

Pupil premium strategy statement 2023-24

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Belle Vue Girls' Academy
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	33.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/23 to 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Deborah Anness, Headteacher
Pupil premium lead	Eleanor Hatch, Deputy Headteacher
Governor / Trustee lead	Nurjahan Ali Arobi Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£329,648
Recovery premium funding allocation this academic year	£87,906
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£417,554

Part A: Pupil premium strategy plan

Statement of intent

Our objectives

At Belle Vue Girls' Academy we are committed to providing an exceptional educational experience for all, empowering our young people to become confident learners, confident communicators, and confident future citizens.

We are driven by ambition, aspiration and excellence. We expect nothing but the best, from everyone, for everyone. We break down barriers, we tackle disadvantage, and we value and actively promote inclusion and celebrate diversity. We create an inclusive environment, in which everyone feels welcomed, supported and confident about being themselves whatever their characteristics or background. We know that education has the power to dramatically improve life chances and we take our commitment to our young people seriously. We take every measure to ensure our academy is a happy and safe place for young people to learn and grow.

The specific intention of our Pupil Premium Strategy is to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the whole curriculum, and particularly in EBacc subjects.

How our pupil premium strategy plan works towards achieving these objectives

Our pupil premium strategy is designed to ensure all disadvantaged pupils, including higher prior attainers, receive an exceptional education and make good progress across the curriculum, achieving the best possible outcomes. We particularly consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. Our strategies are intended to support their needs, regardless of whether they are disadvantaged or not. EEF Research evidence is used to identify the strategies that will have the greatest impact. [EEF Pupil Premium Menu](#)

Key principles of our strategy plan

- We have high expectations for all our pupils. All staff take seriously their responsibility to ensure academic outcomes for disadvantaged pupils are equal to those of non-disadvantaged pupils.
- The curriculum is designed so all pupils, regardless of disadvantage or starting point, receive an excellent quality of education.
- Teaching is consistently of the highest standard.
- Robust diagnostic assessment is used to identify areas in which pupils are most in need of support, with early literacy and numeracy our key priority.
- All pupils have an equal entitlement to high-quality enrichment opportunities.
- We proactively work to remove barriers to learning, supported by a high-quality pastoral team, partnerships with parents and work with external agencies.
- Pupils cannot learn and make progress if they are not in school. We have the same high expectations for attendance for all pupils and work proactively to ensure all pupils are in school every day.

Challenges

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

Challenge number	Detail of challenge
<p>1. High Quality Teaching for all</p>	<p>In 2022 there was a significant gap between the attainment and progress of Pupil Premium Pupil and non-Pupil Premium pupils at all key measures by the end of Key Stage 4. In 2023, and because of the strategies employed, we have been successful in reducing this gap Results by pupil characteristics - Belle Vue Girls' Academy (2022-2023)</p> <p>Evidence indicates that high quality teaching is the most important lever we have to improve pupil attainment, including for disadvantaged pupils. Our focus continues to be building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment so that the attainment of all pupils continues to improve, and the gap between pupil premium and non-pupil premium pupils continues to narrow.</p>
<p>2. Targeted Academic Support</p>	<p>A number of pupils in Key Stage 3 require targeted academic support to assist language development, literacy and numeracy. Our interventions are carefully linked to classroom teaching and matched to specific needs, and do not inhibit pupils' access to the curriculum.</p> <p>Reading in Key Stage 3</p> <ul style="list-style-type: none"> 2022 and 2023 KS2 scaled scores, GL Assessment NGRT for Year 7, English teachers' baseline assessment data and discussion with KS3 pupils and teachers indicates that disadvantaged pupils across the key stage generally have lower levels of reading comprehension than their peers. This has the potential to limit their progress in all KS3 curriculum areas. <p>Numeracy in Key Stage 3</p> <ul style="list-style-type: none"> 2022 and 2023 KS2 scaled scores, maths teachers' baseline assessment and discussion with KS3 pupils and teachers indicates that disadvantaged pupils generally have lower levels of mathematical and problem-solving skills than their peers. This has the potential to limit their progress in all KS3 curriculum areas. <p>English as an Additional Language</p> <ul style="list-style-type: none"> 2022 and 2023 KS2 scales scores and baseline assessments and discussion with KS3 pupils and teachers indicates disadvantaged students with EAL needs find it harder to make progress with language acquisition and need further EAL interventions.
<p>3. Wider Strategies</p>	<p>Pupil Wellbeing</p> <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, confidence and low self-esteem, as well as pupils struggling to meet the expectations of school routines, especially for our year 8 & 9 students who were significantly impacted during the C19 pandemic when they missed a substantial chunk of their KS2 time in school. These challenges particularly effect disadvantaged pupils, including their attainment. (This is consistent with EEF research showing that disadvantaged students are affected more by a school's culture & ethos than their more advantaged peers).</p>

	<p>Post pandemic, there was a significant increase in the number of pupils needing additional support. This trend has continued and remains high, for example:</p> <ul style="list-style-type: none"> • Safeguarding Cause for Concerns (CFC) are more than doubled pre-pandemic levels • Emotional related CFCs continue to be the highest CFC category and are significantly higher than pre-pandemic levels. • Self-harm CFC almost doubled. • Significant increase in physical health CFC. • We have an increasing number of KS3 students who have significant SEMH needs which are presenting new challenges to the staff team. All of these students are PP. <p>Attendance</p> <ul style="list-style-type: none"> • Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils. • The gap between disadvantaged and non-disadvantaged pupils' attendance increased significantly during the pandemic (from 1.7% to 5.6%). Last year (2022-23), the gap narrowed to 4.2% - attendance improved for both groups, however non-disadvantaged students improved at a faster rate. • Persistent absence still remains approximately 10% higher for disadvantaged students compared to non-disadvantaged students.
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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
1. High Quality Teaching for all	<p>Strategies to ensure that the quality of teaching for all pupils, including those who are disadvantaged, are successfully implemented. This is evidenced by:</p> <ul style="list-style-type: none"> • Pupil Premium pupils progress and attainment continuing to improve at all key measures. • Further narrowing of the Pupil Premium / non-Pupil Premium gap at all key measures. • Recruitment and retention of teaching staff.
2. Targeted Academic Support	<p>Strategies to improve the literacy skills of all pupils in Key Stage 3, including those who are disadvantaged, are successfully implemented. This is evidenced by:</p> <ul style="list-style-type: none"> • Assessment and progress data which demonstrates improved comprehension skills for disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers have recognised this improvement through engagement in lessons and book scrutiny. • A higher proportion of pupils with reading ages in line with their chronological age. Pupils have the reading and comprehension skills which enable them to fully access the Key Stage 3 curriculum. • Pupils completing Key Stage 3 with the reading comprehension skills to successfully transition to Key Stage 4 programmes of study, including the EBacc pathway.

	<p>Strategies to improve the numeracy skills of all pupils in Key Stage 3, including those who are disadvantaged, are successfully implemented. This is evidenced by:</p> <ul style="list-style-type: none"> • Assessment and progress data which demonstrates improved mathematical and problem-solving skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers have recognised this improvement through engagement in lessons and book scrutiny. • Pupils with the mathematical and problem-solving skills to enable them to fully access the Key Stage 3 curriculum. • Pupils completing Key Stage 3 with mathematical and problem-solving skills to successfully transition to Key Stage 4 programmes of study, including the EBacc pathway. <p>Strategies to improve language acquisition skills of EAL learners, including those who are disadvantaged, are successfully implemented. This is evidenced by:</p> <ul style="list-style-type: none"> • Assessment and progress data across the curriculum and within the internal EAL intervention assessment profile demonstrates a smaller disparity between scores of disadvantaged and their non-disadvantaged peers. Teachers have recognised this improvement through engagement in lesson and book scrutiny. • Pupils accessing the EAL intervention programme can access the KS3 curriculum and make successful transition to KS4
<p>3. Wider Strategies</p>	<p>Strategies to support the emotional and social wellbeing of all pupils, including those who are disadvantaged, are successfully implemented. This is evidenced by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys, teacher feedback and feedback from student wellbeing ambassadors. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • A curriculum offer that meets the SEMH needs of students, leading to positive academic outcomes and improved presentation of mental health <p>Strategies to improve the attendance for all pupils, including those who are disadvantaged, are implemented. This is evidenced by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 9% (4.2% reduction on last year), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • The percentage of all pupils who are persistently absent being below 30% (30% lower than last year) and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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)

- 15% SLT salary (Support, data analysis, CPD) = £636 807 X 0.15 = **£95 521**
- 35% Cover Supervisor salaries (CPD, development and deployment) =£65 365 x 0.35= **£22 879**
- Pupil Premium Champion TLR 3B=**£1 865**
- Reading Champion TLR 3B=**£1 865**
- Teaching staff and support staff to be trained through whole school and individual CPD in effective disciplinary literacy strategies and their implementation-equivalent of 1 day/6.5 hours throughout the academic year. Teaching Staff=£3 680 913.20/1265*6.5=**£18 913**

Teaching Assistants=£1 534

- **Total= £142 577**

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching for all Strategies to recruit and retain high-quality teaching staff	<p>“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 rightly be the top priority for Pupil Premium spending”. Our strategies focus on recruiting high quality teaching staff, development of a team of skilled cover supervisors with subject specialisms, providing high-quality CPD, and continually working to reduce unnecessary workload and support staff wellbeing.</p> <p>Education Staff Wellbeing Charter Workload reduction toolkit EEF Professional Development</p>	1
High Quality Teaching for all Implementation of the whole school disciplinary literacy strategy	<p>“Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects” Our strategies focus on the implementation of a whole school Disciplinary Literacy strategy based on the research of Kathryn Mortimore <i>Disciplinary Literacy</i>, Alex Quigley <i>Closing the Reading Gap</i>, Doug Lemov <i>Reading Reconsidered</i>. This research and implementation of the evidenced based techniques will be facilitated through the work of the lead teacher for the Confident Communicators strand, the Reading Champion and the Pupil Premium Champion.</p> <p>Teaching staff and support staff to be trained through whole school and individual CPD in effective disciplinary literacy strategies and their implementation.</p> <p>Improving Literacy in Secondary Schools Ofsted: struggling readers EEF T&L Toolkit Oracy EEF Toolkit: Reading Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1

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

- Teaching assistant 50%, Higher level TA 50%, 65% Assistant SENDCO/SEMH Lead = **£63 200**
- 5% of SLT salaries (PP strands of all Key Improvement Strategies) = £636 807 X 0.05 = **£31 840**
- Lexia = **£7 000**
- Targeted resources = **£4 000**
- The numeracy intervention teacher and TAs CPD. Teacher £37 303/1265 x 32.5 = **£958**
- **Total = £106 998**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Academic Support Purchase of the NGRT to provide standardised	The NGRT standardised test provides reliable insights into the specific strengths and weaknesses of each pupil regarding their reading ability, this has been implemented to help ensure they	2

<p>diagnostic reading assessment data for all pupils in KS3</p>	<p>receive the correct additional literacy support through interventions or teacher instruction.</p>	
<p>Targeted Academic Support Purchase of Lexia Package and further development of Reciprocal Reading strategy.</p> <p>Staff CPD to support effective delivery.</p> <p>Continued use of the 'Fresh Start Phonics' programme including resources staff CPD to support effective delivery.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Studies have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>At BVGA we have implemented a three-tier literacy intervention programme, pupils will be selected to follow one of the following pathways starting with Fresh Start Phonics for the students most in need, progressing to Reciprocal Reading and then Lexia.</p> <p>Pupils identified as needing phonics intervention follow the Ruth Miskin 'Fresh Start Phonics' programme, designed for pupils aged up to Yr9 (EEF Tool Kit small group intervention). The literacy specialist HLTA and intervention TAs have received CPD from Fresh Start Phonics and extensive resources have been purchased from 'Fresh Start Phonics' to support the implementation of the programme. Through research with other schools, it was decided that the Fresh Start Phonics programme was more age appropriate and had positive outcomes. (EEF research into Fresh Start was in conclusive- issues around consistency of approach)</p> <p>Pupils identified as needing intensive literacy intervention but confident in phonics will follow the Reciprocal Reading Programme, researched and endorsed by the FFT Literacy foundation as well as achieving positive outcomes from the school's internal Reciprocal Reading research project. This intervention requires very small group teaching by specially trained TAs and the School's librarian (Reciprocal Reading - FFT).</p> <p>The Lexia package will be used with students identified at tier three intervention level, needing smaller group teaching and literacy catch up. This will be delivered by a Literacy Specialist HLTA who will lead on the literacy interventions and TAs who will all be specifically trained in Lexia implementation through the Lexia provider. The intervention will require access to laptops and headphones and a designated space in school. EEF evidence and the school's internal Lexia pilot scheme provides evidence that this is an effective strategy with positive outcomes. Lexia will also be offered to PP pupils who are working at a higher level as an independent learning tool.</p>	<p>2</p>
<p>Targeted Academic Support Curriculum development in maths with the use of and further development of the Maths Watch</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: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p>	<p>2</p>

<p>intervention strategy for pupils in KS3.</p> <p>Continued development and training for the Success @ Arithmetic programme to enhance the use of manipulatives in the classroom and in Numeracy intervention Staff CPD to support effective delivery.</p>	<p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>The Success@ Arithmetic intervention programme has run successfully at BVGA for 3 years with positive outcomes as well as being used and endorsed by other local schools. The principle of the use of manipulatives to increase pupil's numeracy skill and understanding of number has been promoted by the NCTM and providers such as White Rose Maths. The numeracy intervention teacher and numeracy TAs have on going CPD in the effective use of manipulatives in the classroom and for intervention.</p> <p>The Success@ Numeracy intervention programme is targeted at Tier 2 level intervention with pupils needing small group teaching (EEF Teacher Toolkit). The numeracy intervention teacher and TAs continue to receive CPD in effective teaching strategies to improve numeracy skills and problem solving</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

- 15% of SLT salaries (PP strands of all Key Improvement Strategies) = £636 807 X 0.15 = **£95 521**
- Attendance resources including Academy Car = **£7000**
- Attendance Manager salary 50%=£35 375/2 = **£17 688**
- Mental Health and counselling SLA = **£34 000**
- SEMH CPD for Teaching and Associate Staff = **£3 000**
- SEMH Provision Leader 35% Salary = **£23 800**
- **Total = £181 009**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wider Strategies</p> <p>Further increased staffing of the pastoral team to provide further capacity to work on attendance improvement and wellbeing support (increased school nurse time, additional pastoral support assistant)</p>	<p>DfE 'Improving school attendance: Support for schools and local authorities' guidance suggests skilled pastoral staff who can support pupils and their families are a key intervention when identifying and overcoming barriers to attendance, which is a more significant challenge for disadvantaged learners.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#attendance-officers</p>	3
<p>Wider Strategies</p> <p>Contract Place2Be mental health provision 3 days per week to support individual/groups of students and provide expert guidance to SLT on whole school approaches to positive student wellbeing</p>	<p>Creating a whole school approach to mental health is supported by organisations such as Anna Freud:</p> <p>https://www.mentallyhealthyschools.org.uk/whole-school-approach/</p> <p>School's responsibility on mental health includes 'identification: recognising emerging issues as early and accurately as possible and 'Early support: helping pupils to access evidence based early support and interventions'</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf</p>	3

	Students with SEMH needs require access to onsite counselors in school. https://semh.co.uk/types-semh-intervention/	
Wider Strategies Create a SEMH nurture group provision, including the appointment of a specialist teacher and enhance teaching assistant, to improve the academic offer and meet the SEMH needs of students.	Students presenting with significant SEMH needs are unable to access the current curriculum provision, they also require additional specialist input into their curriculum including education of mental health. https://semh.co.uk/types-semh-intervention/	3

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 2022 to 2023 academic year.

Our academic outcomes and internal impact data provides robust evidence that the pupil premium strategies we implemented have had a positive impact on the progress, outcomes and educational experience of pupil premium students. In each challenge area we successfully implemented research evidence-based strategies, identified clear success criteria, and were clear about the intended outcome and how this would be measured. The Pupil Premium funding has been used effectively, and we are confident that the impact will be sustained over time. All challenge areas remain a key focus in 2023-24 to ensure successful strategies are fully embedded, leading to even greater impact over time for a greater number of Pupil Premium pupils.

Challenge 1: High Quality Teaching for all

In 2023 Pupil Premium funding was used to fund teacher development with a key focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment so that the attainment of all pupils continues to improve, and the gap between pupil premium and non-pupil premium pupils continues to narrow. The impact of this work, and the relentless ALT strategic focus on the progress and attainment for pupil premium students, meant that the gap between Pupil Premium and non-Pupil Premium students continued to reduce. [Results by pupil characteristics - Belle Vue Girls' Academy \(2022-2023\)](#)

Year	Attainment 8			Progress 8			Grade 5+ English and Maths			Grade 4+ English and Maths		
	ALL	PP	Non-PP	ALL	PP	Non-PP	ALL	PP	Non-PP	ALL	PP	Non-PP
2023	45.7	43.3	47.2	+0.46	+0.44	+0.48	38.6%	34.8%	40.9%	58.2%	55.1%	60%
2022	50.6	45.9	53.2	+0.57	+0.43	+0.64	51.6%	39.7%	58.3%	71.3%	61.8%	76.7%
2019	44.5	41.7	46.4	+0.60	+0.44	+0.70	37.6%	33.8%	40.4%	54.5%	48.6%	58.7%

(2019: last year of normal examinations pre-C19)

Challenge 2: Targeted Academic Support (sections in yellow from 2022)

KS3 Reading

The funding paid for a full time, fully trained English teacher and a part time literacy specialist HLTA to deliver reading intervention following the small group tutoring model. The Lexia programme, Reciprocal Reading and Ruth Miskins 'Fresh Start Phonics' were used as a framework for the intervention. The programmes have had a highly positive impact with pupils in KS3 making significant improvements in their reading ages as well as developing in their confidence and aptitude in the wider curriculum.

- There were 10 PP students following the '**Fresh Start Phonics**' programme this year, most of these students are part of the Nurture Group or EAL provision. Progress at this level is measured through set sounds. 6 pupils have progressed to set 3 sounds, set 3 sounds enables the reader to blend words and begin to read independently.
- Pupils following the **Reciprocal Reading Programme** (small group teaching with the Literacy Intervention teacher/Librarian/ Literacy HLTA) made good progress. On average the Year 8 cohort made 10 months progress in the twelve-week intervention period and Year 9 pupils made 6 months progress.
- Pupils following the **Lexia intervention programme** (a computer-based package with teacher interventions where needed) made good progress, this was our largest cohort. Pupils are assessed and demonstrate progress in word study, grammar and comprehension skills. The Lexia assessment tool demonstrated that pupils made good progress through all 3 strands.
- In Year 7 50% of pupils moved from Foundation level (Reception to Year 3) to Intermediate level (Year 4-6), with the other 50% progressing through the Intermediate level, reaching Year 6 expectations. Clear improvement was seen in reading ages.
- In Year 8 39% of pupils reached age related expectations achieving Advanced Level (Year 7-9) with many students starting significantly below their chronological reading age. On average reading ages increased by 8 months over the intervention period.
- In Year 9 42% of pupils achieved age related expectations progressing to the Advanced Level, with 21% of those pupils starting at the foundation stage. A further 29% of students moved from foundation to intermediate, this is below age-related expectations but a significant improvement. On average reading age has increased by 12 months during the intervention period.

KS3 Maths

The funding paid for an ECT Maths intervention teacher and for HLTA training and delivery of the programme. The intervention followed a tiered approach with pupils being placed according to need. The Primary KS1/KS2 trained HLTA delivered the *Success @Arithmetic* programme designed to address gaps in KS1 and KS2 number skills. The second tier *Success@ Numeracy* was delivered by the Maths intervention teacher and TAs, this was a combination of bespoke class teaching and computer-based intervention. The programmes have had a highly positive impact students have developed their numeracy skills improving on performance and confidence.

- Pupils in Year 7 and Year 8 who had significant gaps in their numeracy skills followed the *Success @ Arithmetic Programme* (small group intervention led by a primary trained HLTA). Progress was measured using the Sandwell Numeracy test.
- In Year 7 (after extended intervention) all pupils made progress, no pupils regressed and the average rate of progress in the 24 -week period was 19.6 months
- In Year 8 and 9 all pupils made progress and no pupils regressed. The average rate of progress in the 12 -week period was 24 months in Year 8, and 20 months in Year 9.
- Pupils following the *Success@ Numeracy programme* (bespoke teaching by Maths intervention teacher and computer-based programme with TA intervention) made good progress. Impact measures were demonstrated using the Maths departments baseline assessment tool.
- In Year 7 the majority of PP pupils have made progress on the *Success@ Numeracy* programme with the average baseline assessment starting at 65% increasing to 85% at the end of the intervention programme, with an average of 19% increase in assessment performance. This was replicated in Year 8 with an average of 23% increase from pre and post intervention assessment, Year 9 made the greatest progress with an average of 31% increase.

Challenge 3: Wider Strategies

Pupil Wellbeing and Attendance

The initial impact of the wider strategies around wellbeing and attendance are evident in the KS3 and KS4 progress and outcomes detailed above. The impact of wider strategies will be in greater evidence as they are further embedded as part of our three-year plan.

Disadvantaged pupils' attendance (87.4%) demonstrates significant improvement since last year (+2.3%). It is above the national figure for disadvantaged pupils' attendance by +2.1%. Disadvantaged pupils' attendance improvement outperformed that of non-disadvantaged pupils, who were -1.0% on national non-disadvantaged students. Persistent absence of 31% demonstrates a significant improvement since last year (down 11%) and the gap to national has narrowed to 3%. The figure is 5% better than the Bradford average. However, for disadvantaged pupils, PA has risen from 48% (2021-22) to 51% (2022-23), so a greater focus on improvement in this area is required this year.

Place2Be Mental Health Provision

This provision is now in place, commencing in May 2023. A mental health practitioner is now onsite 2 days per week. During the time May-July, 28 students accessed support, accounting for 47 sessions held. 5 assessments for 121 counselling were completed, with a further 3 pupils being referred to external support services through the programme. The key themes emerging are reported as 'low-confidence, communication skills and managing emotions – these themes inform our future support planning.

Thrive SEMH Provision

The SEMH provision includes a dedicated space in school and an SEMH lead and two SEMH HLTAs. The unit was opened in March 2023 with HLTA support, this support has now been expanded with the appointment of an SEMH teacher who will lead the provision. Most pupils accessing the SEMH provision are PP students. Student attendance has improved as some were PAs before the introduction of the intervention. With one to one and small group teacher student engagement in the curriculum has improved and progress has been shown through the Boxall profile assessment. There have been significant improvements in attendance for some of the pupils accessing Thrive.

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
Lexia Power Up	Lexia
Fresh Start Phonics	Ruth Miskin
Maths Watch	Maths Watch
Reciprocal Reading	FFT Literacy
Success@ Arithmetic	No provider
Mental Health Practitioner	Place2Be
Attendance Improvement Officer	Bradford Council