

Pupil premium strategy 2020 /21 North Durham Academy

Review of spend: September 2021

1. Summary information					
Academic Year	2020/2021	Total PP budget No catch up funding 2020/21 COVID Catch up funding strategy can be requested from the Academy	£451,590	Date of most recent PP Review	September 2021
Total number of pupils	955	Number of pupils eligible for PP	501	Date for next internal review of this strategy	September 2022

2. Current attainment	
Progress 8 score average	Not applicable due to Teacher Assessed Grading system 2021 (84/148 students in Yr 11 were PP)
Attainment 8 score average	Not applicable due to Teacher Assessed Grading system 2021

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(The issues to be addressed in school prior to the pandemic, as highlighted in the 2018 Ofsted report, were provided below. While these still remain a priority, the focus on spending has been amended to reflect the changing landscape of education across 2021/21)</i>	

A.	Currently, evidence demonstrating that teachers develop, consolidate and deepen students' knowledge, understanding and skills, is not consistent across all departments.
B.	Students' robustness and capacity to learn from mistakes and become keen learners who want to find out more, although improving, is still under developed.
C.	Underdeveloped literacy and maths skills, particularly reading and reading comprehension, is a barrier for students in terms of engaging with more complex cognitive activities and therefore limiting their learning.

Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
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D.	Disadvantaged students' attendance is lower than that of their non-disadvantaged peers. The number of FTEs that are issued to disadvantaged students is disproportionately high.
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4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Improve the quality of teaching throughout the Academy for all students.	For disadvantaged students to make at least the same rate of progress as their non-disadvantaged peers.
B.	Ensure that disadvantaged students develop a consistently positive and resilient attitude to learning.	The behaviour ratio for disadvantaged students is in line with that of their non-disadvantaged peers. The attendance of disadvantaged students at enrichment is also in line with that of their non-disadvantaged peers.

C.	Improve the literacy and numeracy skills of all students.	The reading ages of disadvantaged student will improve so that they are at least at age related expectation. Improved mathematical performance.
D.	Support issues with non- attendance and poor attitudes to behaviour	Attendance and FTE figures for disadvantaged students are in line with those of their non-disadvantaged peers.
5. Planned expenditure		
Academic year	Pupil Premium Income £451,590	Total Planned Expenditure £572,420
	Total Income £451,590	Actual Spend August 2021 £833,752

Overview of Last Academic Year (2020-2010):

North Durham Academy has a Pupil Premium cohort significantly above the national average. The priority of PP spending has, and will always be on quality first teaching. The subsequent evaluation of our PP spend should be considered in the context that all our initiatives and strategies apply to all of our children. We know, from research, that many of our families who do not fall in to the definition of PP, are still financially and socially disadvantaged. Over the course of the pandemic we saw a significant increase in families applying for Free School Meals.

Quality first teaching was, and still is our main priority; to ensure all of our children's future life chances are secure. The curriculum plan for 2021/22 has acknowledged a need to over-staff in some subject areas to support effective planning and improved implementation.

Investments in additional non- teaching members of the Deep Support team have been appointed to support the increase in safeguarding incidents and general social and emotional needs created by the challenges of social deprivation. Over the 2020/21 academic year we appointed an apprentice to support the admin requirements of our Educational Welfare Officer; appointed an additional member of SLT (Deputy Principal) to lead Deep Support to ensure that safeguarding, positive attitudes to learning, mental health and wellbeing, attendance and any barrier to learning were addressed strategically and effectively. We continued to develop wave 2 and 3 intervention strategies for our most vulnerable by introducing a Personalised Learning Centre and continued to build capacity in our Harbour provision which supports SEMH and ASD students. Both of these provisions were open throughout the lockdown and provided much needed support for children and families.

The three areas of Quality Teaching, Targeted Support and Other Approaches, provides the detail of specific impact that each initiative has had on our PP cohorts and illustrates how we redirected expenditure to respond to the needs of the pandemic.

The three headings demonstrate how we used the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Rationale for this choice?	Evaluation	Budgeted
CPD opportunities – all staff	<p>The move to remote education in March and subsequently in February, meant that we had to heavily invest in professional development. Training was provided continually to improve and develop remote delivery due to student absence and a further lockdown situation in February.</p> <p>CPD was developed on line for all staff.</p>	<p>A remote provision audit was conducted in February that highlighted the strengths of the remote provision and highlighted that the needs of SEN students needed to be addressed – this was done through specific SEN CPD throughout lockdown.</p> <p>The audit evaluated all aspects of our provision as embedded or sustained. All staff fully trained on Teams – Classnote book, break out rooms and the curriculum was aligned exactly with what they would receive in school.</p>	£7,800 (PP% of whole budget)
Accelerated Reader Licence + Books	<p>The EEF funded an evaluation to see if it could have an impact in English secondary schools. The study found that Year 7 pupils who were offered Accelerated Reader made 3 months’ additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months’ additional progress.</p> <p>For weaker readers, the approach appears to contribute towards catch-up at the start of secondary school, although pupils at very low levels of reading may need initial support from teachers to benefit, if they are not independent readers.</p> <p>The catch up premium is also used to support this area. There is a growing body of evidence that increasing reading skills leads to improvements in both English and Maths KS4 outcomes.</p>	<p>Reading Age Data: Sep 20 – June ’21 STAR Reading Test</p> <p>Yr7: 50% (60/120) PP students made overall progress 13% (15/120) PP students made 6-11 months progress 21% (25/120) PP students made 11+ months progress</p> <p>Yr8: 50% (59/119) PP students made overall progress 9% (11/119) PP students made 6-11 months progress 26% (31/119) PP students made 11+ months progress</p> <p>Yr9: 51% (47/92) PP students made overall progress 13% (12/92) PP students made 6-11 months progress 29% (27/92) PP students made 11+ months progress</p>	£4,499

Learning Resource Centre Provision and Manager	<p>Coupled with the Accelerated Reader scheme, we have focused on reading for pleasure interventions designed to promote children's enjoyment of books and encourage them to see reading as a pastime rather than a chore.</p> <p>There is some research evidence which suggests that reading for pleasure is important for both personal and academic development, the LRC has been developed to do this. Interventions in this area tend to be cheap and easy to administer, so even small effects may be enough to make the approach attractive.</p>	<p>The LRC Manager's role is to support classroom practice and develop a love of reading.</p> <p>The LRC was used as a teaching base during the pandemic to enable year groups to stay on zones. As a consequence, the LRC was unable to be used for reading. The LRC manager developed a mobile library system and purchased MyON (a personalised digital library) was launched to enable students with low reading ages to access reading on-line.</p> <p>In total 265 PP students accessed this provision over lockdown broken down as follows: Year 7 – 118 PP students Year 8 – 87 PP students Year 9 - 60 PP students</p>	<p>£16,743 (PP% of LRC Manager salary)</p> <p>MyON £1,000</p>																																
Learning Resources	<p>Learning materials are purchased for disadvantaged students this includes revision guides, and text books as well as subsidised academic visits. Due to the pandemic visits could not go ahead until the 3rd term, when some visits to colleges were arranged for Year 11 students.</p> <p>In response to lockdowns and a continued need for a blended learning approach, all PP students are to be offered a laptop/internet access.</p> <p>Remote Learning was delivered effectively by the teachers of NDA. The Remote Learning SEF supports the evaluation of a highly successful remote provision.</p>	<p>Due to COVID and the removal of exams, revision guides were not required and therefore this cost was moved to support remote provision.</p> <p>DfE laptops were late in arriving and the academy had already made provision to deploy internal laptops to families.</p> <table border="1" data-bbox="1144 683 1697 1011"> <thead> <tr> <th></th><th>Total</th><th>PP</th><th></th></tr> </thead> <tbody> <tr> <td>Year 7</td><td>163</td><td>97</td><td>60%</td></tr> <tr> <td>Year 8</td><td>179</td><td>102</td><td>57%</td></tr> <tr> <td>Year 9</td><td>122</td><td>58</td><td>48%</td></tr> <tr> <td>Year 10</td><td>145</td><td>75</td><td>52%</td></tr> <tr> <td>Year 11</td><td>122</td><td>61</td><td>50%</td></tr> <tr> <td>Year 13</td><td>13</td><td>0</td><td>0%</td></tr> <tr> <td></td><td>744</td><td>393</td><td>53%</td></tr> </tbody> </table> <p>We received officially 235 DfE devices for North Durham.</p> <p>Approximately 185 devices were returned to the Academy. Total cost to replace these devices would be £74,000. Calculations are that the devices lost have cost the academy £37,000.</p>		Total	PP		Year 7	163	97	60%	Year 8	179	102	57%	Year 9	122	58	48%	Year 10	145	75	52%	Year 11	122	61	50%	Year 13	13	0	0%		744	393	53%	<p>£24,000 originally allocated.</p> <p>New cost £37,000 to cover the cost of unreturned laptops</p>
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1:1 tutor support for weakest Y7	A Deeps Role (additional responsibility given to support a specific whole academy based project). £1500 was provided as an honorarium payment for a member of staff to lead on providing catch up provision for the weakest students in Years 7 and 8. 1:1 tutors were deployed to support small group work, this group were given a base line test, intervention was specific to need and impact was monitored.	The project was led well and demonstrated the following impact: Out of students with a 1-1 tutor: Year 7 – 68% of the PP students have increased their reading age over the period of the intervention up to the last reading age test in March. The average increase is 4 months, considering that these students were identified as being significantly below, in most cases more than 2 years below in September. 7 students made gains of 6 or more months progress while working with their 1-1 tutor.	£1,500																																																																													
Curriculum Support Workers	Evidence suggests that CSW can have a positive impact on academic achievement. The most effective use of CSW is where the CSW support small groups of students within the classroom or alternative setting, which on average show moderate positive benefits. On average this can account for one additional month’s progress over the period of an academic year. CSW support is provided in: Harbour x3 PLC x2 In class support FTE x5.5	All Year 11 SEN and PP students made on average 3.7 grades of progress throughout the year. Year 11 had a dedicated CSW to support that year group. CSWs were also used to support our most vulnerable during lockdown and they were in school supporting all SEN/D students 80% of this cohort were classed as SEN and/or vulnerable. 18 students were identified as requiring mental health support. CSWs also supported each year group zone on return to school. Harbour and PLC CSW’s provided in school support for the most vulnerable	£82,249 (PP % of all CSW salaries)																																																																													
Personalised Learning Centre and behaviour support	The PLC was developed at the end of the 2019 academic year to support students with any barriers to learning whether that be social, emotional, academic or health related. Due to the pandemic, the nature of this provision was changed to support intervention of all students but specifically provided behaviour support and interventions to improve attainment by reducing challenging behaviour. Detentions and the Choices room were disbanded to avoid bursting of bubbles and the enable staff and students to leave at a timely manner at the end of the day. The PLC area was divided up into specific year groups to support the bubbles. The Personalised Learning Centre supported the development of coping skills when struggling with anxiety or stress for example. It is also an area where students received more support and be able to reflect on their behaviours to make better choices in the future.	In total 193 students were supported over the academic year. 110 (56.9%) were PP students. The PLC was open throughout the lockdown and supported our most vulnerable students and families. The following interventions were provided: <table><tr><td></td><td colspan="2">Year7</td><td colspan="2">Year 8</td><td colspan="2">Year 9</td><td colspan="2">Year 10</td><td colspan="2">Year 11</td></tr><tr><td>Intervention</td><td>All</td><td>PP</td><td>All</td><td>PP</td><td>All</td><td>PP</td><td>All</td><td>PP</td><td>All</td><td>PP</td></tr><tr><td>Literacy</td><td>0</td><td>0</td><td>15</td><td>8</td><td>6</td><td>4</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Numeracy</td><td>7</td><td>2</td><td>9</td><td>7</td><td>6</td><td>3</td><td>4</td><td>3</td><td>0</td><td>0</td></tr><tr><td>Emotional wellbeing</td><td>17</td><td>7</td><td>18</td><td>13</td><td>28</td><td>19</td><td>14</td><td>10</td><td>20</td><td>9</td></tr><tr><td>Timetabled provision</td><td>0</td><td>0</td><td>11</td><td>10</td><td>10</td><td>5</td><td>12</td><td>7</td><td>18</td><td>3</td></tr><tr><td>Total</td><td>24</td><td>9</td><td>53</td><td>38</td><td>50</td><td>31</td><td>28</td><td>20</td><td>38</td><td>12</td></tr></table> Much of the support over the pandemic was for social, emotional and mental health support. Small groups enabled specific support outside of a classroom environment when students were struggling to cope.		Year7		Year 8		Year 9		Year 10		Year 11		Intervention	All	PP	All	PP	All	PP	All	PP	All	PP	Literacy	0	0	15	8	6	4	0	0	0	0	Numeracy	7	2	9	7	6	3	4	3	0	0	Emotional wellbeing	17	7	18	13	28	19	14	10	20	9	Timetabled provision	0	0	11	10	10	5	12	7	18	3	Total	24	9	53	38	50	31	28	20	38	12	£76,962 (PLC manager and CSW x2 support % of salary)
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Total	24	9	53	38	50	31	28	20	38	12																																																																						
		Total spend	231,753																																																																													

ii. Targeted support

Action	Rational for Choice?	Evaluation	Budget
One to One Tutors	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>We had already allocated £65k to employ our own 1:1 tutors prior to the National Tutoring Programme.</p> <p>Tutor were employed from September 2021. 25% of this cost was then taken from the overall allocation to support the National Tutoring Programme.</p> <p>The NTP did not start until February 2021. We had already provided 1:1 provision for up to 35% of our Y11 cohort in either maths, English or both from September due to appointing our own.</p>	<p>1:1 Maths Summary As of the end of term 1b there have been 260 hours of 1:1 maths sessions completed. 24 students have been allocated 1:1 maths sessions. 10 of the 24 students were disadvantaged students. The first round of allocating 1:1 tutors looked at "quick wins" in terms of moving children from a 3 to a 4 or a 4 to a 5; we know that this has the biggest impact in terms of improving their life chances. 13 of the students have already improve by at least one full grade how many 9 of these are PP.</p> <p>1:1 English Summary The English team have identified clear areas for the 1:1 tutors to work on with each students. As of term 1b there have been 459 hours of 1:1 English sessions completed. 56 students have been allocated 1:1 English sessions across this period. 25 of the students were disadvantaged; similarly, to the maths 1:1 allocation the English tutors were allocated students that were deeded only to need a short burst of tutoring this would leave more time for the 1:1 tutors to work with disadvantaged students for longer and at a more optimal time.</p> <p>Overall Impact of 1:1 All 35 disadvantaged students who accesses 1:1 support made more progress in comparison to those that did not have support. 1-1 tutors were allocated to support students around the 3-4 and 4-5 borderline this has made a significant to the number of students in maths that are predicted to gain a 4+ from 38.1% to 57.1%. 21 PP students actually achieve the higher grade. Those that had 1-1 provision made on average an improvement of 0.41 to their average pts score while those without 1-1 only saw an increase of 0.31 to their average pts score. This also highlights the importance of maths and English as enabling subjects, those that have received support in maths or English have, on the whole, been less affected across all their subjects by the COVID crisis.</p> <p>This led to the Year 11 PP cohort increasing 5+ English and maths to 14.1% from 7.7% between Year 10 and Year 11. Along with an increase to 32.1% from 20.5% in 4+ English and maths in the same period.</p>	<p>£65K was allocated for 1:1 tuition for the academic year</p> <p>£34,078 is the % for PP students.</p>

Alternative Provision	<p>Good alternative provision is that which appropriately meets the needs of pupils which required its use and enables them to achieve good educational attainment on par with their mainstream peers. All pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves. Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including:</p> <ul style="list-style-type: none"> •good academic attainment on par with mainstream schools – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications; •that the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment; •improved pupil motivation and self-confidence, attendance and engagement with education; and •clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment. 	<p>15/18 (83%) of students accessed alternative provision are pupil premium.</p> <p>13 of the 18 students were at risk of permanent exclusion. 9 of the 13 students were pupil premium.</p> <p>2 x Y8 students both PP 2 x Y9 students both PP 6 x Y10 students, 5 were PP 8 x Y11 students, 4 were PP</p> <p>Alternative provision was deemed the most appropriate provision to ensure these students were successful in gaining some qualifications and that they were not permanently excluded from NDA which would have been detrimental to their future life chances.</p> <p>All alternative provision is tracked and monitored by the Academy and provision is agreed with the full support of parents.</p>	<p>£200k was allocated for alternative provision.</p> <p>£166K has been allocated to support PP students.</p>
School Counsellor	The school counsellor guides students with social and emotional development. The counsellor works with parents, teachers, nurses, psychologists, and community groups to identify the students' developmental needs. Together they design prevention and intervention activities in order to guide students on a healthy path to adulthood.	<p>177 students were supported by our school counsellor Mrs Rayson. They have been supported via small group work or 1:1 counselling sessions.</p> <p>87 students were pupil premium.</p> <p>39 cases of the 87 are now closed and the students do not require further support.</p>	£11,970 (PP% of overall salary)
Deep Support Budget	<p>Allocated budget to support all aspects of Deep Support such as:</p> <p>PLC learning materials</p> <p>Harbour learning materials</p> <p>Transport for visits to Alternative Education/Managed moves</p>	<p>This was spent on educational materials and stationary for the PLC, which supported 193 students 110 of these were PP.</p> <p>Taxi's were also provided for parents and children if they required a visit to another school or provider.</p>	£4,718

Harbour Provision	<p>The Harbour supports 21 students full time and 8 part time. It provides therapeutic support for the most vulnerable students. Over the lockdown period, the provision provided support for children and families. 20 /29 (69%) students are Pupil Premium.</p> <p>The provision supports any children who require regulation or drop in support from Occupational Therapy. For those 21 full time children, bespoke learning is provided which includes OT, regulation, intervention support for literacy, numeracy and emotional issues. The provision is staffed by a Harbour Manager, x3 CSW and is supported by a SEN Manager</p>	<p>The two y11 students left with 7 GCSEs between them and obtaining grades1-4. This was higher than predicted at the beginning of the year.</p> <p>Exclusions have significantly reduced for all Harbour PP students.</p> <p>Future Steps has been used to support a significant amount of children to successfully regulate their behaviour.</p>	£23,681 (PP % 18k of Harbour manager and £5,681 of CSW support)
Free School Meals	<p>In school, all FSM children were provided with a hot meal throughout the pandemic. During the February lockdown, hot food was provided in school for the most vulnerable students.</p> <p>Food packs and/or vouchers were provided weekly for those who chose not to attend school.</p> <p>Food was served to children in bubbles.</p>	<p>We issued food vouchers in 2021 except for £1438 spent on food. In terms of overall FSM budget the master budget was £100,000 this was increased during the year and the actual spend was £161,680.32.</p>	£161,680
Attendance Manager and additional apprentice.	<p>The Attendance Manager is vital to tackling unauthorised absence. Some example of the strategies employed by the attendance manager are cited below:</p> <ul style="list-style-type: none"> set high expectations for attendance; communicate these expectations to pupils, parents, governors and all staff constantly and consistently; ensure governors and staff are communicating the same expectations around absence frequently to parents and pupils; take a 'zero tolerance' approach to unauthorised absence in all cases, ensuring that all absences are followed up rigorously through first day calling <p>Attendance is a standing item on weekly meetings of the senior leadership team, to ensure that it is being monitored constantly. All cohorts are tracked and monitored by the SLT link and attendance team. The reporting of attendance over the pandemic, increased administration workload.</p>	<p>Out of 289 letters sent re attendance 216 were to PP students (75%)</p> <p>Parents invited in for meetings were 68 parents of which 59 (87%) were PP families.</p> <p>During the January 2021 lockdown 100 (60%) of the 167 students who came in were PP students.</p> <p>In May we appointed an attendance apprentice to support the EWO during the pandemic. The apprentice tracked cases of Covid and liaised with the Blended Learning Manager to ensure work was available and accessible to all.</p>	<p>£15,646 – PP% of AM salary.</p> <p>£10k additional apprentice employed to support during covid crisis.</p>
Enrichment	<p>Supporting disadvantaged students to take part in activities beyond the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>Due to the pandemic this was cancelled for the majority of sessions, however the Duke of Edinburgh award scheme continued and worked around the constraints of</p>	£630

		the pandemic. In 2020-21: Year 10 – Bronze-Silver: 20 students achieved Bronze, 8 PP 12 NON-PP (2 SEN) Year 9 – Bronze: 14 students working towards Bronze, 6 PP 8 NON-PP (1 SEN)	
Total budgeted cost			£428,403

iii. Other approaches			
Action	Intended outcome and rationale for this choice?	Evaluation	Budget
Student Uniforms	<p>There are cultural issues about how a school uniform is perceived which play an important role in determining its acceptability and pupils' compliance.</p> <p>There is some evidence that free school uniforms improve attendance in areas of very high poverty.</p> <p>Over the course of the pandemic, we allowed students to attend school in PE uniform. To ensure standards were maintained and all students had access to a clean uniform, uniform was purchased to support families comply with our expectations.</p>	<p>108 pairs of shoes were purchased. 68 pairs were given out to students, 45 of these were pupil premium students and shoes were given to these families. This was at a cost of £540.</p> <p>100 black sweatshirts were bought, during the pandemic to support students who did not have a blazer or PE. 65 of these were given to pupil premium students at a cost of £520.</p> <p>36 other items of uniform were given to pupil premium students across all 5-year groups. At a cost of £80</p> <p>163 PE kits were given out to students, 88 of these students were pupil premium. At a cost of £792</p>	<p>£720 Allocated</p> <p>Actual spend £1932</p>
Year Managers	<p>The Year Managers' work is an attempt to create and maintain a supportive environment that encourages and stimulates learning. The emphasis on pastoral care is to remove barriers to learning to increase attainment.</p> <p>Increasing number of students are suffering from poor mental health and the think-tank, 2020 health, has recently suggested that heads of well-being may help schools to combat poor physical and mental health among students.</p> <p>The pastoral system will be aligned with what happens in the classroom, and it will focus on the progress that students are making. During the pandemic, Year Manager's supported their year group zone and were directly on hand to support children</p>	<p>The year managers provide pastoral support to their full year group, thus to ensure their safeguarding & welfare alongside their academic progress. This is in the form of parental meetings, telephone calls, support around the academy and appropriate intervention.</p> <p>Year 7 – 55.4% PP Year 8 – 56.1% PP Year 9 – 49.7% PP Year 10 – 43.6% PP Year 11 – 42.5% PP</p> <p>During lockdown, all students received weekly telephone calls from their Year Manager to discuss their engagement with online</p>	<p>£110,817 (PP% of x5 salaries)</p>

	and families with emotional and academic support.	learning and any welfare concerns. Priority calls were given to PP, SEN and vulnerable students who were not in attendance in the academy. The DSL and DDSL worked closely with YMs and social services to ensure all students with agency involvement were closely monitored. Letters were written to parents of students whose engagement has been weak and support offered – including inviting students in to work at the Academy. YMs also supported in school provision during lockdown.	
CEAIG Lead	<p>To develop, monitor and measure the impact of a whole academy strategy for CEIAG in line with the 8 Gatsby Benchmarks and work towards the Careers award through:</p> <ul style="list-style-type: none"> • A stable careers programme; • learning from career and labour market information; • addressing the needs of each pupil; • linking curriculum learning to careers; • encounters with employers and employees; • experiences of workplaces; • encounters with further and higher education; • personal guidance. 	<p>57% of PP students had formal interviews which were conducted by an external expert the rest were interviewed by the CEIAG lead.</p> <p>86% of PP students in Year 10 visited Colleges. If students did not attend this it was due to absence on the day of the visit as there was only one visit arranged due to COVID.</p> <p>100% of PP students received careers information in some form. Either full guidance interview; destinations talk; destinations assembly.</p> <p>NEETs 2021 Leavers cohort 98% of the Year 11 leavers have successfully moved on to further education, employment or training. The students that do need support to find education, employment or training are currently working with Durham Works.</p>	£3,652
Student Travel	Due to the nature of the catchment area transport is provided for all new students in Year 7 so that they can partake in the variety of enrichment opportunities available as part of the extended Academy day.	Although enrichment opportunities for Year 7 were limited the transport funding was utilised to enable Year 11 and Year 10 students to stay at the Academy for intervention sessions. This eliminated the barrier caused due to the size and nature of our large rural catchment.	£41,942
Student resources	Students are provided with a study pack and planner so they have the equipment to learn. The planner aids their organisation and their learning. Exam packs are provided so students do not need to worry about having the equipment needed for their exams.	100% of PP students were provided with a study pack and planner at the start of September. As a result, they were able to access their learning without unnecessary barriers. All students were able to use the planner as a learning tool in lessons and at home so that they could develop independent learning skills. All resources for Teacher Assessments were provided.	£3,003
Christmas lunch	Students are given a free Christmas lunch as not all students get a Christmas lunch either at home or at the academy and all children should have the opportunity to have this cultural	All children, including every FSM and PP child received a free Christmas meal.	£1,049

	experience.																						
Intervention and food for sessions	Students may have gaps in their knowledge due to lower attendance or homework not completed for example so students are given additional support sessions to help them close the gaps. Staff also offer additional support sessions at weekends and evenings and stop food being a barrier food is provided.	<p>5 weeks of catch up offered to the whole of Year 10 in June/ July 2021 to support catch up and prepare them for Year 11.</p> <p>Incentives were provided such as hot chocolate and snacks were provided weakly. Students who achieved full attendance at every session received a free Macdonald's meal.</p> <p>Attendance at sessions were as follows:</p> <table border="1"> <thead> <tr> <th></th><th>English</th><th>Maths</th><th>Science</th></tr> </thead> <tbody> <tr> <td>Week 1</td><td>57</td><td>25</td><td>42</td></tr> <tr> <td>Week 2</td><td>76</td><td>36</td><td>68</td></tr> <tr> <td>Week 3</td><td>59</td><td>46</td><td>64</td></tr> <tr> <td>Week 4</td><td>55</td><td>43</td><td>43</td></tr> </tbody> </table>		English	Maths	Science	Week 1	57	25	42	Week 2	76	36	68	Week 3	59	46	64	Week 4	55	43	43	£3,266 allocated for Y11 only
	English	Maths	Science																				
Week 1	57	25	42																				
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Week 4	55	43	43																				
All other marginal costs	SISRA, ClassCharts, rewards are all used to monitor and motivate.	<p>SISRA and ClassCharts enables all staff to monitor the academic and behavioural progress of all students and to track specific cohorts.</p> <p>Rewards – such as postcards home, Facebook recognition were prevalent throughout the pandemic.</p>	£4,798																				
Academy Leaders	TLRs are provided to support staff to lead on whole academy initiatives such as 1:1 intervention, enrichment and personal development, resilience in learning and transition.	<p>1:1 intervention was key in supporting students achieve a successful TAG grade.</p> <p>Enrichment and PD, ensured rewards were provided to recognise an support home learning.</p> <p>Resilience and mental health was assessed and supported virtually through mental health ambassadors.</p> <p>Transition was successfully done remotely in July. Funding was spent on providing on line learning opportunities, a virtual open evening and reading books for all Y6 students.</p>	£3,137 (PP% or All TLRs)																				
		Total spend	£173,596																				
Potential spend at the start of the 2020/21 year			£572,420																				
Adjusted spend			£833,752																				