The Hundred of Hoo Academy

Pupil Premium Strategy Statement

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	Hundred of Hoo Academy
Number of pupils in school	1541
Proportion (%) of pupil premium eligible pupils	24.8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Carl Guerin-Hassett, Principal
Pupil Premium lead	Margaret Hutchinson, Vice Principal
Governor / Trustee lead	Keith Morrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£377,775
Recovery premium funding allocation this academic year	£97,980
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	£377,775

Part A: Pupil Premium strategy plan

Statement of intent

As an Academy we are committed to ensuring we continue to provide all pupils with a well constructed, appropriately broad, balanced and rich curriculum that allows pupils to acquire the skills and knowledge they need to be successful in their future chosen paths. Our Academy teaching staff are dedicated to being highly effective practitioners who ensure they have expert knowledge of both their subject and pedagogy which will enable them to implement our exceptional curriculum. To complement our curriculum and ensure that all pupils have the support and intervention they need post-pandemic and the two periods of remote learning, we implemented a clear Post COVID-19 Closure Strategy in 2022.

High-quality teaching is central to our strategy. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school (source: [The EEF Guide to the Pupil Premium](#)). To continue to maintain our excellent teaching standards we are committed to providing our staff body with high quality professional development, this will mean that our disadvantaged pupils are in receipt of consistent highly effective teaching and we are ambitious with raising the proportion of teachers who are highly effective to being 50% or more. This will ensure that disadvantaged pupils have access to consistently high quality teaching across all subjects. Highly effective practitioners will incorporate appropriately adaptive teaching approaches responding through skilled assessment to each individuals' learning needs and will support pupils with making at least good progress and to ensure they are in line with their peers.

Regardless of each pupils' ability, background or personal circumstances we will ensure that all pupils make at least good progress and ensure that we intervene to diminish differences in the attainment of key student groups. We will continue to consider the challenges faced by vulnerable pupils, such as low self-esteem, resilience and well-being, including the impact of COVID-19, and ensure that they have appropriate and structured support to be able to become resilient, confident and well-rounded young people overcoming these difficulties. Our Academy has an inclusive culture and the activities we have outlined in this statement are intended to support all pupil needs, disadvantaged and non-disadvantaged, to raise outcomes, aspirations and improve life chances for all. We will look to ensure our disadvantaged pupils have high aspirations and are supported in those aspirations with quality advice and guidance on how to achieve those aspirations and how their educational goals need to align with those, so they have all the tools and resources they need to be successful.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through tutoring. In relation to this, we recognise the impact that Covid has also had on attendance as a whole, and part of our strategy addresses how we can help improve attendance to be back to pre-Covid levels.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. These can be identified using:

- regular and robust assessment of pupils;

- high quality and consistent monitoring and observation of teaching and pupils' work;
- qualitative and quantitative feedback from pupils, parents/carers, other professionals and teachers;
- regular analysis and evaluation of attendance (including for co-curricular clubs) and behaviour data.

Challenges

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

Challenge number	Detail of challenge
1	**Low Attendance** - The attendance of our most disadvantaged remains below that of our non-disadvantaged pupils. - 2022/23 (2021/22 in brackets) attendance for disadvantaged pupils was 86.3% (84.8%) compared to 93.3% (90.8%) for their non-disadvantaged peers, demonstrating improvement but a trend that must continue. - Persistent absence was 46.0% (54.1% in 2021/22) for disadvantaged pupils, again demonstrating improvement but a trend that must continue. - Low attendance leads to gaps in learning and knowledge, reducing the frequency of retrieval of past learning also, and thus disproportionately impacts the progress and attainment of disadvantaged pupils.
2	**Literacy Levels** Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension and literacy levels than peers. This impacts their progress in all subjects. Across all year groups, our disadvantaged students have a reading age below that of their peers, and this gap must be closed, particularly where students' reading ages are below their chronological ages and their reading skills at Key Stage 4 are below what is required by the GCSE exam papers.
3	**Mental Health and Wellbeing** Disadvantaged pupils struggle more to maintain their positive mental health and achieve high self-esteem. These challenges particularly affect disadvantaged pupils' attainment and progress as it impacts their attitude towards school as well as their behaviour, and some students' struggles were exacerbated further by the pandemic, which we continue to support pastorally.

4	**Behaviour and Attitudes**
	Negative points and sanctions are rewarded more regularly to disadvantaged pupils in comparison to their counterparts. This has multiple consequences: ● Pupils disengage with school and their behaviour for learning can deteriorate as a consequence, which leads to low focus in lessons and therefore limits progress. ● Pupils miss learning time due to sanctions given. This then leads to further gaps in learning and sometimes makes it difficult for them to return to the classroom.
5	**Aspiration** Our disadvantaged pupils can have lower aspirations than our non-disadvantaged pupils. As a result, pupils' engagement in learning is impacted as some disadvantaged pupils do not see the value in academic focus or do not have a post-school plan. In terms of cultural capital, disadvantage can sometimes lead to gaps in students' cultural capital that mean they find it more challenging to link their knowledge within their schema, including when contextualising their reading. Our 2023 Year 12 cohort has only 12 disadvantaged pupils, indicating that we have a significant number who do not remain in further education with us.

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
To ensure that all PP pupils have access to high quality teaching and learning We will ensure that all pupils, including PP and disadvantaged students, are in receipt of highly effective teaching and never less than effective teaching practice evidence argues that high quality teaching is the most important factor in ensuring the best possible outcomes for pupils. (The EEF Guide to the Pupil Premium)	Overall teaching practice to be 100% effective, with 50% highly effective so that all pupils have access to quality teaching. Demonstrable through regularly-updated lesson visit records. Data capture to evidence equality of outcome between PP students and their peers. PP students will be shown to be making progress which is at least in line with their peers. CPD records will demonstrate the Academy's commitment to upskilling teachers' pedagogical practice in line with research and cognitive science approaches (e.g. EEF).

Increase attainment and progress of disadvantaged students to be in line with non-disadvantaged peers.	Attainment and progress gaps between disadvantaged and non-disadvantaged students will have been eliminated, as evidenced in examination results and internal tracking data. For whole cohort: ● Raise A8 to 43; ● P8 to exceed 0; ● Average MYP score to be 4 or above for all subjects; ● At KS5, Value Added to exceed 0 and APS to be at or above 30.
Improved reading, comprehension and literacy levels among disadvantaged pupils across KS3 and KS4, specifically: ● in Year 7, gaps in reading skill are identified early and remedied through impactful intervention, enabling full access to the MYP curriculum; ● in KS4, gaps in reading skill are identified rapidly and remedied to the point where students can fully access the language demand of English and History exams.	Reading assessment data baselines have been analysed to identify need type and inform intervention. Interventions have been prioritised according to identified need. Students in Year 7 are all reading at their chronological age, with appropriate scaffolding being supplied only to a small number of students who require support for longer, for example due to a special educational need. Students in KS4 are all reading at least the reading age required by their GCSE exams - English and History (15 years, 8 months), enabling access to their full suite of exams at the end of the key stage. Quality assessment and scrutiny of exercise books as per Academy policy demonstrate an increased focus on literacy, particularly key terminology and extended writing, across the Academy and pupils show progress through the curriculum as a consequence.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. **To continue to raise attendance towards the national average and reduce the percentage of pupils classified as persistent absence (especially those who are disadvantaged).**	Sustained high attendance from is evident, specifically by ensuring that the following is observed by the end of this three-year plan: ● the overall absence rate for all pupils is no more than 5%; ● the attendance gap between disadvantaged pupils and their peers is no longer discernible; ● attendance of all students is at least in line with the national average; ● the percentage of disadvantaged pupils who are persistently absent is below 25%, to be more in line with students' non-disadvantaged peers (19% 2020/21).

To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2024/25 as demonstrated by: ● a reduction in the amount of persistent absence owing to anxiety; ● qualitative data from student voice, student and parent surveys and teacher observations demonstrates improved self-efficacy and self-reported wellbeing levels; ● Inclusion referral data indicates a high impact of intervention for students by demonstrating students' progress from their wellbeing starting points; ● a significant increase in participation in enrichment and co-curricular activities across all students and particularly among disadvantaged pupils.
We will provide all pupils with culturally and personally enriching experiences beyond the curriculum. **All students are able to fully participate in academic and extracurricular activities, where financial and cultural capital do not restrict them.**	● Disadvantaged and non-disadvantaged student detentions for lack of equipment are in line, and sanctions are never issued as an indirect penalty for disadvantage. . ● Disadvantaged and non-disadvantaged detentions for lack of homework are proportionately in line with each other and no sanctions are issued as an indirect penalty for disadvantage. ● Participation in enrichment, trips and visits for disadvantaged and non-disadvantaged students are proportionately in line with each other, or participation rates for PP students exceed that of their peers. ● Academy records demonstrate how the Pupil Premium has been utilised to eliminate disadvantage emanating from a lack of resources.

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: **£221,095**

Activity	Evidence that supports this approach	Challenge number(s) addressed

| High Quality Teaching and Learning:

Quality assurance of teaching staff to be mapped so that visits to groups with a high proportion of disadvantaged pupils take place regularly, and all PP students are visited, leading to rigorous exploration of strategies and identification of barriers to learning, so that all students benefit, especially the disadvantaged.

Teaching staff to participate in regular CPD, delivered by the Academy as well as the Trust, to support their understanding and application of the latest evidence in terms of teaching and learning.

Teaching staff to receive regular CPD as part of the *Teaching Walkthus* programme, with each teaching staff member also receiving the books which accompany the programme. This programme provides them with evidenced led strategies to embed in their practice to ensure all pupils reach optimum progress.

Teaching staff to receive regular enquiry walks and coached conversations, with critical feedback, which will be evidenced on OnTrack throughout the year, with a focus on disadvantaged pupils' progress through our ambitious curriculum. | Evidence argues that high quality teaching is the most important factor in ensuring the best possible outcomes for all pupils, particularly those in receipt of PP. The EEF Guide to the Pupil Premium

To continue to drive up standards in teachers' pedagogy with regular, well-planned and evidence-driven CPD as '*effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes*' Effective Professional Development | EEF.

CPD priority areas to be:
● reading and language development (Improving Literacy in Secondary Schools | EEF);
● metacognition strategies to support students being able to know more and remember more (Metacognition and Self-regulated Learning | EEF);
● adaptive teaching approaches implemented as a result of high quality assessment;
● effective deployment of adults in the classroom (Making Best Use of Teaching Assistants | EEF);
● for new staff and colleagues who are relatively new to the profession, CPD to ensure that excellent support is provided as part of their transition, assuring standards of pedagogy, application of policy (e.g. Behaviour Policy) and of classroom management. | 2,4,5

(Literacy, Behaviour & Attitudes, Aspiration) |

Homework: support to improve levels of self-regulation: Homework Club is run four afternoons a week after school, to help pupils to manage the completion of home learning assignments or to support with Knowledge Organiser retrieval activities. Form tutors and college leaders will monitor pupils' homework completion rates and, rather than having students receiving detentions for poor organisation, students will be issued a series of homework intervention sessions that will help them to improve their skills of independent working and self-regulation. This is reliant on good communication between school and home.	Evidence argues that high-quality homework which is linked to classroom learning, completed in a quiet and supportive environment, can add up to five months to a student's progress. It is therefore crucial that PP students have the organisation skills necessary to complete homework in a timely fashion, to prevent further disadvantage. This strategy will also help to celebrate success and reduce the number of sanctions received by PP pupils, something which we know can limit their enthusiasm for school and have an impact on their behaviour and attitudes. ([Education Endowment Fund- Homework](#))	4,5 *(Behaviour & Attitudes, Aspiration)*
Literacy and Language Development: To improve disadvantaged pupils' literacy skills by ● identifying areas of deficit through detailed assessment (NGRT); ● implementing interventions that improve reading and vocabulary ages to be inline with peers and chronological age (e.g. reading, phonics, comprehension, oracy and handwriting); ● implementing Sparx Reader for all students across KS3-4 to ensure regular, targeted, reading and comprehension skill-building; ● implementing high quality Reciprocal Reading approach within Form Time activities and in reading activities in lessons; ● harnessing the Library as a vehicle for inspiring a 'love of reading' culture across all areas of the Academy. See Literacy strategy and policy ([HOH Literacy Policy](#)).	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. We also know that a gap in cultural capital impact disadvantaged students disproportionately, further compounding disadvantage. Strategies towards improving literacy need to be across the whole curriculum and adapted to suit curriculum needs and ensure pupils are able to understand and utilise the subject specific vocabulary. This is done through CPD to ensure all teachers understand how to teach effective use of literacy in their subjects: [Improving Literacy in Secondary Schools](#). Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English: [word-gap.pdf (oup.com.cn)](#) Also: Alex Quigley '*Closing the Vocabulary Gap*' and '*Closing the Reading Gap*' (Routledge).	2 *(Literacy)*

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

Budgeted cost: **£135, 553**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Digital Approach All pupils to be given a LAT chromebook to enable them to become more proficient in using technology. Pupils to be given support with access to the internet at home, if needed. All pupils to access Google software so that they can complete home learning, as well as remote learning if needed in the future. Pupils to be able to use the chromebooks to access online academic support, such as (but not exclusively): ● Sparx Reader - an online reading application which will raise literacy levels over time; ● Tassomai- A Science revision application to aid knowing more and remembering more; ● Google Classroom for all lesson resources; ● Online quizzes and activities (e.g. Jamboard).	Technology to Improve Learning: Evidence Review. London: Education Endowment Foundation. (Using Digital Technology to Improve Learning | EEF)	1, 2, 4 (Attendance, Behaviour & Attitudes, Literacy)
Effective deployment of adults within the classroom:	TAs can add value and support disadvantaged pupils make good or better progress when given quality training and	4, 5

| Teaching assistants to be deployed to support classes where the largest gaps in progress for literacy and numeracy are evident. These classes are to be identified by the HOD to have maximum impact.

Support for literacy and numeracy development in KS3 to be provided by primary specialist, with the aim of rapidly eliminating disadvantage-related learning gaps and thereby granting students full access to the MYP curriculum. | instruction, and when utilised in the correct manner.

CPD will be utilised to develop both TAs and teaching staff, making use of the dedicated EEF guidance report:

Making Best Use of Teaching Assistants \| EEF | *(Behaviour & Attitudes, Aspiration)* |

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

Budgeted cost: **£21127**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance tracking: College leaders will monitor and track attendance and meet with parents where there is low attendance to help support pupils both to be in school more frequently and to catch up following periods of absence, ensuring that there is no learning lost. Regular meetings will be held with Attendance Services Medway, and the Attendance Officer will ensure that interventions and support are applied consistently for the purpose of raising attendance.	The EEF details 8 key approaches to implement in order to improve attendance and this report will be used to inform the type of intervention to which each PP student is likely to respond: Attendance interventions rapid evidence assessment | EEF Other Inclusion interventions will be relevant according to need, for example strategies to build resilience for students who are reluctant attenders due to anxiety. Our attendance strategy will continue to be developed in line with: Working together to improve school attendance - GOV.UK	1, 4 *(Attendance, Behaviour & Attitudes)*
Aspiration for all: Launch 'Hoo Aspire,' a comprehensive plan perfectly aligned to the Academy's values, to raise aspirations for our	The Education Endowment Fund published a review of evidence that found disadvantaged pupils often have high aspirations, but are unclear on how to access opportunities, including how to find out what academic qualifications they need.	5 *(Aspiration)*

disadvantaged pupils so that they are aware of the choices they have in terms of careers, further education (including at our own Sixth Form), higher education, apprenticeships and employment. Establish a high quality and effective careers advice programme, so disadvantaged pupils: ● are informed of what academic qualifications they need; ● are aware of alternatives, and how to access support if they change their mind or do not achieve the entry requirements they needed; ● have meaningful encounters with employers and other educational establishments; ● have the opportunity for experiencing a place of work; ● have the opportunity to broaden their horizons and break down barriers such as low family income, or no-one in their family having gone to university before.	For many young people, education goals do not exactly match their aspirations, and therefore careers information and guidance is critical in focusing them on their end destination. Careers guidance, and opportunities to meet employers and other education providers, is therefore vital for PP students in order to avoid compounding ongoing disadvantage (Gatsby: The Benchmarks) (Poorer young people more likely to have career aspirations that… | EEF).	
Inclusion Approaches: **Mentoring Programme:** To support pupils to improve their mental health by creating positive attitudes and building self-esteem; helping pupils to manage the stresses in their lives, inside and outside of the Academy. College leaders and pastoral colleagues will refer to the Mentoring Programme according to need.	Improving the mental health, self esteem and social skills of all students, particularly disadvantaged pupils, the impact will be seen in the following areas: : ● a reduction in the incidence of dysregulated behaviours and therefore inclusion and exclusion time, which will enable pupils to access learning without interruption; ● improved behaviour for learning, arising from lower anxiety levels, better concentration and improved engagement; ● better outcomes for the pupil, which could be the equivalent of up to 4 months learning time (Behaviour interventions | EEF).	3, 4, 5 (Mental Health, Aspiration, Behaviour & Attitudes)

Social Skills Programme: To support pupils in building healthy and positive relationships with others; to help reduce relationship issues with others and reduce tension; to help pupils manage conflict and promote positive relationships which will, in turn, improve mental health. The programmes are bespoke, according to the needs of the pupil.		
Access to resources and cultural capital: Disadvantaged students must be able to access education resources such as revision books, texts to support learning and educational workshops, commensurate with their peers. Staff can apply for funding for resources, materials, educational trips, tutoring or anything that is course related and will support engagement and progress. This includes support for enabling internet access for a pupil's Chromebook, if needed. The cost of uniform has been reviewed, and the uniform policy has been adapted accordingly. Colleges operate a high-quality second-hand uniform shop which allows students to support their peers through donations whilst improving individuals' access to staple items.	While there is limited evidence on the direct impact of ensuring pupils have the correct resources on attainment and progress, we know that for pupils to be able to engage in education and have the same opportunities as their peers, sometimes disadvantaged pupils do need support with purchasing items. The government has published guidance for schools and families in respect of reviewing uniform policies (School uniform: How much does it cost and what financial support is available - The Education Hub). We also know the importance of building strong relationships between home and school, and are therefore building events into the school calendar to promote this (e.g. parent/child workshops for numeracy).	3 *(Wellbeing)*

Total budgeted cost: £377,775

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.

- In academic year 2022-23, attendance of PP students remained below that of the whole cohort and of non-disadvantaged students, although evidence is seen that our attendance strategy is already having a positive impact, since attendance rates rose in comparison to the previous year:
    - 2022-23: attendance for all students: 93.3% compared to 90.8% in 2021-22;
    - 2022-23: attendance for disadvantaged students: 86.3% compared to 84.8% in 2021-22;
    - Persistent absence in 2022-23 was 46% compared to 54.1% in 2021-22.
- In the July 2023 staff survey, 100% of colleagues reported that our high-quality CPD had had a significant impact on their pedagogy, and 90% of teachers indicated that CPD related to metacognition and adaptive teaching had an impact on their lessons and students' learning.
- A coaching model of professional development was implemented in 2022-23 and all teachers participate in this collaborative approach to seeking continual improvement. As a consequence, in a recent visit to the Academy by the Academies Director, it was noted that staff were very comfortable with lesson visits and open to feedback and review.
- The impact of our reading and language development strategy up to this point in time has been carefully considered, and the decision made to implement NGRT testing alongside Sparx Reader, in order to accelerate the impact on students' literacy levels, boost student engagement and embed reading skills more deeply by ensuring very regular, deliberate, practice. NGRT assessments have been chosen because they will permit detailed diagnosis of exactly what each student's needs are, and Sparx Reader is proving to be more engaging for students whilst monitoring closely the amount of time a pupil is reading over the course of a week.
- Our Library has been refurbished and now once again hosts KS3 reading lessons for students, whilst the librarians are working to develop a love of reading culture throughout the school, e.g. BBC 500 words competition, reading displays within each college, inter-form competitions and lunchtime clubs. Whilst these activities benefit all students, staff are able to recommend them directly to PP students and, where places are limited, we prioritise PP students being able to take part.
- A detailed review of exam papers from the 2023 series has been undertaken, particularly for English and History, and the curricula have been adjusted to reflect:
    - explicit teaching of reading strategies, following our Academy-wide Reciprocal Reading approach;
    - explicit teaching and practice in respect of crafting a strong, lengthy, written response;
    - high-quality teaching and retrieval of key disciplinary literacy terminology and tier 2 vocabulary;
    - support for handwriting fluency and resilience for identified individuals, according to need.

- The Academy gained the Wellbeing Award in July 2023 in recognition of its outstanding contribution to the community's levels of wellbeing.
- Although the dataset is, as yet, unvalidated, the attainment gap between PP students and the whole cohort has narrowed as follows, however we have more work to do in order to remove the disadvantage gap:
    - 2022-23: A8 for the whole Year 11 cohort was 41.9, compared with 41.2 in 2019; A8 for PP students was 36.8 this year.
    - For English and Maths combined, 46.8% of PP students achieved 4+ in both in 2022-23, compared with 62.1% for the whole cohort;
    - For English and Maths combined, 19.4% of PP students achieved 5+ in both in 2022-23, compared with 28.4% for the whole cohort;
    - Priority areas for the Year 11 cohort of 2024 are: English/Maths at 5+, Humanities and MFL (this includes a higher proportion of students entering the EBacc); also aspiration and challenge for students targeting grade 7 and above. A8 to move to 50.
    - At KS5, disadvantaged students exceeded the outcomes of non-disadvantaged students in Applied qualifications. Ongoing target is for KS5 average grade to move to 30 or higher.
- The Academy has employed its own tutors, for the purpose of driving up attainment at KS4 in English and Maths. This has maintained the combined Maths/English outcomes compared to 2019, however has been refocused using robust end of year assessment data to maximise gains for the 2024 series.
- The Mentoring programme is now well embedded and many pupils have benefited from the mental health support, as well as the skills they have gained from social skills workshops. This has had an impact on pupils' attitudes towards school, as well as attendance, which helped to reduce the ongoing impact of the pandemic for students during the last academic year, as can be seen in the increased levels of attendance, and in the behaviour statistics provided below.
- Whole school roll-out of Chromebooks for every pupil has been successful, and we have a digital strategy to drive up standards of digital education in lessons, upskilling staff via Google qualifications and embracing new technology such as AI. In providing pupils with access to a device outside the Academy day, we have ensured that every student has access to technology for home learning, and eliminated the digital poverty that many disadvantaged families experienced in 2020 at the start of the pandemic. Access to Sparx Reader is via each student's Chromebook, and this has ensured that all students have access to stage-appropriate reading both in and outside of the Academy.
- Records demonstrate that praise outweighs sanction for all students at the academy, with approximately 20 positive points being awarded to every 1 negative point. Challenge Partners awarded an 'Area of Excellence' to the Academy in 2021-22 for Behaviour and Inclusions and, at the time of visit, 84% of behaviour points awarded to students were positive. Now that 95% are awarded for positive behaviours (and a greater volume of points is being recorded overall), the culture of celebration and praise has developed further and there is only a small difference of 2 percentage points for PP students, for whom the proportion of positive points is 93%. There is, therefore, little discernible difference between disadvantaged students and their peers in terms of conduct.
- Scrutiny of the 2022-23 academic year homework data indicates that PP students are 1.4 times more likely to submit a late homework or hand in a piece that is below expectation; homework support is therefore a priority for 2023-24.
- In end of year reward trips, 51% of disadvantaged pupils took part in reward trips compared to 66% of non-disadvantaged pupils. This is a significant number of

disadvantaged pupils involved in offsite trips over the last few days of school, and does not account for the rest of the year, but does still need to be more ambitious and inline with non-disadvantaged. All pupils were able to take part in extra-curricular experiences in the last week of term, which provided culturally enriching experiences.

Externally provided programmes

Programme	Provider
(See Covid Recovery Document)	Strengthening Minds