

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Great Academy Ashton
Number of pupils in school	1308
Proportion (%) of pupil premium eligible pupils	46.0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	<ul style="list-style-type: none">• August/September 2022• November 2022• January 2023 (Y11 focus post mock).• March 2023 (Y7-10 focus & LGB Link involvement)• August/September 2023
Statement authorised by	David Waugh Principal
Pupil premium lead	Jonathan Hartley Assistant Principal
Governor / Trustee lead	Gemma Tierney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£556,525
Recovery premium funding allocation this academic year	£157,872
School led tutoring grant	£94,932
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£809,329

Part A: Pupil premium strategy plan

Statement of intent

In line with the rationale for the Pupil Premium Grant, set out by the Department for Education, and our identification of the challenges faced by our students, GAA aims to support our disadvantaged students through Quality First Teaching & Learning approaches, targeted interventions and whole school initiatives to support academic (literacy), pastoral and welfare strategies.

Great Academy Ashton is committed to ensuring all our students achieve their full potential by providing an Ambitious Curriculum delivered by outstanding daily classroom teaching. Through robust quality-assurance systems, we will identify and work hard to remove barriers to learning through high quality teaching and evidence informed interventions. We believe our Pupil Premium Strategy is bespoke to our students and wider school community needs and has been developed from evidence informed research and best practice approaches. Our strategy will be further underpinned by our 4 Whole School Priorities:

- 1- High Expectations
- 2- Formative & Summative Assessment
- 3- Reading & Disciplinary Literacy
- 4- Learning Adaptations

GAA serves a very diverse set of communities. Our catchment covers a wide spectrum of deprivation. We serve some of the most deprived areas (when compared against national data) and also areas where deprivation is unlikely or limited. The level of deprivation within our student population is increasing in the younger year groups, with 47.6% Year 7, 48.7% PP in Year 8, 50.2% PP in Year 9 compared to 45.5% in Year 10 & 38.5% in Year 11. We recognise that the PP cohort at GAA cannot simply be addressed by intervention groups as GAA's PP cohort is a significant proportion of our students - approaching 50%. In addressing the challenges identified it will benefit the whole GAA student population as well as the disadvantaged. Furthermore, we believe our strategy will enhance the opportunities to promote cultural capital, high participation and an inclusive and celebratory experience for all students.

With this in mind, we analyse, in detail, our Pupil Premium cohort in an order to identify common barriers and any local issues. We recognise that our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our most able and most talented students form part of our Pupil Premium Cohort.

Our strategies are evidence informed, we believe in and strive to achieve the Key Principles outlined in the "Effective Guide To The Pupil Premium" from the EEF.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Overall Attainment and Progress.</u> The attainment of disadvantaged pupils has been historically significantly lower in all measures. Whilst this has improved with CAGS and TAGs in 2020 and 2021, it still remains a key area of focus particularly in the areas of English and Maths. Attainment measures for 2021/22 indicate there is still a gap: A8 for non PP 2022: 39.33 and A8 for PP A8 31.70. (7.63 Gap). Progress for this cohort was PP -0.71 vs non PP -0.54.</p> <p>Our disadvantaged students typically struggle with oracy, reading and extended writing tasks in all subjects which ultimately hinders attainment. Assessments on entry to year 7 in 2022 indicated that this cohort have been adversely affected by the pandemic at the end of year 6 and year 7. Mean PP Reading scores are 101.6 compared to non-PP reading scores which are 104.9. In maths our PP students mean scores are 99.9 compared to non-PP scores of 103.9.</p> <p>A significant proportion of our PP cohort (23.6%) also have SEND. 10 of the 19 pupils who have an EHCP also receive PP. Internal data (CATS4) for current year 8 PP cohort indicates only 2 pupils are meeting HL Attainment on entry.</p>
2	<p><u>Reading & Disciplinary Literacy.</u> Extensive use of NGRT and Reading Plus assessments, alongside teacher assessments indicate a need to improve the reading culture, levels of literacy (reading and oracy) and extended writing - particularly in light of the pandemic. Pupil difficulties in this area have a detrimental impact on pupil outcomes - whole school attainment and progress. This was also a key AFI at our last inspection.</p> <p>CATS analysis 2020/21 demonstrates that “verbal reasoning” (i.e. thinking with words) is in the lowest category of mean scoring. (89.4 against national 100.0) for the current y9 PP cohort.</p>
3	<p><u>Confidence and resilience.</u> On return to ‘normal’ schooling it was evident that some students had struggled with absence of routines. This included lack of metacognitive/self-regulation strategies when faced with challenging tasks, low confidence when set high expectations for classroom conduct. For some pupils this has led to knowledge gaps resulting in pupils falling further behind age-related expectations, especially in English and Maths and Science.</p>
4	<p><u>Mental Health and Wellbeing.</u> A number of indicators (wellbeing survey, PASS Survey, parental engagement, attendance visits, welfare calls, engagement by our pastoral, inclusion and safeguarding teams) have led to the identification of social and emotional issues for many pupils including those in the PP cohort. Difficulties include anxiety, diagnosed and undiagnosed depression, low self-esteem etc. This is partly driven by social isolation and subsequent reintegration into social and school norms and expectations. Pupils express concern about ‘catching up’ lost learning and about exams/future prospects. The Pandemic has therefore indicated a need to further increase the wellbeing wrap around package needed to support our student population.</p>
5	<p><u>Progression to KS5 / Careers.</u> NEET figures demonstrate that providing ‘Advocacy’ (i.e. facilitating opportunity / supporting pupils to build confidence to meet aspirations for next steps and careers) remains a significant challenge. The reduction in enrichment and</p>

	careers / HEI related opportunities forced by the pandemic particularly impacted upon our disadvantaged pupils, as historically our enrichment programmes had offered access to these facilities as well as to the cultural experiences, <i>spaces</i> and resources pupils simply may not be able to afford in the wider community. We have seen that the gap in provision during the pandemic has impacted negatively on PP progress in terms of access to the curriculum (cultural capital gaps) as well as reduced confidence / resilience when related to planning next steps and careers.
6	<p><u>Disadvantaged pupils have lower attendance and punctuality.</u></p> <p>Our attendance data over the last 4 years indicates a gap in attendance between PP students and non-PP students of between 3.72% - 5.21%.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attainment.</p> <p>Over the previous 3 years, the gap between disadvantaged and non-disadvantaged pupils that are PA is decreasing but remains high.</p> <p>On return to the 'normal' schooling, punctuality was a key area of concern - both to school and to lessons. This was an area that needed addressing with haste and has significantly improved as a result of the actions taken by the school, however it will remain a key focus. During HT 1 2021/22 over 2.34% of all attendance marks were 'late to school' marks.</p>

Intended outcomes

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

Intended outcome	Success criteria
By Summer 2024 ensure that the Attainment & Progress for disadvantaged students will be in line with non-disadvantaged students nationally. At KS4 there will be a specific focus on reducing the in school gap in English, Maths and Science.	<ul style="list-style-type: none"> By the end of 2023/24 KS4 outcomes will indicate that there will be no distinct gaps between disadvantaged and non-disadvantaged student outcomes. Increased attainment in Maths and improved Literacy outcomes. 2022/23 Year 11 cohort specific targets: <ul style="list-style-type: none"> A8 = 42.0 PPA8 = 40 En4+ = 65% Ma4+ 65% En5+ = 45% Ma5+ = 40% Basics 4+ = 60% Basics 5+ = 35% P8 = 0.0 PPP8 = 0.0 EBACC APS >4.0 Attendance > 93.5% (=NA) NEET = 0% PA < 15.2% (<NA) %FTE < 9% (<NA)

By Summer 2024 there will be a highly visible reading culture across all subjects and improvements in reading comprehension, evidenced by reading ages provided by in school assessments, and pupil workbooks. Key interventions in place to close identified gaps.	<ul style="list-style-type: none"> • Observations and discussions with pupils and teachers will indicate that the profile and status of reading is more evident across all aspects of academy life. • The school library will form heart of reading for pleasure. • Significant reduction in the proportion of pupils reading below chronological age. • All KS3 to use Reading Plus from September 2022 in curriculum time, this package will show incremental reading improvements. • Specific reading lessons timetabled for KS3. • Bespoke intervention for small numbers (e.g. Toe by Toe was success in 2021-22 with a particular cohort – led to increase in reading age).
By Summer 2024 there will be further enhancements to learning culture including taught behaviour for learning curriculum (whole school) and promotion of self-regulatory skills for cohorts that require support. Consistent routines across all subjects, at social times and transitions. Key interventions in place to proactively address identified needs.	<ul style="list-style-type: none"> • Consistent routines for culture-setting in place for all year groups (e.g. Morning Mood) • Students will be able to self-regulate in a calm and purposeful manner – e.g. lesson transitions, social times • Staff consistently using positive framing techniques and values led discussion to support learning culture • Effective use of learning modes evident in the classrooms. • Analysis of behaviour data will indicate a reduction in suspensions, (inc. disproportionate suspensions towards disadvantaged students) • Reduction in data for internal isolation and 'on-call'. • Increase in Great Points to outweigh 'Correction'. • Behaviour interventions in place to support individuals according to need.
By Summer 2024 support for mental health and wellbeing will be seen as a key strength across all areas of the academy particularly impacting upon disadvantaged students.	<ul style="list-style-type: none"> • Improved attendance to school, lower reporting of internal truancy • Qualitative data from student voice, including PASS survey, teacher observations and parental feedback also from safeguarding (CPOMs) and Mental Health and Wellbeing team. • Wellbeing Officer in post as an internal resource to support complex cases. • Student Engagement Officer in post to support our most vulnerable students through, outdoor education, gardening and landscaping projects and pet therapy.
By Summer 2024 'Advocacy' seen as a across the Academy with a particular impact for disadvantaged students.	<ul style="list-style-type: none"> • An increase in participation - attendance to enrichment clubs, educational visits. • CEIAG embedded throughout the curriculum • GATSBY benchmarks in place • Reduction in NEET figures. Target 0% NEET. • Student confidence measures increase in relation to relationship with school, KS5 next steps and careers (PASS survey)
By Summer 2024 all students (particularly disadvantaged)	<ul style="list-style-type: none"> • GAA attendance will be higher than the national average including for PP students.

achieve improved attendance and punctuality, including a reduction in persistent absence.	<ul style="list-style-type: none"> • There will be an in-school gap of no more than 2.0% between PP and non-PP students for attendance. • PA will be below national average for all groups including PP.
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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: £463,531.80

Activities	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.		
Engagement with DfE Behaviour Hub programme to further develop learning climate.	Government DfE Pathfinder Behaviour Hub. EEF Behaviour interventions +3 Months. Meta cognition and self-regulation EEF +7 <i>Teaching</i> metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF Doug Lemov 'Teach Like a Champion'	3,4
Morning Mood strategy: <i>For whole school culture and literacy development.</i>		
CPD: <i>Establishing / maintaining consistent classroom routines.</i>		
Positive Framing CPD: <i>Spotting the good and de-escalation techniques - linked to whole school values</i>		
Deliberate Practice CPD: <i>Strong Start, REFLECT/ Finish Now, formative assessment techniques</i>		
Trust Improvement Networks for subject curriculum leaders & associated follow up support	https://www.gov.uk/government/collections/curriculum-research-reviews	1,2
Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning		
CPD: Rosenshein's Principles of instruction, modelling, and scaffolding	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development .	1,2,3,5
Deliberate practice, training and embedding of positive framing		
CPD: PERFECT strategy, to support mainstream adaptation.		
CPD: Assessment practices, both formative and summative.		

CPD: Learning Modes.	What is Deliberate Practice in Education Ambition Institute	
NPQ Courses	<p>P16 Moving forwards Making a difference – A planning Guide for schools 2022-23.</p> <p>Using the summary of recommendations from the EEF our CPD programme aims to follow each of the 4 mechanisms from the below.</p> <p>A. Build knowledge — Managing cognitive load — Revisiting prior learning</p> <p>B. Motivate staff — Setting and agreeing on goals — Presenting information from a credible source — Providing affirmation and reinforcement after progress</p> <p>C. Develop teaching techniques — Instruction — Social support — Modelling — Monitoring and feedback — Rehearsal</p> <p>D. Embed practice — Providing prompts and cues — Prompting action planning — Encouraging monitoring — Prompting context specific repetition.</p>	
Mentoring and coaching		
Assertive Mentoring- Progress Meetings	Mentoring EEF (educationendowmentfoundation.org.uk) Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.	1,4,5,6
ECT mentoring programme with Ambition Institute	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf	all
Recruitment and retention of teaching staff		
Additional year managers to support learning climate within year groups x 7	Parental engagement EEF (educationendowmentfoundation.org.uk) <ul style="list-style-type: none">• Tailoring communications to encourage positive dialogue about learning• Regularly reviewing how well the school is working with parents, identifying areas for improvement• Offering more sustained and intensive support where needed	All
Additional staffing in English, mathematics and science. Retention allowance additional payments to support MFL and Gateway Provision costs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size . Reduction in class sizes used to facilitate increased personalisation and feedback.	3,4

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

Budgeted cost: £236,552.29

Activities	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy and numeracy		
Library- Creative writing groups	EEF +3 Months promising projects. Just Reading' Westwood et Al. - The impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers Systematic development of vocabulary through the curriculum - Alex Quigley research 'Closing the Vocabulary gap' - Academic Vocabulary needs to be taught explicitly and methodologically to close the attainment gap. Acquiring + 'Disciplinary Literacy' is key for students as they learn new, more complex concepts in each subject: <u>EEF- Improving Literacy in Secondary Schools.</u> https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: Why Closing the Word Gap Matters: Oxford Language Report word-gap.pdf (oup.com.cn)	1,2.
Word of the week		
Form Group reading		
Transition book year 7		
Reading Plus		
CPD- FRAYER model		
SLT & TLRs Linked to the literacy strategy		
Activity and resources to meet the specific needs of disadvantaged pupils with SEND		
SEND Gateway Curriculum Provision- Mirrored curriculum to mainstream provision. Smaller class sizes, fluid groups.	The curriculum intent of the "GAA Gateway Provision" is to provide an ambitious, knowledge rich, bespoke learning provision, for those students who need an enhanced learning experience in order to be "mainstream adaptation" ready. EEF- Special Educational Needs In Mainstream Schools. EEF-High quality teaching benefits pupils with SEND. The 'Five-a-day' Principle.	All
Appointment of additional Support Staff in inclusion area.		
Appointment of additional Assistant SENCO.		
CPD: The 5 a Day approach		
Teaching assistant deployment and interventions		
Targeted support in Inclusion area. Including the preparation and completion of bespoke Learning Plans for SEND	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	All

One to one and small group tuition		
<p>Tuition cohorts in English, Maths, Science.</p> <p>A blend of tuition to meet the needs of those students whose progress has been most impeded by the CV19 Pandemic.</p> <p>(A full Recovery Plan is available upon request)</p>	<p>Tier 2 Pupil Premium- The tiered Model and menu of approaches.</p> <p>EEF Target Model – (Page 18) EEF =121 Tutoring +5 Months, Small Group Tutoring +4 Months</p> <p>EEF- Guidance for teachers mathematics. Evidence suggest that targeted specific intervention increases student confidence and overall grades.</p> <p>Sir Kevan Collins (Previous CEO EEF) - Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Independent review of tutoring in schools: phase 1 findings - GOV.UK (www.gov.uk)</p>	1,2,3,4,5.
Maths Tutoring Year 10 &11		
English Tutoring Year 10 &11		
Science Tutoring Year 10 &11		
Science Academic Mentor- All Years		

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

Budgeted cost: £227,545.47

Activities	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs		
Significant expansion of the safeguarding team.	Social and Emotional Learning EEF +4 Months. naht-coronavirus-wellbeing-proof-4-1.pdf (annafreud.org) Home : Mentally Healthy Schools Education recovery in schools: spring 2022 - GOV.UK (www.gov.uk)	1,2,4
Full Time Emotional Health and Well being officer		
First Aid Full time officer		
Girls Allowed project		
Supporting attendance		
Attendance and Punctuality team (A full 3 year attendance action plan is available on request.)	GAA internal data evidence that where students attend they achieve. Higher overall absence leads to lower attainment at KS2 and KS4. The Department for Education (DfE) published research in 2016 which found that: ... Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4. DfE's Improving School Attendance advice - (section 4 lessons) Working together to improve school attendance- May 2022 DfE . The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1,5,6.
Additional Attendance and Welfare Year Manager		
Extracurricular activities, including sports, outdoor activities, arts, culture and trips		
Careers (A Full strategic IAG and Careers plan is available on request)	Outdoor adventure learning EEF +4 months. Social & emotional learning +4 months. Behaviour Intervention EEF + 3 months. Sports Participation EEF +2 months. Wider National & International research: Teenagers who underestimate the education needed to get their chosen job are more likely to end up not in	1,4,5

Young Carers – lead staff member, programme and support package (case studies available)	education, employment or training and young people from disadvantaged backgrounds are disproportionately more likely to have career aspirations that don't match their educational goals. Drawing on nearly 100 different studies, the researchers found that teenagers who have a good understanding of what they need to do to achieve their career ambitions and who combined part-time work with full-time study do a lot better economically later in life than their peers. However, they found that teenagers from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need. Poorer young people more likely to have career aspirations that... EEF (educationendowmentfoundation.org.uk) Sec-ed- using PP to enrich cultural education. Alex Quigley research: disadvantaged students miss out on experiences which add to their 'Cultural Capital' and academic understanding.	
Enrichment Programme (linked to GAA / GAET Charter for Enrichment project)		
Educational Visits. (Hardship Support)		
Manchester United Foundation- Provides intervention, inspiration and leadership opportunities for those involved (A full impact report is available on request)		
Extended school time, including summer schools		
Sunset Sessions- Year 11 Intervention programme.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Breakfast clubs and meal provision		
Welfare- Student sunrise breakfast club.	Social & emotional learning +4 months. DFE- We know that it is important for pupils to start the day with a nutritious breakfast. Several reports evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.	1,4,5

Communicating with and supporting parents		
Parental Engagement- A range of communication tools and strategies.	Based on research with local schools both primary and secondary we have identified a need to set aside a proportion of funding to support GAA in improving Parental engagement and avoid widening attainment gaps supported by an awarding Body. Leading Parent Partnership Award. EEF +4 Months Progress. Tier 3 Communicating with and supporting parents. Pupil Premium- The tiered Model and menu of approaches. Parental engagement EEF (educationendowmentfoundation.org.uk) Tailoring communications to encourage positive dialogue about learning Regularly reviewing how well the school is working with parents, identifying areas for improvement Offering more sustained and intensive support where needed EEF- How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice. National research and Local Context- GAA serves a diverse catchment area and has one of the most deprived areas in Europe. Areas of deprivation exist deeply within our community, yet do not dip low enough to trigger PP funding, thus increasing the need for social, academic and economic support from GAA, Based on our experiences and those of similar schools to ours, we have identified a need to set aside a proportion of funding to respond quickly to needs that have not yet been identified.	All
ESOL Parent Programme		
Student Equipment to Ensure Readiness to Learn		
All PP students receive their food preparation and nutrition ingredients, product de-sign materials and art materials. Removing all "additional contributions" which are traditional in most schools.	Save the Children and IDACI data available in school related to specific community need by neighbourhood or GAA cohort	1, 6

Previously LAC (any student on roll that are previously LAC)		
<p>9 students in total fit into this category at GAA.</p> <p>A range of the wider strategies above are used to support this cohort of students according to needs that emerge. Monitored termly by SLT.</p>	<p>Promoting the education of looked- after children and previously looked-after children.</p> <p>The evidence used to support this cohort of students is based on a range of strategies from above and no specific single strategy applies to this cohort alone.</p>	ALL
Service PP Pupils		
<p>6 Students in total fit into this category at GAA.</p> <p>A range of the wider strategies above are used to support this cohort of students. Monitored termly by SLT.</p> <p>Positive promotion of services through DofE course and dedicated member of staff is available to support service pupils, with any issues as and when needed.</p>	<p>https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-examples-of-best-practice</p> <p>The evidence used to support this cohort of students is based on a range of strategies from above and no specific single strategy applies to this cohort alone.</p>	ALL

Total budgeted cost: £927,629.56

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.

Attainment:

	PP	Non PP
A8	31.7	39.33
P8	-0.71	-0.54
Basics 5+ (%)	19.3	34.8
Basics 4+ (%)	38.5	55.9
Ebacc 5+ (%)	3.7	5
Ebacc 4+ (%)	6.4	7.5
5 inc En Ma 4+ (%)	33	49.1
7-9 (%)	5.5	10
Multi MFL (%)	0.9	3.1
Triple Science (%)	8.3	11.8
Ebacc APS	2.66	3.24

Teaching and Learning CPD:

The main focus last year was on reviewing the GAA Curriculum in all areas to ensure that subjects were benchmarked to the NC and offered a broad and balanced programme of study. This included reviewing some of the wider wrap around offer, such as the Gateway Curriculum. A key focus has been that of literacy and reading. As part of this, members of staff from across the academy also engaged with an external CPD programme linked to Disciplinary Literacy delivered by the National Literacy Trust. Leaders have taken part in a series of bespoke workshops designed and facilitated by Christine Counsell related to curriculum and assessment design, in line with school improvement priorities. An additional AP for Teaching and Learning was appointed in the spring term to add further capacity to this work. As a result, there has been a strong focus on classroom compliance and consistency. GAA also took part in the DfE Behaviour Hub project which included a programme of CPD related to classroom interactions and routines. In 2022/23 the main focus will be on effective implementation of the new curriculum and assessment of students' learning – i.e. are pupils 'knowing more and remembering more' of the GAA curriculum as a result of work in the classroom, is practice from the behaviour hub training being enacted in classrooms. Further foci related to teaching and learning will include embedding the new GAA literacy strategy (linked to the National Literacy Trust training) and further developing our assessment practices (linked to the Christine Counsell training) in partnership with the EEF.

Tuition

512 pupils took part in small group tuition for English and Maths. Tuition groups took place with a primary focus on years 8 and 11 with some additional pupils included from years 9 and 10. Pupils in Maths did baseline and end of programme tests and the PP cohort improved their grades by 18.5% on average. The programme was most effective where pupils were taught in fixed groups with the same tutor over the course of the programme. This was particularly successful for male students who on average raised their grade by 1.2 of a grade, compared to 0.79 for non-tutored males. Online tuition models were found to be less effective and so we have chosen to remove this provision for 2022/23. In English students were

assessed on their reading ages. Students that attended 15-20 Tutoring sessions improved their reading age by 2 months compared to those that attended between 25-30 sessions where reading ages improved by 6 months. The tuition programme has been expanded in 2022/23 to include tuition in Science (predominantly middle attaining y11 cohorts).

Attendance

Despite the challenges faced locally and nationally with school attendance GAA finished 2021/22 broadly in line with the FFT National Averages. (GAA- 89.3% FFT NA- 89.7%). Years 7, 8 and 9 were significantly above FFT National Averages (y7 +1.1% y8+0.3%, y9 +0.2%). The overall attendance of disadvantaged students at GAA is almost 2% higher than FFT National averages. (GAA- 86.7% FFT- 84.9%).

Persistent Absence at GAA is significantly better than FFT persistent absence figures. Overall GAA is 3% below the FFT National figure (GAA-32% FFT 35%) with all years (with the exception of the outgoing Year 11) significantly below the FFT NA's. There remains a gap for PA between PP and non PP – the smallest gap however is year 8 (based on HT5 analysis) suggesting a positive impact of the Y8 tuition programme in contributing to improved attendance for this cohort in which hard to reach disadvantaged pupils were a primary focus.

As a result of a whole school focus, punctuality to school improved significantly. At HT1 the % of overall attendance marks to school was 2.34% late marks, by HT5 this had reduced to just 1.0%. This continues to remain a tracked focus within 2022/23.

Attendance at GAA continues to improve as a result of robust systems including effective and targeted first day absence procedures, close working with vulnerable families and a proactive approach to working with hard-to-reach families (historical / entrenched poor attendance to school). Attendance remains a whole school focus (including the attendance of disadvantaged students) as we continue to embed our attendance and punctuality strategy in 2022/23.

Literacy

Following the pandemic literacy was identified as a particular barrier for students returning to school. GAA partnered with the National Literacy Trust and subject leaders took part in a programme of CPD with the aim of developing a greater understanding of Disciplinary Literacy. A new SLT role was created in April 2022 to embed a whole school literacy strategy. Whole school CPD took place in May 2022. The focus of our overall strategy is to develop the use of academic vocabulary (embedding practice from our work with the National Literacy Trust in 2021), as well as increasing reading for comprehension, reading for pleasure and the development of oracy skills.

Several literacy specific initiatives have been established, which include: library creative writing groups, Toe by Toe with a small cohort, academic word of the week, established registration programme in place; once a fortnight form groups read a shared novel and once a fortnight they discuss academic vocabulary. A transition book is given to each new year 7 student 'Who let the Gods Out' key stage 3 & 4 key reading books established to support the curriculum. All students in KS3 using Reading Plus from September 2022 as part of reading curriculum, a focused reading platform that addresses weaknesses in reading. A weekly academic word is linked to the Morning Mood routine and are used in form time activities. Deliberate Practice CPD sessions have run on the use of the Frayer Model and on the benefits of reading aloud. There is a whole school twilight on Disciplinary Language on 8th December 2022. The NGRT was last completed in June 2022. Although there was a reduced sample size in each year group, so some

caution to be taken in comparisons, Year 8 saw the greatest gain in reading age, with +0.2 on the SAS scores, Year 8 had the greatest curriculum focus on reading and tuition in the preceding term.

Over the Summer break there has been a significant capital investment to create a new library study space at the heart of the school building. Whilst work to fully complete the library space continues we have started to use the space for interventions and extra-curricular activities. The additional appointments of coordinators for both Reading and Oracy will add further momentum to this work in 2022/23.

Routines & Culture

In order to support students to adjust to a return to formal schooling, a proactive taught behaviour curriculum has been used to remind pupils of routines and expectations. Key aspects include our 'Morning Mood' routine (developed as part of our work with the DfE Behaviour Hub - now expanded to include all year groups), Strong Start, Do Now and REFLECT & Finish Now. These are embedded to all lessons and Learning Modes are increasingly being used to frame lesson activities in all subject areas. We will continue to develop our approaches in 2022/23 – for example from Sept 2022 we will pilot a new zonal model to support teachers during lesson times.

Analysis of behaviour data from the 2021/2022 academic year has shown that the use of internal isolations and suspensions remain high. This is largely due to the conflict between the high expectation approach that teachers are implementing in their lessons and the lack of structure that students have experienced over the past few years due to lockdown. In order to address this, we are introducing a new programme of Deliberate Practice CPD for all teaching staff focused on the use of a range of Positive Framing techniques to successfully implement classroom expectations and routines. We continue to use positive praise to encourage pupils to conform to expectations. This data is tracked through the use of the Class Charts system. The significant number of GREAT points awarded now far outweighs the number of behaviour points (number of Great Points 709460 vs Behaviour incidents at 20864). A leadership review conducted by the Director of Education for GAET also indicates that focus aspects of behaviour continue to improve.

Mental Health and Wellbeing

Nationally there has been an increase in mental health needs following the pandemic. During 2021/22 we increased the number of pastoral support staff available to pupils in school in order to address low level need. During the academic year we have continued to invest in this area with the additional appointment of a full time Mental Health and Wellbeing Officer to support more complex cases internally. This new facility has reduced our waiting list for external agencies such as 'Off The Record' by 80% and has supported the improvement of attendance of PP pupils in most year groups.

Advocacy

January 2022 a new Assistant Principal for ECM was appointed with responsibility for oversight of CEAIG and PHSE. A full CEAIG provision map and associated action plan is now in place to ensure that the Gatsby Benchmarks are met. GAA's PSHE curriculum has been quality assured externally by a National PHSE lead. The PHSE curriculum is responsive to the needs of our school community – the Personal Values Lead meets regularly with the Safeguarding Lead to ensure that advice is up to date and addresses needs emerging within the local community in order to reduce risk for pupils. In 2020/21 the Y11 cohort had a 98% offer rate, with 2% NEET not available due to ill health or pregnancy. The 2020/21 NEET figure will not be available until the end of November 2022.

Cultural Capital - GAA has supported over 70 students with contributions towards educational visits including both national and international visits. This will enhance and support the learning intent in the GAA ambitious curriculum. GAA took part in the very first GAET enrichment conference in which students from across all GAET schools designed an Enrichment programme for all our students. 50% of the participants were PP. At present GAA has over 34 enrichment activities ongoing in school, a full enrichment strategic plan is in place for Sept 2022. In 2021/22 snapshots of Enrichment attendance showed that 46% of the sessions were attended by PP students. In order to track and increase this % over time we intend to monitor attendance by cohort in 2022/23. 55% (55 of 102) of students participating in our Duke of Edinburgh Award are disadvantaged, GAA fully funds the cost of this cohort of students.

Our ESOL parent project supported 17 EAL mothers to improve spoken language and build confidence. This has helped to improve communication with Year Managers and classroom teachers for updates on their child's progress - positive/negative. Support for translation at parents' evenings, helped to achieve GAA's highest ever attendance. Our last parents evening of the year (Year 7) 80% of parents attended - an increase of 23% compared to the previous year.

Hardship – As part of a project with Tameside LA over 160 discretionary Food vouchers have been issued to our families that sit just above the PP boundary yet experience hardship. GAA has also an supply of school uniform that is distributed included the purchase and supply of school shoes where required. In 2021/22 breakfast club was targeted at Pupils in KS3 Gateway groups – student voice suggested that 80% of students felt better prepared for learning and there were improvements to punctuality & attendance for this cohort.

We continue to run a full programme with Manchester United Foundation. This involves GAA hosting a dedicated youth worker from Manchester United who has responsibility for coordinating a range of mentoring and leadership opportunities for pupils across the school. Also supports primary school liaison and outreach work within the local community. Over 50% of all participants who engage with the Manchester United Foundation are disadvantaged students. Our 'Street Reds' programme attracts over 160 young people from around this area each Thursday evening - GAA is the 3rd largest hub, for hosting these events.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Man United Foundation	https://www.mufoundation.org/
Seneca	https://senecalearning.com/en-GB
GCSE Pod	https://www.gcsepod.com/
Century Tech	https://www.century.tech/
Language Nut	https://www.languagenut.com/en-gb/
Maths Ninja	https://www.numeracyninjas.org/
Pupil Progress	https://www.pupilprogress.com/

School Cloud	https://www.schoolcloud.co.uk/
SumDog	https://www.sumdog.com/en/

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?	<ul style="list-style-type: none"> A dedicated member of staff is available to support service pupils, with any issues as and when needed. Case study evidence available. Member of SLT oversees progress, welfare and attainment of service PP students
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> No notable gaps in progress, attainment or attendance.