

# North Durham Pupil premium strategy statement 2021-22

Before completing this template, you should read the guidance on [using pupil premium](#).

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
School name	North Durham Academy
Number of pupils in school	1,021
Proportion (%) of pupil premium eligible pupils	59.75
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22, 2022/23, 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	A Sweeten (Principal)
Pupil premium lead	R Somerville
Governor / Trustee lead	K Fairley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£510,635
Recovery premium funding allocation this academic year (Catch Up £89,610 + Tutoring £60,147)	£130,448
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£641,083</b>

# Part A: North Durham Academy pupil premium strategy plan

## Statement of intent

Currently 60% of our cohort are classified as Pupil Premium. 44% currently receive free school meals. The Academy sits in a community which has a low skilled workforce and many adults yoyoing in and out of employment. Many of our students suffer Adverse Childhood Experiences. Our intention is that all pupils irrespective of their background or any barriers to learning they may face, should make excellent progress and achieve high attainment across the curriculum.

The aim of our pupil premium strategy is to support every disadvantaged child to secure their future life chances and to support that goal. Our vision of 'Students First' ensures that we put our children at the centre of every decision we make and we are committed to supporting challenges faced by children whatever their vulnerability and regardless of the length of that vulnerability.

These vulnerabilities have been exacerbated further by the effect of COVID and the gap has widened further. Our strategies are integral to the wider school plans of education recovery.

Taking all these factors in to consideration, it is an imperative that this strategy explores ways to raise aspiration, change a culture of low expectation, address community perceptions and ensure the outcomes of all students enable them to compete in the workplace. The activities we have outlined in this statement are, therefore, intended to support all our children, regardless of whether they currently fall into the category of 'pupil premium'.

Our key focus is the quality of the education we can provide. Investment is essential in supporting effective implementation to ensure teachers and support staff are supporting their pupil premium learners.

Strong outcomes in maths and English are essential to ensuring the future life chances of all students. Our strategy places a greater emphasis on early identification of common and individual need and timely and specific intervention. Impact will be measured through a variety of diagnostic means.

To ensure all our approaches complement each other for maximum impact and effectiveness we will:

- Screen all year groups for literacy and numeracy difficulties and implement a rigorous support programme at wave 1, 2 and 3.
- Explore additional leadership and teaching capacity to core departments,
- Employ our own tutors and manage our own programme to enable greater flexibility for those students who require the greatest support
- Actively promote a whole Academy approach to quality first teaching in which all staff take responsibility for disadvantaged pupil's outcomes, ensure pace and challenge in every lesson and raise expectations
- Work positively with external agencies to support specific needs.

- Invest in a pastoral support team to challenge poor attendance, safeguarding, address positive attitudes to learning
- Raise aspiration and expectation through a rigorous CEIAG and raising aspiration programme led by a senior leader in the Academy, including a whole Academy focus on Personal Development

We have used data to inform the effectiveness of previous provision but not relied entirely upon it (as the research guides) to plan revised strategies that can support us to meet our overall objectives. Student voice and other stakeholder views, including external professionals may also be used to evaluate the effectiveness of our strategies. This is the 3-year plan:

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. Improve mathematical performance.

D. Support issues with non- attendance, poor attitudes to behaviour and exclusion figures for disadvantaged students are in line with those of their non-disadvantaged peers.

E. The 3-tier model has been adopted, with each strategy falling under one of these categories. Included is the 4<sup>th</sup> strand of recovery education.

- high-quality teaching
- targeted academic support
- wider strategies
- education recovery.

## Challenges

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

Challenge number	Detail of challenge
1	The quality of Education prior to 2019 has not been good. Despite improvements in curriculum intent and implementation in every subject, gaps in knowledge have widened due to the pandemic.

	<p>Mock/ assessment data taken in June 2021 /October 2021 and Year 7 MIDYIS assessments indicates that lower attaining disadvantaged pupils lack metacognitive, self-regulation strategies when facing challenging tasks.</p> <p>The change of environment and lack of experience of the exam procedure, has also impacted on student resilience to attempt longer mark or challenging questions.</p> <p>This is indicated across the curriculum and our internal data suggests the gap is not closing.</p>
2	<p>Internal quality assurance of subject implementation currently indicates that teachers' development, consolidation and deepening of students' knowledge, understanding and skills, is not consistent across all departments.</p> <p>SEN/d wave 1 quality first teaching requires development in all subject areas.</p>
3	<p>Students' robustness and capacity to learn from mistakes and become keen learners who want to find out more, although improving, is still underdeveloped. Our assessments, tracking through both lockdowns, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.</p> <p>The pandemic exacerbated this issue as students struggle with independent learning and gaps in knowledge have widened. Analysis of data from the Jan-March 21 lockdown indicated the following issues:</p> <ul style="list-style-type: none"> <li>• Male PP have been hit the hardest. Year 8 (current Y9) non-PP males are the only exception to this trend.</li> <li>• Year 9 (current Y10) PP have the largest learning gaps.</li> <li>• Year 8 (Y9) and 10 (Y11) are the year groups required the most focus throughout the recovery curriculum and beyond.</li> </ul> <p>These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.</p> <p>Approximately 25% of disadvantaged students regularly engaged with their learning over the 2<sup>nd</sup> lockdown in comparison to 50% of non-disadvantaged.</p>
4	<p>KS 2 data and internal screening using Lucid and Star Reader assessment strategies, indicates underdeveloped literacy skills, particularly reading and reading comprehension. This is a barrier for students in terms of engaging with more complex cognitive activities and therefore limiting their learning. Current Year 10 and 11 started in Y7 below ARE in reading. The pandemic has exacerbated gaps further, analysis of current MIDYIS date indicates that a significant proportion of Year 7 students (entry 2021) are below or significantly below average. MIDYIS data shows 74% of the entire cohort below averaged and 75% of Pupil Premium below average.</p>
5	<p>KS 2 data MIDYIS and internal screening for Dyscalculia indicates underdeveloped literacy skills. Current Year 7 MIDYIS vocab and skills show over 60% of the cohort are below average. Current Year 10 entered the Academy with low mathematical scores, below Age Related Expectations.</p>

	MIDYIS scores for the current Year 7 show 64% of the whole cohort below average.																														
6	<p>Disadvantaged students' attendance is lower than that of their non-disadvantaged peers. The number of FTEs that are issued to disadvantaged students is high.</p> <p>2019/20:</p> <p>Out of 500 disadvantaged students 39 have been excluded. 7.8%</p> <p>Out of 482 non disadvantaged students 17 have been excluded. 3.5%</p>																														
7	<p>A large proportion of PP students have SEN need and many access support in both our internal alternative provisions. 65.5% on our current SEN/D register are disadvantaged.</p> <p>Wave 2 and 3 SEN students are currently supported in the Personalised Learning Centre and Harbour. The Harbour provision focuses on SEMH and comorbid issues. All 26 students who access this provision are also all disadvantaged.</p> <p>Recruitment of quality staff is a continual issue. Effective provision is essential to meet the needs of these students and enable them to access learning and emotional support.</p>																														
8	Cultural capital for students impacted dramatically during COVID. Personal Development and exposure to new experiences, essential for the raising of aspiration for all our children, is challenge financially and logistically.																														
9	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.</p> <p>This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic.</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, safeguarding referrals increased. 6 children were placed in care – all disadvantaged.</p> <p>Last year, 177 pupils (87 of whom are disadvantaged) required additional support with social and emotional needs. Out of the 87 disadvantaged seen last year, 39 were closed and 48 are receiving further support from our counsellor.</p>																														
10	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4-5% lower than for non-disadvantaged pupils.</p> <p>2020 – 2021 annual comparison:</p> <table><tr><td>ACADEMY NDA</td><td>2020 up to March lockdown</td><td>2021 Cumulative up to W39</td></tr><tr><td>% DISADVANTAGED Attendance</td><td>91.43</td><td>84.27</td></tr><tr><td>% NON DISADVANTAGED Attendance</td><td>95.1</td><td>89.48</td></tr><tr><td>% Attendance LAC</td><td>66.67</td><td>70.52</td></tr><tr><td>% Attendance NON LAC</td><td>93.29</td><td>86.96</td></tr><tr><td>Persistently absent</td><td>2020 up to March lockdown</td><td>2021 Cumulative up to W39</td></tr><tr><td>% PA (whole academy)</td><td>22.44</td><td>38.96</td></tr><tr><td>% PA Disadvantaged</td><td>14.6</td><td>23.5</td></tr><tr><td>%PA non-disadvantaged</td><td>7.84</td><td>15.46</td></tr><tr><td>%PA LAC (1 student)</td><td>0.2</td><td>0.39</td></tr></table>	ACADEMY NDA	2020 up to March lockdown	2021 Cumulative up to W39	% DISADVANTAGED Attendance	91.43	84.27	% NON DISADVANTAGED Attendance	95.1	89.48	% Attendance LAC	66.67	70.52	% Attendance NON LAC	93.29	86.96	Persistently absent	2020 up to March lockdown	2021 Cumulative up to W39	% PA (whole academy)	22.44	38.96	% PA Disadvantaged	14.6	23.5	%PA non-disadvantaged	7.84	15.46	%PA LAC (1 student)	0.2	0.39
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<p>More disadvantaged pupils have been 'persistently absent' compared to peers during this period.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>			

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improve the quality of education for all subjects. Improve outcomes in all subjects, but particularly maths and English at the end of Ks 4.	<p>By the end of our current plan 2024, disadvantaged students will make at least the same rate of progress as their non-disadvantaged peers.</p> <p>Outcomes will demonstrate that all disadvantaged pupils achieve an attainment 8 score in line with national expectations.</p> <p>All disadvantaged pupils will achieve an attainment grade in line with their target grade, while most will achieve at least grade 4 or 5 in maths and English.</p>
2. Improve quality first teaching and delivery of SEN strategies	All pupils that are disadvantaged and have educational needs are supported holistically and achieve in line with their target grades - as reflected in assessments and final exams. Classroom practice reflects adequate support for all students on the SEN register, as evidenced through observations, learning walks and assessments.
3. Ensure that disadvantaged students develop a consistently positive and resilient attitude to learning.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p> <p>NEET figures for disadvantaged students are in line with those of their non-disadvantaged peers. CEIAG trackers will indicate that all disadvantaged students have a clear vision for their future.</p>
4. Improve the literacy skills of all students but particularly disadvantaged pupils at KS3.	<p>Reading comprehension tests, phonics support and Lucid screening demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Student voice will evidence an increase in reading for enjoyment reading will be high profile in all lessons as evidenced through learning walks.</p>
5. Improve numeracy skills of all students but particularly disadvantaged pupils at KS3.	Dyscalculia screening, regular assessments and student voice demonstrate improved numeracy skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.

	<p>Learning walks and departmental co planning and collaboration will evidence common mathematical language being used.</p> <p>Student voice will evidence an increased love of mathematics and a positive attitude to learning maths.</p>
6. Support disadvantaged students make the right choices of behaviour and improve attitudes to learning.	<p>Suspension figures reduce year on year, particularly for disadvantaged students.</p> <p>The exclusion of disadvantaged pupils will be lower in 2021/22.</p> <p>Other tracking of behaviour choices to indicate an improved attitude to learning for all disadvantaged students.</p>
7. Ensure additional provision for wave 2 and 3 SEN students is fit for purpose.	<p>Assessments, tracking of progress, student voice and teacher observations of students attending the Harbour and PLC provisions evidence positive attitudes to learning, increased resilience and self-regulation to adverse situations.</p> <p>Student voice and tracking indicates that most students' reintegrate into main stream lessons and this is successful.</p> <p>All academic and soft intervention strategies are tracked and demonstrate impact. Evidence of a change of strategy is clear when impact is not evident.</p>
8. Personal Development and a culture of learning	<p>Enrichment activities are attended by all PP students at some point throughout the year. The attendance of disadvantaged students at enrichment, trips and visits is also in line with that of their non-disadvantaged peers.</p> <p>Student voice demonstrates a change of attitude to learning. The school is calm, purposeful, students appreciate why they are here.</p> <p>Curriculum intent documentation has a clear strategy for improving cultural experiences.</p>
9. Improve the support on offer for all but particularly disadvantaged students to improve mental health and wellbeing.	<p>Student voice will indicate that the strategies put in place to support mental health are effective.</p> <p>Counselling figures may not reduce, but it is hoped the amount that are closed is reduced.</p>
10. Support issues with non- attendance and poor attitudes to behaviour	<p>Sustained high attendance demonstrated annually by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being in line with national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>the percentage of all pupils who are persistently absent being in line with national average and the figure among disadvantaged pupils being no more than 4% lower than their peers.</li> <li>Suspension / exclusion figures are reduced with minimal impact on attendance figures/ PA figures.</li> </ul>



## 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: £131,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>To Improve the Quality of Teaching</b>  <i>Trust initiative to employ new Director's in Maths, Science, English and MFL to strengthen curriculum planning and delivery in these subjects.</i>  <i>Extra capacity in English and science to support smaller class sizes.</i></p>	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1, 2, 8
<p><i>High Quality CPD, including, professional development, coaching and partnership with good/outstanding schools</i></p> <p><i>Deep Dive style approach to lesson observations to inform CPD objectives throughout the year. Focus on live marking questioning and SEND.</i>  <i>(Staff time SLT and Middle leaders time) - Deep dives, external validation costs</i></p> <p><i>Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.</i></p>	<p>'Feedback' an effective tool with low cost and high impact on student progress. (EEF 2020)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>To ensure consistency across T&amp;L and support the monitoring of CPD foci. CPD plan to be adapted to address inconsistencies or misconceptions.</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths at-attainment:  Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>1, 2, 3, 5</p> <p>1, 2, 3, 4, 5</p>
<p><i>Ongoing training of 2<sup>nd</sup> in maths to develop and embed the mastery curriculum</i>  <i>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</i>  <i>We will fund teacher release</i></p>	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK ( <a href="http://www.gov.uk">www.gov.uk</a> )	5



<i>time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</i>	To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:	
<p><i>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</i></p> <p><i>We will fund professional development and instructional coaching focussed on each teacher's subject area.</i></p> <p><i>Day release to support primary colleagues and ensure successful academic transition between key stages.</i></p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	4
<i>Development of Middle Leaders Training Course and Deeps Leadership roles.</i>	To support retention of good staff. To develop the leadership capacity of NDA to continue to meet the needs of our students and community.	all
<i>Phonics training for specific staff and Curriculum Support Workers (CSW) and delivery of the programme to specific KS3 classes</i>	<p>Phonics EEF 2020 - High impact for very low cost based on very extensive evidence</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 4, 2, 7
<p><i>Purchase of standardised diagnostic assessments. Lucid, Lucid Exact, Star Reader, Dyscalculia screening.</i></p> <p><i>Training will be provided for staff to ensure assessments are interpreted correctly.</i></p> <p><i>Appointment of SEN Lead Teacher to complete Access Arrangement course</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EE</p>	1,2,3,4,5,7
<i>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.</i>	<p>Aspiration interventions (EEF 2020)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	1, 2, 3, 7, 10

## Targeted academic support

Budgeted cost: £ 191,233

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of our own 1-2-1 Tutors to support all students require catch up. This is predominantly used with Year 11 but capacity is also provided for earlier years.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  One to one tuition   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2, 3,4,5,7
<i>Accelerated Reader is a targeted reading programme that supports students in Years 7 to 9. This programme is also used to support wave 2 and 3 provision.</i>	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.	2, 3,4,7
<i>Develop use and monitoring of Alternative Provision as a pathway to reengage, reintegrate or avoid permanent exclusion.</i>	7% of students permanently excluded in 2016 achieved good passes in English and Maths (Timpson Review of School Exclusion 2020). Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including: <ul style="list-style-type: none"> <li>• good academic attainment on par with mainstream schools – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications;</li> <li>• 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;</li> <li>• improved pupil motivation and self-confidence, attendance and engagement with education; and</li> <li>• clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment.</li> </ul>	6, 10
<i>Development of a cultural capital overview that ensures all pupils have the opportunity to experience learning beyond the classroom. The strategy will be heavily subsidised by</i>	True Education Partnerships states ‘Pupil premium was introduced in 2011 to support schools in encouraging social mobility. As schools can choose how to spend pupil premiums, using it to help develop cultural capital is more than a good idea.’	1, 8

<i>the pupil premium to enable all disadvantaged to access opportunities.</i>		
<i>Consistently embed a rewards system that is valued by pupils and offer external indicators intrinsic success.</i>	‘External indicators of intrinsic success can be powerful motivators, and reinforce existing norms for example prize ceremonies, used judiciously.’ (Tom Bennett, 2017. ‘Creating a Culture’)	1, 3, 10
<i>Interventions: after school lessons, 121 opportunities to catch up with missing work due to absence.</i> Staff also offer additional support sessions at weekends. Rewards are provided.	Small Group Tuition - Moderate impact for low cost based on moderate evidence EEF 2020 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 4, 5, 9

## Wider strategies

Budgeted cost: £ 358,683

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Effective deployment of CSW Support to meet the needs of wave 1 and 2 SEN students. Regular training internally and externally.</i>	Teaching Assistant Interventions offer moderate impact to moderate cost. (EEF 2020) The effectiveness of each CSW increases the impact of their support. All CSWs should be educationalists first and foremost, focussing on encouraging resilience and developing independence in learners.	1, 2, 3, 7
<i>Rigorous behaviour policy to improve standards and reduce low level disruption. Training and development of staff to deal positively with Adverse Childhood Experiences.</i>	Behaviour interventions can have moderate impact for low cost (EEF 2020) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1, 2, 4, 5, 6
<i>Learning Resource Centre Provision – Encouraging reading for pleasure is important for both personal and academic development, the LRC</i>	Reading comprehension strategies EEF 2020 Very high impact for very low cost based on extensive evidence	1, 2, 3

<p><i>has been developed to do this.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Fluent decoding – the process of translating print into speech by rapidly matching a letter or combination of letters to its sound and recognising the patterns that make syllables and words – is the foundation on which literacy is built. There is strong evidence from a wide range of high-quality studies that phonics approaches are very effective, particularly for disadvantaged children, and that they are a highly cost-effective intervention. Reading for pleasure interventions are designed to promote children’s enjoyment of books and encourage them to see reading as a pastime rather than a chore.</p>	
<p><i>The Personalised Learning Centre provision to support students across the following areas – SEMH, severe persistent absence, catch up Maths/English/Science, personalised timetable adjustments</i></p>	<p>Clear link of improved attendance to improved outcomes.</p> <p>Small Group Tuition - Moderate impact for low cost based on moderate evidence EEF 2020  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 2, 3, 4, 5</p>
<p><i>Free School Meals SLA</i></p> <p><i>Free porridge is provided every break time to all students.</i></p> <p><i>Student voice will be used to support the healthy schools agenda and encourage students to use their FSm allocation wisely.</i></p>	<p>Due to the demographic that the Academy services there are students that arrive too hungry to learn effectively. Without a good lunch or breakfast, these children find it hard to concentrate and quickly fall behind in lessons.</p> <p>When children sit down to eat with friends and teachers in a civilised environment, it cements relationships, helps them to develop social skills and reinforces positive behaviour throughout the day. Lunch is an integral part of the Academy day and should be one of the most enjoyable. We want children to leave school with an appreciation of good food, and the skills they need to feed themselves affordably and well.</p>	<p>1, 3, 6, 9</p>
<p><i>Year Managers - 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.</i></p>	<p>Social and emotional learning has a moderate impact for very low cost (EEF 2020)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Behaviour interventions can have moderate impact for low cost (EEF 2020)</p>	<p>1, 3, 6, 9, 10</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	
<i>EWO/Attendance Apprentice to embed the school attendance policy consistently whilst looking to follow the principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	10
<i>Student Travel</i> 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.	Extending School Time - Moderate impact for moderate cost based on limited evidence. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	1, 3, 9, 10
<i>Use of Classcharts to track and monitor student behaviour in relation to rewards and sanctions</i>	Empower staff at NDA to take risks in the classroom	1, 2, 6,9
<i>Intervention Carole Barwick – mental health and wellbeing techniques for students.</i>	Work with our most at risk students where previous interventions had failed before. Social and emotional learning has a moderate impact for very low cost (EEF 2020) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  Behaviour interventions can have moderate impact for low cost (EEF 2020) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1, 3, 9
School Counsellor to offer a range of emotional support to students in need. The demand on this already	Social and emotional learning has a moderate impact for very low cost (EEF 2020)	3, 9, 10

increased dramatically since COVID. 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.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  Behaviour interventions can have moderate impact for low cost (EEF 2020)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	
<i>To improve student and parental engagement</i>		
<i>Providing of the following essentials to students at either a reduced cost or free. Our most vulnerable will have these needs met and therefore not be at a disadvantage.</i> <ul style="list-style-type: none"> <li>- Uniform</li> <li>- Planners</li> <li>- Revision booklets</li> <li>- Christmas Lunch</li> </ul>	<ul style="list-style-type: none"> <li>• Remove barrier to learning of uniform issues on attendance to school. DfE's <a href="#">Improving School Attendance</a> suggests:             'Model respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence, handling confidential information sensitively'</li> </ul>	1, 6, 9, 10

## Pupil Premium Expenditure

- Teaching - £131,700
- Targeted Academic Support - £191,233
- Wider Strategies - £358,683
- Total Pupil Premium Expenditure

**Total Pupil Premium budgeted cost: £ 681,616**

## Catch Up Funding

- Catch Up Funding - £74,911
- Tutoring Funding - £55,537

**Total Catch Up Funding - £130,448**