

Pupil premium strategy statement

This statement details how Nunthorpe Academy spends 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	Nunthorpe Academy
Number of pupils in school	1537
Proportion (%) of pupil premium eligible pupils	Y7 to Y11 23.6% of the cohort
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	Dec 2021
Date on which it will be reviewed	Termly
Statement authorised by	Trustees
Pupil premium lead	A Armstrong
Governor / Trustee lead	A Tickle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,778
Recovery premium funding allocation this academic year	£41,540
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£290,321 of £8,814,163

Part A: Pupil premium strategy plan

Statement of intent

Nunthorpe Academy Vision: We are committed to becoming Outstanding by:

- Ensuring that every student and member of staff is able to realise, fulfil and exceed their potential in their academic and pastoral lives;
- Guaranteeing that teaching and learning challenges and equips students with the knowledge and skills needed for Higher Education, employment and life-long learning;
- Providing personalised information, advice and guidance (IAG), and offering support whenever it is needed;
- Cultivating a positive atmosphere of mutual respect and success.

READY, RESPECTFUL, SAFE

This applies to all students at Nunthorpe Academy.

The current PPG plan aspires to address the key areas previously identified and contained within the three Year strategy. The key principles of the plan are:

- Rigorous challenge of staff through the quality assurance processes
- Improving attendance of all students particularly PPG.
- Addressing the progress of PPG students to make progress in line with their peers, and engage parents/carers to support students' achievement and make progress.

Challenges

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

Challenge number	Detail of challenge
1	Achievement / Progress 8. In 2021, PPG students' P8 was -0.19. In 2020, PPG students' P8 was -0.62.
2	Attendance. The attendance of PPG students is not good enough. In 2021, PPG attendance was 88.3% against an Academy (Year 7-11) attendance of 95.1%. The Academy Improvement Plan identified improvement towards the non-PPG figures and the Academy target of 96%
3	Parental understanding and support of students in their academy journey. Parents/carers often do not understand the process and/or how to support their child's needs.
4	Student engagement/Behaviour for Learning. Reduce the number of PPG students who are not engaged will miss out on key learning opportunities. In 2020/21 5.23% of students received one plus day FTE of which 2.7% were PPG. 2.8% of students received two plus days FTE of which PPG were 0.97%.

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
PPG students to have a progress score of 0 or better.	<ul style="list-style-type: none"> ● All PPG students make progress in line with their non-PPG peers. ● Learning walks and work scrutiny demonstrate embedding of Education Endowment Foundation strategies, including the agreed Academy foci of metacognition and feedback. ● Greater consistency within departments, and across the whole Academy of metacognition and feedback strategies.

	<ul style="list-style-type: none"> • Use of the BRILLIANT approach is evidenced consistently within departments and across the Academy. • Academy and trust Deep Dives provide clear evidence of the use and impact of, the BRILLIANT approach within and across all departments. • Consistent use of high quality feedback for students within departments and across the Academy.
PPG students' attendance to reach 96% or better their peers.	<ul style="list-style-type: none"> • PPG students will have an attendance figure at least in line with the academy target of 96% or better their peers. • The academy aims to reduce PA by 6% each year. • PPG students will have a late figure at least in line with the non PPG students, or better.
Parents/carers understand and support students in their academy journey.	<ul style="list-style-type: none"> • Throughout Years 7 to 11 attendance at parent review evenings, CEIAG /aspiration events and curriculum/options inputs for PPG parents/carers matches the attendance of their non-PPG peers. • Throughout Years 7 to 11 academy communication software shows PPG parents/carers engage in line with their non-PPG peers. • Parental feedback demonstrates that parents/carers of PPG students have a positive and constructive experience of Parent Review Evenings.
Student Engagement/ Behaviour for learning data is comparable for PPG students and non PPG students.	<ul style="list-style-type: none"> • The percentage of suspensions of PPG students are not dissimilar to non-PPG students • The percentage of students receiving a BFL are not dissimilar to non-PPG students. • The percentage of students receiving a detention is not dissimilar to non-PPG students. • The Achievement points for PPG students are at similar levels to non-PPG.

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: £90,000

In the supporting evidence column the figures refer to the expected months improvement based on the research findings of the Education Endowment Foundation (EEF). This is found here <https://educationendowmentfoundation.org.uk/> The detail in each column describes the approach.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus for 2021/22		
<p>EEF tiered approach is adopted as good practice T&L Team Develop a 12 month Quality First Teaching, T&L package to focus on:</p> <p>Metacognition</p>	<p>As noted above the EEF is used to support decisions around the best practices to support our students. Each of these areas can be linked to a research based possible improvement in learning. This is measured in expected months.</p> <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies</p>	<p>This will address challenge1 and 4.</p>

<p>Feedback</p> <p>Brilliant Approach (including Differentiation)</p> <p>Production of a T&L policy with Non-negotiables identifiable features of quality first teaching.</p> <p>Revise all QA paperwork to support embedding and review of impact and actions for further CPD</p>	<p>for planning, monitoring and evaluating their learning. (EEF +7)</p> <p>Feedback is information given to the learner or teacher about the learner’s performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students’ learning. (EEF +8)</p> <p>Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored - particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum - will be more effective (EEF +3)</p> <p>Good practice shows that quality systems and processes monitored and challenged with rigour help to create positive outcomes.</p>	
<p>Use of CAT testing in Year 7. This supports planning and teaching for Year 7 and 8 students. This data will be utilised to help inform differentiation requirements.</p>	<p>This will enable the Academy collect quantitative data to help inform target setting and benchmarking. It also enabled better planning for progress at individual student level.</p>	<p>This will help to address challenge 1</p>
<p><u>Supporting students with EHCPs to achieve in line with their peers.</u></p>		
<p>Employment of a nurture teacher. This enables the delivery of the Project Based Learning curriculum and supports students to be ‘KS3 and KS4 ready’.</p> <p>Development of the nurture group and related curriculum map across KS3 to improve literacy, numeracy and communication skills to ensure they are KS4 ready (Project Based Learning).</p>	<p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. (EEF +3)</p>	<p>This will address challenge 1 and 4.</p>
<p><u>Maths curriculum Strategies</u></p>		
<p><u>Passport to maths.</u> This is a programme of study that is used to support learning in the nurture groups.</p> <p><u>Maths Ninja.</u> This is a programme that is used to improve engagement and</p>	<p>Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored - particularly in terms of the activities that pupils undertake and the pace at which</p>	<p>This will address challenge 1 and 4.</p>

<p>reinforce learning in KS3 classes.</p> <p><u>Corbett Maths.</u> This a programme of resources to support differentiation within the classroom.</p> <p><u>Maths Watch.</u> This is used for home learning for Year 7 through to Year 10 to consolidate their in class learning.</p> <p><u>Times Tables Rockstars.</u> This is an online home learning for Year 7 students.</p> <p><u>Hegarty Maths.</u> This is used for homework for Year 11 to consolidate all KS4 learning delivered in lessons each week.</p>	<p>they progress through the curriculum - will be more effective (EEF +3)</p> <p>Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Common homework activities in secondary schools include completing tasks assigned in lessons, preparing for tasks in future lessons, routine coursework, and revision for tests and examinations. Our definition also includes activities such as 'homework clubs' where pupils have the opportunity to complete homework in school but outside normal school hours, and 'flipped learning' models, where pupils prepare at home for classroom discussion and application tasks (EEF+5)</p>	
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Literacy Strategies

<p>A literacy lesson has been incorporated into the Academy's KS3 curriculum model. The intent is to develop reading skills, improve SPAG and help to foster a lifelong love of reading.</p> <p>PACE reading has been adopted as best practice in English lessons. This is designed to engage the learners with the text and help with understanding and comprehension.</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>A group of former nurture group Year 9 students are engaged with Pace Reading. On average these students' reading ages increased by 1 year and 1 month.</p>	<p>This will address challenge 1 and 4.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Timetabled intervention for targeted Year 10 and Year 11 students</u>		
<p>Timetabled intervention delivered by Nunthorpe Academy teachers. Small group intervention is delivered to support understanding and stretch students. This intervention</p>	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area (EEF +4)</p>	<p>This will address challenge 1 and 4.</p>

<p>is in maths, MFL, History and Art.</p> <p>Tutor groups-Y10 and Y11 are subject specific</p> <p>The KS4 progress lead will utilise departmental data to provide targeted specialist subject based support through the pastoral programme.</p>	<p>As noted above the EEF is used to support decisions around the best practices to support our students. Each of these areas can be linked to a research based possible improvement in learning. This is measured in expected months.</p>	
<p><u>Maths and Literacy Intervention Strategies</u></p>		
<p><u>Maths whizz.</u> This is an online intervention that will be used with targeted KS4 students</p> <p><u>Accelerated reader.</u> This is a programme used in KS3 and occasionally KS4 to assess reading ages and if intervention is needed</p> <p><u>Lexonic Leap and Sound training.</u> These are used to support students in literacy</p>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or a summer school – or as a replacement for other lessons. (EEF +5)</p> <p>Phonics is an approach to teaching reading, and some aspects of writing, by developing learners’ phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. (EEF +4)</p>	<p>This will address challenge 1 and 4.</p>
<p><u>Targeted Year 11 homework intervention</u></p>		
<p>Key Y11 PPG students are targeted for a homework and preparation session once a week. These students are targeted using in school data. They have access to resources, support from staff and sixth form and have mentoring to include revision preparation.</p>	<p>Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Common homework activities in secondary schools include completing tasks assigned in lessons, preparing for tasks in future lessons, routine coursework, and revision for tests and examinations. Our definition also includes activities such as ‘homework clubs’ where pupils have the opportunity to complete homework in school but outside normal school hours, and ‘flipped learning’ models, where pupils prepare at home for classroom discussion and application tasks (EEF+5)</p>	<p>This will help to address challenges 1, 3 and 4.</p>
<p><u>External ‘intervention’ tutoring</u></p>		
<p>NTP Academic mentors</p> <p>Literacy Mentor</p> <p>Numeracy Mentor</p>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or a summer school – or as a replacement for other lessons.(EEF +5)</p>	<p>This will help to address Challenges 1 and 4.</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Attendance strategies</u>		
<p>Attendance SLA purchased to add capacity for at risk of Persistent Absentee (PA) students. This is for 60 students Y7 to Y11</p>	<p>Initially a 10 week pilot took place in 2020/21. This demonstrated that 8/10 students had improved their attendance. The other 2 students were either involved with other agencies or in attendance proceedings. As a result of the impact above, the whole PPG Y10 attendance data improved by 0.7% in the 10 weeks.</p> <p>Due to the success of this strategy, this has been used in 2021/22.</p>	<p>This will help to address challenge 2 and 4.</p>
<p>Employment of an additional Pastoral Manager in Year 11. This will add capacity supporting the team in working to respond to individual needs. Supporting students into better attendance habits.</p>	<p>“Attendance matters not only because it enables the transfer of content knowledge within a particular course or student activity, but attendance provides students with access to other, noncontent-specific contextual information, resources and relationships that can positively impact their knowledge and sense of belonging”. https://er.educause.edu/blogs/sponsored/2019/4/how-student-attendance-can-improve-institutional-outcomes</p>	<p>This will help to address challenge 2 and 4.</p>
<u>Behaviour strategies</u>		
<p>Employment of an additional Pastoral Manager in Year 11. This will add capacity to the pastoral team at Y11. This will allow more refined and individual support.</p> <p>Thrive. Training of Thrive practitioners. This intervention underpins theory, science and skills required to meet the reparative needs of children and young people with interrupted social and emotional development</p> <p>The Bridge. The bridge activities are designed to break down barriers to learning. This could be behaviour or SEMH.</p> <p>Pastoral support from MFC foundation. Premier League Kicks -the aim is to break down barriers, engage students, improve attendance and address behaviour.</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. (EEF +4)</p>	<p>This will help to address challenge 2 and 4</p>

Wellbeing strategies		
<p>The Junction. This is Social and Emotional support that has been purchased to support Nunthorpe Academy students 5 days per week. Their expertise allows in house counselling to take place.</p> <p>Employment of an additional Pastoral Manager in Year 11. This will add capacity to the pastoral team at Y11. This will allow more refined and individual support.</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. (EEF +4)</p>	<p>These will help to address challenge 2 and 4.</p>

Total budgeted cost: £ [290,000]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

The following are summaries from the current PPG plan which covers 2020 to 2023.

1- Leadership and Management

Quality Assurance processes

- All Heads of Department have line management meetings on a two week cycle. The cycle of meetings follows a calendar published in September. The format for the meetings was reviewed and planned in June/July 2021. A half termly SLT work scrutiny cycle is also calendared. There is a specific focus each work scrutiny. These meetings inform a half termly Quality of Education SLT meeting. The key actions from the Quality of Education meeting are disseminated as actions with the relevant Heads of Department, with progress made monitored in the fortnightly line management meetings.
- The Quality Assurance cycle continued during the last twelve months although some mitigations were put in place in accordance with the Trust's Covid-19 Risk Assessment. During the year, the Heads of Department have demonstrated increased rigour due to more effect accountability in the fortnightly line management meetings. This accountability and subsequent improvement is documented in Line Management Meeting minutes and Quality of Education meeting minutes.
- Whilst Covid-19 mitigations were in place, inhouse CPD was delivered using Zoom; this enabled a consistent approach and improved practice. This ensured that students could access lessons online.
- Attendance and engagement in online lessons was supported through pastoral calls. This ensured all staff had the ability to offer quality learning experiences for the students that they taught. The regular contact home allowed the Academy to respond to individual needs in terms of access to devices and/or other support.
- Mock data was delayed due to national lockdowns. However, during this period Heads of department used Question Level Analysis to differentiate bespoke Zoom lessons to exam cohorts of students.

- Student Underachievement Meetings are used to identify patterns and trends and identify strategies or interventions that will have a positive impact on students. The KS4 Progress Lead ensured the strategies and interventions were targeted for each student. Consequently, the estimated Academy Progress 8 score improved from -0.26 in 11DC1 to an actual -0.19 (as inputted as TAGs).
- Curriculum Progression Maps are reviewed to ensure they offer quality learning experiences for students working on Zoom, in bubbles (with limited access to practical equipment) or as normal delivery (1.9.21 onwards). Reviews of each department's CPM is an annual process, but specific attention focused on the Department's response to 'support gaps in learning'. This was monitored in the fortnightly line management meetings. The impact of this was that Department Heads could identify and check the medium and short term planning of their teams to ensure:
 1. The students had received the key learning needed, and could demonstrate an understanding of this.
 2. To ensure that content was adjusted to fit the needs of the assessment series.
 This review and focus also supported the improved estimated PPG Progress 8 score improved from -0.26 in 11DC1 to an actual -0.19 (as inputted as TAGs).
- A comprehensive process (Centre Policy) to ensure rigour in assessment and student data was produced and communicated with staff. All staff undertook CPD around the process and key documents were read and signed off on aspects such as unconscious bias.
- Heads of Department were held to account for following these processes. Specifically they were challenged on the sequence, coverage and delivery of assessments, the standardisation of assessments, the accuracy and recording of assessment data and the collation/evidencing of student work. Two of the Academy's Assistant Vice Principals checked all student's and Head of Department's folders. The Head of School and Vice Principal then checked all subject and individual student data.
- The Academy's cycle of meetings was modified to allow increased and regular monitoring and challenge to take place 12/04/21 to 17/06/21. This process was scrutinised and accepted by external validators.
- The impact of this was that PPG students achieved a Progress 8 score of -0.19. This demonstrated an improved position from the performance of PPG students in recent years. In 2019, PPG students achieved a Progress 8 score of -0.74 and in 2020, PPG students achieved a Progress 8 score of -0.62.

2. Attendance

Covid-19 absence and 'Covid-19 related' absence had a big impact on the attendance of PPG students.

Year Group	PPG %
7	94.2
8	89.2
9	85.9
10	87
11	83.9

The PPG figures are between 4% and 5% lower than non PPG. This is a focus identified in the Academy Improvement Plan 2021/22.

- During 2020/21 a number of whole school initiatives commenced. A new attendance Diamond has been launched to all students. This is prominently displayed and increasingly embedded in pastoral work. This was started in Term Three of 2020/21. Comparison data will be available Term One 2021/22. Attendance rich conversations were evident and students were rewarded accordingly. Planners document attendance conversations and students receive an incentive for meeting or exceeding expected attendance. Strategies and interventions included Boost attendance if an improvement is seen in attendance , Love to Shop vouchers, Cinema vouchers,

Ice pops and Ice Creams. This was started in Term three 2020/21. Comparison data will be available Term One 2021/22.

- A further assistant pastoral manager was employed to support Y11 students in their return after periods of severe disruption due to lock down and isolation. In the period of additional support in Y11, 9 out of 15 students moved from the, attendance diamond, pink category of attendance (severe risk of underachievement 90 to 92.9%) to the improved level of Amber (93% to 94.9%). A further 4 out of 15 student improved by moving from the red (89.9% and below) category to pink.
- On return from lockdown 3 a plan to tackle Persistent Absenteeism in Y10 was finalised with an external attendance service. A model was agreed and a 10 week pilot looked at 10 key PA students. This cost £2650. It was reviewed weekly by the Attendance Officer and the external provider. Early success was seen at the midpoint.
- A 10 week review took place 23/06/21 that showed that 8/10 students had improved and that 2 were either involved with other agencies or in attendance proceedings. The whole PPG Y10 data improved by 0.7% in the 10 weeks. The PPG attendance gap has reduced by 0.5% since last review. Further funding was assigned to cover the last 4 weeks of term and keep the engagement up. This will be scaled up this academic year.
- During the periods of lockdown, pastoral staff spoke to students each week to engage them and support them with home learning. Online learning took place live for 5 lessons each day. The Academy timetable and curriculum was followed throughout this period. This was supported by the KS4 Progress Lead who challenged and supported departments by sharing attendance data to Zoom lessons data. This ensured a focus on students who required support. The regular contact with home allowed the Academy to respond to individual needs in terms of access to devices or other support. All students without resources were supported either with hard copies of work, IT devices or access to the Internet. During the lockdown period three,125 devices were loaned to vulnerable students to enable access to learning. Nine WIFI dongles and four WIFI vouchers were supplied to help families secure Internet access. This reduced stress in those families and supported learning. This was another factor in securing a PPG Progress 8 score of -0.19.

3. Quality of Education

Progress

- As noted above, PPG students had a Progress 8 score of -0.19 (using 2020 coefficients). This was measured using available coefficients and was adjusted to reflect national data from SISRA users.
- Curriculum Progression Maps were reviewed to ensure they offer quality learning experiences for students working in on Zoom, in bubbles (with limited access to practical equipment) or as normal delivery (1.9.21 onwards). Reviews of each department's CPM is an annual process, but specific attention focused on the Department's response to 'support gaps in learning'. This was monitored in the fortnightly line management meetings. The impact of this was that Department Heads could identify and check the medium and short term planning of their teams to ensure:
 1. The students had received the key learning needed, and could demonstrate an understanding of this.
 2. To ensure that content was adjusted to fit the needs of the assessment series.
 This review and focus also supported the improved estimated PPG Progress 8 score improved from -0.26 in 11DC1 to an actual -0.19 (as inputted as TAGs).
- Intervention tutor groups were used at Year 11 in English, maths, science and languages. In cycle 2 of the intervention tutor group programme, 58 PPG students were targeted for one or more subjects. This strategy contributed to the improved predicted Progress 8 score from 11DC1 (-0.26) to the actual -0.19 achieved.

NTP (partner-Teaching Personnel)

- This was used for three students in Year 11, who were not able to access the curriculum at the academy. This was a very positive experience for one of these students who was unable to attend school due to medical reasons.

- NTP was used on a larger scale from Y7 through to Y11. This was predominately online in groups of 2 or 3 students with an NTP tutor. There were also 3 cohorts of Year 7, Year 8 and Year 9 students who were supported face to face.
- The impact of this input can be seen in the table below.

Subject	Year	cohort size	% improvement based on internal data from starting points. Improvement is by one sub level or better
Geography	10	5	60% improved. 20% static. 20% Did not attend (DNA)
History	10	7	15% regressed. 42% static. 28 % improved, One student improved by 1 full grade. 15% DNA
English	7	15	73% improved. 20% static. 6% DNA This data matched a control group of students with similar ability
English	8	13	61% improved. 23% static. 16% regressed 61% made better improvement than a group who did not receive NTP. 23% made the same amount of progress.
English	9	8	60% improved (one student moved from a 3+ to a 5+). 20% static. 20% regressed. 57% made better progress than a group who didn't receive NTP input.
English	10	24	47% improved. 20% static. 13% regressed. 20% DNA In a check against students not receiving NTP, 44% made better progress and 55% made the same progress.
Maths face to face	7	7	100% improved. This demonstrated improvements from 1 to 6 sub levels. In a random sample of other Year 7 students 5 out of 6 students in this group made better progress.
Maths face to face	8	3	100% improved. This had the largest gains. These gains were between 1 and 6 sub levels. Against a random similar cohort, all students in this group made better progress.
Maths face to face	9	4	1 of the 3 students improved by 1 sub level. Two remained the same. 1 parent refused for their child to contribute. This progress was in line with students randomly used as a control from the same classes.
Maths online and face to face	11	3	One student who was supported externally due to medical reasons engaged. She was able to achieve a Maths grade in the exam series due to the support. 2 students did not engage for pastoral reasons.

Literacy Intervention

- In Year 11, 8 students were targeted and 5 actively engaged. These students received a blend of Lexonic Leap and Sound. Although the review of impact was hampered by isolation and lockdown the students benefited in increased confidence. These sessions were completed by zoom.
- Using Lexonic Leap and Sound at KS3, eight out of nine Year 7s made progress. This was between a 48 point and 62 point improvement on the Lexonic Leap point system. Thirteen out of eighteen Year 8s made progress. This was between 32 and 67 points on the Lexonic Leap point system. Sixteen out of nineteen Y9's made progress. This was between 27 and 70 points on the Lexonic Leap point system. .
- A group of Y9 ex-nurture group, engaged with Pace reading. On average these students' reading ages increased by one year and one month. As identified earlier in this document, this has been adopted as good practice in English lessons.

4. Personal Development

- In 2020/21 the Academy was able to offer internal counselling services and also a small number of external funded referral. In 2021/22, this has been reviewed and as noted earlier in this document the Academy has purchased a significant SLA with The Junction. This SLA offers two onsite counsellors 5 days per week. This approach maximises the number of students that can access 'in-house' counselling services. Other 'more specific' counselling services are also being explored to ensure that students receive the correct targeted counselling support.
- The wellbeing curriculum has been planned into the Life and Pastoral Curriculum. Wellbeing is calendared to coincide with the calendared staff wellbeing weeks and events. Examples of this were shared on social media and displayed in the Academy.
- The in school counsellors saw around 170 students. Around 50% of these were PPG. The sessions took place face to face when lockdown and isolation made this possible. In each of the lockdowns these session took place virtually and over the phone to maintain the contact and support.
- **5. Other support/support in isolation and lockdown.**
- All Year 11 students were offered a 1:1 interview with an Independent Advice and Guidance colleague from Youth Directions. Lockdown and mitigations in place in the Trust's Covid-19 Risk Assessment prevented visitors accessing the Academy to complete face to face interviews for most of 2020/21. Consequently, the IAG interview process did continue via phone calls and Zoom meetings throughout this period. Unfortunately, the requirements of this mode of delivery reduced capacity. However, more than 85% of students were engaged with for 1:1 advice before the exam period. The remainder were followed up after they had left. The impact of this work will be reviewed when the destination data is available during Term One 2021/22.
- Despite Covid-19 implications, in 2020/21 National Career Week was celebrated across all Year groups. Students were able to explore aspects of a subject and the careers it may facilitate. This took place over Zoom. This was benchmark 1, 3 and 4 in the Gatsby Benchmarks.
- Twelve Year 9 boys engaged in a FutureMe programme and one of the teams were recognised regionally, receiving a glass trophy each, for their work encouraging male students to choose higher Education.
- 204 families were supported with access to vouchers to cover the costs of Free School Meals. Students who were isolating were also offered grab bags. Bags of shopping were offered for longer periods. Families were complimentary around the support that they received.
- As noted above, during the periods of enforced lockdown students were taught five online lessons each day with scheduled welfare checks from the pastoral team. All students without resources were supported either with paper copies or resources, IT devices or access to the Internet.

6. Wider outcomes

- Four PPG students were included in the thirty seven students who completed the Bronze Duke of Edinburgh Award in Year 9. This was able to take place around lockdowns and periods of isolation.
- A cohort of twelve Year 9 PPG students engaged with the Brilliant Club. This was delivered virtually in lockdown and on the return to face to face teaching. The tutor was very complimentary around engagement, the quality of research and work produced. Five of the students passed and two students were commended for the standard of their work achieving a 'First'.
- Independent Advice and Guidance was and continues to be delivered by Youth Directions to Year 11 students. A comprehensive programme of Careers Education is embedded in the LIFE curriculum. NEET figures will be reviewed in the census.
- The Baker Clause allowed visits to take place virtually for Year 10. These included visits to Redcar and Cleveland College, Nunthorpe Academy Sixth Form, Middlesbrough College and Riverside College. The LIFE curriculum also covered T levels and Apprenticeships.

Externally provided programmes

Programme	Provider
Bespoke alternative Ed	River Tees Multi Academy Trust
Bespoke Alternative Ed	Connect2Education
Bespoke pastoral engagement programme	Middlesbrough Football Club Foundation
Bespoke Alternative Ed	EducationPlusNE
Bespoke Alternative Ed	Hopefields Academy
Bespoke Alternative Ed	Archways

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	SP is used in the same way as PPG. There are between 1 and 4 in year groups and in 2020/21 non in Y11
What was the impact of that spending on service pupil premium eligible pupils?	Each PPG student has been highlighted in ClassCharts and with staff members. Pre lock down the students were spoken to individually to ascertain their situation and possible impacts on their learning.