

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1408
Proportion (%) of pupil premium eligible pupils	22.88% (FSM 30.81%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Miss S Paige
Pupil premium lead	Miss R Daw
Governor / Trustee lead	Mr T Hobson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£415,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£415,000

Part A: Pupil premium strategy plan

Statement of intent

University Academy Holbeach recognise that students may encounter barriers to their learning and that disadvantaged pupils are particularly susceptible to this. We know that there is no quick fix to removing these barriers, but we aim to work as a team in order to support pupils to fulfil their potential academically, in both attainment and progress and also socially.

As a school, we aim to support children to develop into positive members of the community. We also strive to make them aspirational and to value their own education. Our Pupil Premium Strategy aims to enable all pupils to access a full and varied education, to challenge them and to support them as they progress to their future.

Our Pupil Premium Strategy not only looks at academic aspects, such as supporting the attendance of disadvantaged pupils and developing the literacy levels, starting in KS3, but it also encompasses wider support for these pupils, focussing on their wellbeing, resilience and access to wider learning, such as extra-curricular activities.

Through the wide range of carefully planned interventions and strategies we have on offer for our pupils, our intent is that these pupils will aspire and achieve, fulfilling their potential and become positive and active members of society.

Challenges

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

Challenge number	Detail of challenge
1	Achievement – National data shows that Pupil Premium students achieve below other students. UAH data shows that there is an attainment gap between Pupil Premium students and non-Pupil Premium students in every year group.
2	Attendance – Nationally attendance for Pupil Premium students in the academic year 2023-2024 was below that of non-Pupil Premium students (FFT Data FSM6 85.4%) This is echoed at UAH (FSM6 83.0%). Attendance at school impacts on every aspect of school life for a student, including academic progress, developing aspirations, social and emotional awareness and wellbeing.

3	Aspirations - The school is situated in an area in which 45% of people have a Level 1, 2 or 3 as their highest qualification. As such, we need to ensure pupils are engaged in aspirational activities, which is driven through our careers programme.
4	Attitude to learning – National data shows that disadvantaged students are likely to face challenges that impact on their attitude to learning and require support with behaviour interventions. In extreme cases behaviours that challenge can be frequently seen which can lead to suspensions and permanent exclusion.
5	Communication with families –Engaging families of disadvantaged students has become increasingly difficult since the pandemic. Schools have had to find innovative ways to communicate with families.
6	Extra-Curricular and SMSC – A significant number of PP students did not attend extra-curricular activities in the last academic year. There are a number of reasons for this, including financial constraints and lack of parental support. Many students may not be exposed to a wide range of cultural opportunities at home and it is important that the school provides this, in order to broaden and challenge their understanding of the world and to prepare them to be proactive and positive members of the wider community.
7	Financial – Due to the cost of living crisis more families are under increasing financial pressure. Ensuring disadvantaged students are fully equipped for school will help them succeed.
8	Literacy levels at Key Stage 3 – Assessment on entry cohorts, including reading assessments using Lexplore and CAT4 scores, show that reading levels for disadvantaged students are significantly lower.
9	PSHE – Pupil Premium students may not have the opportunity to discuss a wide range of issues outside of school. A wide range of issues and topics are covered by our Social Studies and Stay Safe Day programmes and these are vital to tackle students’ knowledge and understanding of many subjects.
10	Wellbeing – Following the pandemic, cases of anxiety have increased and many of our students struggle with the resilience required to cope in school. The mental wellbeing of students in the school is a priority.

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>Ready to Learn Ready to Achieve <i>Academic: Curriculum</i> To ensure curriculum promotes progress and attainment for disadvantaged students</p>	<ul style="list-style-type: none"> Lesson observations and work sampling show a variety of ‘disadvantaged first strategies’ Student tracking data leads to appropriate pastoral and academic interventions



<p>Ready to Learn Ready to Achieve Academic: Progress To ensure disadvantaged students are making progress in line with non-disadvantaged</p>	<ul style="list-style-type: none"> • Students are correctly identified for intervention through tracking. • Intervention & Tutoring programme is in place. • Data shows improved progress for group
<p>Ready to Learn Ready to Achieve Academic: Literacy To reduce gaps in literacy on entry for students and throughout school to ensure academic progress can be made in line with non-disadvantaged peers</p>	<ul style="list-style-type: none"> • Reading ages of Pupil Premium students in KS3 who are below age expected levels show accelerated improvement. • Programme of intervention/ tutoring in place with identified PP students benefiting.
<p>Ready to Learn Ready to Achieve Academic: Resources To remove barriers for disadvantaged students attending school due to lack of resources</p>	<ul style="list-style-type: none"> • Students are supported with high quality teaching and learning resources in lessons and at home • Year 11 students are supported with revision resources/ coursework resources • PP students are supported with costs related to uniform
<p>Praise for Learning Praise for Achievement Engagement: Extra-curricular Opportunities To ensure that disadvantaged students have full access to extra-curricular opportunities and increased engagement by disadvantaged students</p>	<ul style="list-style-type: none"> • PP students engage with extra-curricular revision sessions • PP students' level of engagement through SMHW is in line with other students. • PP students have full involvement in programme of trips and visits.
<p>Ready to Learn Ready to Achieve Praise for Learning Praise for Achievement Engagement: Attendance To promote attendance of disadvantaged students and ensure attendance is in line with non-disadvantaged peers</p>	<ul style="list-style-type: none"> • Attendance of PP students is in line or above national average for this cohort of students. • Appropriate intervention strategies for improving attendance for disadvantaged students are in place e.g. EBSA
<p>Ready to Learn Ready to Achieve Praise for Learning Praise for Achievement Aspirations: Careers & IAG To ensure disadvantaged students have high aspirations and appropriate advice to achieve their goals</p>	<ul style="list-style-type: none"> • All PP students receive one-to-one careers interviews • Aspirational opportunities are provided for students • Students are exposed to full range of career opportunities including apprenticeships, colleges and sixth-forms. • Disadvantaged students are exposed to a wide variety of career engagement opportunities
<p>Ready to Learn Ready to Achieve Praise for Learning Praise for Achievement Wellbeing: Attitude to Learning</p>	<ul style="list-style-type: none"> • Students receive pastoral support and tracking where behaviour falls below expectations.



<p>To promote high standards of behaviour in all students, recognising that disadvantaged students more often need pastoral support</p>	<ul style="list-style-type: none"> • PP students are fully represented in school programme of rewards through Praise for Learning Praise for Achievement
<p>Ready to Learn Ready to Achieve Wellbeing: Pastoral support & PSHE & SMSC To ensure that disadvantaged students are encouraged and supported to in developing all avenues of their life. To ensure disadvantaged students are actively encouraged to take part in school life</p>	<ul style="list-style-type: none"> • PP students are effectively tracked through reporting system. • PP students have full engagement with PSHE programme. • PP students are supported in completing homework through after school clubs. • Disadvantaged students are able to discuss issues that are important to young people in a supported and guided manner
<p>Ready to Learn Ready to Achieve Praise for Learning Praise for Achievement Engagement: Family communication and engagement To engage families in supporting disadvantaged student through regular communication with home</p>	<ul style="list-style-type: none"> • Families are engaged and invested in conversations with staff about PP students and they feel supported • Families feel listened to
<p>Ready to Learn Ready to Achieve Wellbeing: Mental Health and Safeguarding To ensure disadvantaged students are safe and have access to mental health support</p>	<ul style="list-style-type: none"> • PP students feel safe in school and know who to talk to when they have concerns. • All safeguarding issues are dealt with in an effective and timely manner • PP students have access to mental health support in a timely manner



Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 103,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum All departments to review their curriculum according to new curriculum framework Intent, implementation impact to allow all students including disadvantaged students to access a wide and balanced curriculum that is at once challenging and relevant. This includes a three-year KS3 curriculum. Development of engaging resources to engage students. Departments will ensure homework is embedded into curriculum plans.</p>	<p>The National Curriculum sets our areas of study for all pupils</p> <p>Secondary national curriculum (publishing.service.gov.uk)</p> <p>Ensuring a robust curriculum coverage will allow students to master topics and prepare students for the next step in their education journey.</p> <p>Mastery Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	<p>1,4,8</p>
<p>Assessments Use of standardised testing (MidYis/Yellis, CAT4) on entry to</p>	<p>High quality assessment is essential to promote and develop pupil progress and can have very high impact:</p>	<p>1,3,8</p>



<p>ensure quality base-line assessment. Ensure all departments have in place quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge for disadvantaged pupils. Use of Lexplore to identify struggling readers</p>	<p>Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p>	
<p>Feedback Teachers assess work to a high standard and provide high quality and meaningful feedback on classwork and homework</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and some time after learning, this can be verbal or written. Feedback can come from a variety of sources, including but not exclusive to, from teachers, peers or technology. Marking policies should not over specify the frequency of feedback</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Sharing teaching practice To ensure that high quality teaching and learning is delivered to all pupils including</p>	<p>A tiered approach with high quality teaching and learning is recommended by Gov.uk guidance on using the pupil premium and other sources:</p> <p>Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk)</p>	<p>1</p>



<p>disadvantaged pupils in all lessons.</p> <p>Development of the Teaching and Learning Group to share good practice throughout the school</p> <p>Weekly teaching tips to be used by staff in planning and classrooms</p>	<p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>High - Quality Teaching EEF (educationendowmentfoundation.org.uk)</p>	
<p>Whole school approach to literacy</p> <p>Literacy co-ordinator to share weekly literacy focus with staff and deliver training at appropriate points throughout the year.</p> <p>Tutor time reading programme. At KS3 this will foster a love of reading. KS4 students will have a the opportunity to analyse key news items.</p> <p>Development of resources to ensure all levels of readers can access the curriculum.</p>	<p>Disadvantaged students are less likely to own a book of their own or read at home with their families. Due to this they may not acquire reading skills as easily as their non-disadvantaged peers.</p> <p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.</p> <p>Explicit teaching of comprehension strategies can improve a student's ability to analyse texts that challenge them.</p> <p>Oral Language Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Reading Comprehension Strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>8,1</p>
<p>Social studies</p> <p>A dedicated lesson each week to allow teaching of PSHE and RSE curriculum.</p>	<p>We know that students from a disadvantaged background are less likely to discuss issues of vital importance that are covered within this curriculum e.g. topics covering</p>	<p>9,10</p>



<p>The curriculum has been expanded to increase the curriculum topics and ensure disadvantaged students are able to discuss topics that are important to their lives in and out of school.</p> <p>Mapping of the key topics throughout all subject departments ensure coverage of all topics.</p>	<p>wellbeing, healthy relationships and fundamental British Values.</p> <p>Social and Emotional Learning EEF (educationendowmentfoundation.org.uk)</p>	
---	---	--

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

Budgeted cost: £ 155,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Interventions</p> <p>Make use of effective interventions in Maths, English and other subjects such as after-school revision, Saturday schools, Easter school and one-to-one provision for all KS4 pupil premium students.</p>	<p>Extending school time and providing additional one-to-one support both provide learning gains for pupils:</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</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. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3</p>



	<p>Small group tuition enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small Group Tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Tracking Underachievement This is completed at subject level through termly analysis of achievement data collected through Tracking and Progress Tests</p>	<p>The analysis tool to support the evidence base of measures put in place to close the gap between PP students and their peers. OFSTED ‘articulating success and good practice 2015’: Outstanding schools used targeted interventions and robust tracking systems</p>	1
<p>Revision Resources All Pupil Premium students in KS4 are given revision resources for their GCSE courses, – revision guides, exam materials etc</p>	<p>To facilitate independent study and engage parental support. EEF suggest +8 months progress for meta-cognition and self-regulation.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Equipment Families who struggle financially with equipment costs are given support to ensure Pupil Premium students have the correct equipment. This includes buying all the ingredients for Food Tech lessons for Pupil Premium students in receipt of FSM as it is vital to promote a healthy diet for these students. In addition these students are given a calculator in KS4 Mathematics.</p>	<p>Removing potential barriers to participation increases attendance.</p>	1,2
Literacy Interventions		



<p>The continued implementation of LEX-PLORE identify students that struggle to read in a timely manner</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>One-to-one support provides high impact learning gains for pupils:</p>	<p>8</p>
<p>Early intervention for KS3 pupil premium pupils in English through small group or one-to-one provision and literacy lessons in Year 7</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p><i>Read, Write Inc.</i> is an evaluated reading programme known to create significant ratio gains in reading ages for pupils with low reading ages (<9 years on entry). The Academy's own data supports this as does:</p>	
<p>To give all students, including pupil premium students, access to specialist intervention for literacy and numeracy including phonics.</p>	<p>Read Write Inc. Phonics - The School Psychology Service</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Impact of covid-19 has been on basic skills:</p> <p>Ofsted: Children hardest hit by COVID-19 pandemic are regressing in basic skills and learning - GOV.UK (www.gov.uk)</p> <p>Best evidence on impact of Covid-19 on pupil attainment EEF (educationendowmentfoundation.org.uk)</p>	
<p>The continued use of IDL online literacy and numeracy for disadvantaged as well as SEND pupils working below expectation in literacy and numeracy.</p>	<p>IDL is an individualised online programme to support pupil progress in literacy and numeracy. Individualised instruction provides moderate impact on pupil learning:</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>Home IDL (idlsgroup.com)</p>	<p>8</p>
<p>Study Skills Learning mentor to work with identified KS4 pupil premium students and families to identify and address</p>	<p>By building relationships over time, mentors can positively impact pupil learning along with tracking their progress:</p>	<p>1</p>



any barriers to learning such as poor revision skills in Maths and English.	Mentoring EEF (educationendowmentfoundation.org.uk)	
<p>Attitude to Learning To ensure that all pupils including disadvantaged pupils have access appropriate behaviour interventions such as PSP, BOSS and the behaviour support assistant to support the improvement of learning. Continued emphasis on <i>Ready to Learn</i>, <i>Ready to Achieve</i> and <i>Praise for Learning</i>, <i>Praise for Achievement</i></p>	<p>These include approaches to developing the whole-school ethos such as through common assemblies as well through targeted intervention in and out of the classroom to improve pupil behaviour.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4

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

Budgeted cost: £ 155,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Promoting Good Attendance A dedicated team of Attendance Officers monitors attendance and holds regular meeting with Year Teams, Parents and Students</p>	<p>Good attendance is linked to better educational outcomes. The DfE has published new guidance on improving attendance stating: 'Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work in partnership with pupils and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' ef-</p>	2,5



	<p>forts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium. It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and non-teaching staff in school, the trust or governing body, the local authority, and other local partners.'</p> <p>Working together to improve school attendance, DfE, 2024</p> <p>Parental Engagement EEF (educationendowmentfoundation.org.uk)</p>	
<p>Attitude to Learning To ensure that all pupils including disadvantaged pupils have access appropriate behaviour interventions such as PSP. BOSS and the behaviour support assistant to support the improvement of learning. Continued emphasis on <i>Ready to Learn Ready to Achieve</i> and <i>Praise for Learning Praise for Achievement</i>. Continued development of the Call Out system and Removal Room.</p>	<p>These include approaches to developing the whole-school ethos such as through common assemblies as well through targeted intervention in and out of the classroom to improve pupil behaviour.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Uniform Families who struggle financially with uniform costs are given support to ensure Pupil Premium students have the correct uniform.</p>	<p>Removing potential barriers to participation increases attendance</p>	<p>2, 7</p>
<p>Before and After School Working – A breakfast and home-work club are offered to support students working in a relaxed but focussed atmosphere. To support families with the cost of living crisis we have recognised that some disadvantaged</p>	<p>Removes potential barriers and encourages attendance. Well evidenced that a good diet is crucial to supporting a student's academic progress – a student can't work hard when they are hungry. Ensures a safe environment is available at the start and end of the school day</p> <p>Programmes that extend school time have a positive impact on average but</p>	<p>2,6,7,10</p>



<p>students do not eat before school or arrive at school early</p>	<p>are expensive and may not be cost-effective for schools to implement. Schools will also need to consider the workload and wellbeing of their staff.</p> <p>Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit.</p> <p>Extending School Time EEF (educationendowmentfoundation.org.uk)</p>	
<p>Trips & Visits A record of Pupil Premium attendance on school trips is maintained. Students are offered subsidies in order to participate. The aim is that every Pupil Premium student undertakes at least one extra-curricular trip each year.</p>	<p>“Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research</p> <p>https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</p>	<p>6</p>
<p>Duke of Edinburgh Award The Duke of Edinburgh Award is of huge benefit to Pupil Premium students, both in terms of increasing engagement in school life through getting involved in extra-curricular activities and also in promoting aspects of life that many Pupil Premium students may not otherwise experience – volunteering, physical activity and developing skills. The Award itself is of huge benefit to students in career progression. The award is heavily discounted for</p>	<p>Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. The searches in the Toolkit look for studies that include an academic impact, so there may be a greater number of studies that focus on non-academic outcomes. The Duke of Edinburgh Award is a Nationally accepted and evidenced cultural and social mobility development activity</p> <p>Externally assessed and awarded commendation</p> <p>Outdoor Adventure Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p>



<p>Pupil Premium students in receipt of FSM. Equipment such as rucksacks are loaned to those who cannot afford the financial outlay and the school is working with the Duke of Edinburgh organisation to extend this further</p>		
<p>Music Tuition Pupil Premium students in receipt of FSM are supported to ensure they are able to take part in lessons should they wish to.</p>	<p>“Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research. https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility Arts Participation EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p>
<p>The wider curriculum A register is maintained of participation in all extra-curricular activities to highlight levels of uptake from PPI students. This is then used as a basis for developing strategies to increase participation.</p>		
<p>Careers Careers programme through the curriculum to include an increased offer of IAG is available and ensures that Pupil Premium students can access IAG from Year 9 in a timely manner from a Level 7 trained advisor. Careers information is embedded within the curriculum and tutor time</p>	<p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges. Linked to the Gatsby benchmark number 7: Encounters with further and higher education “Over the last two decades, careers advice and work experience have been significantly reduced in schools, and disadvantaged pupils are currently less likely than their better-off peers to receive careers guidance. This may be particularly detrimental, as disadvantaged young people may lack social networks with the knowledge and contacts to replace guidance offered in school.” Key Drivers of the Disadvantage Gap Literature Review. Education Report in England: Annual Report 2018, Whitney Crenna-Jennings, July 2018.</p>	<p>3</p>



<p>Wellbeing</p> <p>To ensure that all pupils including disadvantaged pupils have access where appropriate to social and emotional learning to support their progress in the classroom.</p> <p>Mental health and wellbeing support is available to disadvantaged students in a timely manner through additional hours to increase capacity of school counsellors.</p>	<p>The use of social stories, friends groups and emotional support can impact pupil progress.</p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Social and Emotional Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>10</p>
<p>Communication with Families</p> <p>Family engagement in school life through visits, meetings, focus groups and support groups in person and online.</p> <p>Use of EduLink One to share information with parents.</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <p>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</p> <p>general approaches which encourage parents to support their children with, for example reading or homework;</p> <p>the involvement of parents in their children's learning activities; and</p> <p>more intensive programmes for families in crisis.</p> <p>Parental Engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>

Total budgeted cost: £415,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Review

The curriculum offer has been reviewed and remains appropriate for disadvantaged students. This ensures that there is progression for students on to appropriate Post-16 learning courses and the local job market. Each department has a completed curriculum plan that ensures coverage of the National Curriculum and exam board requirements at Key Stage 3, 4 and 5. These plans are being reviewed and resources continue to be developed to engage learners of all abilities and backgrounds.

Social Studies lessons are embedded for the whole school for one hour per week at the same time and continued to ensure students learn about key wider topics within the PSHE and RSE curriculums.

The National Tutoring Programme was run successfully with engagement from key student groups with students identified through rigorous tracking of assessment data.

A full range of lunch time, after school intervention sessions and Easter Schools was run. Attendance at these sessions was carefully monitored.

Revision resources were made available for every subject studied. Furthermore, disadvantaged students were supported with the cost of equipment for subject specific items, including ingredients for food technology and safety equipment for vocational courses. Uniform grants were given to families that requested them and uniform was purchased directly by the school.

The appointment of a Literacy Co-ordinator has allowed the continued development of the Tutor Time reading programme and a renewed focus on Literacy for Learning within the Academy. Weekly literacy tips are emailed to staff to ensure a literacy focus is kept at the forefront of teachers' minds. The use of Lexplore assessments has allowed the identification of readers with low comprehension levels to be identified and appropriate interventions to be put in place at Key Stage 3. This will continue to be a focus moving forward in the new academic year. Two teaching staff were trained in Fresh Start, to support the development of phonics in incoming Year 7 students.



Enrichment Review

An excellent program of extra-curricular activities is run by staff at UAH and these are open to all students. Clubs include sports, music, art and Duke of Edinburgh. One of the most popular clubs has been Dungeons and Dragons and a Saturday tournament was held for students. Attendance at clubs is closely monitored and students are encouraged to attend regularly through use of the Praise system.

Attendance of figure for FSM6 students was 83.0% and this remains below the national average of 85.4%. Two new Attendance Officers are now fully trained and embedded within UAH and are developing renewed systems to boost attendance of disadvantaged students to ensure they are able to engage in learning within the school.

A full careers program was run with all disadvantaged students receiving one to one guidance from a qualified careers advisor. All students within UAH have access to UniFrog, an online careers platform, with activities completed during tutor time and lessons. A Careers Fair was held for the second year and all students within the school got to meet local employers and Further and Higher Education establishments to raise aspirations of all students within the academy.

In July Enrichment Week was held with a collapsed timetable for Years 7-10. This allowed for different activities to be run and students to attend a trip. All students took part in this week and trips were subsidised to ensure all had this opportunity.

Wellbeing Review

Ensuring the wellbeing of disadvantaged students is key. Additional hours with the school counsellor have ensured that students have access to these in a timely manner. A renewed focus on SEND interventions all supported disadvantaged students.

The use of the *Ready to Learn Ready to Achieve* and *Praise for Learning Praise for Achievement* systems are emended and reviews have taken place. Good behaviour is a central element of school strategy with national data showing that disadvantaged students are four times more likely to be excluded than their peers. Students comment that they like the system due to the consistency of use across the school. Rewards were used to support achievements within end of term assemblies.

All staff undertook training to ensure all students are kept safe in school. Students know who they can speak to if they are concerned. There is a 'worried@' email that students and parents can access and a 'Worry Box' located at Pupil Reception for students. These have helped ensure that safeguarding trained staff can respond to worries quickly.



--

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
IDL	https://idlsgroup.com/
Lexplore	https://lexplore.com/en-gb/
UniFrog	https://www.unifrog.org/about
EduLink One	https://www.overnetdata.com/edulink-one/