

Co-op Academy Swinton

Pupil Premium Strategy Statement 2021-2024 (3 year plan)

**Projections are based on 2022 - 2023 academic year*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 spending of pupil premium funding had within our school. In line with the DFE recommendations we will implement these strategies over a 3 year period.

In planning our new pupil premium strategy, we evaluated why activities undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. We will constantly review and make refinements where needed so that we maximise the impact of our chosen strategies. Our pupil premium plan is a priority focus on our academy development plan and has been and will continue to be over communicated to staff.

School overview 2021-2022

Detail	Data
School name	Co-op Academy Swinton
Number of pupils in school	982
Proportion (%) of pupil premium eligible pupils	41.9% (412 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3-year plan
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ian Burchett
Pupil premium lead	Zarina Ali
Governor / Trustee lead	Andrew Hay

School overview 2022-2023 - Funding Based on 21/22 PP Numbers

Detail	Data
School name	Co-op Academy Swinton
Number of pupils in school	1030
Proportion (%) of pupil premium eligible pupils	40.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3-year plan
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Ian Burchett
Pupil premium lead	Zarina Ali
Governor / Trustee lead	Andrew Hay

Funding overview 2021-2022

Detail	Amount
Pupil premium funding allocation this academic year	£399,667.50
Recovery premium funding allocation this academic year	£50,181
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	£449,848.50

Funding overview 2022 - 2023

Detail	Amount
Pupil premium funding allocation this academic year	£384,643
Recovery premium funding allocation this academic year	£56,695
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£441,338

Part A: Pupil Premium Strategy Plan 2021-2024

Statement of intent

2021 - 2022 At Co-op Academy Swinton, the proportion of students eligible for Pupil Premium is 42% which is 412 students. In our year 11 cohort, 41% of students are pupil premium but in our current year 7 cohort the pupil premium number has slightly decreased to 37%. The majority of our pupil premium students live locally and are White British in upper school, however our new year 7 intake demonstrates much more diversity.

Year Group	Cohort Size	Boys PP	Girls PP	SEND/EH CP PP	Total PP	% PP
7	214	47	32	22	79	37%
8	214	44	53	19	97	45%
9	186	48	29	18	77	41%
10	201	45	41	16	86	43%

11	167	30	39	19	69	41%
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2022 - 2023 Updated Numbers

Year Group	Cohort Size	Boys PP	Girls PP	SEND/EH CP PP	Total PP	% PP
7	222					
8	214	41	29	22	71	33%
9	216	41	47	23	87	40%
10	178	39	24	17	63	35%
11	198	43	37	19	80	40%

Each year we have a cohort of students who are on the ACE register and have multi agency involvement. Although as the academic year continues, progress for these students begins to deteriorate, we are efficient and effective at working with all involved agencies to ensure we prioritise student welfare and attendance and eliminate barriers to academic success.

Our aim at Co-op Academy Swinton is to ensure all students, regardless of their background, achieve high quality learning experiences from the moment they step into the academy. Our curriculum is designed to be fully inclusive and our most vulnerable students have been considered in depth when creatively designing our schema, developing our pedagogy and implementing our high standards which will allow all students to achieve and succeed.

The staff at Co-op Academy Swinton are constantly evaluating and improving their practice via high quality professional development to improve outcomes for all students and, as always, we have a key focus upon our most disadvantaged cohorts, to ensure learning gains are constantly being made.

We are committed to poverty proofing the academy. We believe that every student should be able to individually experience high standards, an outstanding curriculum, dedicated pastoral care and the extra-curricular offer. We will support our pupils by ensuring their daily barriers to learning are eliminated, they will receive breakfast each morning and we will ensure they have all that they need for learning day ahead.

Challenges

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

Challenge number	Detail of challenge
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1	Ensuring all data collected is accurate resulting in timely and effective intervention for all students to ensure progress made by pupil premium students allows them to achieve their target grades or better.
2	High quality learning experiences to be planned to benefit all students, in particular pupil premium students and our most vulnerable students resulting in accelerated progress for all.
3	Pupil Premium students have literacy skills in line with their peers.
4	Pupil Premium students to have attendance in line with non-pupil premium students and for the academy to be striving to achieve national average.
5	To poverty proof the academy for a barrier free learning experience for all our disadvantaged students, ensuring all students regardless of their background are empowered to embrace their daily learning experience.

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
Ensuring all data collected is accurate, resulting in timely and effective intervention for all students to ensure the progress made by pupil premium students allows them to achieve their target grades or better.	<ul style="list-style-type: none"> • High teacher expectations of all pupils • Disadvantaged students to achieve in line with non-disadvantaged students and achieve their target grades • Recovery curriculum is launched in all subjects for all year groups to ensure learning gaps are covered and learning gains are accelerated • Developing and delivering a curriculum that creates outstanding learning for all • Implementation of a 'recovery' form curriculum that covers numeracy, literacy, vocabulary, reading, careers and an assembly programme.

	<ul style="list-style-type: none"> ● Implementation of routines and systems to raise the standards of behaviour for learning in the classroom. ● Introduction of knowledge organisers across the academy. Key Stage 3 has dedicated self quizzing time that promotes effective revision techniques and strategies to boost the retention of knowledge. ● Effective assessment to support learning that informs accurate and timely intervention that starts in the classroom and is monitored. ● Intervention - data meets with HoDs and progress reviews completed by staff after each data drop to ensure the students who need intervention are identified and academic and pastoral intervention begins. The Pupil Progress Coordinators work closely with the heads of subjects to support a co-ordinated support package to ensure that PP students make progress and any needs are met in order for them to achieve.
<p>High quality learning experiences to be planned to benefit all students, in particular pupil premium students and our most vulnerable students, resulting in accelerated progress for all.</p>	<ul style="list-style-type: none"> ● All students to achieve high quality learning experiences ● Implementation of standardised routines and systems to raise the standards of behaviour for learning in the classroom. ● Pupils become culturally enriched and can converse about topics that are not in the current community ● Pupil premium students have access to high quality intervention sessions after school in year 11 to aid in their learning. Students to self regulate to attend this intervention and take responsibility for their own learning ● All underachieving pupil premium students to have access to high quality tutoring both in and outside of school time ● All class teachers and HODS to track the progress of pupil premium students and liaise with parents and students where underachievement is indicated by internal assessment from year 7-11 ● Dedicated continued professional development time is given to staff to enable them to collaboratively plan and pre-empt misconceptions before the students encounter them. ● Pupil Premium coordinators to build student profiles via accurate data and other evidence to work with the HODs and class teachers to ensure that the intervention applied is accurate and effective ● Assistant Head and Pupil Progress Co-ordinators, working alongside the HODs, will have evidence of building parental relationships to involve all stakeholders in

	<p>support for effective intervention in order to improve progress</p>
<p>Pupil Premium students to have literacy and numeracy skills in line with their peers</p>	<ul style="list-style-type: none"> ● Reading ages - 95% of year 7 students on roll by February half term to have a reading age of 10.5 or above by the end of year 7. ● All Pupil Premium students will have access to high quality vocabulary in lessons and through the form time vocabulary project work. ● Oracy will be a key focus across the curriculum. Evidence of students answering questions in full sentences where appropriate. Year 11 speaking and listening grades in English ● Through the school's use of inference strategies PP students will show an understanding of key texts used in the classroom and will develop their vocabulary. ● Pupils can read fluently as evidenced in reading ages ● Pupils are confident in their reading and writing abilities ● Pupils are confident in communicating with their peers and teachers in all situations. Pupil premium students have a key role in curriculum student voice ● Carefully curated curriculum that is knowledge based that is regularly assessed allows for students to have the opportunities to use high level vocabulary when communicating
<p>Pupil Premium students to have attendance in line with non pupil premium students and for the academy to be striving to achieve national average.</p>	<ul style="list-style-type: none"> ● All year groups to be attending in line with National Average ● Attendance for the school to be at National Average ● PP students targeted for early intervention and support packages around attendance ● PP will be highlighted for first day day calls and home visits ● PP students will be prioritised for EWO support ● Improved whole school Progress 8 in line or exceeding National Average for Vulnerable groups and PP students ● PP students will have access to Behaviour Mentors to engage and address any attendance concerns and remove any barriers to attending the academy ● Letters and mailshots will be prioritised to PP students regarding the importance of regular attendance and information on strategies for improvement ● Manchester United Foundation targeted mentoring for PP students to increase attendance

	<ul style="list-style-type: none"> ● Increase of PP students attending rewards trips based on attendance and financial support given to parents/carers who may need it
<p>To poverty proof the academy for a barrier free learning experience for all our disadvantaged students, ensuring all students regardless of their background are empowered to embrace their daily learning experience</p>	<ul style="list-style-type: none"> ● Students to start the academy day ready to learn ● Students to build strong relationships with the pastoral teams with their wellbeing and mental health a key priority ● Students to build up self-confidence and resilience with strategies to overcome challenges and see these as positive experiences ● PP students to have targeted support from pastoral team with a focus on vulnerable students ● Increase in families accessing early help within school and outside of school ● Safeguarding and child protection concerns dealt with in a timely matter around extra familial harms ● PP are fully equipped to ensure that they are ready for learning. All PP students will have a black pen, green pen, pencil ruler, student planner which will be provided by the academy ● GCSE revision materials and guides given to PP at no cost to the student or family ● Routines, expectations and standards will be embedded for PP students to maximise the learning time and minimise loss of learning time ● All PP students will wear correct uniform, financial assistance will be given to parents/carers who may need this ● Pupil progress coordinators will track and monitor progress of PP students and implement early intervention and support which will lead to improved outcomes for all PP students

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: £40,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning resources – curriculum books and revision tools	<p>Books bought to develop further knowledge and understanding of our curriculum and pedagogy principles and the mechanics of planning.</p> <p>Having a greater understanding of the knowledge staff deliver and how to deliver can have a significant impact on progress / learning.</p> <p>Science have purchased Educake which is a low stakes quizzing platform providing rapid feedback to students, enhancing strengths in knowledge and providing the understanding on how to close gaps.</p>	1 , 2 and 3 Approx. 500 students
All pupils from Years 7 to 10 experiencing daily, high quality reading	<p>Develop a framework to evaluate impact, including pupil and teacher voice, so we can robustly assess the impact of this investment. Review choice of texts and continue to invest in additional resources, including support and training where needed.</p> <p>There is an extensive range of evidence to suggest that reading comprehension strategies focus on the learners' understanding of written text. Strategies include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves. Considering such strategies and approaches must be delivered explicitly and consistently, through the Academic Forum training will be offered for staff to support implementation strategies.</p> <p>Introducing knowledge organisers and strategies including regular low stakes quizzing - such quizzes, provide multiple exposures to complex subject specific vocabulary, before applying this vocabulary in use; for example, in essay writing. Selecting tier 2 and 3 vocabulary and challenging students to use this in their responses across all lessons.</p> <p>Sutton Trust's 2011 report revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. Our least successful learners are not always gaining maximum benefit from the excellent teaching and high quality curriculum that we provide for them and the approach outlined above addresses this. Given that variation often exists in</p>	1 , 2 and 3 Approx. 980 number of students

	<p>students' cognitive skills according to their level of disadvantage, it is important that our teachers have the knowledge and understanding to address this through their teaching. The reading programme addresses the inequality in exposure to high quality reading materials and the impact of the 30 million word gap' and cultural literacy. It also improves consistency.</p> <p>The introduction of the read aloud curriculum helps students learn how to use language to make sense of the world; it improves their information processing skills, vocabulary, and comprehension. Reading aloud targets the skills of audio learners. Research has shown that teachers who read aloud motivate students to read.</p>	
<p>Funding basic ingredients for Food Technology lessons to ensure this subject is accessible to all</p>	<p>Students will engage in the subject from year 7 through to GCSE as basic ingredients are funded. Eliminating daily barriers such as this will ensure students are successful and the curriculum is inclusive and accessible to all.</p>	<p>5</p> <p>Approx. 500 students</p>
<p>Literacy</p>	<p>By attending to the literary demands of their subjects, teachers increase their pupils' chance of success in their subjects. Sir Kevin Collins, EEF Chief executive</p> <p>The new curriculum at KS3 has a key focus on vocabulary and the use of knowledge organisers both in the classroom and in form time develops key knowledge in order to achieve. The academy's reading age pledge ensures that students have the ability to access the curriculum and make progress no matter their starting points when entering the academy.</p> <p>Literacy intervention strategies are focused on key groups and intense intervention allows students to catch up in order to have the skills to achieve.</p> <p>Work with the key feeder primary schools boosts the profile of literacy within the school culminating in the literary awards evening for years 5-8</p> <p>All students at KS3 follow a mastery of writing programme each week linked to their stage of competency in order to improve and consolidate their literacy skills. EEF evidence informed practice recommendations.</p>	<p>3</p> <p>Approx. 600 students</p>

	<p>Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.</p> <p>Reading helps students gain knowledge which leads to better writing, whilst writing can deepen students' understanding of ideas. All students are provided with a book in year 7 to promote independent reading. All Key stage 3 students follow a mastery of writing curriculum once a week in English; in year 9 this develops into a Reading for study programme to boost student literacy at the end of the key stage and prepare students for GCSE. Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.</p> <p>Students in year 7 and 8 receive targeted intervention in literacy during form time by specialist staff. SEND students follow a dyslexia gold programme to boost inference skills and receive small group support with the SENDCO.</p> <p>Students will participate in an oracy course, led by a voice coach. The course provides an opportunity for our staff to be trained to deliver the course themselves. Oracy development has many benefits. Many research studies point to the fact that children from disadvantaged families enter school with much lower language levels than pupils from more affluent households exposed to higher levels of language. A limited vocabulary has been shown to impact educational attainment. In contrast, a wide vocabulary impacts positively on reading comprehension and the ability to make inferences. It enables pupils to make sense of what they are reading.</p>	
Numeracy	<p>Knowledge of the common errors and misconceptions in mathematics can be invaluable when designing and responding to assessment, as well as for predicting the difficulties learners are likely to encounter in advance. Teachers with knowledge of common misconceptions can plan lessons to address potential misconceptions before they arise, for example, by comparing examples to non-examples when teaching new concepts.</p> <p>All Key Stage 3 students have a 25 minute numeracy time in form to consolidate their learning, boost progress. Students are provided with high quality differentiated resources. These tasks are designed to support and challenge students.</p>	<p>3</p> <p>Approx. 600 students</p>

	<p>Key Stage 4 students have master classes in form time provided by the Directors of English, Maths and Science once a week. These high quality sessions are designed to underpin the learning in the classroom and challenge students.</p> <p>In addition to this Key Stage 4 students are now receiving targeted intervention via our strive curriculum. Groups are strategically selected to ensure gaps can be identified and rapidly closed to support progress being made.</p>	
CPD	<p>'Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention' https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</p> <p>Quality first teaching is one of the key factors that improves the outcomes of PP students. By providing staff with tailored and high quality CPD that covers the aspects of quality first teaching such as targeted questioning, checking for understanding, feedback, strategic seating plan etc we equip them with the necessary skills for all students to succeed.</p> <p>There is a dedicated induction program for new staff joining the academy overseen by a member of SLT alongside an ECT program delivered by Teach First.</p>	2 All students
High quality careers provision within the academy to meet the gatsby benchmarks and ensure Pupil Progress students progress to the next level of their education.	<p>https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</p> <p>1-1 high quality guidance interviews for all PP students. Colleges visit school to allow all students to view a range of providers. Apprenticeship meetings are arranged in school for all students who express an interest. PP students to attend college visits to ensure effective transition into further education. The school tracks college destination data with the local authority to ensure that we maintain a very low number of NEETs.</p> <p>Students in years 10 and 11 have a dedicated form time each week to careers</p> <p>All students in year 10 are to complete a virtual work experience programme over the course of a half term with high quality providers.</p> <p>Pupil Premium students to have the opportunity to apply to complete a week of in person work experience at Co-op, Angel Square in order to experience the world of work in a motivational setting</p>	5 Approx. 500 students

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

Budgeted cost: £69,316 plus £56,695 recovery funds = £126,011

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentors via the NTP scheme	<p>EEF recognises the progress made by students who have small group (1:3) and 1-1 tuition https://educationendowmentfoundation.org.uk/the-tiere-d-model/2-targeted-academic-support/ EEF- Teaching and Learning toolkit</p> <p>By using high quality academic mentors via the NTP scheme the academy can provide pupil premium students with access to 1:3 and 1:1 support in English and Maths.</p> <p>The Co-op will also be providing 1:3 tutoring in Maths for 15 year 11 students who need support with their learning via the Tutor Trust. This will take place outside of maths lessons to provide additional support. Funded by the Co-op Academies Trust.</p> <p>10 Pupil Premium students with SEN who are making limited progress will have access to 1:1 support by My tutor.</p>	<p>1 and 2</p> <p>Approx. 400 students</p>
Saturday morning interventions	<p>EEF evidence consistently shows the positive impact that targeted academic support can have, including for those students who are not making good progress across the spectrum of achievement.</p> <p>To boost the impact of intervention sessions for year 11 students and to aid their revision skills in a settled, quiet environment Saturday morning sessions will be run by academy staff in the core subjects.</p>	<p>1 and 2</p> <p>Approx. 170 students</p>
Easter Revision	<p>To aid year 11 students in their revision prior to the GCSE exams, Easter revision sessions will run over the two weeks in all subjects. Students will work in small groups with subject specialists delivering high quality sessions QA by the HODs.</p>	<p>1 and 2</p> <p>Approx. 170 students</p>
TAs	<p>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based</p>	<p>1, 2 and 3</p>

	<p>on a clearly specified approach which teaching assistants have been trained to deliver. Though comparisons with qualified teachers suggest that teaching assistants tend not to be as effective in terms of raising attainment (achieving, on average about half the gains), studies suggest that benefits are possible across subjects and at both primary and secondary level.</p> <p>Correlational studies looking at the impact of TAs providing general classroom support have shown broadly similar effects. One of the most recent studies, conducted in England, suggests that on average low attaining pupils do less well in a class with a TA present, compared to a class where only a teacher is present. More recent intervention studies, including two randomised controlled trials conducted in England in 2013, provide a strong indication that TAs can improve learning if they are trained and deployed carefully. Given the limited amount of existing evidence, these studies made a substantial contribution to the overall evidence base, changing the overall average impact from zero to one additional months' progress.</p> <p>https://educationendowmentfoundation.org.uk/evidence-e-summaries/teaching-learning-toolkit/teaching-assistants/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=Teaching%20assistants</p>	<p>Approx. 200 students</p>
<p>Improve attendance towards national average</p>	<p>Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</p> <p>Consider how to help students to catch up on learning following absence. Key pastoral staff deliver frequent interventions with identified students and explore different ways to have daily contact with identified students to develop relationships and improve motivation eg: 'nudge texts' to parents and carers. Investigate strategies that encourage a collective commitment to the group (rather than individual incentives) Include identification of and intervention for students whose lateness to school impacts on their attendance of lessons and tutor time.</p>	<p>4</p> <p>Approx. number of students 120</p>

	<p><u>Department for Education: Supporting the attainment of disadvantaged pupils: articulating success and good practice</u> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf</p> <p>From the article above it specifies the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and re-adjust as necessary. This is far more effective than general approaches to improving attendance.</p> <p>The point is made that to really sustain an improvement in attendance at an individual level, there needs to be support for targeted students. This allows schools to understand and address the specific issues that are blocking individual student attendance and intervene when they start to show signs of falling off track. To support this, students who are at risk of and are persistently absent will be targeted through intensive interventions and employ a monitoring system to allow for a forensic overview of attendance.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £275,057

Activity	Evidence that supports this approach	Challenge number(s) addressed
Youth Engagement working with students 2 days a week	There is much research on the ramifications of poor pupil behaviour on the school learning environment. It is one of the most difficult tasks that both experienced and new teachers have to contend with in schools and one of the perennial issues that affects teacher retention. <u>Education Endowment Foundation</u>	2 and 5 Approx. 700 students

	<p>Knowing and understanding our pupils is important to support their holistic development. Every student should have a supportive relationship with a member of staff.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Pupil Premium Strategy 2020-21 Publications/Behaviour/EEF Improving behaviour in schools Report.pdf</p>	
<p>Two additional behaviour mentors appointed to support behaviour, mental health and wellbeing and an attendance officer to support our drive to reduce absence.</p>	<p>As such, we aim to provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning by increasing the number of positive experiences students receive through the introduction of the Pupil Premium Promise. One of the best bits about childhood is doing the things you enjoy outside the classroom – joining a football team, learning to dance or playing the drums. Dame Martina Milburn Chair, Social Mobility Commission The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live. Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching life experiences. Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An Unequal Playing Field report.pdf</p> <p>PP students will be targeted by youth engagement and behaviour mentors in the form of group work around collective issues and barriers, but also an individual tailored programme for targeted PP students on a 1-1 basis. This will enable students to build resilience to access engagement activities indicated above.</p>	
<p>Revision material is provided to students</p>	<p><u>EEF evidence informed practice recommendations</u></p> <p>The aim of the skills and approaches discussed in the rest of this report is to develop learners that are able to manage their learning independently. The phrase ‘independent learning’, rather like metacognition, is commonly used in schools, but perhaps our understanding is not so commonly shared. Put simply, independent learning is when pupils</p>	<p>5</p> <p>Approx. 200 students</p>
<p>Stationary and</p>	<p></p>	<p>5</p>

equipment is provided	<p>learn with a degree of autonomy, making active choices to manage and organise their learning, while deploying metacognitive strategies in the process.</p> <p>Research emphasises the need for guided practice, in which the teacher provides support, prompts, and scaffolding, particularly during the initial stages of practice.</p> <p>Independent practice can play an important role in developing self-regulation and metacognition provided that tasks are sufficiently challenging, build on firm pupil subject knowledge, are realistic, and are suitably guided and supported by the teacher.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf All Pupil Premium GCSE students are provided with revision guides to aid in their studies. 69 students with 8 subjects</p> <p>£2,760</p>	Approx. 500 students
<p>Uniform hardship fund</p> <p>Breakfast provided to all students</p> <p>Prepaid School bus</p>	<p>It starts with awareness that the school experience is a costly one. The Children’s Commission on <u>Poverty: Cost of the School Day Inquiry</u> says that 70% of parents have struggled with the cost of school.</p> <p>1 We can’t make assumptions about what people can afford. Understanding issues related to the impact of socio-economic deprivation on the experiences of children and young people in school is paramount.</p> <p>2 This is about being tuned into how school structures, policies and practices affect children from low income households and where difficulties and financial barriers to participation exist throughout the school day. It is essential to go under the bonnet and see if your school’s policy and practice doesn’t inadvertently discriminate or stigmatise pupils whose families have less financial resources.</p> <p>https://blog.optimus-education.com/have-you-poverty-proof-ed-your-school</p>	<p>5</p> <p>Approx. 500 students</p> <p>64 students use the school bus</p>
Parental Engagement	<p>Provide parents with additional support materials - There is an established link between home the learning environment at all ages and children’s performance at school. Education Endowment Foundation. Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance. Using weekly texts sent from school to parents, and short, termly letters support our communication and impact on focused outcomes (attendance and behaviour).</p>	<p>1,2,3,4,5</p> <p>Approx. 600 students</p>

	<p><u>EEF evidence informed practice recommendations</u></p> <p>For young children, promoting shared book reading should be a central component of any parental engagement approach.</p> <p>Tips, support, and resources can make home activities more effective.</p> <p>Support parents to create a regular routine and encourage good homework habits.</p> <p>Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks.</p> <p>Initiatives to encourage summer reading.</p>	
Manchester United Foundation	<p>Manchester United Foundation uses football and the inspiration of Manchester United to deliver bespoke programmes to support the learning, life skills and wellbeing of young people in educational settings from primary school to further education and beyond. We use the power of football and Manchester United to help young people make positive choices in their lives. A future where all young people are empowered to achieve their goals and communities are improved.</p> <p>https://www.mufoundation.org/en/About-Us</p>	<p>5</p> <p>Approx. 600 students</p>
<p>Nurture - unit for vulnerable and SEN students has been relocated to become fully inclusive</p> <p>Educational psychologist</p>	<p>Create a positive and supportive environment for all pupils, without exception. Complement high quality teaching with carefully selected small-group and one-to-one interventions.</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/</p> <p>The relocated SEN nurture room has been relocated to allow access for all students including wheelchair users. Now in its own separate building, students do not need to go through the main building to access. It has been fully refurbished to create a positive and supportive learning environment. Here high quality one to one interventions will take place</p> <p>Reflecting on year 1 and the ever increasing need to support our most vulnerable pupils, we have sourced an Educational Psychologist to visit us one day per half term. This will support our SEND team and T&L team and further enhance the provision we offer in school.</p>	<p>1,2,3,4,5</p> <p>Approx. 50 students</p>

<p>Mental Health</p> <p>Trained Mental health first aid trained staff</p> <p>Continued subscription to National Online Safety</p>	<p>Increase the capacity of in-house mental health support for students within the academy. Training pastoral staff in the mental health first aid programme enables staff to support students with mental health issues</p> <ul style="list-style-type: none"> ● 1-1 mentoring sessions ● increase awareness of agencies via signposting and inhouse advertising ● increase pupil voice on how the academy can support students' mental health and well being ● introduction of student mental health ambassadors <p>https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/Healthy_Minds_interim_paper.pdf</p> <p>https://www.mind.org.uk/about-us/our-impact/</p> <p>To educate all students on how to keep safe online in line with KCSIE 2021, by providing regular updates and courses for staff, students and parents/carers</p> <p>https://nationalonlinesafety.com/</p>	<p>5</p> <p>Approx. 250 students</p>
<p>Student experiences beyond the classroom</p>	<p>Liverpool Gallery and Museum trip project with Salford charity 4YP.org.uk.</p> <p>All Y10PH students have produced work for the project set by the charity. This work becomes coursework and students have achieved approximately 5 extra raw marks in AO1 (working with an artist).</p> <p>-All students will experience a photography shoot on location and meet y13 A-Level Photography students and view their exhibition. (MediaCity Salford tour)</p> <p>- 8 PP students benefit by visiting live artwork in-situ.</p> <p>-Winner will have their artwork on 5 billboards across Salford. Celebrating their work and promoting our Academy.</p> <p>-18 students will have postcards printed out and distributed in Town Hall, shops, school etc.</p> <p>-All students will have at least 1 piece of work exhibited in school.</p> <p>-2 PP students are taking part in the promo video to raise support for the project (consent forms completed)</p> <p>-artwork and projects promoted via school social media.</p>	<p>2, 5</p> <p>31 students</p>

Total budgeted cost: £441,338

Part B: Review of outcomes in 2020 - 2021

Pupil premium strategy outcomes

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

Our Pupil Premium Strategy for the last academic year was to ensure all students could continue to progress academically despite the pandemic. Co-op Academy Swinton was affected significantly by the number of students and full year groups that were regularly isolating. There were several year groups and classes who had to isolate more than 4 times outside of the national lockdown.

We ensured the safety of all our students including Pupil Premium students by maintaining consistent lines of communication with the pastoral team, supporting them with technology to access their home learning and allowing them to attend and learn in the academy. We worked tirelessly to ensure food parcels were distributed to the households that needed it the most and have supported families in the broadest sense possible. In addition, we provided every PP student with weekly Co-op vouchers for local stores to ensure that all PP students received lunches and food. Manchester United Football Foundation donated 40 food bags a week for 6 weeks to pupil premium families.

Our leaders in the academy have been regularly remapping the curriculum to ensure learning gaps were addressed and key concepts covered in the classroom with a teacher. This was then completed at a microscopic level as the classroom teacher was aware of individual learning needs and those that were isolating.

Academy staff worked extremely hard to ensure all pupils were safe and mental health concerns were picked up immediately. The academy has worked with programs such as Strengthening Minds, MIND and BeeWell. Following Pupil Voice we commissioned work from the Youth engagement programme one day a week, to facilitate group sessions around various mental health and emotional wellbeing topics. The success of this has led to the academy commissioning the youth engagement programme two days a week which will also incorporate 1-1 bespoke support for students.

Post Covid we assigned staff to complete a return to school interview with students focused on their wellbeing and mental health and the impact that Covid had on this. After reviewing the feedback we have deployed 1-1 intervention and group programmes to support the more vulnerable students and offer support to parents/carers. We produced mental health support guides for students which contain coping strategies and support that students can access, this information is highlighted and available 24 hours a day via the school website.

The academy has also created dedicated training time for staff on issues relating to mental health and wellbeing and spotting signs of students having difficulty around their mental health.

The academy pledge for literacy is that 95% of students in year 7 will have a reading age of 10.5 or above by the end of the academic year (if they entered the academy by February half term). For the last 8 years that we have been running this programme, we have achieved this pledge with our year 7 cohorts through intervention, in class

teaching and the curriculum. In the year 20-21, despite the pandemic and the effect this had on the students' learning and time in school we still achieved 85.5% of students with a reading age of 10.5. All students in year 7 were bought a reading book by the school which they chose to promote reading. All year 7 and 8 students are also expected to have a reading book in their bag at all times. Form book boxes are also provided so that they have a choice of reading material if this is not available at home

Pupil Premium students were a key target group for our work with the National Tutoring Programme. Identified underachieving students from years 7-11, who were primarily pupil premium students, were provided with high quality 1:3 tutoring in English, Maths and Science.

A key priority for us was to ensure that our year 11 cohort for 2021 achieved in line with expectations. We did not want a pupil premium gap when compared to non-pupil premium. Once Ofqual released their guidance, leaders in the academy worked with pupil premium students to ensure they were not disadvantaged with the process. The modular assessment approach has benefited our pupil premium students allowing them to demonstrate their ability better.

Below is our CO2021 data:

Average Progress 8 Cohort 2021

All students	-0.18
Pot 1 English	-0.59
Pot 1 Maths	-0.25
Pot 2 Ebacc	-0.29
Pot 3 Open	+0.14

Average Progress 8 score Pupil Premium Vs Non-Pupil Premium

Non PP	-0.13
PP	-0.22

L4+ English and Maths

All	54.1%
PP	43.2%

L5+ English and Maths

All	69.9%
PP	34.6%

Manchester United Football Foundation have worked tirelessly with the academy to help and support students through this pandemic. Impact is in the table below.

Delivery	Description	%PP
Wellbeing Interviews	All students in the academy interviewed on their wellbeing and mental health post Covid (term 1	45%
Food Bags	MUFC provided 40 food bags per week to families identified by Academy as being in need	100%
Christmas Gift Bags	MUFC donated gift bags to students identified to benefit from a gift due to financial/family circumstances	100%
Book and Ball	Partnered with Manchester Mind 75 students were provided with a book and ball to aid both physical and mental health	100%
Christmas Party	Students were identified that would benefit from a Christmas celebration due to financial/family circumstances	100%
Show the Love (Environmental Awareness)	Year 7 students were identified to take part in an event aimed at increasing awareness of climate change	28.50 %
Girls only interventions	Girls 2 Women sessions aimed at helping students who struggle with self-esteem, peer relationships and confidence	63%
FA Playmaker	FA certified course to start the pathway into coaching football	36.30 %

Sports Leaders	Certified course for those looking to a career/further education in sports leadership and coaching	46%
Mentoring League	Students identified to be mentored for behavioural and personal development	64.80 %
Social Action Challenge	All students across the academy took part in a competition to collect food for Salford Foodbank	45%
Kick it Out Workshops		43%
Unified Football		69.50 %

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

<p>Year 11 GCSE Results</p> <p>Cohort Size: 167 Pupil Premium: 65 Non Pupil Premium: 102</p> <p>Attainment 8 Cohort: 43.88 Pupil Premium: 36.85 Non Pupil Premium: 48.36</p> <p>Progress 8 Cohort: -0.40 Pupil Premium: -0.76 Non Pupil Premium: -0.16</p> <p>4+ Maths and English Cohort: 105 (62.9%) Pupil Premium: 37 (56.9%) Non Pupil Premium: 68 (66.7%)</p> <p>5+ Maths and English Cohort: 74 (44.3%) Pupil Premium: 20 (30.8%)</p>
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Non Pupil Premium: 54 (52.9%)

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by our teachers and Oak National Academy.

High impact GCSE results (Pupil Premium):

- 18 students achieved a positive P8 score
- 11 students achieved a positive P8 score in all baskets
- 21 students achieved a positive P8 score in English
- 23 students achieved a positive P8 score in in Maths
- 16 students achieved a positive P8 score in Ebacc
- 17 students achieved a positive P8 score in Open
- 4 students achieved 9-7 in English and Maths
- 8 students achieved 9-7 in English
- 6 students achieved 9-7 in in Maths
- 20 students achieved 9-5 in English and Maths
- 37 students achieved 9-4 in English and Maths
- 33 students achieved 5 standard passes including English and Maths
- 18 students achieved 5 strong passes including English and Maths

Through the implementation of academic mentors via the NTP scheme, we have closed the disadvantaged gap compared to 2019 (the last period of national examinations). The biggest impact has been for our pupil premium boys (in comparison to non-pupil premium boys).

Although overall attendance in 2021/22 was lower than previous years at 89%, just below national average. There were significant periods of absence due to covid. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in the second year of our 3 year plan.

The academy pledge for literacy is that 95% of students in year 7 will have a reading age of 10.5 or above by the end of the academic year (if they entered the academy by

February half term). For the last 9 years that we have been running this programme, we have achieved this pledge with our year 7 cohorts through intervention, in class teaching and the curriculum.

Intervention programme

The main internal intervention for Key Stage 3 was delivered by our Maths and English tutors and our own staff. Intervention in form time was also delivered to KS3 students with low literacy and in strive for SEN students and EAL students. Every student in school encountered a 'catch up' recovery curriculum through our strive programme.

Impact of Intervention programme:

- Year 7 97% of PP students had some in school intervention
- Year 8 94.8% of PP students had some in school intervention
- year 9 95.8% of PP students has some in school intervention
- year 10 97.5% of PP students has some in school intervention

By comparing the autumn ranking for year 7-9 to the summer ranking on the internal monitoring data shows the following for PP students:

- Year 7 PP students who maintained or raised their ranking | English 72.6% Maths 61.6%
- Year 8 PP students who maintained or raised their ranking | English 74.2% Maths 70.1%
- Year 9 PP students who maintained or raised their ranking | English 72.2% Maths 88.8%
- Year 10 PP students who maintained or raised their progress to their GCSE target | English 57.8% Maths 84.3%

Careers and Employment

Every student has encountered multiple careers and employment experiences throughout the year. The provision has ensured there is targeted intervention for every year group and all students have the opportunity to be well informed about their next steps. This was noted during our recent ofsted visit.

Pupils are well informed about their next steps. They benefit from a wide range of opportunities to help them to make appropriate decisions about further education, employment and training. For example, pupils in Year 8 meet with a careers adviser to discuss the suitability of their GCSE option choices before they make these decisions in Year 9. There are a range of opportunities for pupils in Year 11 to speak with representatives of local colleges and training providers.

Ofsted 2022

This year we have further enhanced our reading programme and every child will experience our read aloud curriculum for 75 minutes per week. Texts are challenging and engaging. CPD time has been dedicated to training our staff on how to read to students. We have also planned drop down sessions through our strive curriculum to focus on key national events that link to the books being read resulting in a deeper understanding and enthusiasm for reading.

Behaviour remained a focus throughout the year with additional capacity added to the pastoral team. Ofsted commented on their recent visit

...pupils are happy and proud to attend the Co-op Swinton Academy. Supportive relationships with teachers help most pupils to feel safe in school. Leaders have improved the overall standards of pupils' behaviour. Most pupils arrive at school ready to learn. Older pupils told inspectors that the behaviour of their peers around school and in classrooms has improved markedly as a result of leaders' actions. Many pupils follow teachers' instructions and listen attentively in class.

Ofsted 2022

Leaders have established clear systems to help staff to manage pupils' behaviour, both during lessons and around the school. These systems have helped to secure some improvements in pupils' behaviour during lessons.

Ofsted 2022

As in the previous year, quality of education is at the forefront of our whole school and pupil premium strategy. Over the last 12 months leaders have worked tirelessly to ensure our curriculum offer is rich with knowledge and sequenced to ensure students have the best chance to know and remember more.

Over the last 12 months, senior leaders have taken decisive, appropriate and effective steps to improve the quality of education for pupils. This includes ensuring that the curriculum is ordered logically and that it is suitably ambitious. Subject leaders are clear about the knowledge that pupils should learn. Teachers are increasingly aware of what content they should be delivering and when this should be taught.

Ofsted 2022

Continuing our partnership with Manchester United foundation has allowed us to continue our identified focus on the personal development of our students. MU Foundation mentored, delivered interventions and educated students on the wider whole providing many opportunities to acquire additional skills.

Term 1 Mentoring / Intervention impact:

- 82% of students engaged showed improved behaviour and/or attendance as a result of participation
- 84% of students engaged reported an improved attitude to learning and/or school as a result of participation
- 96% of students engaged reported improved resilience and/or mental wellbeing as a result of participation

Term 2 Mentoring / Intervention impact:

- 94% of students engaged showed improved behaviour and/or attendance as a result of
- participation
- 79% of students engaged reported an improved attitude to learning and/or school as a result of participation
- 98% of students engaged reported improved resilience and/or mental wellbeing as a result of participation

Term 3 Mentoring / Intervention impact:

- 91% of students engaged showed improved behaviour and/or attendance as a result of
- participation
- 97% of students engaged reported an improved attitude to learning and/or school as a result of participation
- 100% of students engaged reported improved resilience and/or mental wellbeing as a result of participation

Mentoring sessions focused on peer pressure, attendance, wellbeing, expressing ourselves through sport, black lives matter, youth violence and crime, girls 2 women, boys 2 men, nurture group well being.

Enrichment - Across 5 experiences, 26 students were engaged in Manchester United Foundation enrichment activities. The activities educated our students on the great big green week, community litter picking, Christmas toy mission and reds go green, show the love.

- 96% of students to participate reported enjoyment of these activities
- 92% of students to participate reported that they would like to attend another Manchester United Foundation enrichment activity in the future
- 92% of students to participate reported an improved attitude towards school as a result of participation

Extra curricular - Across 103 sessions, 194 students engaged in Manchester United Foundation extracurricular activity. Collectively, Manchester United Foundation extracurricular clubs generated 200 hours of student participation

- 96% of students to participate reported enjoyment of Manchester United Foundation extracurricular clubs
- 92% of students reported that they had they had developed at least one soft or sports related skill as a result of participation

Careers & Pathways - Across Across 24 sessions, 493 students engaged in Manchester United Foundation careers and pathways opportunities

- 91% of students to participate reported enjoyment of these opportunities
- 100% of students to participate reported greater knowledge and awareness of career opportunities as a result of participation
- 97% of students reported improved aspiration as a result of participation

Gatsby Benchmarks - Additionally, as part of the sessions attended:

- 265 students had an encounter with an employer and/or employees
- 65 students experienced a workplace setting
- 54 students were exposed to further and/or higher education establishments and/or staff
- 204 students took part in STEM Events

One of our students has been given the opportunity to be the ball assistant for all Manchester United home games.

Externally provided programmes

Programme	Provider
Manchester United Football Foundation	Manchester United Football Foundation
White Rose Maths	White Rose Maths
English Mastery	ARK Academies
Walk Through - Teaching CPD	Walk through packages
Sisra Observe	SISRA

Service Pupil Premium Funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral care, High Quality teaching and improved Literacy and Numeracy as stated above.
What was the impact of that spending on service pupil premium eligible pupils?	Student welfare care and reading ages increased.

Further information (2021-2022)

This year we have introduced a form time curriculum that focuses on reading, vocabulary, numeracy, careers and key skills and knowledge in Maths, English and Science in Key Stage 4.

Read aloud curriculum

We want our children to become fluent, independent readers who have confidence in their reading ability and have developed good reading habits, enabling them to read

widely outside of school. We know that there are clear links between children who read independently and their academic outcomes.

Children who are weak readers will struggle as much in maths and science at GCSE as they do in English and in arts subjects, according to one of the biggest ever studies of student reading.

The research, by GL Assessment, analysed reading abilities and GCSE results of more than 370,000 secondary school students during 2018/19. As well as the surprising link between maths and reading it also discovered that doing well in creative subjects such as art, drama, music, media and PE has very strong correlations to a student's reading ability, underscoring how 'text heavy' and challenging these subjects are too.

Year 7, 8 & 9 will have 75 minutes dedicated curriculum time each week. The member of staff will read aloud to the student and they will follow along. Texts will be challenging yet accessible to all. We want our students to encounter words they do not fully understand yet and/or are not able to put into context. The read aloud lesson will help students learn how to use language to make sense of the world; it improves their information processing skills, vocabulary, and comprehension. Reading aloud targets the skills of audio learners. Research has shown that teachers who read aloud motivate students to read.

Vocabulary Curriculum

We believe that great curriculum design and delivery leads to improved teaching and learner outcomes, which impacts positively on children's life chances.

Evidence shows that students make more progress when they have been equipped to master a subject. They do this by understanding its fundamental concepts in sufficient depth that they can apply subject knowledge in unfamiliar contexts. Vocabulary is a pivotal component of a student's background knowledge, and the research indicates that vocabulary instruction can be an effective means for increasing it.

Through the delivery of vocabulary in our curriculum extension time through systematic instruction of tier 2 vocabulary we aim to close the word and attainment gap. Quizzes are used to identify and close any gaps in students' prior learning.

The form tutor will lead the students through the acquisition of the identified tier 2 vocabulary for that lesson. These words are shared via their definition and then referred to three examples of the words in different contexts. Students practice saying the words and then complete the mastery quiz. Students then complete the exit ticket as a reflection on what has been learnt.

Students will keep track of their vocabulary scores by recording it on their personal scoring sheet.

Knowledge is Power Curriculum

Knowledge is empowering, unlocking doors, a foundation for achieving success, understanding and being creative. The more our students know, the more they can learn.

We have taken on the challenge to identify which areas of knowledge to focus on by considering the types of knowledge that are important:

Declarative: What key facts should all children know?

Procedural: What things should all children be able to do?

Experiential: What knowledge can only be gained first-hand?

The knowledge is power extension to the curriculum allows us to sequence content such that there is a coherent flow. We have mapped out the knowledge so that students can secure foundations and work towards challenging goals.

The sequencing of knowledge ensures elements are regularly returned to, supporting our students to accumulate knowledge over time.

Students will 'self quiz' on this sequence of knowledge using their knowledge organisers and knowledge is power booklets.

We will ask students to read through their knowledge organiser, saying the words, reading through equations, tracking through any visuals. They will 'self quiz' using the look, read, cover, write, check method and/or remove the information from view and engage in a generative recall process: completing a table, listing the bullet points, adding labels to a diagram, placing ideas in the correct sequence, remembering definitions.

Further information (2022-23)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Increasing the amount of time every child reads per week through the implementation of our read aloud curriculum.
- Relaunch our assessment procedures to ensure students are testing on the retention of their knowledge so that gaps can be closed rapidly and strengths in memory can be built upon.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Creating a leadership programme for students to develop their oracy and literacy skills as well as their character and personality. Students will be offered a wide range of leadership opportunities such as translator ambassadors, tutor rep, whole school council, department leaders, eco ambassadors and values champions.