Padgate Academy

(formerly University Academy Warrington)

Objective	The differences between PP students and others is diminished across all key performance indicators.
What do we expect to see?	- Pupil Premium students achieving or exceeding a P8 score of 0 - Attendance of PP students is at least 95% - Incidents of poor behaviour for PP students to decrease - Increased curriculum engagement

The Pupil Premium is available for Schools and Academies to provide additional support for students in receipt of free school meals or who have been eligible for free school meals at any point in the last six years, looked after children, children adopted from care and a smaller amount of funding is provided for the children of service personnel.

UAW received £186,675 of pp funding in 2017-18

<table>
<tr><td rowspan="2">2017-18 Year 11 headline results</td><td colspan="3">Pupil Premium students' targets were FFT targets (the same progress as similar pupils in the top 20th percentile of similar schools).</td></tr>
<tr><td rowspan="16">Pupil Premium Students</td><td>Number of Students</td><td>42</td></tr>
</table>

2017-18 Year 11 headline results	Pupil Premium students' targets were FFT targets (the same progress as similar pupils in the top 20th percentile of similar schools).		
	Pupil Premium Students	Number of Students	42
		Number of Students included in Progress 8 calculation	42
		Attainment 8	2.7
		FFT Attainment 8 Target	4.6
		Progress 8	-1.33
		Progress 8 English	-1.23
		Progress 8 Maths	-1.06
		Progress 8 EBacc	-1.26
		Progress 8 Open Slots	-1.83
		% of entering the English Baccalaureate	11.9
		% achieving a strong pass in the English Baccalaureate (grade 5 or above in English/maths & grade C or above in unreformed subjects)	2.38
		% achieving a standard pass in the English Baccalaureate (grade 4 or above in English/maths & grade C or above in unreformed subjects)	4.8
		% achieving a strong pass in English and maths (grade 5 or above)	16.67
		% achieving a standard pass in English and maths (grade 4 or above)	31
2017-18 year 10 results	Pupil Premium students' targets are FFT targets (the same progress as similar pupils in the top 20th		
	Pupil Premium Students	Number of Students	30
		Year 10 Attainment 8	26.57
		FFT Attainment 8 Target	4.6
		Progress 8 (vs FFT targets)	
		% of entering the English Baccalaureate (EBacc)	6.7
		% achieving a strong pass in the EBacc (grade 5 or above in English/maths & grade C or above in unreformed subjects)	0
		% achieving a strong pass in English and maths (grade 5 or above) at	10

2017-18 KS3 Tracking

% on or above track

Pupil Premium Students	2017-2018	English	Maths
	7	23.4	50
	8	40	45.7
	9	54.8	38.1

	2017 – 2018 Actions completed	2017 – 2018 Impact of Actions	2018 – 2019 Areas for development
Key Stage 3 progress	- Reduced class sizes through additional recruitment of staff in mathematics, science and humanities - Departmental collaborative planning sessions to improve consistency of learning experience within departments - Departmental professional development sessions to improve subject specific practice and provide effective teaching and learning for all - One hour of extra mathematics curriculum time in Years 7 and 8 to help develop numeracy skills of targeted students - One hour of extra English curriculum times in Years 7 and 8 to help develop literacy skills of targeted students - KS2 to KS3 transition to identify the needs of specific students to ensure they all fully equipped for secondary education - Breakfast club for the most vulnerable - Equipment provided for all classrooms to remove potential barrier to learning	**Progress during year 7:** Using the Academy's progress scores against targets - See table below. Using current data, there is a gap of +5.5% in terms of students being on track to reach their target. (see on target explanation above) English: See table below. In English, PP students are performing better with a gap of +10.6% for students who are on track to meet their target. Mathematics: See table below. In mathematics, PP students are performing better with a gap of +12.5% for	- Creation of Learning Coach job description focussed around removing barriers and facilitating progress of particular student groups - Revised line management structure of Learning Coaches - Homework support, reading plus club, breakfast clubs to be run for disadvantaged students - Tailored rewards system for specific disadvantaged groups of students regarding attendance, behaviour and progress - Tailored action plans for individual students that are disadvantaged - Rowing programme to be offered to more students - Mentoring programme for all disadvantaged students - Weekly analysis of behaviour / attendance information to coordinate responses for disadvantaged students - Revise coaching programme to focus on subject specific pedagogy and practice - Improve accountability of HODs regarding professional development time, with a focus on improving lessons the next day/week - Improve monitoring and support of intervention sessions to increase attendance of pupil premium students - Assessment processes to be improved to ensure all teaching staff use assessment data to address areas of weakness of pupil

Progress during year 7:

	On/above track	Below track
PP	29.8%	70.2%
Other	24.3%	75.7%

English:

	On/above track	Below track
PP	23.4%	76.6%
Other	12.8%	87.2%

Mathematics:

	On/above track	Below track
PP	50.0%	50.0%
Other	37.5%	62.5%

students who are on track to meet their target.

Progress during year 8:

Using the Academy's progress scores against targets -

	On/above track	Below track
PP	54.4%	45.6%
Other	65.6%	34.4%

Using current data, there is a gap of -11.2% in terms of students being on track to reach their target. (see on target explanation above)

English:

	On/above track	Below track
PP	40.0%	60.0%
Other	75.6%	24.4%

Using current data, there is a gap of -30.6% in terms of students being on track to reach their target. (see on target explanation above)

Mathematics:

	On/above track	Below track
PP	45.7%	54.3%
Other	76.2%	23.8%

Using current data, there is a gap of -30.5% in terms of students being on track to reach their target. (see on target explanation above)

premium students – professional development time to be used for this. Dedicated lessons to be used to address identified areas of weakness consistently
➢ An extra academic review to be included during am sessions to ensure all students have the required equipment to remove this barrier to learning
➢ All subjects to include 'pre-tests' for year 7 classes to ensure challenge for all students immediately and to allow planning to meet the needs of all students
➢ Revised attitudes to learning grades linked to FOCUS to simplify and provide clarity for how to improve
➢ Best effort strategy to increase expectations of all students, including disadvantaged
➢ All Year 7 staff to have a copy of an exemplar piece of writing in line with the standardised score to use as reference with students when completing work.
➢ Current year 9 have been identified as a priority group

Progress during year 9:
Using the Academy's progress scores against targets -

	On/above track	Below track
PP	66.1%	33.9%
Other	68.3%	31.7%

Using current data, there is a gap of -2.2% in terms of students being on track to reach their target. (see on target explanation above). Due to small student numbers, this is not a significant difference

English:

	On/above track	Below track
PP	54.8%	45.2%
Other	57.4%	38.3%

Using current data, there is a gap of -2.6% in terms of students being on track to reach their target. (see on target explanation above). Due to small student numbers, this is not a significant difference

Mathematics:

	On/above track	Below track
PP	38.1%	61.9%
Other	45.8%	54.2%

Using current data, there is a gap of -7.7% in terms of students being on track to reach their target. (see on target explanation above)

Key Stage 4 progress	- Implementation of bespoke curriculum and specialist support to ensure that, for a very small number of students, core qualifications of English, Maths, Science are focussed on (ET/AW/LE/CS) - Reduced class sizes through additional recruitment of staff in mathematics, science and humanities - Departmental collaborative planning sessions to improve consistency of learning experience within departments - Departmental professional development sessions to improve subject specific practice and provide effective teaching and learning for all - Revised teaching assistant deployment to support those statemented students identified as underperforming - Creation of an afterschool intervention timetable with identified students targeted to attend - Identified students selected for small group tuition in English, mathematics and science - Selected Academic Review revision sessions for subject areas - Question level analysis of mock examination data to identify key areas of weakness for identified students	**Year 10 progress overall:** Using current data, there is a gap of -5.2% in terms of students being on track to reach their target. (see on target explanation above). Due to small student numbers, this is not a significant difference English: In English, PP students are performing better with a gap of +7.6% for students who are on track to meet their target. Mathematics: In mathematics, there is a gap of -5.2% in terms of students being on track to meet their target. Due to small student numbers, this is not a significant difference	- Creation of Learning Coach job description focussed around removing barriers and facilitating progress of particular student groups - Revised line management structure of Learning Coaches - Homework support, reading plus club, breakfast clubs to be run for disadvantaged students - Tailored rewards system for specific disadvantaged groups of students regarding attendance, behaviour and progress - Tailored action plans for individual students that are disadvantaged - Rowing programme to be offered to more students - Mentoring programme for all disadvantaged students - Weekly analysis of behaviour / attendance information to coordinate responses for disadvantaged students - Revise coaching programme to focus on subject specific pedagogy and practice - Improve accountability of HODs regarding professional development time, with a focus on improving lessons the next day/week - Improve monitoring and support of intervention sessions to increase attendance of pupil premium students - Assessment processes to be improved to ensure all teaching staff use assessment data to address areas of weakness of pupil premium students – professional development time to be used for this. Dedicated lessons to be used to address identified areas of weakness consistently

Year 10 progress overall:

	On/above track	Below track
PP	49.3%	50.7%
Other	54.5%	45.5%

English:

	On/above track	Below track
PP	62.1%	37.9%
Other	54.5%	45.5%

Mathematics:

	On/above track	Below track
PP	44.8%	55.2%
Other	50.0%	50.0%

		Year 11 progress:	
	➢ Purchase of subject textbooks for pupil premium students in year 11 with a clear strategy on their implementation within lessons ➢ Specific half term revision sessions for subject areas. ➢ Breakfast club for the most vulnerable ➢ Equipment provided for all classrooms to remove potential barrier to learning ➢	**Year 11 progress:** | **Bucket:**	**Other**	**PP**
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Overall	-0.54	-1.39
English	-0.28	-1.17
Maths	-0.20	-1.04
EBAC	-0.60	-1.34
Open	-0.88	-1.82		➢ An extra academic review to be included during am sessions to ensure all students have the required equipment to remove this barrier to learning ➢ All subjects to include 'pre-tests' for year 7 classes to ensure challenge for all students immediately and to allow planning to meet the needs of all students ➢ Revised attitudes to learning grades linked to FOCUS to simplify and provide clarity for how to improve ➢ Best effort strategy to increase expectations of all students, including disadvantaged ➢ Review open bucket curriculum to ensure it meets the needs of all students
Challenge and high expectations for all	➢ Coaching programme for all staff (teaching and teaching assistants) implemented focussed around questioning to challenge all students ➢ Revised line management structure to identify teaching and learning actions within departments to provide challenge for all ➢ Reviewed schemes of work for KS3 ➢ Quality assurance procedure to identify areas of strength and areas to develop for departments and individual staff ➢ Department review process with a focus around challenge for all with identified actions for each department ➢ Targeted interventions identified through totem meetings for individual students	Impact can be seen in the progress data above.	➢ All subjects to include 'pre-tests' for year 7 classes to ensure challenge for all students immediately and to allow planning to meet the needs of all students ➢ Revise coaching programme to focus on subject specific pedagogy and practice ➢ Assessment process to be improved to ensure all teaching staff use assessment data to address areas of weakness of pupil premium students – professional development time to be used for this. Dedicated lessons to be used to address identified areas of weakness consistently ➢ Revised attitudes to learning grades linked to FOCUS to simplify and provide clarity for how to improve ➢ Best effort strategy to increase expectations of all students, including disadvantaged ➢ Revised professional development programme ➢ All Year 7 staff to have a copy of an exemplar piece of writing in line with the standardised

	➢ 15 minute forum sessions sharing good practice, including pedagogical strategies to ensure challenge for all		➢ score to use as reference with students when completing work. ➢ Homework strategy to be revised and implemented
Targeted Intervention	➢ Data used to identify students requiring tuition, providing additonality to curriculum time in all year groups ➢ Progress meetings for each year group with a primary focus on disadvantaged ➢ Additional booster classes for year 11 during term breaks and weekends. ➢ Additional support study guides (CGP) for disadvantaged Key Stage 4 students in Maths and English ➢ Support Art materials purchased for Key Stage 4 students ➢ Rowing Club intervention for disadvantaged students in year 9 ➢ Art educational visit to Art galleries for year 10/ 11 disadvantaged students ➢ Subject enrichments weeks for all subjects ➢ Rejuvenate mentoring for disaffected disadvantaged students in all year groups each half term	➢ Improved outcomes for year 11 disadvantaged students **Table 1** | Bucket:	Other	PP
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Overall	-0.54	-1.39
English	-0.28	-1.17
Maths	-0.20	-1.04
EBAC	-0.60	-1.34
Open	-0.88	-1.82 | ➢ Improved progress for year 7 to 10 disadvantaged students **Progress during year 7:** Using the Academy's progress scores against targets - |	On/above track	Below track
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PP	29.8%	70.2%
Other	24.3%	75.7% | Using current data, there is a gap of +5.5% in terms of students being on track to reach their target. (see on target explanation above) English: |	On/above track	Below track
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PP	23.4%	76.6%
Other	12.8%	87.2%		➢ Appointment of two additional Learning Coaches to support capacity for targeted interventions on disadvantaged students. ➢ Specific identified cohort for 4 Learning Coaches:- i. Disadvantaged boys ii. Disadvantaged girls iii. Disadvantaged CLA and those with an EHCP iv. Disadvantaged with significant safeguarding concerns ➢ Revised line management structure for Learning Coaches ➢ Homework support, Reading Plus club, Breakfast clubs to be run for disadvantaged students ➢ Small group targeted intervention sessions for SALT programmes with disadvantaged students ➢ Small group targeted intervention sessions Delivering Vocabulary Strengthening sessions to support learning of curriculum-based vocabulary and concepts for identified students. ➢ Small group/ 1 to 1 curriculum support sessions for disadvantaged students with Learning Coaches ➢ Teaching staff learning and progress short term in class support sessions with Learning Coaches ➢ Targeted curriculum intervention with year 11 disadvantaged students during PHSEE days

In English, PP students are performing better with a gap of +10.6% for students who are on track to meet their target.

Mathematics:

	On/above track	Below track
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Progress during year 8:
Using the Academy's progress scores against targets -

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English:

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Using current data, there is a gap of -30.6% in terms of students being on track to

- ➤ Curriculum revision resources for disadvantaged students in KS4
- ➤ Targeted reward programmes for small group/ individual students linked to punctuality and attendance to the Academy/ lessons
- ➤ Targeted reward programmes for year 11 students linked to attendance to after school curriculum revision sessions
- ➤ Homework check in support session s during Academic Review for EHCP and CLA disadvantaged students
- ➤ After school guitar sessions for a small group of disadvantaged EHCP students
- ➤ Rowing club intervention for targeted disadvantaged students in year 8,9 and 10
- ➤ PfP cycle identifies any significant concerns with disadvantaged cohort and instigates further actions
- ➤ Department PDT sessions co planning followed by lesson student with a focus on disadvantaged engagement and progress
- ➤ 1 to 1 mentor sessions with all disadvantaged students with a Learning Coach at least once a term
- ➤ In lesson assessment and guidance of putting FOCUS into practice to support engagement and progress for disadvantaged students

reach their target. (see on target explanation above)

Mathematics:

	On/above track	Below track
PP	45.7%	54.3%
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Progress during year 9:
Using the Academy's progress scores against targets -

	On/above track	Below track
PP	66.1%	33.9%
Other	68.3%	31.7%

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English:

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➢ PP rowers – reduction in recorded behaviour incidents

Example A (DH – 67 recorded behaviour incidents prior enrolment in rowing project, 13 (81% improvement) behaviour incidents logged since. Reduction in L3 behaviour incidents by 50%)

Example B (LN - 49 recorded behaviour incidents prior enrolment in rowing project, 21 (42% improvement) behaviour incidents logged since. Reduction in L3 behaviour incidents by 100%)

| Attendance and Punctuality | Complete review of systems and processes for analysing attendance data Training for attendance team on using SIMS Simplification of academy based actions Commissioning of Attend EDC as LA support was not having an impact (Dec 2017) Designation of pupils into specific target groups each with an action plan Realignment of roles and staff responsibilities for key groups of students Reorganisation of line management and challenge on attendance within the meeting Bespoke action plans and student rewards tied to attendance targets Increased number of parental meetings, now half termly for all parents of students between 91-95% LA/Education consultant meetings with all parents of students who ate below 91% First day contact lists prioritised for disadvantaged pupils or pupils with SEND Increased number of pupils who have a home visit every time they are absent for school Supporting parents to improve their child's attendance | PP PA numbers are falling, 4 less in 2017/18 PP attendance has improved by 1.4% compared to 2016/17 by 3.0% compared to 2015/16 by 4.09% from 2014/15 Gap of PP and Non PP attendance has decreased from 4.90% (2016/17) to 4.03% (2017/18) 60% of students who took part in the rowing project showed an improvement Number of PP achieving reward badges for 100% attendance is increasing. <table><tr><td>Term 1</td><td>122</td></tr><tr><td>Term 2</td><td>132</td></tr><tr><td>Term 3</td><td>139</td></tr></table> | Tailored rewards system for specific disadvantaged groups of students regarding attendance Tailored action plans for individual students that are disadvantaged Rowing programme to be offered to more students 1:1 mentoring programme for all disadvantaged students to emphases attendance and punctuality Individual reward action plans for disadvantaged students in need of improved attendance and punctuality Revised punctuality sanction policy including lateness to lessons procedure Punctuality data to be shared on daily basis for interventions to be actioned Weekly analysis of behaviour / attendance information to coordinate responses for disadvantaged students Improve accountability of HOLs regarding accountability for attendance and punctuality Improve monitoring and support of intervention sessions to increase attendance of pupil premium students Additional academic review to be included during am sessions to increase FT to monitor attendance and punctuality. Current year 10 have been identified as a priority group Revised pastoral focus/rewards on attendance for each half term Priority use of ED-Lounge for disadvantaged students during periods of illness/medical absences SEND specific reward programme to improve rewards |

	(including transportation to meetings) - Profile of attendance around the Academy has much more prominent - SEND bespoke rewards package - Fixed term penalty notices and prosecutions - Rewards for all pupils with improved attendance - Attendance clinics – led by Attend EDC - Pastoral mentoring assemblies for each year group each half term where self-reflection on attendance is a focus and action plans are drawn up. - Whole academy incentives/prizes for 100% attendance and highest form attendance each LP - Bright Futures programme for students who are historic school refusers - Passport to prom has attendance focus - Transition- focus on attendance issues, family meetings with HoL year 7 and Primary head		- Parental postcards for parents of disadvantaged to recognise improvement of attendance - Reward trip carry a minimum attendance for qualification for pastoral reward trips. - Training for form tutors on using SIMS home page to track attendance - Work with Attend to continue - Pastoral briefing to celebrate PP rewards and celebrations - Pastoral mentoring assemblies to include clear focus on attendance and punctuality - PfP cycle to identify disadvantaged students with clear issues on attendance or punctuality leading to specific intervention
Increased monitoring, focus and accountability	- Revised SLT line management structure with a focus on Teaching and learning and progress of disadvantaged - Scheduled programme of observations and learning walks - Targeted intervention for students not making expected	- Jot forms show that approach with all middle leaders is the same across most department areas. - Heads of Learning taking responsibility for cohorts within their year groups (HAPP focus- EDR Yr7/WAD YR8)	- New T&L QA process to ensure that all middle leaders are planning - Creation of Learning Coach job description focussed around removing barriers and facilitating progress of particular student groups. 4 learning coach roles in place. - Reviewed Data collection cycle – now called Planning for progress. Focus now on speedy analysis of data and swift planning to ensure

	- progress (Totem and SLT line management) - Appraisal Targets: all teachers have a Year 11 Student Achievement target, plus a separate Pupil Premium Year 11 Student Achievement target. - Exam Evaluation: specific sections for Pupil Premium analysis for both end of year and mock exams. - Work Scrutiny: SLT/Heads of Department conduct a work scrutiny every half term, checking agreed, basic standards are being followed within their department and sharing good practice. Pupil Premium students must make up part of each scrutiny. - Tracking: all students are tracked and their progress is checked against key indicators and performance measures. Separate Pupil Premium tracking follows the same profile. - SIMS: all marksheets and datasheets have the Pupil Premium Indicator visible. 15 minute forums: used to share Pupil Premium progress and Pupil Premium strategies so the whole staff can buy into them and contribute towards achieving them.	Implementation of bespoke curriculum and specialist support to ensure that, for a very small number of students, core qualifications of English, Maths, Science at KS3 and KS4. This will have an impact on P8 as some students will have empty buckets.	- that intervention is put in place across all KPI's - Appraisal targets continue to focus on Progress - Purchase of SISRA to allow a faster more accurate method of data analysis which can then feed into the PfP cycle. Better analysis for key cohorts - Middle leaders drive improvements in T&L across their department or year group. Findings from Data, work scrutiny and lesson observations is used to plan for intervention, CPD and SLE support. 15 min forums continue - Changes to the curriculum offer with additional vocational courses being offered for some students.

Behaviour & Welfare DI	- Isolation development - location of offices to house Learning Coaches to provide mentoring to targeted students - Alternative curriculum routes have been developed through Cornerstones / Bright Futures / Local Authority step out places (Horizons) - Support from Inclusion manager to reintegrate students into lessons following a referral with meeting between student/teacher and HOD. - Coaching support to targeted staff (NQT) - Post parental meeting introduced for all isolations and seclusions - Personal Intervention & Achievement plans written and shared with staff for challenging students - Engagement in the Warrington wide Rowing Scheme - Mentoring from Rejuvenate programme - Pastoral bulletin introduced and shared with staff to raise awareness of any ongoing issues between students or monitoring of Behaviour Improvement Plans - External isolation supports from fellow schools to reduce exclusion rates - Revised HOD/HOL level 2 detention system - Peer mentors from year 11 in all form groups to support students	- Fixed term exclusions for PP students are decreasing (16/17 – 55 days to 17/18 – 21 days) - Exclusion incidents for PP students are decreasing | 2017/18	15
2016/17	49 | Seclusions for PP students are decreasing | 2017/18	112 days
2016/17	172 days | Seclusion incidents for PP students are decreasing | 2017/18	49
2016/17	77 | Inclusion incidents for PP students are decreasing | 2017/18	485
2016/17	986 | L2 Behaviour incidents for PP have increased by 28% | 2017/18	987
2016/17	712		- Revised attitudes to learning grades linked to FOCUS to simplify and provide clarity for how to improve - Best effort strategy (FOCUS) to increase expectations of all students, including disadvantaged - Revised behaviour policy and teacher responses - Revised behaviour reporting system with emphasis on FOCUS - Revised professional development programme 1:1 Learning Coach mentoring sessions to include focus on recorded behaviour incidents and review of ATL - Revised ATL for all students with emphasis on FOCUS - Referral system introduced for teachers to access support for disadvantaged students from Learning Coaches - FOCUS drop in to support disadvantaged students with their behaviour and ATL - HOL behaviour action plans to continue - Targeted rewards for improved behaviour - Delivery of PDT focus on disadvantaged students with an emphasis on progress and engagement - Revised HOL/HOD detention system to fall in line with behaviour policy of FOCUS - Increased pastoral time with FT increasing review on behaviour issues and monitoring - Increased participation into the Rowing Project to year 8 and year 10 - PfP cycle to identify causes for concern with disadvantaged cohort and investigates further action - Training for form tutors on using SIMS home page to track behaviour incidents
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	⮞ regarding bullying and safeguarding issues ⮞ Inclusion manager manages integration back into school lessons with student, teacher and HOD ⮞ 15 minute forums arising awareness of behaviour of students and strategies to tackle them (targeted disadvantaged / mental health)	⮞ PP rowers – reduction in recorded behaviour incidents Example A (DH – 67 recorded behaviour incidents prior enrolment in rowing project, 13 (81% improvement) behaviour incidents logged since. Reduction in L3 behaviour incidents by 50%) Example B (LN - 49 recorded behaviour incidents prior enrolment in rowing project, 21 (42% improvement) behaviour incidents logged since. Reduction in L3 behaviour incidents by 100%)	
Attitude to learning in curriculum time	⮞ Pastoral mentoring sessions across all year groups to include student analysis on ATL data ⮞ Whole school reward badges to reward consistent ATL ⮞ Pastoral trips to reward consistent ATL	⮞ Improved behaviour data for disadvantaged groups (see above) ⮞ Disadvantaged students achieved increased number of ATL rewards <table><tr><td>LP1</td><td>4</td></tr><tr><td>LP2</td><td>5</td></tr><tr><td>LP3</td><td>6</td></tr><tr><td>LP4</td><td>7</td></tr><tr><td>LP5</td><td>7</td></tr><tr><td>LP6</td><td>8</td></tr></table>	⮞ PfP cycle to identify causes for concern with disadvantaged cohort and investigates further action ⮞ Revised attitudes to learning grades linked to FOCUS to simplify and provide clarity for how to improve ⮞ Best effort strategy (FOCUS) to increase expectations of all students, including disadvantaged ⮞ Revised behaviour policy and teacher responses ⮞ Revised behaviour reporting system with emphasis on FOCUS ⮞ Reward trip carry a minimum behaviour expectation for qualification for pastoral reward trips ⮞ Curriculum postcards/positive phone call to recognise good attitudes towards learning ⮞ Student of the week celebrated all weekly pastoral assemblies

			➢ Pastoral mentoring assemblies to have clear emphasis on collated ATL data and strategies to support
Reading	➢ Reading Plus screening assessment to identify baseline reading proficiency all disadvantaged students ➢ Fresh Start Phonics intervention groups in year 7, 8 and 9 during English curriculum time for all 'Not Ready' disadvantaged students. ➢ Reading Plus intervention groups in year 7, 8 and 9 for all 'Borderline' disadvantaged students. ➢ Reading Plus session once every two weeks in year 7, 8 and 9 for all disadvantaged students in English curriculum time ➢ Reading Buddies for year 7 and 8 disadvantaged students ➢ Teaching Assistant support for disadvantaged students after school to complete Reading Plus	➢ Reading proficiency for disadvantaged students at all levels will make progress (Reading Plus usage and progress reports)	➢ Fresh Start Phonics intervention groups in year 7, 8 and 9 during English curriculum time for all 'Not Ready' disadvantaged students. ➢ Reading Plus lessons integral part of English curriculum for Key Stage 3 ➢ Whole class reading book for guided reading sessions with Form Tutor during Academic Review ➢ Reading Plus support study sessions during breakfast club for disadvantaged students
Individual fund	Examples of how the Individual Fund has been utilised to ensure every student can take up the opportunities the Academy offers includes the purchase / subsidy of: School shoes, PE kits, School uniforms, trips both abroad and in the UK, bespoke curriculum resources such as revision guides.		