

The Gateway Academy Student Premium Strategy Statement

This statement details our Academy's use of **student** premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged **students**.

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

Academy overview

Detail	Data
Academy	The Gateway Academy
Number of students in school	1079
Proportion (%) of student premium eligible students	486(45%)
Academic year/years that our current student premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Grainne Mc Laughlin, Head of School
Student premium lead	Katerina Kitsiou, Assistant Principal
Governor / Trustee lead	Hilary Hodgson, Chair of the Board

Funding overview

Detail	Amount
Student premium funding allocation this academic year	£ 379,135
Recovery premium funding allocation this academic year	£ 62,278
Student premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£441,413
If your school is an Academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Student premium strategy plan

Statement of Intent

Our intention is that all students, irrespective of their background or challenges they face, develop as confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair, and equal community. It is particularly important to us that disadvantaged students make good progress and achieve high attainment across all areas of the curriculum, particularly in Maths and English.

The focus of our student premium strategy is to support our disadvantaged students to be fully active in Academy life and to ensure that they make accelerated academic progress. We will also focus on other vulnerable groups including students on the child protection register and students with a mental health need that is preventing them from fully accessing the Academy curriculum.

Our strategy is broken down into three strands that are rooted in research from the Education Endowment Foundation.

- **Strand 1** – Quality first teaching and learning. It is clear that high quality teaching is at the very heart of closing the attainment gap.
- **Strand 2** – Education Recovery, supporting students whose education has been worse affected throughout the pandemic, including non-disadvantaged students.
- **Strand 3** – The whole child, understanding “Maslow’s five-tier hierarchy of needs and the need to meet lower level needs (food, warmth, security, etc) and emotional needs (like friendship that provide a sense of belonging) before focusing on the next set of needs -esteem and a feeling of accomplishment, which are, of course, the prerequisite to self-actualisation when we can fulfil our potential. *“Born To Fail, Sonia Blandford.* It is imperative our disadvantaged students have all of the resources available to them that will allow them to access the curriculum.

By using robust data, not assumptions about disadvantaged we are responding to the individual needs of our disadvantaged students, our strategy strands complement each other and are most effective by staff working together and responding quickly and effectively to ensure that:

- Disadvantaged students have high quality teaching across all areas of the curriculum.
- Targeted academic support that links classroom teaching to structured academic tutoring has a positive impact on student progress.
- Whole child challenges that negatively impact upon student’s academic progress and attainment are tackled quickly and effectively.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment gap - Basics</p> <ul style="list-style-type: none"> The English and Maths attainment of our disadvantaged students is generally lower than their peers. In the Year 11 cohort (2021/22) for example 56% of students are predicted to get 4+ English and Maths (Basics) in comparison to 68% of their peers. This is a trend that continues in all year groups. The lower attaining SEND disadvantaged attainment also generally have a lower attainment than their peers. As a result of Covid, the Year 7 (2021/22) and Year 8 (2020/21) data was not very secure when students entered in Year 7, as a result all students had CATs tests. A significant number of disadvantaged students have not met expected standards in Reading and Maths and their Teacher Assessed SATs Grades were significantly below their peers.
2	<p>Targeted Reading Programme</p> <ul style="list-style-type: none"> Our reading assessments indicate that disadvantaged students generally have lower levels of reading comprehension than their peers. This has a significant impact on their progress across all areas of the curriculum. In the current Year 8 cohort (2021/22), 24% (59) of all students have a standard score of below 85, 12% (30) are disadvantaged. In the current Year 9 cohort (2021/22), 22% (43) of all students have a standard score of below 85, 13% (25) are disadvantaged. In the current Year 10 cohort (2021/22), 28% (60) of all students have a standard score of below 85, 14% (30) are disadvantaged.
3	<p>Oracy development</p> <ul style="list-style-type: none"> Students' speaking and listening skills have been identified across the school as an area that needs to be focused on. The habits and behaviours associated with effective speaking and listening require a more consistent approach from teaching staff to ensure all students, particularly disadvantaged, are developing the social skills that are intrinsic to their post-16 success.
4	<p>Pedagogy - Effective learning strategies</p> <ul style="list-style-type: none"> Our observations, student feedback and analysis of data indicate that many a number of lower attaining disadvantaged students lack metacognitive/self-regulation strategies when faced with challenging tasks, notably when asked to apply factual knowledge to a related topic question or solve a problem. This is a barrier to our disadvantaged students in particular reaching higher grades.
5	<p>Pedagogy - Marking and feedback</p> <ul style="list-style-type: none"> Research, our observations alongside student surveys have highlighted the importance of quality feedback and diagnostic marking to improve disadvantaged understanding of how to improve their work.
6	<p>Pedagogy - Assessment</p> <ul style="list-style-type: none"> Our observations, student feedback and analysis of summative assessment indicate that disadvantaged students do not spend sufficient time working on

Challenge number	Detail of challenge
	revision activities or home learning. This reduces their ability to perform effectively during summative assessment.
7	<p>Cultural Capital</p> <ul style="list-style-type: none"> • Our observations suggest that many of our lower attaining disadvantaged students often lack a reference point to pin their learning to, notably in History, Geography, Science and Languages. This is particularly evident when comparing baseline assessments in Year 7 and Year 8. As
8	<p>Social, emotional and mental health needs</p> <ul style="list-style-type: none"> • Our surveys, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment. • During the pandemic, referrals for support across all avenues of inclusion markedly increased. 103 students (53% of whom are disadvantaged) currently require additional support with social and emotional needs, with 43 (29% of whom are disadvantaged) currently receiving small group interventions.
9	<p>Attendance</p> <ul style="list-style-type: none"> • Our attendance data over the last 6 years indicates that attendance among disadvantaged students has been between 1.6 to 2% lower than their peers. • 21% of disadvantaged students have been 'persistently absent' compared to 11% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.
10	<p>Parental Engagement</p> <p>There are some parents of disadvantaged students who are not fully engaged with the Academy or do not fully know the most effective methods to support their children in their learning. Attendance at parents' evenings is lower for disadvantaged students in comparison to their peers.</p>

Intended outcomes

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

Intended outcome	Success criteria
<p>Key stage 4 Attainment gap - Basics</p> <ul style="list-style-type: none"> Improved attainment for disadvantaged students in Maths and English. Improved progress levels for disadvantaged students across all areas of the curriculum. 	<ul style="list-style-type: none"> By the end of our current plan in 2024/25 KS4 outcomes demonstrate that disadvantaged students. Achieve at least 65% English and Maths Grade 4+ and above.
<p>Targeted Reading Programme</p> <ul style="list-style-type: none"> Improved reading comprehension among disadvantaged students in Year 7 - Year 10 to have a positive impact on the ability to access the curriculum. 	<ul style="list-style-type: none"> Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
<p>Oracy development</p>	<ul style="list-style-type: none"> Introduction of SHAPE and SLANT speaking and listening aptitudes as a focus of teacher's in-class practice will make this a focus for all staff. Lesson observations on learning walks, progress days, external reviews will demonstrate improvement to students speaking and listening habits and behaviours. This is not, by any means, a challenge that is confined to disadvantaged students but there will be a reduction in the disparity between those disadvantaged students who do need to develop these skills and those who are more confident and articulate speakers and effective listeners.
<p>Cultural Capital</p> <ul style="list-style-type: none"> Disadvantaged students participate in a wide variety of enrichment opportunities that the Academy has to offer to develop cultural capital, improving their worldly experiences and opportunities for social mobility as they move through life. 	<ul style="list-style-type: none"> A reduction in the disparity of disadvantaged students participating in extracurricular opportunities both in the Academy and outside its gates. Student surveys and case studies used as a measure of access to the involvement in cultural capital activities. Final destination information used to analyse changes in ongoing destinations, NEETs figures etc. Using the Gatsby benchmark a higher proportion of disadvantaged students assessing level 5+ qualifications.

Intended outcome	Success criteria
<p>Pedagogy - Effective learning strategies</p> <ul style="list-style-type: none"> Improved metacognitive and academic independence among disadvantaged students across all subjects. 	<ul style="list-style-type: none"> Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. Teaching is judged to be at least good across the Academy on a consistent basis with strategies specifically in place to support disadvantaged students judged to be at least good.
<p>Pedagogy - Marking and feedback</p> <ul style="list-style-type: none"> The quality of student feedback both verbally and written is improved leading to improved GCSE outcomes. 	<ul style="list-style-type: none"> Progress reviews, learning walks and faculty monitoring show consistency in the quality of feedback to disadvantaged students. The GLC Progress Board judges the progress disadvantaged students are making is at least good.
<p>Pedagogy - Assessment</p> <ul style="list-style-type: none"> Improved access, guidance and support with revision materials leading to improved GCSE outcomes. 	<ul style="list-style-type: none"> By the end of our current plan in 2024/2025 KS4 outcomes demonstrate that disadvantaged students achieve at least 65% English and Maths Grade 4+ and above.
<p>Social, emotional and mental health needs</p> <ul style="list-style-type: none"> To achieve and sustain improved wellbeing for all students, including those who are disadvantaged. 	<ul style="list-style-type: none"> Sustained high levels of wellbeing from 2024/2025 demonstrated by: <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged students.
<p>Attendance</p> <ul style="list-style-type: none"> To achieve and sustain improved attendance for all students, particularly our disadvantaged students. 	<ul style="list-style-type: none"> Sustained high attendance from 2024/2025 demonstrated by: <ul style="list-style-type: none"> The overall absence rate for all students being no more than 5% and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced to under 1%. The percentage of all students who are persistently absent being below 20% and the figure among disadvantaged students being no more than 8% lower than their peers.
<p>Parental Engagement</p>	<ul style="list-style-type: none"> 100(9% of cohort) targeted underperforming disadvantaged students have at least three parental/carer meetings over the academic year with 90% minimum attendance.

Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Strand 1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £269,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality professional development structure. Developing skilled staff from ECT through to Middle leaders to SLT. Understanding the needs of disadvantaged students as an ongoing theme throughout this training structure.</p>	<p>A clear and highly organised plan for assessment periods, motivates and supports disadvantaged students to participate more effectively in-home learning and effective study techniques. This will have a positive impact on performance.</p> <p><u>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</u></p> <p><u>https://www.greatteaching.com/</u></p> <p>EEF effective professional development- Guidance report.</p>	<p>1, 4, 5, 6, 7</p>
<p>Professional development for teaching staff focussed on the application of the science of learning to improve student learning.</p>	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><u>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</u></p> <p><u>https://www.greatteaching.com/</u></p> <p><u>EEF effective professional development- Guidance report.</u></p>	<p>1, 4, 5, 6, 7</p>
<p>Professional development for teaching staff focussed on the effective use of questioning and equally if not more important student elaboration.</p>	<p><u>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</u></p> <p><u>https://www.greatteaching.com/</u></p> <p><u>EEF effective professional development- Guidance report.</u></p> <p>How Learning Happens - Seminal works in Educational Psychology and what they Mean in Practice.</p> <p>Shimamura's MARGE model of learning in action - Nimish Lad</p> <p><i>'At its core, elaboration is about adding knowledge to existing knowledge, which we have identified as being key to the learning process. It also allows learners to</i></p>	<p>1, 4, 5, 6, 7</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<i>reactivate, reshape and reuse their knowledge through the practice of putting it into their own words. '</i>	
Professional development for staff with a focus on effective marking and feedback.	<p><u>EEF toolkit - Guidance report -Teacher feedback to improve student learning, States.</u></p> <p><i>"All teachers understand the importance of providing meaningful feedback. Done well it supports student progress, building learning, addressing misunderstandings and thereby closing the gap between where a student is and where the teacher wants them to be".</i></p> <p><u>EEF effective professional development- Guidance report.</u></p>	1, 4, 5, 6, 7
Professional development for staff with a focus on effective assessment cycles that include clear revision guidance, support and materials.	<p>Developing effective study skills while not in the care and guidance of the Academy staff is vital to promote life-long learning.</p> <p><u>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</u></p> <p><u>EEF effective professional development- Guidance report.</u></p> <p>Make It Stick: The Science of Successful Learning. P. Brown, L Roediger.</p> <p>Rosineshines Principles in Action. T. Sherrington.</p>	1, 4, 5, 6, 7
Professional development for staff focussed on tracking progress and intervention	<p>Understanding how to use the new data system is essential to support student progress. Time will be provided to understand the full extent of the SYSRA system to drive student progress forward.</p> <p><u>https://www. sytra. co. uk/en/services/transport-consultancy/article/data-analytics</u></p>	1, 4, 5, 6, 7
Active overstaffing in Maths/Science/MFL/English/Art to provide additional support within lessons and to ensure when cover is required subject specialist can support. Trainee teacher programme that supports the Academy	<p>Ensuring high quality teachers are in front of students is essential. The Academy has made the decision to employ trainees and quality staff where and when appropriate even when that could mean overstaffing.</p> <p><i><u>The EEF Student Premium Guidance report states that 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be a top priority.</u></i></p>	1, 4, 5, 6, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
to always be fully staffed with specialist		
<p>Enhancement of our maths and English teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths and English Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Teaching mathematics at key stage 3 - GOV. UK (www. gov. uk)</u></p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models: <u>KS2 KS3 Maths Guidance 2017. pdf (educationendowmentfoundation. org. uk)</u></p>	1, 4, 5, 6, 7
<p>Improving literacy in all subject areas in line with recommendations in the EEF <u>Improving Literacy in Secondary Schools</u> guidance.</p> <p>Curriculum Reading will look to place high quality academic texts at the centre curricular across the school.</p> <p>Targeted Reading Programme</p> <p>SET Reading will place the development of reading skills at the centre of what students are required to focus on when they are sent out of lessons.</p>	<p><u>Curriculum Reading at The Gateway Academy</u></p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><u>Improving Literacy in Secondary Schools</u></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><u>word-gap. pdf (oup. com. cn)</u></p> <p><u>Covid-19 and the Literacy 'Matthew Effect'</u></p> <p><u>file:///C:/Documents/Downloads/Whole-class-reading-approaches. pdf</u></p> <p><u>academic vocabulary and schema building</u>, which is complemented by a better and broader blog by <u>Tom Sherrington on schema building</u>.</p> <p><u>curriculum development is a teacher development challenge</u>. For instance, teachers need to know about reading challenges that mediate the curriculum, and so on.</p> <p>Ruth Ashbee has written a <u>thoughtful blog linking literacy (or language) and curriculum</u>.</p>	1, 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p><u>Does reading *really* matter in mathematics?</u></p> <p><u>Closing the Reading Gap</u></p> <p><u>Text as the beating heart of the lesson – Mary Myatt Learning</u></p> <p><u>Thinking about curriculum intent – Mary Myatt Learning</u></p> <p><u>What is in a word? Etymology for Every Teacher</u></p> <p><u>Subject links – Mary Myatt Learning</u></p> <p><u>Non-Fiction</u></p> <p><u>Tricky Texts and the 'Arduous Eight'</u></p>	
SHAPE and SLANT	<p><u>SHAPE and SLANT CPD Presentation</u></p> <p>“The complete sentence is the battering ram that knocks down the door to college. “</p> <p>Doug Lemov, Teach Like a Champion 2. 0</p> <p>Lemov argues that while teacher relationships are important, they are not as important as the social climate we create in our classrooms. Our students feel so much more validated, motivated and successful when they receive the social cues that suggest their words are important, from their peers.</p> <p>Friedman’s and Laurison’s research, ‘The Class Ceiling: Why it Pays to be Privileged’ (2019), a student from a privileged background with a 2:2 degree is still more likely to secure an elite role compared to a non-privileged student with a first-class degree from the same university.</p> <p>“While there still remains much to be said about the value many industries put in one’s interview performance, I do believe, at least at school level, we can go some way into helping our students achieve that ‘polish’ and become confident to be in their own skin and be able to articulate how brilliant they are, no matter their background. ”</p> <p><u>How to break into the elite</u></p>	1,2, 7, 8, 9

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p><u>The benefits of making students respond verbally in full sentences</u></p> <p>‘The Class Ceiling: Why it Pays to be Privileged’ by Sam Friedman and Dan Laurison</p> <p><u>Our vision for confident and articulate students at FGCS</u></p> <p><u>Some Videos To Go With My 'Podogogy' Interview</u></p> <p><u>Teaching the art of listening in the age of me, me</u></p> <p><u>‘Quick wins’ #16 – SLANT – Building habits in the classroom.</u></p>	
<p>Improving provision and attainment for SEND lower attaining disadvantaged students across the Academy.</p>	<p>Special Educational Needs in Mainstream</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF SEND Evidence Review. pdf</p> <p>Teaching Assistant Interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2</p>

Strand 2 Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 55,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Reading Programme	<p><u>Improving Literacy in Secondary Schools</u></p> <p>“High quality teaching across the curriculum will reduce the need for extra literacy support. Nevertheless, it is likely that a small number of students will require additional support—in the form of high quality, structured, targeted interventions—to make progress. ”</p> <p>“Students who start secondary school with low levels of literacy are a group in particular need of support. In 2018, 25% of students began secondary school without having reached the ‘expected standard’ in their Year 6 SATs reading assessment. The trajectory of similar students in previous cohorts is stark; in 2018, fewer than 1 in 5 of the students who had not reached the expected level in reading at primary school went on to achieve a 4 or above in GCSE English. Crucially however, the consequences of their low literacy are highly likely to be felt across the curriculum. ”</p>	1,2
Provide a targeted tutoring programme for key disadvantaged students in every year group that have been most impacted by the pandemic	<p>EEF teacher toolkit “On average one to one tuition is very effective at improving student outcomes. One to one tuition might be an effective strategy for providing targeted support for students that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Small group tuition - moderate impact for low cost on moderate evidence</p>	1,2

Strand 3 Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 256,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific students who require support with regulating their behaviour and emotions. Also built throughout the curriculum.</p> <p>This includes training for school staff, collaboration with the Mental health school teams and the school wellbeing service</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p><u>Cognitive Behavioural Therapy - Youth Endowment Fund</u></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><u>Adolescent mental health: A systematic review on the effectiveness of school-based interventions</u> <u>Early Intervention Foundation (eif.org.uk)</u></p>	<p>1, 7, 8</p> <p>1, 7, 8</p>
<p>Students' wellbeing and engagement remain high and academic progress is at least good as a result of wider support strategies. Providing support for student mental health through outreach work.</p>	<p>Research from <u>Mind</u> suggests that returning to school post pandemic has had a significant mental health impact on children. Group/ individual support and treatment. Surveys post pandemic would agree.</p> <p><u>https://www.gov.uk/government/publications/better-mental-health-jsna-toolkit/5-children-and-young-people</u> suggest risk factors and ACES which would support student Wellbeing.</p> <p><u>https://www.unmc.edu/bhecn/documents/ace-handout-ne-specific.pdf</u> - link ACEs to engagement and PON.</p>	<p>1, 7, 8, 9</p>
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><u>https://www.gov.uk/government/publications/school-</u></p>	<p>1, 7, 8, 9</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team will target key students, creating individual plans to improve attendance and attainment.	attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf	
Contingency fund for individual specialist concerns/ key demographic worries locally	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified for individual students and also to target demographic concerns through the experience of outside agencies.	1,3,7,8,9,10

Total budgeted cost: £580,500

Part B: Review of outcomes in the previous academic year

Student Premium Strategy Outcomes

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

For the academic year 2020/2021 our internal data indicates that the performance of our disadvantaged students was lower than in the academic year 2019/2020. Despite being on track to achieve our targets in 2018/2019, it was clear that despite our best efforts, the Covid-19 particularly impacted on our students from disadvantaged backgrounds.

Whilst we adapted quickly and had high-quality on-line teaching provision for our students, all of our data, observations and feedback suggest that disadvantaged students were the group least likely to engage with this type of provision and as a result found themselves significantly behind after periods of 'lock down'. From analysing all of our data, it also suggests that our disadvantaged students were less motivated when returning to our Academy and needed a lot of additional support to meet the expectations expected within a school environment. As a result, our 2020/21 cohort didn't have the time needed to completely access the academic curriculum due to the extent of work needed to support them to 'be ready to learn'. We used student premium money last year to provide wellbeing support predominately for our disadvantaged students. We are further building on this approach this academic year.

Although attendance in 2020/2021, it was higher than the national average. We are concerned with the overall absence rate of disadvantaged students in previous years and following two years of major disruption due to the Covid-19 pandemic, as a result it remains a key focus of our current plan.

We are acutely aware of the impact on our student's wellbeing and mental health due to the pandemic and this particularly prevalent amongst our disadvantaged students. We used student premium funding to provide support for targeted students, which is heavily weighted towards support for our disadvantaged cohort. We are building upon this approach in our current plan.