>There is a direct link between attendance and attainment at school. Specific families account for the largest part of our PP attendance issues.</p>	<p>6</p>



Analyse below 90% figures and review each term.

Ensure there is early communication with pupils and parents when a possible concern or patterns of absence are identified.

Attendance manager to visit all PA at home to discuss attendance with families/carers

Specific PP improved attendance rewards to build good habits and source funding to support the reduction in PA and improvement in overall attendance where appropriate. For example, external Agency involvement, enrichment activities and rewards.

Set up specific groups to support monitoring. Ensuring there is appropriate targeted intervention in place for the most vulnerable pupils and data reports are collated each half term (at least) to show impact of intervention

**Total budgeted cost: £ 345,400**



## 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 2020 to 2021 academic year.

1. Impact of Expenditure			
Academic Year:	2020/2021		
i. Teaching priorities for current academic year			Projected Spend: £165,145
Desired outcome	Chosen action/approach	Impact	Future Actions
<p>Improve % of Grade 5 and 5+ in Maths</p> <p>Improve teaching in Maths leading to improved numeracy skills and progress in Numeracy in Y7-9</p>	<ul style="list-style-type: none"> <li>Bespoke CPD to train Faculty Leader to ensure up to date pedagogy. Including Rosenshein.</li> <li>4 sets in year 11 to reduce class sizes and have a positive impact on progress</li> <li>Quality First Teaching prioritised, developing precise and rapid feedback strategies using visualisers, mini whiteboards and teachers' annotations linked to Walkthru</li> <li>Investment in 1:1 My tutor coaching for target PP</li> </ul>	<p>In the 2021 examinations PP achieving a grade 5 improved from 29.2%-32.8% with PP achieving grade 7+ improving from 8.3%-10.3%</p> <p>'Teaching is strong' stated in the latest learning walk. Combined with book looks confirm planning is consistent and the use of whole school approaches is being consistently applied across all classes.</p> <p>Use of whiteboards has been implemented as part of differentiation strategies along with a range of Walkthru elements. This was seen in the most recent learning walks. Pupil voice indicates that pupils enjoy Maths and recent home learning</p>	<p>Continue to build on the number of pupils attaining higher grades,</p> <p>Continue to embed independent skills and utilise Century</p>



		<p>data shows that PP are 22% more engaged than non pp, with the home learning platform Century.</p> <p>Of the pupils who engaged in MyTutor for Maths 80% of pupils secured their target grades. 3 of the pupils secured a place at King Edward VI Five Ways 6<sup>th</sup> Form because they achieved 6,7's and 8's</p>	
<p>Improve % of Grade 5+ in English</p>	<p>Quality First Teaching prioritised, with high-quality CPD sessions from KEVI Trust, ARK training for Middle Leader for the Newly appointed faculty leader</p> <p>QA procedures focusing on:</p> <ul style="list-style-type: none"> <li>• differentiation to ensure that all pupils are supported and challenged to achieve their best.</li> <li>• Questioning to ensure that all staff are able to develop and deepen answers</li> <li>• Strategies for teaching disadvantaged pupils – spotlight at risk pupils through attitude to learning data</li> <li>• Developing precise and rapid feedback strategies using visualisers, mini</li> </ul>	<p>4 sets in all CORE areas.</p> <p>Grade 5+ in the 2021 examinations rose from 6.3% to 8.6%.</p> <p>The latest data suggests that this will increase again this year and close the gap to just over 1% FFT targets</p> <p>Lesson observations suggest there is strength in the English team and teaching is consistently good.</p> <p>ATL data is used to develop intervention strategies.</p>	<p>Regular meetings between SLT and Faculty leaders through RAG meetings and Line Manager meetings</p> <p>Quality assurance process by senior leadership team and subject leaders – work sampling and learning walks</p> <p>Ensure progress in books links to the clear</p>



	<p>whiteboards and teachers' annotations linked to Walkthru</p> <ul style="list-style-type: none"> <li>• Deliberate practice approaches to support retention and recall of facts, knowledge and understanding using the implemented BWQM across all.</li> <li>• Investment in 1:1 My tutor coaching for target PP</li> </ul>	<p>Pupils engaged well with MyTutor sessions despite the restrictions of lockdown. Attendance averaged 95%. With 89% of those pupils maintaining 100% attendance even if not in school. Pupils with 100% attendance achieved at least their target grades.</p> <p>Century data suggests that PP are 29% more engaged than non pp.</p>	<p>sequencing of the curriculum.</p>
<b>ii. Targeted academic support for current academic year</b>			<b>Projected Spend: £78,525</b>
Desired outcome	Chosen action/approach	Impact	Future Actions
<p>Reading focus</p> <p>NGRT tests to ascertain gaps in Knowledge and skills</p>	<p>Literacy interventions across KS3 for low attaining disadvantaged pupils</p> <p>Common testing approach to ensure tracking of improvements are clear</p> <p>Development of accelerated reader to ensure the development of a reading</p>	<p>Lexia data showed that of the pupils who engaged fully with the programme, achieving their allocated hours, improved their ability to deconstruct words, interpret language and moved from pre foundation to intermediate level. However, as the impact of this strategy was only for a few pupils it was not cost-effective long term.</p> <p>During the lockdown NGRT test data was unable to be completed during lockdown. However, this</p>	<p>Develop Reading Curriculum</p> <p>Star reading tests</p> <p>Increase book loans</p> <p>Improve number of pupils below Average</p>



<p>Accelerated reader to support the development of a reading culture and supported activities highlighted by the NGRT data.</p> <p>Investment in books</p> <p>Bookbuzz</p>	<p>culture and a specific focus on Year 7 to influence and engage readers</p> <p>Significant investment in books for class readers, read to achieve and form reading</p> <p>Each Year 7 pupil is gifted a book as part of the wider reading</p>	<p>was scheduled for September to immediately assess some of the impact of the pandemic.</p> <p>Several interventions were put in place in Summer One to address concerns in SAS in Year 9 (20/21) Recent test completed at the start of this academic year (21/22) shows:</p> <p>In Year 10 PP the Standard Ages Score (SAS) has improved from 91.5 to 96 compared to Non PP SAS which has declined. This increase has narrowed the gap between PP and Non PP to 4.9.</p> <p>In addition, in current Year 8 (yr7 20/21) the PP SAS has increased from 98.2 to 100.5. This has narrowed the gap from 4.9-0.6.</p> <p>Pupils will be tested twice more across the year for ALL year groups.</p> <p>Accelerated reader was purchased just prior to lockdown. Although pupils could not undertake the test, the reading lead and librarian ensured that despite lockdown pupils were able to borrow books and access online resources such as MyOn, Audible (by Amazon) and Storyline Online.</p>	<p>reading age for each Year group.</p>
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		<p>In addition, as part of the remote learning provision pupils still undertook reading lessons with teachers recording a reading of a text, focusing on vocabulary and comprehension.</p> <p>There have been several investments in books including book buzz. A total of 87 books were given to pupils as part of the programme.</p> <p>Last year 1200 fiction and 500 non-fiction books were purchased to ensure the school library can accommodate reading ages from below Age 5 to 16+</p> <p>During last year including lockdown a total of 403 library books were loaned. This was in line with non pp pupils.</p>	
1:1 tutoring in Year 11	A range of opportunities for PP to engage with 1:1 coaching provided by both internal and external providers.	<p>40% of PP in Year 11 accessed 1:1 or 1:3 tuition including during lockdown.</p> <p>Of the pupils who engaged in MyTutor for Maths 80% of pupils secured their target grades. 3 of the pupils secured a place at King Edward VI Five</p>	Monitor additional interventions and link to DFE Recovery Curriculum funding.



		Ways 6th Form because they achieved 6,7's and 8's  In English. Pupils with 100% attendance achieved at least their target grades.							
<b>iii. Wider strategies for current academic year</b>			<b>Projected Spend: £27,005</b>						
Desired outcome	Chosen action/approach	Impact	Future Actions						
Raising student aspirations through a range of strategies	<p>This is if circumstances allow due to COVID restrictions. A wide range of enrichment opportunities including:</p> <p>Guest speakers to be invited into school from industry, higher education, business etc. through careers fair and other scheduled events</p> <p>Pupil premium pupils provided with enrichment and extracurricular activities through various subjects (e.g. STEM day, Maths inspiration, English theatre visits, History trips) Increasing attendance of PP pupils at these activities.</p>	<p>There were some restrictions in this area. However, despite that several opportunities were available to pupils.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"><b>KEVI Diversity forum</b></td> <td style="width: 50%; padding: 5px;">Yr 10 selected to represent BWA on the forum.  Attended monthly meetings networking with pupils and staff across KEVI</td> </tr> <tr> <td style="padding: 5px;"><b>Speak out challenge Aim to develop pupils' confidence/spoken skills</b></td> <td style="padding: 5px;">Took place 22<sup>nd</sup> March 2021</td> </tr> <tr> <td style="padding: 5px;"><b>Q+A staff career path</b></td> <td></td> </tr> </table>	<b>KEVI Diversity forum</b>	Yr 10 selected to represent BWA on the forum.  Attended monthly meetings networking with pupils and staff across KEVI	<b>Speak out challenge Aim to develop pupils' confidence/spoken skills</b>	Took place 22 <sup>nd</sup> March 2021	<b>Q+A staff career path</b>		<p>To build on the current offers. Linking to Gatsby and local offers such as Birmingham Football Club.</p> <p>Police Cadets due to start in September 2021</p>
		<b>KEVI Diversity forum</b>	Yr 10 selected to represent BWA on the forum.  Attended monthly meetings networking with pupils and staff across KEVI						
		<b>Speak out challenge Aim to develop pupils' confidence/spoken skills</b>	Took place 22 <sup>nd</sup> March 2021						
<b>Q+A staff career path</b>									



		<b>Apps for you- Design an app challenge day</b>	March 29 <sup>th</sup> 2021	
		<b>Opportunity to Q+A staff about careers path into sector</b>	Year 7 pupils involved	
		<b>Ask apprenticeships</b>	June 22 <sup>nd</sup> Year 10 Pupils	
		<b>Law event</b> <b>Exploring alternative routes into Law. Crime workshops</b>	June 2021 Year 9 and 10 pupils involved.	
		<b>Digital Careers Panel</b>	10 <sup>TH</sup> June	



		<b>Aim higher mentoring program</b>	<ul style="list-style-type: none"><li>• Yr9- 52 pupils have been identified for mentoring that is 73% of Y9.</li><li>• 91% of pupils reported they found it useful.</li><li>• Yr 10 mentoring all PP are targeted for mentoring.</li><li>• 40 pupils have been seen.</li></ul>	
		<b>Revision techniques workshops</b>	<ul style="list-style-type: none"><li>• 63 yr 11 pupils received key revision techniques assemblies.</li></ul>	



		<p><b>Debate mate 12- week program</b></p>	<p>Year 9</p> <p>10 PP targeted. 3 entered the regional final. 1 secured second place.</p>	
<p>Reduce the number of pupils with PA and the amount of PA</p> <p>Improve attendance to meet national averages</p>	<p>A range of support including home visits, parental meetings</p> <p>HOY's and Guidance leaders attached to year groups to monitor pupils and follow up quickly on truancies and attendance. First hour of the day</p> <p>Response and follow up by Attendance manager.</p> <p>Strategically identify key groups of pupils, intervene and measure impact of actions.</p>	<p>During the pandemic and lockdown provision was available throughout for children of key workers and those who were deemed vulnerable.</p> <p>Immediately upon return, to school, following lockdown attendance figures exceed national averages at that time.</p> <p>Attendance remains an area of focus. PA data did not reach targets. To address this an external review of attendance was undertaken on the 16th of July. This review has identified a range of strategies and targets which includes embedding new strategies implemented towards the end of the academic year by the AHT who is has been identified as the new attendance lead.</p>	<p>To embed the Attendance Audit Action plan so all measurable attendance criteria is in line with or better than national averages</p>	



		Using the attendance audit action plan we are working towards pre-pandemic National Averages of 95%.	
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## 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
Century Tech	Century-Tech Limited
Lexia Power Up	Cambium Learning® Group

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We received £310 and this was combined with the pupil premium funds



What was the impact of that spending on service pupil premium eligible pupils?

The pupil achieved at least his target grade in all 7 GCSE/BTEC examinations. In addition, he exceeded his target in 2 subject areas including English.