Pupil premium strategy statement

School overview

Detail	Data
School name	**Goodwin Academy**
Number of pupils in school	911
Proportion (%) of pupil premium eligible pupils	34.6% (274 students)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Gwynn Bassan
Pupil premium lead	Daisy Bradford, Assistant Principal
Governor / Trustee lead	Cate Hayes Watkins, Academy Advisory Board Kaye Bettey, Regional Governing Body

Funding overview

Detail	Amount

Pupil premium funding allocation this academic year	£270,383
Recovery premium funding allocation this academic year	£81,695
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£352,078

Part A: Pupil premium strategy plan

Statement of intent

At Goodwin, we are committed to transforming the life chances of our students, ensuring that all are supported and encouraged to achieve their personal best. We deliver this through the BEST Agenda -'Be Your Best' with BEST being an acronym, where:

B = Brilliance, where students will be supported to be brilliant in everything they do.
E = Enrichment, where students will encounter a variety of educational opportunities outside of the classroom.
S = Society, where students will be encouraged to develop as responsible, active and informed world citizens, demonstrating mutual respect, empathy and community spirit.
T = Thinking, where students will join a global community of thinkers.

As a UNICEF Rights Respecting school and having applied for Thinking accreditation, every child's individual needs are at the core of what we offer academically and beyond the curriculum.

We aim to deliver 'Total Education' through a cognitive framework, to create transformational change for all children, including our most disadvantaged pupils. Total Education recognises the totality of the work we do with our children and is a set of aspirational outcomes we aim to achieve with our children, based on self-awareness, understanding and knowledge. By supporting our children to achieve these outcomes, we aim to overcome social injustice and the unfairness in our society.

Key Principles - Pupil Premium strategy is rooted in whole school ethos.

Our intentions are that pupils from disadvantaged backgrounds achieve highly across the curriculum, accessing the same curriculum options as their non-disadvantaged counterparts, particularly EBacc. Disadvantaged pupils school engagement, attendance and attitudes to school and self should be in line with the non-disadvantaged. Our pupil premium strategy will allow all learning including those who are high attainers to be successful and achieve highly. Quality first teaching is the key factor that underpins pupil progress. All research suggests that high quality teaching is the biggest impact on closing the attainment gap between disadvantaged and non-disadvantaged.

As a Thinking School, metacognition and meta-memory is at the heart of all we do. This pedagogy and practice are embedded across the school, with all staff and students fully trained in the use of thinking tools which alleviate cognitive load and create learning conditions for all students to thrive, particularly the disadvantaged. Assessment and feedback, in their many forms, are a priority across the school due to the impact they have on progress. Students are expected to respond to feedback in order to address misconceptions or extend and challenge their learning.

We will use the pupil premium to improve teaching quality for all children, with a particularly positive effect on children eligible for the Pupil Premium Grant (approximately 35%).

We are taking an evidence informed approach to our strategy, by adhering to and further developing the teaching and learning strategies that are successful across our school, we will tackle the challenges faced by our students.

Our strategy plan is centred round:

- Ensuring disadvantaged pupils receive quality first teaching and are challenged in the work they are set.
- Proactive steps to ensure that disadvantaged pupils do not fall behind their non-disadvantaged peers and rapid intervention is put in place to support those who fall behind.
- A whole school approach to ensure all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Improving literacy skills, especially amongst disadvantaged pupils.
- Ensuring all pupils receive targeted pastoral/mental health intervention.
- Engaging disadvantaged pupils in extracurricular and careers/aspirations guidance to improve attitudes to school and self. Thereby raising attendance and engagement with learning.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment/Progress (KS3 & KS4)** –24% of the highest achieving students go to Grammar in Kent, however this is higher in Dover District due to the Dover Test, 35% attend Grammar. Impacting on the attainment of our students. In key stage 3, the attainment of disadvantaged students is lower than that of their peers. Teacher diagnostic assessments suggest that many pupils find problem solving tasks challenging, with the

suggested reason being that there is a level of comprehension needed to understand how to approach the problem posed.

Assessment on entry to Year 7 in the last 3 years indicate that between 30-40% of our disadvantaged students arrive below age-related expectations. The difference in most cases shows the disadvantaged students are 10-20% below their peers in either maths & English.

In Key Stage 4, Progress 8 data shows a widening gap between disadvantaged and Non-disadvantaged students however 21 to 22 demonstrates improved GCSE outcomes over time (2018-19 to 2021-22):

Year	Disadvantaged v Non-disadvantaged gap
2018/19	-0.28
2019/20	-0.57
2020/21	-0.89
2021/2022	-0.67

2

EBacc as GCSE option – previous data shows a lack of engagement with EBacc subjects by disadvantaged students as a GCSE option.

Year	% Disadvantaged studying EBacc
2018/2019	17.5%
2019/2020	10.6%
202020/21	9.5%
2021/2022	17.39%

3	**Literacy** - NGRT Assessments, observations and discussion with KS3 staff indicate that disadvantaged pupils generally have lower levels of reading comprehension than non-disadvantaged students. This impacts their progress in all subjects and can be displayed in long term outcomes.
4	**Attendance** - in school data demonstrates that disadvantaged students have on average lower attendance than their peers and the gap is increasing. Comparisons below demonstrate the year on year trend with an obvious impact of Covid.

Year	Disadvantaged v Non-disadvantaged gap
2018/19	-2.8%
2019/20	-3.8%
2020/21	-4.1%
2021/22	-3.4%

5	**Fixed Term Exclusions** - the rate of fixed term exclusions for disadvantaged students is, on average, lower than that of their peers. However, we need to ensure that interventions are in place to ensure support enables students to develop positive behaviour and avoid repeated negative behaviours. In school evidence confirms that referrals to the 'Behaviour and Standards Team' are more prevalent in the disadvantaged students than non-disadvantaged. Challenging behaviour

	may be driven by difficulties in communicating worries around catching up lost learning, exams/ prospects, and the lack of enrichment opportunities throughout the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. A specific focus needs to be around Years 8 and 9, the two cohorts that missed the transition process to secondary as well as the opportunity to mature with regards to social and behavioural expectations.
6	**Student mental health/wellbeing** - student voice, parent voice along with staff feedback suggests that the mental wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for their peers. 62% of referrals to the Resilience Team are for disadvantaged students.
7	**Cultural Capital** – seen as an essential knowledge that children need to prepare them for their future success, cultural capital is about empowering students to be able to engage with situations and experiences beyond their own demographic, and therefore preparing them to be confident in challenging situations. The curriculum and extra-curricular opportunities should endeavour to enhance the experiences available to children, particularly the disadvantaged. Due to the demographic of students at Goodwin Academy their cultural experiences are limited and this has been extenuated by the lockdowns.
8	**Progress of High Prior Attaining students –** this remains an area of focus for disadvantaged and non-disadvantaged students. P8 scores overtime identify that there is a need for targeted intervention. <table><tr><td>**Year**</td><td>**HPA disadvantaged v HPA non-disadvantaged gap**</td></tr></table>

	2018/19	+0.29
	*2019/20	-0.44
	*2020/21	-0.55
	2021/22	-0.56
*Outcomes based on CAGs/TAGs due to Covid guidelines		

Intended outcome	Success criteria
Improved progress among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	• Student outcomes demonstrate that disadvantaged pupils achieve a P8 gap of lower than national (national was -0.43 in 2020-21 academic year). • 35% or more of disadvantaged pupils enter the EBacc.
Improved standardised scores for comprehension and literacy among disadvantaged pupils across KS3.	• Reading comprehension tests demonstrate improved scores for disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. • Teacher feedback demonstrates improvement through engagement in lessons and book scrutiny, especially through the development of extended writing and tier 2 vocabulary.
Improved use of metacognitive skills to develop self-regulation, especially focusing on disadvantaged students.	• Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all subjects aided by the introduction to carousel learning. • Programmes of study include opportunities to enable students to develop metacognitive knowledge of how they learn and their knowledge of themselves as a learner. • Teachers should support pupils to plan, monitor and evaluate their learning. This should be planned for in line with EEF guidance of subject specific content and tasks, rather than generic delivery.
Improved attendance for all pupils, particularly disadvantaged pupils.	• Overall absence rate for all pupils being no more than 5%. • Attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%.
Improved wellbeing & behaviour for all pupils,	• Sustained high levels of wellbeing & behaviour demonstrated by: o Qualitative data from student voice, student and parent surveys and teacher observations.

including those who are disadvantaged and Years 7 & 8.	o Reduction in negative behaviour statistics including fixed term exclusions. o Reduced referrals to the Resilience Team and outside agencies. o Significant increase in participation in enrichment activities, particularly among disadvantaged pupils. o Increase in BEST reward statistics, especially among disadvantaged students. o Lesson observations demonstrate improved engagement. o Student voice shows a reduction in low level disruption in class being a barrier to learning.

Enhanced cultural experiences of all pupils, especially those of disadvantaged students.	• Embed culture into the curriculum, including:
	   o Culture Vulture programme – 11 cultural experiences by Year 11 e.g., Arts Cafe, Christmas pantomime and Culture Vulture calendar.
	   o Re-introducing RE explicit lessons in the curriculum to enhance understanding of other belief systems.
	   o Re-introducing cross curricular whole year groups trips (at least 1 trip per year per year group).
	   o Work with outside groups, including 'Deal Arts Festival', 'The Martha Trust', 'St Giles' and other groups to inform and enhance appreciation of the wider world.

Improved aspirations for all students, particular the disadvantaged.	• Ensuring the Gatsby 8 and Baker Clause are utilised across the curriculum with strategic planning and active delivery from Curriculum Leaders around career links.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024/25)**, and how we will measure whether they have been achieved.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (GL Assessment).

Training will be provided for staff to ensure assessments are interpreted correctly. | 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.

Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF | 1, 2, 8 |
| Data informed planning supported by in school tiered strategy. | Class data files (CDFs) used to identify both SEN as well as student informed disadvantaged barriers, allowing teachers to differentiate and providing targeted support. This supports the tiered approach suggested by the EEF which recommends specific and a multi strand approach. Each department area at Goodwin Academy is aware of the specific subject barriers and with their specialist knowledge approach can plan accordingly to overcome the barriers.

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf | 1, 2, 8 |
| Develop metacognitive (including meta-memory) and | Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.

Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF | 1, 3, 6, 8 |

self-regulation skills in all pupils both in and out lesson		
Implement whole school literacy strategy which includes 3 mains foci: • Speak like a subject specialist • Read regularly and widely • Expand vocabulary.	Standardised scores identify literacy and comprehension levels, these are recorded in the CDF and focusing on tier 2 language and supporting students to access exam questions. EEF guidance demonstrates enhanced focus on literacy encourages confidence and outcomes. Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk)	1, 3
Improving quality feedback to pupils (including homework) through staff CPD and whole school and department	High quality feedback given to will redirect or refocus their action to achieve a goal by aligning effort and activity with an outcome. It can be about the output or outcome of the task, the process of the task, the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 3, 8

teaching and learning monitoring.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	

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 – £139,772

Funding of educational visits to build cultural capital and ensure disadvantaged pupils have all opportunities	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	7

available to non-disadvantaged students.		
Funding of curriculum materials.	Requirements for pupils to have certain materials for home study, revision for exams and in class materials to have the same opportunities as non-disadvantaged peers.	1

Targeted academic support (for example, tutoring, one-to-one support) Budgeted cost – £75,014

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of literacy and reading comprehension strategies, this includes the purchasing of Lexia Power Up for use throughout KS3 to enhance reading. The activities in Power Up support and build on English Language, focusing on developing reading	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk)	1, 3

skills in word study, grammar and comprehension.		
Range of in school interventions including small group tuition and mentoring for pupils whose education has been most impacted by the pandemic, this includes subject specific, literacy and numeracy.	Targeted support following diagnosis of student assessments across all year groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3, 8
Development of Boys Club including targeted intervention to support boys who are struggling to regulate behaviour and engage with education.	Anti-school mindset fuelled by stereotypical masculinity – like the stereotype that schoolwork is something girls 'naturally' do best Education experts call for a 'take your son into university day' | The gender gap | The Guardian	1, 4, 5, 6, 8

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £137,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's [Improving School Attendance](#) advice, TSAT and Kent County Council's Attendance strategy.	Regular school attendance is an important part of giving children the best possible start in life. Lack of attendance can be one of the single biggest factors in attitudes to school and attainment as students who miss school frequently can fall behind with their work and do less well in exams. Good attendance also shows potential employers that a young person is reliable. [Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)](https://www.gov.uk)	4
The introduction of the use of the Class Charts and Provision Map to track, monitor and evaluate student	Parental engagement with their child's learning is evidenced through the EEF and having a significant impact on student attainment and wellbeing. [Parental engagement	EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 4, 5, 6

behaviour and attitudes, homework and attendance.		
Implementation of the new Behaviour Standards and Resilience Teams, including updated Behaviour for Learning policy.	For Senior Leaders to establish a whole-school culture of high expectations, a code of conduct that promotes good behaviour and condones bad must be embedded. Such a culture is built of routines that are repeatedly reinforced including the provision of rewards and sanctions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions?utm_source=/education-evidence/teaching-learning-toolkit/behaviour-interventions&utm_medium=search&utm_campaign=site_search&search_term=behaviour	4, 5, 6
Development of Culture Vultures programme e.g film club, music lessons, Duke of Edinburgh award.	Cultural Capital empowers students to be able to engage with situations and experiences beyond their own demographic and therefore builds their confidence in challenging situations and prepares them for future success. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	7
Successful application to the Platinum	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation	EEF (educationendowmentfoundation.org.uk)	1, 6, 7

Artsmark Award.		
Successful application to the UNICEF Rights Respecting School Award.	The Rights Respecting School Award is a nationally recognised award which shows clear evidence of supporting student culture and wellbeing. https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/impact-of-rrsa/	6, 7
Purchasing of stationery and uniform to ensure that all students feel equal despite financial situations e.g. vouchers to allow parents to buy supplies for Food Technology.	EEF outlines that support for disadvantaged students should fit the demographic of the school and effective support helps to remove identified barriers to learning. Student and staff voice at Goodwin Academy demonstrate that one of the barriers our students face is lack of basic equipment. Effective form tutoring will support removing the lack of equipment becoming a barrier. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&utm_medium=search&utm_campaign=site_search&search_term=e	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ £352,078

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 2021 to 2022 academic year.

Aim	Success criteria	Outcome
Improved progress among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	• Student outcomes demonstrate that disadvantaged pupils achieve a P8 gap of lower than national (national was -0.43 in 2020-21 academic year). • 35% or more of disadvantaged pupils enter the EBacc.	• Students in year 9 Accelerate Pathway will now have to follow EBACC subjects as a matter of course. **T1 22** • 2022 actual results PP -0.62, non-PP +0.05, gap -0.67 • PRU and Non-attenders PP shadow group removed PP -0.33, Non-PP +0.05, gap -0.38 • 2019 actual results PP -0.91, non-PP -0.66, gap -0.25 • PP difference 2019 – 2022 actual +0.29 • PP difference 2019 – 2022 (PP shadow removed) +0.58 • EBACC • Year 11 x8 PP / x38 Non-PP • Year 10 x6 PP / x20 Non-PP Next Steps Implementation of MQL strategy Implementation of assessment levels of KS3 to improve the tracking of PP student progress and identifying students who need extra support. Student voice shared Staff voice compared with student voice to ensure informed planning.

Improved standardised scores for comprehension and literacy among disadvantaged pupils across KS3.	• Reading comprehension tests demonstrate improved scores for disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. • Teacher feedback demonstrates improvement through engagement in lessons and book scrutiny, especially through the development of extended writing and tier 2 vocabulary.	• Summer 22 NRGT outcomes • • Year 7 FSM made better progress that non-FSM. • Year 8 FSM made the same accelerated progress as non-FSM and only sltightly less progress than that of non-FSM. • Year 9 FSM demonstrated better progress in both accelerated and general progress in comparison to non-FSM. The Big 3 implemented Tier two language to be included in departmental DIPs Lessons to include Tier 2 key terms and to be unpicked specifically by classroom teachers.
Improved use of metacognitive skills to	• Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This	• Thinking tools imbedded into lessons but an improved use of frames of reference is needed

develop self-regulation, especially focusing on disadvantaged students.	finding is supported by homework completion rates across all subjects aided by the introduction to carousel learning. • Programmes of study include opportunities to enable students to develop metacognitive knowledge of how they learn and their knowledge of themselves as a learner. • Teachers should support pupils to plan, monitor and evaluate their learning. This should be planned for in line with EEF guidance of subject specific content and tasks, rather than generic delivery.	• Student voice demonstrates that students recognise the impact of thinking tools in organising learning when used by teachers. • Launch Goodwin Gateway strategy into year 7 2022-23, T1 focus on 'Persistence', each term will have a different Gateway and will inform tutor reports. • Student voice to track understanding and perceived impact of tools for PP students. • Year 11 tutor time focuses on utilising metacognitive tools to ais revision.
Improved attendance for all pupils, particularly disadvantaged pupils.	• Overall absence rate for all pupils being no more than 5%. • Attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%.	Current PP PA 37.86 WHICH IS DOWN FROM 40.67 PP shadow group Cross over between send and pp 23 | Group	Whole school average
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	September 2022 – current	Current week
Overall	92.8%	91.6%
Authorised	3.8%	4.9%
Unauthorised	3.3%	3.6%
Groups		
SEND	90.82%	87.52%
FSM	90.37%	88.56%
PP	90.42%	88.31%
Child in care	94.37%	95.00%

Appointment of of a new Attendance Manager.

Parental meetings to support with engaging students who are PA.

Introduction of Breakfast club.

		Improved monitoring of students who are below expected attendance.

Improved wellbeing & behaviour for all pupils, including those who are disadvantaged and Years 7 & 8.	• Sustained high levels of wellbeing & behaviour demonstrated by:
	  ○ Qualitative data from student voice, student and parent surveys and teacher observations.
	  ○ Reduction in negative behaviour statistics including fixed term exclusions.
	  ○ Reduced referrals to the Resilience Team and outside agencies.
	
	  ○ Significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
	  ○ Increase in BEST reward statistics, especially among disadvantaged students.
	  ○ Lesson observations demonstrate improved engagement.
	  ○ Student voice shows a reduction in low level disruption in class being a barrier to learning.
		○ Implementation of Class Charts to track behaviour and communicate with home.
		○ Currently PP students are receiving negative behaviour points in line with the school demographic, however they are receiving above average.
		○ 1 to 5 ratio in place to promote 1 sanction to 5 rewards.
		○ TAC process implemented (50% of students discussed were disadvantaged in 21-22).
		○ 43% PP accessing Resilience support in comparison to 57% non-PP (21-22),
		○ 37% of students who were awarded with the 100 Club were PP students.

		o Reduction of PP students being excluded from 62% in T3 to 37% in T6 (% of exclusions taking place). Continued reduction in negative behaviours and an increase in PP students gaining positive rewards. Improved programme of enrichment activities and improved engagement from PP students. •

Enhanced cultural experiences of all pupils, especially those of disadvantaged students.	• Embed culture into the curriculum, including:
	    o Culture Vulture programme – 11 cultural experiences by Year 11 e.g., Arts Cafe, Christmas pantomime and Culture Vulture calendar.
	    o Re-introducing RE explicit lessons in the curriculum to enhance understanding of other belief systems.
		• Artsmark Silver Oct 2019 – Outstanding work with community events, platinum application to be submitted by July 2022.
		 • In 2020-21, Headstart (mental health programme) has shown that 75% of attendees had a reduction in negative behaviour with 50% of those students involved in the programme meeting the disadvantaged criteria.
		 • RE on the curriculum

	○ Re-introducing cross curricular whole year groups trips (at least 1 trip per year per year group). ○ Work with outside groups, including 'Deal Arts Festival', 'The Martha Trust', 'St Giles' and other groups to inform and enhance appreciation of the wider world.	• Total Education Coordinator in place Next Steps Plantinum Arts Mark applied for. RE to be included in KS4 Improved community outreach
Improved aspirations for all students, particular the disadvantaged.	• Ensuring the Gatsby 8 and Baker Clause are utilised across the curriculum with strategic planning and active delivery from Curriculum Leaders around career links.	• New Head of Aspirations and Careers in place • Aspirations programme, including careers education now taught by tutors across the school from year 7 to 13. • Total Education Coordinator in place to support with tracking aspirations and career aspirations

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details

How did you spend your service pupil premium allocation last academic year?	There are two students who receive service pupil premium funding, the students receive social skill interventions and support within class as well as during structured unstructured sessions. Resources have also been purchased to support in class and home learning.
What was the impact of that spending on service pupil premium eligible pupils?	• Attendance to school is above national average. • Progress is in line with predicted flight path.