



School overview

Metric	Data		
Bucklers Mead Academy			
	2018	2019	2020
Pupils in school	788	793	786
Proportion of disadvantaged pupils	306 (38%)	296 (37%)	293 (37%)
Pupil premium allocation this academic year	£268,969	£243,145	£220,825
Academic year or years covered by statement	2019/20– 2021/22 Year 2 of Plan		
Publish date	November 2020		
Review date	October 2021		
Statement authorised by	Board of Directors Pending		
Pupil premium lead	Paul Balkwill		
Governor lead	R Hunt		

Disadvantaged pupil performance overview for last academic year

metric	2018	2019	2020 (teacher assessed grades)		2018	2019	2020
Progress 8	-1.34	-0.98	-0.5	English % 4+	41% (19)	60% (30)	64% (32)
Ebacc entry	0%	0%	0%	English % 5+	26% (12)	40% (22)	44% (22)
Attainment 8	29.93	30.94	38.29	Mathematics % 4+	41% (19)	35% (19)	56% (28)

% Grade 5+ in English and maths	13% (6)	13% (7)	30% (15)	Mathematics % 5+	15% (7)	16% (9)	34%(17)
% Grade 4+ in English and maths	30% (14)	33% (14)	46% (23)				

Strategy aims and monitoring disadvantaged pupils

Strategic Aims	Review dates- June 2020, Dec 2020, March 2021, June 2021.
Strategic aim 1- Raising attainment and achievement- <i>“All students, regardless of their starting points, achieve well and are well prepared for their next steps”</i>	
Strategic Aim 2 - Inclusion and Removing Barriers to learning <i>“All students are fully supported to overcome any barriers to learning and any reasonable adjustments are made so that the curriculum fully accessible”</i>	
Strategic Aim 3- Raise aspirations, engagement and expectations <i>“All staff have sky high expectations of students and instil the mantra in students that ‘anything is possible’”</i>	

Teaching priorities for current academic year

Priority	Lead Persons	Rationale	Activity
<p>Priority 1- Improve the universal provision of quality first teaching for disadvantaged pupils through all teachers;</p> <p>1 – effectively using class charts information to know their students’ needs well 3 -intelligently using assessment information to identify any gaps in students’ knowledge 2 – placing disadvantaged pupils front and central of all their planning 3- effectively using feedback, both in and out of lessons, to inform students’ next steps.</p>	<p>TY & PB HOD</p>	<p>Education endowment fund: <i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</i></p> <p>Feedback + 8 months Reduced class size + 3 months Within class attainment grouping + 3 months Learning styles + 2 months Metacognition and self- regulation + 7 months Peer tutoring + 7 months On average, pupils experiencing setting or streaming make slightly less progress than pupils taught in mixed attainment classes.</p>	<ul style="list-style-type: none"> • A consistent approach to all lessons across the curriculum with the Introduction and consistent implication of the ‘Learning Cycle’ to support high-quality teaching across the curriculum. • Ensure all curriculum pathways support and prepare students for the potential of an Ebacc route with access to high quality languages, humanities and science provision within the curriculum from Year 7 onwards • Reorganise and order the curriculum to ensure focus on progressive knowledge rich curriculum in all subject areas focusing on students’ knowledge retention, retrieval and interleaving of learning supported by knowledge organisers. • Regular and effective use of assessment in all subjects to regularly check learning and assess gaps in knowledge including low stakes high challenge retrieval. • All staff supported and trained to use range of assessment information and class charts to inform their planning • Teachers planning is comprehensive considering any appropriate adjustments to their teaching to address any knowledge gaps, additional needs or underperformance • Teachers use of class charts to ensure effective seating plan supports students’ in the classroom • Continual CPD programme, contextualised and career appropriate, that is responsive to staff needs ensuring all staff are well trained and supported to best meet the needs of their students • Teachers ensure students catch up with any missing work from any period of absence • Teachers use targeted questioning within the classroom to support learning • All feedback is timely, targeted and actioned to improve learning • Smart grouping/ smart staffing is used so that teachers and students are working where most appropriate • Ensure class groupings positively advantage disadvantaged students • Departmental DSR meetings are calendared throughout the year to help teachers in each department identify any students that may need additional support both in and out of the classroom.
<p>Priority 2- Improve competence and confidence of students’ literacy</p>	<p>MD, TY, PB, Year Teams</p>	<p>Reading comprehension strategies + 6 months Oral language interventions + 5 months</p>	<ul style="list-style-type: none"> • Read to Succeed programme embedded for all students as a daily activity to expose students to a wide range of texts, develop their love of reading and increase their levels of comprehension • Building Literacy strategies into class teaching - tier 2 and 3 vocabulary clear • Implementing effective interventions in English to support with reading and spelling

<p>and reading ages of students</p>			<ul style="list-style-type: none"> • Improving how progress in reading and spelling is tracked across terms, years and key stages. • Spelling and reading assessments drive additional targeted intervention programmes and support • Students are taught to use knowledge organisers to help support key words and concepts across the curriculum • Regular use of retrieval activities across the curriculum develop students' long-term memory • Effective interactive classroom displays to promote the importance of vocabulary and reading in each subject • Literacy champions in each department lead within in each subject area • Group sizes smaller where students need additional support • Mixed ability teaching sets in English raises expectations of weaker students
<p>Priority 3- CPD to continually develop all teachers' subject knowledge and expertise to support the effective delivery of a high quality, knowledge rich curriculum.</p>	<p>TY, PB, HoDs</p>	<p>Education endowment fund: Research and literature says that in order to effectively support PP and disadvantaged students; All staff should receive effective training in order to enable them to identify and support the needs. This should be regularly updated and reinforced by coaching.</p> <p>Metacognition and self-regulation + 7 months</p> <p>Mastery learning + 7 months</p>	<ul style="list-style-type: none"> • All teachers to ensure they have the knowledge and understanding that is relevant and in depth to deliver the current curriculum demands. • Regularly share key articles, • Ensure all departments have appropriate time across the year to develop their curriculum content, planning and resourcing • Encourage teachers to be exam markers where appropriate • Links for teachers with subject networks outside of BMA to share best practice • Develop the staff CPD library and encourage professional and subject specific conversations • Encourage all departments to have affiliation to subject specific associations/organisations • Develop subject enhancement opportunities to any staff member teaching outside of their specialist area
<p>Priority 4- Improve students' attitude to learning and developing strategies to promote 'independence.</p>	<p>PB & TY HODs, HOY</p>	<p>EEF- Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>Metacognition and self-regulation + 7 months</p>	<ul style="list-style-type: none"> • Consistent application of the B4L policy teaches students about expectations • Reporting and feedback focusing on attitude to learning for all students • Monitoring, tracking and intervening with students who fall below ATL of 2. • Recognising and celebrating excellent ATL. • Positive feedback and star boards used consistently in all lessons • Develop resources and activities to promote independence including self-quizzing and use of the knowledge organiser • Consistent application of the learning cycle ensures all lessons give students the opportunity to apply their new learning • End of Year/ Summative Assessments for all year groups

		<ul style="list-style-type: none"> • Developing a whole school approach to teaching revision and retrieval practices. • Developing the use of Knowledge organisers. • Purchase of E Learning software/packages such as Seneca • Promotion of self-study and directed learning through the use of google classroom
Barriers to learning these priorities address		<ol style="list-style-type: none"> a) Gaps in knowledge, compared to NPP students, and this makes learning harder. Background knowledge is better for cognitive skills – helping students to make connections and learn more b) Low Literacy, Numeracy and prior attainment for some students c) Attitude to Learning & developing Independent Learners- Students sometimes not aware that hard work out of lessons and perseverance will make a difference to their achievement in school and often don't stay after school for revision sessions, struggle to revise at home and do home learning d) Staff knowledge and understanding of PP and effective strategies to support learning – good teaching and learning – staff workload to ensure they are best supported to use the range of assessment information to support learning such as pupil passport, prior attainment information, reading ages and CATs

Targeted academic support for current academic year
(For 2020-21 this section runs alongside the Covid catch up support plan)

Priority	Persons Leading	Rationale	Activity
Priority 1 - English and Math 1-2-1/ small groups tuition	PB, CFO, MD, TY	EEF- 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. +5 Months progress Sutton Trust research indicates that high numbers of parents with greater means are paying for 1-2-1 tuition of their	<ul style="list-style-type: none"> • Baseline assessments, prior attainment data and CATS tests identifies students that may need additional support • DSR meetings and raising standards meeting identify key students for additional targeted work • Students targeted for additional 1-2-1 sessions or small class teacher to plug gaps in knowledge and skills for all year groups supported with the Covid catch up plan • Active 1-2-1 and small group teaching programme planned, delivered, monitored and reviewed ½ termly. • Lesson 6 provision with a full range of targeted additional lessons for all Year 11 from term 2 onwards with the possibility to open to other year groups

		<p>child, compounding the disadvantage factors.</p> <p>Individualised instruction + 3 months</p> <p>One to one tuition + 5 months</p> <p>Small group tuition + 4 months</p> <p>Oral language interventions + 5 months</p> <p>Peer tutoring + 5 months</p>	
<p>Priority 2- Out of Hours Learning surgeries and opportunities for independent study</p>	<p>PB, TY, HODs</p>	<p>EEF- 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. The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers. +2 Months</p> <p>Digital technology + 4months</p>	<ul style="list-style-type: none"> • Independent learning and targeted revision during term time and over holiday periods • Purchase and loaning of additional laptops for students and support with wifi • Books and revision guides to support students learning including online platform • Lesson 6 provision for all students • Remote learning resources and support through google classroom • Developing the use of Knowledge Organisers as a self-quizzing and studying tool • Support for all students in preparing an effective revision/study

		Extending school time + 2 months Homework + 5 months	
Priority 3-Mentoring of key PP students	PB, HOY	Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour Behaviour interventions + 3 months	<ul style="list-style-type: none"> • Identification from DSR, LM, inclusion meetings and daily refocus data of any key students that may benefit for assertive mentoring • Regular mentoring of key PP students by the senior/ middle leaders
Barriers to learning these priorities address			<p>a) Low Literacy, Numeracy and prior attainment for some students on entry</p> <p>b) Sutton Trust report has suggested that PP students may be further disadvantaged from their peers whose parents pay for private tuition to address underperformance.</p> <p>c) Students often lack resources, materials or an appropriate place to study outside the Academy.</p> <p>e) Attitude to Learning & developing Independent Learners- Students sometimes not aware that hard work out of lessons and perseverance will make a difference to their achievement in school and often don't stay after school for revision sessions, struggle to revise at home and do home learning.</p>

Wider strategies for current academic year

Priority	Persons Leading	Rationale	Activity
Priority 1- Improve the attendance and	KR CF HOY	DFE The higher the overall absence rate across Key Stage (KS)	<ul style="list-style-type: none"> • Identification of vulnerable students to put in place support to secure attendance including PFSA, TAS, home visits and counsellor.

<p>reduce persistence absence of disadvantaged students</p>		<p>2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p> <p>Engaging parents + 3 months</p>	<ul style="list-style-type: none"> • Developing infrastructure and systems of support for students such as Student Services, additional Pastoral staff, the role of the year team. • Developing rigorous systems for tracking, checking and communications with parents. • Rewards and recognition to promote good attendance such weekly awards and the attendance challenge • Expectations over communicated with all stakeholders through termly letters, tutor conversations, reporting, information to students in assemblies and weekly updates shared with form groups. • Graduated and consistent approach across all year groups to tackle dips in attendance. • Joined up process between year team and attendance officer to support graduated response based on % attendance thresholds.
<p>Priority 2 – Improve engagement of Parents and families of disadvantaged students</p>	<p>CF KR HOY HODS</p>	<p>EEF Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings</p> <p>Engaging parents + 3 months</p>	<ul style="list-style-type: none"> • Role of PFSA to work with key students and families case load of 18 • Pastoral team including a learning mentor, attendance officer and the DDSL work with vulnerable families • Regular communication with HOY and tutor for all vulnerable students • Year teams to track, monitor and secure attendance of parents to consultation evenings.
<p>Priority 3- Improve any wider Pastoral & SEND support removing barriers and raise aspirations</p>	<p>ST, CF, KR, PB, TY, HOY, HODS</p>	<p>Research suggests that the most effective PP strategies are those that are personalized to the individuals and directly address the needs</p> <p>Social emotional learning + 4months Outdoor adventure learning + 4 months Teaching Assistants + 1 month</p>	<ul style="list-style-type: none"> • Middle leaders analyse and follow up daily the behaviour referral rooms to identify any patterns of concern • All SEND students have a passport with suggested strategies for support on class charts for teachers to use • A full range of SEMH interventions under the umbrella through a triage system including - Forest school, counselling and thrive • Brokering of alternative provision where appropriate • Staff training and CPD programme to support in teaching any SEND students • A full careers programme with targeted support and guidance for disadvantaged students early in school, including engagement with key projects, to introduce students to the potential of university

			<ul style="list-style-type: none"> • Thrive, PFSA, ELSA and Counselling support to meet student need through triage • The fortnightly inclusion meetings identify key students that may need wider interventions and support
Priority 4 – Ensure all students are consistently ready to learn -	CF, HODS, HOY	Parental engagement + 3 months	<ul style="list-style-type: none"> • All students are issued with a full pack of equipment stationary for school at the beginning of the year. Frequent equipment checks to make sure student have what they need. • Any students can request support with resources and uniform, • Funding equipment, uniform and resources where needed • Effective and consistent tutor programme in all years prepares students for learning each day
Priority 5 – increase the number of disadvantaged pupils taking part in enrichment activities	CF, JG, GG, HODS, HOY	Arts Participation +2 months Sports participation + 2 months	<ul style="list-style-type: none"> • Personal/targeted invites to key students • Funding trips and visits where appropriate • Funded peripatetic lessons • Funding bid pot for any area to access additional funds to support enrichment or cultural development opportunities for students
Barriers to learning\ these priorities address			<p>Parental factors- a) engagement with the academy b) supporting home learning c) often (but not exclusively) a single parent struggling with money, illness (medical or mental), juggling the needs of siblings and poor accommodation d) Parent has medical/mental health issues – struggle to cope with the demands of teenagers and so some teenagers can exploit this. e) Poor family relationships between parents and siblings; poor role modelling and student struggles to sustain their own friendships so avoids school or has a miserable time as friendship issues f) wider safeguarding issues .</p> <p>Equipped for learning- many students are disorganised or lack the funds to equip themselves properly for learning.</p> <p>Social issues in the wider community- County Lines, risk taking behaviour and substance misuse, unstructured time and instances anti-social behaviour</p> <p>83% of PP in BMA are categorised as Deprivation factors. Most pupils live in neighborhoods classified as “highly deprived” i.e. within the 20% most deprived in England according to the IDACI (Income Deprivation Affecting Children Index), namely Yeovil, Birchfield, Yeovil,,Penn Mill North and Yeovil, Sherborne Road.</p> <p>Equipped for learning- many students are disorganised or lack the funds to equip themselves properly for learning.</p> <p>Attendance- historic factors around low attendance for disadvantaged pupils</p>

Behaviour for learning- social, emotional and mental health impacting on a students' progress, mind set for learning and participation in the curriculum

Cost Summary

Target	Allocated Budget
1) Teaching	£22,973.00
2) Targeted Support inclusion (Behaviour, attendance and transition)	£70,938.00
3) Wider Strategies - Raise aspirations and remove barriers	£126,776
Total	£220,687

Review:

Aim	September 2020
Raising attainment and Achievement	<p><i>“All students, regardless of their starting points, achieve well and are well prepared for their next steps”</i></p> <p>2020 Results indicate 3-year trend of improvement for progress (P8 -0.5 2020, - 0.88 2019 & -1.34 2018) and attainment (A8 38.39 2020, 37.79 2019, 36.55 2018).</p> <p>Students have also made significant improvements in % achieving English and Maths at a standard and strong pass. (Eng and Maths 4+ 13% improvement vs 2019 & Eng and Maths 5+ 17% improvement vs 2019). Improved % of students achieve standard passes or higher in Bucket 2 (Average 61% 4+ 2020 vs 34% 2019 , 41% 5+ 2020 vs 23% 2019 & 18% 7+ vs 0% 2019) Bucket 3 subjects performed in line with 2019. (Average 59% 4+ 2020 vs 59% 2019, 28% 5+ vs 27% 2019 and 7% 7+ vs 6% 2019). However, more work is required to ensure all students meet FFT targets in both buckets (Av 40% below target Bucket 2 & 49% below target in Bucket 3).</p>

The curriculum review carried out in January 2020 has ensured that all students receive an ambitious and broad and balanced curriculum at KS3 as well as range of KS4 pathways. (100% of PP students in Y7-9 study MFL) Although results demonstrate a trend of improvement, more work is required to ensure that students achieve and exceed the national average for key performance indicators. The academy also needs to ensure that greater number of students are accessing the Ebac qualification at KS4. (2020-21 Y11- 4/59 do Ebac & Y10- 10/56 do Ebac)

Disadvantaged students' attitude to learning is 'good' across year groups (PP average ATL across year groups is 2.09 and range from 1.93-2.22 across year groups). Students have responded positively to the initiatives intended to improve literacy and engagement in reading. (Student voice review of text selection the majority of students provided positive feedback & Learning walks across year groups show engagement in the Read to Succeed Programme. All students read aloud and can answer questions related to the text) A gap exists between the attitude to learning of disadvantaged students' and their peers, greater focus is required to close this gap and ensure sky high expectations are held for all students. (PP 2.09 & NPP1.84).

The Academy has developed opportunities to help to improve outcomes such as 1-2-1 Tuition in Maths in Spring 2020, curriculum based trips and workshops as well out of hours targeted intervention (21 PP students targeted for 1-2-1 Maths Tuition, 100% attendance to all these sessions and 100% said that these sessions had improved confidence and competence in Maths; 743/845 88% students' invitations to targeted Revision Sessions were PP students; examples of Curriculum activities included- Geography Trip- 100% students were able to complete the element of the Paper 3 exam in their mock in December; 57% achieved 4+, 64% achieved their FFT50 target or above.) These should be continued and developed further in line with the Covid Catch up fund for 20-21 as well as with the addition of a Period 6 and improved opportunities for remote learning.

Students are supported to move onto Post 16 progression routes and significant work is put into ensuring that students do not become NEETs. (2019- 51/52 98% of PP students who attended BMA 2019 secured a Post 16 course or training. 2020- All PP students had a placement post 16 starting September 2020. 51 PP total 45 are at Yeovil College ; 4 doing A Levels 47 Vocational).

Within Teaching and learning and the curriculum. Head of Departments must now; order the curriculum to ensure focus on progressive knowledge rich curriculum in all subject areas that focuses on students' knowledge retention, retrieval and interleaving; the development of regular and effective assessment to check learning and identify gaps; ensure questioning is targeted effectively and groupings, seating plans and intervention used effectively to support the progress and outcomes of students. Departments and Middle leaders should also track and monitor attendance and participation in targeted interventions and out of school activities as well as measure the impact on progress and outcomes.

Finally, the academy must continue to develop literacy and make sure that the impact of the initiatives launched in 2020 should be now measured and monitored to ensure that students continue to develop reading, literacy and oracy.

Inclusion
(Behaviour,
attendance
and
transition)

“All students are fully supported to overcome any barriers to learning and any reasonable adjustments are made so that the curriculum fully accessible”

Attendance data for 2019-20 indicate a reduction in the number of persistent absence over the course of the academic year (PAs total number October 91 11.5% to March 81 10.3% vs National average for 18-19 10.5%) Attendance is in line with previous years (18-19 91.8%, 19-20 91%) Disadvantaged absence continues to remain high in comparison to NPP. (Aut 1 PP 91.02% vs NPP 94.48, Aut 2 PP 88.57% vs NPP 93.12% & Spr PP 90% vs NPP 93%) Similarly, disadvantaged students continue to have receive more FTEs than their peers. (T1- 10/12 FTE PP , T2 – 12/21 FTE PP, T3- 14/18 FTE PP students received were PP)

The introduction of a new behaviour policy in January 2020 has provided structure and support needed for students to reduce the number of FTEs, exclusions and other sanctions. (Acknowledged in SIP and School Improvement Partner reports) This has been strengthened further by the introduction of the Refocus rooms in September 2020.

The Academy must work on ensuring consistency, high expectations and taking collective responsibility to ensure sky high expectations are held so that students are ready to learn. Similarly, the academy must now use the information generated from Refocus referrals to ensure that actions are taken to identify and respond to frequent fliers and take appropriate action when students get it wrong.

Students are well supported with transitions into the academy in Year 7 and show a good attitude to their learning. (PP students 2.06, PP boys 2.17 and PP Girls 1.92). Staff frequently visit feeder schools and groups of students (PP& SEND) are invited into the academy to facilitate a phased transition. The Head of Year 7 is a very familiar face to all Year 7s when they arrive in the academy and there is a good knowledge of students to support with this process.

Students identified for catch-up (10/18 PP) worked with designated member of staff to facilitate transition between primary and secondary and close gap in learning. This work ensured these students were engaged in their learning (ATL average 2.15) maintained attendance and reduced persistent absence (93% average T1-3) and began to demonstrate some of the key knowledge, understanding and skills required within the Key Stage Maths and English as well as wider curriculum subjects. (Average grade F1 across subjects). However, more work is needed to improve attendance to ensure gaps in learning do not emerge and students are able to familiarise themselves with the new structures and routines. (PP attendance 90% vs 93%NPP in term one). More work is also required to ensure that gaps are being closed for student who begin below national expectation, particularly in reading, writing and numeracy.

Students are supported to move onto Post 16 progression routes and significant work is put into ensuring that students do not become NEETs. (2019- 51/52 98% of PP students who attended BMA 2019 secured a Post 16 course or training. 2020- All PP students had a placement post 16 starting September 2020, 51 PP 4 doing A Levels 47 Vocational; 20/51 PP students Level 3 Courses, 23/51 PP students Level 2 Courses & 6 students Level 1 courses.)

The Academy offers a wide range of opportunities for students to be fully integrated into the academy and flourish personally as well as socially. These include targeted after school sessions (87% of invitations were PP) and curriculum based trips such as the Geography field trip and Creative Arts trips. These trips have helped to improve students understanding of the course and outcomes (Geography- 100% students were able to complete the element of the Paper 3 exam in their mock in December; 57% achieved 4+,64% achieved their FFT50 target or above. Art Students reported they were able to collect first hand resources to support their coursework, see the artwork in the site it was supposed to be created and developed knowledge and understanding of the assessment requirements.) Wider opportunities for year groups have included Theatre trips and visits to attractions. Students also have opportunities to participate future pathway experiences and courses such as the Level One and Level Two Construction courses at Yeovil College (3 PP students in Y10 19-20) .

BMA should continue to develop its enrichment offer as well as target key individuals to encourage participation in the wider curriculum. Due to Covid-19 greater emphasis and focus is also required to support students with transition from KS2 to KS3 as well as ensuring that students can access high quality CEIAG to prepare for KS4 Pathways and support in post-16 progression.

Updates to the pastoral system have included the creation of a new Student Services reception and the appointment of additional members of the team. (Student voice 74% said that this made them feel more confident and knew where to go if the needed support) The team work to overcome barriers to learning and support the social and emotional needs of learners. Students are provided with equipment if required (100% received equipment packs on 1/9/20) as well uniform (20 PP students provided with uniform), PE kit and resources (6 PP students). Referrals are made to range of staff/teams to support the needs of learners such as counsellor (PP referral 81%), PFSA (56% PP referral) , Thrive (PP referral 79%), Forest School (PP referral 59%) and ELSA(PP referral 77%).Case studies show that these referrals have had a positive impact on students attendance, improved relationships/partnership with parents, student emotional development and mental wellbeing.

Other areas of focus include; developing the range of SEMH interventions under one umbrella and triaged; staff training and CPD on subject knowledge, SEND and SEMH and Mentoring programmes for PP students.

Raise aspirations and remove barriers

“All staff have sky high expectations of students and instil the mantra in students that ‘anything is possible’”

The introduction of the learning cycle, quality assurance, process for formal observations and CPD have set the foundations to improve the quality of teaching and learning in the academy. (Learning cycle launched December 2019. Inset Jan 2020. Student Voice-PP students feel that 'Learning Cycle' structures learning and that all staff have adopted the new format; SIP identified that most students could articulate their learning and very few pupils showed inability for PP students to articulate their learning.) This will be strengthened further with by the introduction of a new assessment policy, adjusted curriculum models and initiatives such as Knowledge organisers. Students have also benefitted from the introduction of Personal Development on to the curriculum in September 2020. The quality assurance process for 20/21 will regularly look at the books of PP students across all year groups and the curriculum.

Attendance to Parental Consultation evenings are good across all groups and year teams make proactive efforts to secure high attendance for disadvantaged families. (100% contact with PP parents in advance of parents evening and 70% average attendance). Parents report back that their children are happy (94%), well looked after (94%) and receive a range of subjects and opportunities (89%). The Academy has in place good systems to track student post 16 pathway choices and applications. (100% of PP students in 2020 secured a post 16 place) All students receive one to one support and guidance and the CEIAG lead works with Post 16 providers and the Local authority to target and support students who at risk of becoming NEET. This has been supported by the introduction of the Personal Development provision to the curriculum in September 2020.

Year Teams must now put in place improved systems for tracking and monitoring attendance to parent’s evenings to allow for targeted work to be undertaken with parents who appear to be disengaged. Opportunities also need to be developed to receive parental feedback more regularly to inform the work of year teams and the academy. Other areas to develop include; the identification of PP for personal invites to enrichment, funding for peripatetic lessons and a full careers programme for all year groups delivered through Personal Development.