

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	The Carlton Academy
Number of pupils in school	1195 (7-11)
Proportion (%) of pupil premium eligible pupils	25.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Sept 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	M Egwuma
Pupil premium lead	J Byrne
Governor / Trustee lead	H Moody

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 275,827
Recovery premium funding allocation this academic year	£ 18,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£294,187

Part A: Pupil premium strategy plan

Statement of intent

Our Intent is that all students, irrespective of their personal circumstances, make excellent progress, achieving well across the taught curriculum and access a rich and varied wider curriculum.

The focus of our pupil premium strategy is to support disadvantaged students* to achieve as well as their peers. Within this we aim to focus upon core areas of improving literacy and numeracy in order to ensure that all students have the capacity to achieve not only in the core subjects, but also have the necessary skills to achieve in all other areas of the taught curriculum.

Through quality first teaching and setting aspirational targets for our students, in line with and above the national measures, we aim to ensure that all of our students, inclusive of those disadvantaged students make excellent progress.

Our strategies are designed to facilitate the closing of gaps between different groups of disadvantaged students and their peers, not only are these classroom based, centred around whole school teaching and learning strategies, and also encompass a clear focus on improving attendance and punctuality as well as enriching student experience through wider opportunities and raising aspiration through such elements as careers guidance.

The academy places a high level of value of the enrichment of our students beyond the academic curriculum, and view this as a highly important part of the educational experience. As such we seek to further develop the cultural capital of all of our students, but more so those disadvantaged students who may otherwise not gain these experiences. In order to ensure that our disadvantaged students are able to access wider opportunities and raise aspirations, as well as reduce the impact of social disadvantage, we ensure that we provide access to resources. This is achieved with funding opportunities for both curriculum and non-curriculum trips and visits and actively targeting our disadvantaged students for these opportunities where appropriate.

*disadvantaged for the purpose of this document encompasses PP students

Challenges

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

Challenge number	Detail of challenge
1	The percentage of disadvantaged students achieving grades 4 (pass) and 5+ (good pass) in English and Maths is below national data for non-disadvantaged students including the Basics match.
2	Progress 8 for disadvantaged students are lower compared to non-disadvantaged peers
3	Literacy and numeracy - A large number of our lower attainers are from disadvantaged backgrounds.
4	Attendance – there remains an attendance gap between disadvantaged and non-disadvantaged students.
5	Study skills including homework, revision, organisation and issues with knowledge retention and recall can often explain the underperformance of this group in summative assessments.
6	Engagement in enrichment activities is lower amongst our disadvantaged than our non-disadvantaged students.
7	Access to technology (particularly in the event of any future remote learning) and resources.
8*	Missed learning. Over the last 18 months to 2 years all students have experienced unprecedented disruption to their education. Disadvantaged students are likely to have been disproportionately affected, and despite a strong online learning offer, it is likely that expected progress during this time will be reduced for some.

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
Improved outcomes in EM at GCSE	Pass rates improved for disadvantaged and all other students, as measured by outcomes.
Improved outcomes at end of KS4 – P8 score	Closing progress gap between disadvantaged and non-disadvantaged students, as measured by outcomes.
Headline measures improved against national averages and reducing in school variation.	Headline measures show improving trend when compared to 2019 results and data. Inclusive of whole school targets and in school variation.
Improve overall literacy.	Literacy rates improved for disadvantaged and all other students, as measured by reading ages and outcomes.
Improve overall Numeracy.	Numeracy rates improved for disadvantaged and all other students, measured by outcome.
Improving punctuality and attendance	To continue to improve attendance and punctuality figures for students against 2019-20 figures* <small>*Covid dependant</small>
Widening uptake of opportunities and higher aspiration.	Students have access to a wide range of cultural visits and experiences to raise their aspirations and support their cultural capital.
Reduce impact of social disadvantage	Students' outcomes further increase by providing supplementary resources and support.













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: £ 26,374

































Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school teaching and learning strategy	<p>There is a wide range of research evidence documenting the fact that certain teaching and learning interventions benefit all students, but disproportionately advantage disadvantaged students. Our homework strategy focusses on background knowledge and low stakes quizzing to effectively build schemata in student's memory.</p> <p>Whole school oracy and Quality Talk strategy. Spoken language interventions shown to advantage disadvantaged students more than their non-disadvantaged peers</p> <p>Oral language interventions   +5 Moderate impact for very low cost, based on extensive evidence.</p> <p>Metacognition and self-regulation   +7 High impact for very low cost, based on extensive evidence.</p> <p>Feedback   +8 High impact for very low cost, based on moderate evidence.</p>	1 2 3 5
Use of Lead Practitioners	<p>Support in the development of high quality teaching and learning across all subjects. Lead Practitioners in place in Science and Maths have a particular role in supporting and developing effective feedback and practice of staff in the departments. This work is also carried out by other LPs.</p> <p>Individualised instruction   +3 Moderate impact for very low cost, based on moderate evidence.</p> <p>Feedback   +8 High impact for very low cost, based on moderate evidence.</p>	1 2 5
CPD for school leaders at all levels	<p>Leadership at all levels is integral to driving school improvement. We give leaders at all levels high quality CPD specific to their role and whole school priorities. Since introducing this, leadership capacity has improved.</p> <p>Metacognition and self-regulation   +7 High impact for very low cost, based on extensive evidence.</p> <p>Feedback   +8 High impact for very low cost, based on moderate evidence.</p>	1 2 5
Development and support for ECTs	<p>High quality programme in place and lead by member of staff with specific role within the academy. The CPD is supplemented by support provided by the Redhill Teaching Hub allowing access to high levels of general and subject specific support.</p>	1 2 3
Recruitment and retention	<p>The use of TLRs has been used to both recruit and retain high quality staff into areas of the curriculum where there are challenges. Outstanding teacher outcomes allow staff to move up the pay scale as part of the appraisal process.</p> <p>Performance pay   +1 Low impact for low cost, based on limited evidence.</p>	1 2 5
Homework and	<p>Homework is shown to have a positive impact on progress. Alongside the use of ClassCharts and Microsoft Teams, students benefit from</p>	1 2 5







Homework Club	<p>having a space that they can complete homework and members of staff to support them.</p> <p>EEF research, strongly suggests that the potential effectiveness of up to 5 months' additional progress can be made by students who fully engage in high quality homework. ClassCharts is used to help set homework and encourage students to be organised and independent in carrying out their homework, and allows monitoring of the quality of homework set by teachers and departments. Data is shared with Heads of Faculty to ensure that all students have access to the resources and deadlines for each piece of homework.</p> <p>Homework (Secondary)   +5 Moderate impact for very low cost, based on moderate evidence.</p> <p>Teaching assistants   +1 Low impact for high cost, based on limited evidence.</p>	
Online support	<p>Students benefit from the use of Microsoft Teams, and ClassCharts to consolidate their classroom based learning and also as an opportunity to stretch and extend. A variety of online learning platforms are also used across subjects such as Seneca, with particular programmes such as Dr Frost and Hegarty Maths used in Maths.</p> <p>Homework (Secondary)   +5 Moderate impact for very low cost, based on moderate evidence.</p> <p>Digital technology   +4 Moderate impact for moderate cost, based on extensive evidence.</p> <p>Individualised instruction   +3 Moderate impact for very low cost, based on moderate evidence.</p>	1 2 5 7
Targeted seating plans Mark first, ask first.	<p>All staff have been asked to identify disadvantaged students on their seating plans in order to raise the profile of all disadvantaged students across the key stages. This is to be used in conjunction with disadvantaged students' books being the first to be marked by the class teacher. Experience and studies have shown that high level feedback provides high impact on progress and a disproportionately positive effect for disadvantaged students. Effective questioning and verbal feedback has been shown to have similar gains and as such we are embedding this as a key feature to lessons as well as marking and feedback.</p> <p>Feedback   +8 High impact for very low cost, based on moderate evidence.</p>	1 2 3 5

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

Budgeted cost: £ 88,613









Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy intervention	<p>Literacy is the key to all achievement. Studies by EEF and others have shown that children's reading age has a large and measurable impact on their performance in national assessments such as GCSEs. Students who require support will receive it through targeted interventions. Data has shown that in the past these interventions have had a positive impact on student outcomes in English and other subjects.</p> <p>Students read for 15 minutes every day on a weekly rotation. One day per week is given over in tutorial periods to reading alongside D.E.A.R time as well as affording students the opportunity to feeding back to staff and peers.</p>	1 2 3

















	<p>Reading comprehension strategies   </p> <p>High impact for very low cost, based on extensive evidence.</p>	
Targeted Mentoring (to include Action tutoring from Sept 23)	<p>Mentors have helped improve outcomes in recent years. They work in a variety of settings with disadvantaged students in small groups. They work on specific areas of weakness such as exam technique and revision of key knowledge.</p> <p>Mentoring   </p> <p>Very low or no impact for moderate cost, based on extensive evidence.</p>	2 5 8
Reading/Literacy development	<p>The Accelerated Reader programme has been implemented using Lexia alongside ARTi testing in order to closely monitor student progress and ensure that the correct interventions are going to the appropriate students.</p> <p>Accelerated Reader</p> <p>Lexia</p> <p>ARTi</p> <p>Reading comprehension strategies   </p> <p>High impact for very low cost, based on extensive evidence.</p> <p>Teaching assistants   </p> <p>Low impact for high cost, based on limited evidence.</p>	1 3 8
Literacy interventions	<p>The additional content and demands of the new GCSE specifications has been shown to have a disproportional effect on those with lower levels of literacy. However, evidence has shown that outcomes are positively affected when students are given access to high quality small groups or 1:1 tuition. At TCA we have employed specialists in English to facilitate small group tuition as well as to help provide targeted intervention.</p> <p>Small group tuition   </p> <p>Moderate impact for moderate cost, based on limited evidence.</p> <p>M</p> <p>One to one tuition   </p> <p>Moderate impact for high cost, based on extensive evidence.</p>	1 2 3 5 8
Additional Literacy and numeracy KS3	<p>Additional staffing in Maths to allow for targeted interventions in Maths across years 7 – 11. Maths teacher employed here rather than tutor for specialist knowledge and skill set and to afford greater flexibility for existing staff to carry out targeted intervention.</p> <p>Small group tuition   </p> <p>Moderate impact for moderate cost, based on limited evidence.</p>	1 3 5 8
Targeted intervention sessions "Period 0 and Period 6"	<p>HODs identify students based upon their knowledge and skills deficits and plan half termly small group interventions and are timetabled by SLT in order to best utilise the extra support available. During these sessions, teachers provide comprehensive and specific feedback to students to move them forward. One hour of P6 tuition across two terms in Year 11 equates to approximately 30 hours of additional tuition for a subject, enabling students to maximise their achievement and progress at a minimal cost. Many students attend 2 or more of these lessons.</p> <p>Extending school time   </p> <p>Low impact for moderate cost, based on moderate evidence.</p> <p>Feedback   </p> <p>High impact for very low cost, based on moderate evidence.</p>	1 2 5 8
Intervention sessions during holidays	<p>Students are grouped together by their skills deficits and lessons planned to cover these. Teachers deliver these small group sessions during the holidays. This gives the teachers the chance to work with specific students and has proven successful in improving GCSE results.</p> <p>Summer schools   </p> <p>Low impact for moderate cost, based on extensive evidence.</p> <p>Individualised instruction   </p> <p>Moderate impact for very low cost, based on moderate evidence.</p>	1 2 5 8
Provide key revision	<p>All students will have all the necessary resources to improve their preparations for examinations e.g. revision guides, access to APPYs for revision and active e-books.</p>	1 2 5 7 8

















materials for all subjects.	<p>It's widely recognised that effective revision plays a vital role in maximising student achievement and progress. EEF evidence shows that teaching students the skills to unpick theory and content as well as having a sound understanding of how to approach exam questions (alongside systematic and thorough revision) is the key to success with up to 7 months' progress made by some students.</p> <p>Additional parental support workshops delivering revision specific sessions such as the 'Help your child revise' events, are also utilised in order to assist parents and students' preparation for their final exams.</p> <p>Metacognition and self-regulation   +7</p> <p><small>High impact for very low cost, based on extensive evidence.</small></p>	
Online support	<p>Students benefit from the use of Microsoft Teams, and ClassCharts to consolidate their classroom based learning and also as an opportunity to stretch and extend. A variety of online learning platforms are also used across subjects such as Seneca, with particular programmes such as Dr Frost and Hegarty Maths used in Maths.</p> <p>Homework (Secondary)   +5</p> <p><small>Moderate impact for very low cost, based on moderate evidence.</small></p> <p>Digital technology   +4</p> <p><small>Moderate impact for moderate cost, based on extensive evidence.</small></p>	1 2 7 8
















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

Budgeted cost: £ 187,942

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Resource Centre LRC Manager	<p>The importance of reading and the impact on students' outcomes and cultural capital is very important to us. In addition to supporting literacy interventions, it enables students to access computers before and after school; staffed and providing a vitally important space for students, particularly disadvantaged, who lack access to these facilities or quiet spaces in their home environment, or a suitable adult to provide guidance and support.</p> <p>Reading comprehension strategies   +6</p> <p><small>High impact for very low cost, based on extensive evidence.</small></p> <p>Extending school time   +2</p> <p><small>Low impact for moderate cost, based on moderate evidence.</small></p>	3 5 6 7
Transition activities and management	<p>Effective transition key to ensuring that students' aspirations and progress is maximised into and throughout KS3 and 4. Activities run in order to prepare students for secondary school. The transition programme offers opportunities for primary feeders to work in collaboration with TCA. EEF suggests a relatively low impact, however, we have found that successful transition from Year 5/6 to Year 7 greatly benefits students.</p> <p>Arts participation   +2</p> <p><small>Low impact for low cost, based on moderate evidence.</small></p> <p>Aspiration interventions   0</p> <p><small>Very low or no impact for moderate cost, based on very limited evidence.</small></p>	3 5 6 8
Attendance officer (contribution to salary)	<p>The national average for student attendance in 2018/19 was 94.6%. 2019/20 and 2020/21 is non comparable due to COVID. EEF evidence shows that intervention to change student behaviour can add up to 3 months' progress. TCA employs an attendance officer whose sole focus is to raise student attendance; this is achieved through a range of intervention methods including student and parent contact in school and at</p>	4

	<p>home. disadvantaged student attendance continues to rise (as does whole school attendance) and this can be attributed to the work that the attendance officer and staff as a whole do, day-to-day to ensure students are in school to access the teaching and learning provision on offer.</p> <p>Behaviour interventions   +3</p> <p><small>Moderate impact for moderate cost, based on extensive evidence.</small></p>	
Student Support Centre (SSC)	<p>The SSC will give targeted students intervention to help to improve behaviour, attendance and other barriers to making expected progress. The SSC team works closely with students, parents and teachers in order to ensure that students maximise their achievement whilst receiving the support they need, providing CPD and reintegration to full timetable following exclusions or other behavioural aspects. External agencies are also utilised to support students in the SSC; these include such agencies as CAMHS.</p> <p>Behaviour interventions   +3</p> <p><small>Moderate impact for moderate cost, based on extensive evidence.</small></p> <p>Social and emotional learning   +4</p> <p><small>Moderate impact for moderate cost, based on extensive evidence.</small></p>	4 5 8
Pastoral Support staff / House support Assistants	<p>EEF research supports this type of intervention as being helpful in improving student progress by up to 3 months. As such, we have invested in a dedicated team of non-teaching support staff, we believe this allows consistent interventions provided by the pastoral team enabling the removal of barriers for disadvantaged students to learning, and enabling progress and full engagement within their lessons. The team also helps to disadvantaged students to involve themselves within both the extra-curricular offer and the House events across the academy.</p> <p>Behaviour interventions   +3</p> <p><small>Moderate impact for moderate cost, based on extensive evidence.</small></p> <p>Mentoring   0</p> <p><small>Very low or no impact for moderate cost, based on extensive evidence.</small></p>	4 5 8
Work Experience and careers	<p>Work Experience provides students with opportunities to develop skills in the work place. Also supporting students with career aspirations and Post-16 options. While the EEF considers this intervention as having low impact, the programme has been well received by students, parents and employers and we believe it supports them in their future aspirations.</p> <p>Aspiration interventions   0</p> <p><small>Very low or no impact for moderate cost, based on very limited evidence.</small></p>	5 6
Pastoral Support Houses/ SSC/PAC	<p>Experience has shown a designated mentor for underperforming groups helps raise achievement. Our tutors, who work with students to raise aspirations and meet students in years 7 to 11 on a rolling programme in order to support and set targets to raise student achievement. While the EEF research suggests mentoring has a low impact, similar initiatives have been used extensively across the Redhill Trust and have proven highly successful in contributing to raising student achievement and progress.</p> <p>Mentoring   0</p> <p><small>Very low or no impact for moderate cost, based on extensive evidence.</small></p>	1 2 4
SIMS / SISRA	<p>EEF research shows that the use of digital technology can have a moderate impact on student outcomes. With constantly evolving data available to staff, continued training in the use of SISRA will be vital to plan lessons, arrange effective intervention and contribute to accuracy of predictions. The use of these technologies enables all staff to maximise their use of data, identifying underachievement, implementing intervention and increasing impact on student outcomes.</p> <p>Digital technology   +4</p> <p><small>Moderate impact for moderate cost, based on extensive evidence.</small></p>	2 3 4 8
Widening Participation	<p>Specific focus on supporting students' enrichment and wider school experiences. Regular meeting with tutors and staff to make students aware of what they can become involved in. Close monitoring students attending trips and visits and involvement in wider school initiatives</p>	4 6

	<p>Sports participation   +2</p> <p><small>Low impact for moderate cost, based on limited evidence.</small></p> <p>Arts participation   +2</p> <p><small>Low impact for low cost, based on moderate evidence.</small></p>	
Higher Attainer Programme	<p>Higher attaining (Minerva) disadvantage students to be targeted across 7 to 11 to encourage involvement in a HAP (Minerva) programme to support academic success, ambition and motivation.</p> <p>Aspiration interventions   0</p> <p><small>Very low or no impact for moderate cost, based on very limited evidence.</small></p>	5 6
Holiday Revision Sessions	<p>Holiday revision has proved successful in recent years across the trust, and in conjunction with a range of other strategies, has raised student outcomes for achievement and progress across disadvantaged and non-disadvantaged students. Trust academy students benefit from support with revision at the start of the Easter break which enables them to maximise their revision efforts in the run up to the summer exam period. We believe the use of specialist teaching and support presents disadvantaged students in particular with an opportunity not otherwise afforded to them.</p> <p>Summer schools   +2</p> <p><small>Low impact for moderate cost, based on extensive evidence.</small></p>	2 5 7 8
E&A programme	<p>Help raise student aspirations for post Carlton Academy through working with external organisations to mentor, inspire and develop students. Students from specific groups are targeted to attend and be part of the E&A Programme. Selected disadvantaged students attend university trips and other trips to raise aspirations. Where these external experiences may be limited in 20-21, use of internal expertise and department knowledge to set up programmes for students to attend.</p> <p>Arts participation   +2</p> <p><small>Low impact for low cost, based on moderate evidence.</small></p> <p>Social and emotional learning   +4</p> <p><small>Moderate impact for moderate cost, based on extensive evidence.</small></p>	4 6
ECO days	<p>All students participate in a five-year programme of events which ensures they experience: theatre trips; visits to galleries and museums; enjoy green spaces; complete team building; visit universities; theme parks; outdoor pursuit centres; work with professional artists; problem solving; learn revision skills; listen to motivational speakers from a wide range of backgrounds and businesses.</p> <p>Help raise student aspirations for post Carlton Academy through working with external organisations to mentor, inspire and develop students. disadvantaged students from specific groups are targeted to attend and be part of the E&A Programme. Increasing students' cultural capital through a variety of experiences across each year group through ECO Days.</p> <p>Social and emotional learning   +4</p> <p><small>Moderate impact for moderate cost, based on extensive evidence.</small></p>	2 5 6
Pledge Programme	<p>All Academies within the Redhill Trust operate a Pledge programme for students. Pledges are designed to be accessible and achievable and aim to provide opportunity for students to develop a range of key skills that will be useful as they progress into adulthood. It is also an opportunity to celebrate with students and reinforce the positive and successful culture that is embedding within the Academy. Pledges are achievable in different ways, examples of these include: showing commitment to extra-curricular activities; representing the house in activities/competitions and helping and assisting others within the academy. This initiative draws together a number of proven, effective intervention strategies with the potential of improving progress by up to 4 months for some students.</p> <p>Social and emotional learning   +4</p> <p><small>Moderate impact for moderate cost, based on extensive evidence.</small></p>	4 6
Duke of Edinburgh	<p>D of E offers students from all backgrounds the opportunity to broaden their horizons and challenges them both physically and mentally. The skills</p>	4 6

Award scheme.	<p>developed here can be utilised to help develop resilience and determination to succeed. Overall, the scheme enables students who may otherwise never experience such an adventure to take part, breaking down barriers. EEF evidence supports such initiatives suggesting a potential 5 months of extra academic progress for students.</p> <p>Outdoor adventure learning   </p> <p>Moderate impact for moderate cost, based on moderate evidence.</p> <p>Collaborative learning   </p> <p>Moderate impact for very low cost, based on extensive evidence.</p>	
Extra-curricular sports and coaching	<p>Engaging with additional sports coaching is for students in the Academy who wish to develop a skill or hobby. With a rich and vibrant extra-curricular offer within the PE department, additional sports coaching from local sports clubs enables our students to develop talent in addition to trying new sports that they may not have previously played. An example is the coaching of Hockey provided by Nottingham Hockey Club. The EEF suggests that for some, this activity can boost progress by up to 4 months.</p> <p>Sports participation   </p> <p>Low impact for moderate cost, based on limited evidence.</p>	6
Alternative educational provisions	<p>Where students would benefit from alternative types of education that we seek more suitable provisions for them to continue their education. We work with parents, carers and outside agencies to make this happen.</p> <p>Behaviour interventions   </p> <p>Moderate impact for moderate cost, based on extensive evidence.</p>	4 5
ED Lounge subscription – Self supported study	<p>Students who are not able to fully participate in education in the formal setting of the academy due to pastoral, social or health reasons will be able to access the ED Lounge package, so that they are both actively engaged in their learning and the barriers to success are limited despite other issues the students may face.</p> <p>Digital technology   </p> <p>Moderate impact for moderate cost, based on extensive evidence.</p>	4 5

Total budgeted cost: £309,875

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

As we returned to 2019 level expectations, examination standards and gradings, we are delighted with the progress that has been made by the disadvantaged students of this cohort. The results from 2023 show that the performance of our disadvantaged students has not only improved against their peers in previous years, including TAGs processes, but have also closed the gap to their Non-disadvantaged peers, even in a year where that cohort has been particularly successful, achieving a positive 0.25 Progress 8 score.

The gap to Disadvantaged students has fallen from 0.4 in 2022 to 0.14 in during the academic year 2022-23. We strongly believe that this is in no small part to the quality of teaching, targeted intervention and medium to long term work that has gone into this groups over not just this academic year, but those that have gone before. What is also very pleasing is how well we compare to other schools in the LA, where we are ranked 2nd for 2023 results. A result that means that we are providing our disadvantaged students with the opportunities to better compete against not only other disadvantaged students, but against their non-disadvantaged peers.

There continues to be work to be done with regards to ensuring that we maintain the results into future years for the 2023-24 cohort and beyond, we now feel that we have a platform that has begun to show sustainable success over a number of years provided that schools are able to maintain the overall approach as well as funded approaches to the education of all. English and Maths results for this cohort continue to show that students are capable and are making good progress in meeting Basics targets, affording them opportunities beyond KS4. In fact, some of the long term work that we have been conducting within the Maths department allowed for disadvantaged students P8 score to outstrip that of their non-disadvantaged peers. Results in English were also favourable in both literature and language, adding to the overall positive performance of this group.

We will continue to look at ways to sustain this success, with some of the difficulties around general school funding that have arisen in recent times, as well as continuing to focus on those areas such as EBacc, that have historically seen good success in this area and sharing of good practice across these areas and the whole teaching staff.

Importantly, we remain committed to the approach of 'Quality First Teaching' and further imbedding our shared strategies, which have been shown to disproportionately

advantage our disadvantaged students. In order to facilitate this, T&L has remained a core part of our CPD offering to staff, and our shared strategies (Trust Fundamentals) are now also a part of our whole trust approach.

Overall, while we cannot remove the results from factors closely linked to factors associated with Covid-19 and the disruption that this caused in many subject areas, we strongly believe that the work we conducted as an academy during and since have allowed us to mitigate many of the negatives, or at least do this as well or better than other similar centres both locally and in the wider area. We will continue to implement will ensure that our disadvantaged students continue to make progress that is akin to that of their non-disadvantaged peers.

Investment in and access to the required technology to access learning outside of the classroom, using Teams, ClassCharts, and other platforms continues to be an area we strongly believe will have a positive impact on our disadvantaged students, due to greater levels of engagement and the ability to track and monitor performance.

Attendance, locally as well as nationally, continues to be a key factor impacting on performance, and has presented a barrier to success for a number. As such we have made the decision to commit to maintaining the significant investment we began previous years, in terms of both time and staffing in order to reduce the gap in this area, with specific and targeted intervention available where and when required.

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
Accelerated Reader	Renaissance Learning