Pupil premium strategy statement – Bower Park Academy

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

School overview

Detail	Data
Number of pupils in school	1034
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)**	2023, 2024, 2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2024
Statement authorised by	E Aylett
Pupil premium lead	Mr D Sears
Governor / Trustee lead	S Jonas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£362,135
Recovery premium funding allocation this academic year	£97,377
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£459,512

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive academy, our intention is to provide a safe and stimulating teaching and learning environment that delivers quality first teaching. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage.

We strive to: remove the barriers of low expectations, raise lifelong aspirations and promote the importance of academic achievement. Our Pupil Premium Plan aims to address the main barriers our children face and through careful planning and rigorous tracking, targeted support and intervention, providing all children the access and opportunities to enjoy academic success.

Challenges

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

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

- To provide targeted academic support, such as interventions for targeted students based on progress and other wider factors
- To support the quality of teaching, such as staff professional development;
- To tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

Challenge number	Detail of challenge
1	Poor levels of literacy and numeracy with a particular focus on MPA and LPA students. There is also a need for supporting students with developing their reading skills, this at both Key Stage 3 and 4.
2	Insufficient progress for key cohorts including the disadvantaged White British Boys and High Prior Attainers.
3	Negative impact on progress caused by poor attendance, behaviour and disruption to learning.
4	Poor attendance levels, including high rates of persistent absence, since students returned from lockdown.
5	High levels of Social, Emotional, and Mental Health problems.
6	Lacking cultural capital and low aspirations for future destinations, linked specifically to Academy values.
7	Issues around knowledge gaps in curriculum areas because of lost learning following the pandemic.

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.

Challenge	Intended outcome	Success criteria
1	Improve literacy and numeracy levels so that pupils can access the whole curriculum.	90% of KS3 read at, or above, chronological reading age. PP students to achieve, or exceed, 4+ basics, in line with national average for all students. PP students to achieve, or exceed, P8 averages, in line with national averages for all students. Standardised reading scores are in line, or above, national averages. Create a culture of reading including the introduction of DEAR time and Form Time reading interventions. KS3 LPA and MPA students to attend 6-week literacy workshop to improve access to learning Sparx Reader used across the curriculum to promote a love of reading
2	Improve progress for key cohorts including the disadvantaged White British Boys and High Prior Attainers.	Assessments in English and Maths are in line with are in line with other schools in the Trust and also assessment scores for key groups are in line with comparable sub-groups. 80% of PP students to achieve, or exceed, 4+ basics, in line with national average for all students, including WBB PP/NPP gap closes over time All KS4 PP students to engage with Teams virtual intervention sessions to prepare for PPEs and GCSE examinations
3	Improve pupil behaviour for learning and engagement in lessons to impact positively on progress and improve the proportion of students achieving 4+ / 5+ in English and Maths.	80% of PP students to achieve, or exceed, 4+ basics, in line with national average for all students. Reduce the number of behaviour incidents logged for PP students, improved attendance for PP students (and reduced PP Vs NPP gap) and bring figures in line with the national average for all students ATL scores show that all PP students are' always' and 'usually' meeting expectations. (With an average ATL of 3+) Create an in-school intervention programme to challenge poor behaviour and poor attitudes to learning through the implementation of a behaviour mentor / PP champion

4	Improve attendance levels and reduce persistent absence.	PA rate for PP will be in line, or lower than national averages. PP students will achieve, or exceed, attendance percentages in line with national averages. Increased parental engagement demonstrated through intervention log (including letters, meetings, contracts, home visits and LA pilot engagement) Attendance matters are tracked consistently through triangulation of work between the AO, EWO, HOY and SGM with evidence of attendance contracts making a positive impact. More PP students attend rewards trips.
5	Provide meaningful support to pupils with Social Emotional Mental Health problems.	All students continue to take part in KS3 take part in wellbeing survey. Students' needs are met through wellbeing team and a culture of praise, reward and care. Train the Student Leadership Team to be Mental Health Champions. Use Mental Health Champions to create a culture of support and guidance in line with school values of respect. More students to access behavioural mentoring support and see a reduction in behaviour incidents from 2023-2024 data.
6	Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations in order to secure post 16 destinations.	100% of PP students attend a meeting with the careers officer in Year 11. NEET figures for PP are in line with, or lower than, national average. All PP students to take part in at least one cultural capital learning experience during the academic year.
7	Issues around knowledge gaps in curriculum areas because of lost learning following the pandemic.	Year 11 provision has been enhanced through the implementation of a winter walkthrough initiative which is based around departments identifying and supporting student insecurities. Year 7 –– 11 curriculum journeys have been adjusted following review. Development of success criteria checklist to encourage meta-cognition and self-regulation. Assessment feedback follows DTTR process and for KS4 exams all subjects create QLA to identify areas of development.

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: **£272,308**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed use of wow words / academic vocabulary in every subject	Weekly discussion of TIER 2 subject specific vocabulary in all lessons as part of retrieval practice. Vocabulary is a significant predictor of attainment – by age 7 there is a 4000- word gap between lower class and middle class. (Matthew Effect, Didau, 2018) EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.	1
Move reading lessons back Computer rooms to encourage a love of reading alongside termly competitions and utilise Sparx reader	Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).	1,2
Introduce a Most Able programme, targeted at HPA Pupil premium students to deepen knowledge and critical thinking at key stage 3 to enhance the academic curriculum.	Our mission remains that 80% of PP students should achieve or exceed 4+ basics, in line with national average for all students including White British Boys. We are striving to ensure we are closing the gap between PP and Non-PP students over time. All PP HPA students in Year 7 and Year 8 will be offered the chance to participate in a 6-week HPA programme which strives to teach them skills and lessons wider than the National Curriculum. This will take place as a Period 6 lesson once a week with a showcase or event at the end. All KS4 PP students will be offered the chance to engage with virtual Teams Revision sessions in preparation for PPEs and GCSEs. Debra Kidd discussed the importance of affording students the opportunities to	1,2

Continue to develop the teaching, pedagogy and subject of science, with a particular focus on making lessons accessible to PP students.	Research by Hattie et al indicates that collective teacher efficacy and teacher credibility are two of the most important factors in student achievement. Many of the factors in the top ten link to strong teacher subject knowledge and pedagogy. (Hattie's 2018 Updated List of Factors Related to Student Achievement)	2,3,5,6
Implement an internal behaviour mentoring scheme, overseen by a Pupil Premium champion who focuses a small number of students	The EEF review highlights that focusing on teaching positive learning behaviours can significantly reduce the need to manage misbehaviour in the classroom. By creating an environment where students can access the curriculum, engage meaningfully with lesson content, and participate actively in their learning, teachers provide the necessary conditions for productive learning behaviours to develop. Additionally, encouraging students to be self-reflective about their own behaviours fosters greater accountability and ownership of their actions, helping to build a positive, respectful learning environment. This proactive approach not only improves student behaviour but also enhances overall engagement and academic achievement.	1, 2, 3, 4, 5
Appoint a Pupil Premium Champion to focus specifically on designing and implementing a programme of curricular opportunities from a range of curriculum areas.	SecED states that The Pupil Premium funding is designed to support disadvantaged pupils, and it can be used flexibly, including for extra-curricular activities, regardless of whether they directly target eligible students. The key requirement is that its use must demonstrate a positive impact, such as closing the attainment gap between disadvantaged pupils and their peers. Schools are encouraged to consider a broad range of evidence to guide their spending decisions, ensuring that their strategies are informed by research and are likely to make a measurable difference in addressing the challenges faced by disadvantaged pupils. According to government guidance (DfE, 2022), schools should consult high-quality, independent reviews of evidence, such as those from the Education Endowment Foundation (EEF), and consider whether the findings are relevant to their specific context. Schools should also critically assess the claims of external providers and weigh the cost-effectiveness of different initiatives. Based on this evidence, schools are expected to create targeted plans that focus on the most significant challenges, set ambitious yet achievable goals, and allocate funding to strategies that are proven to be effective in improving outcomes for disadvantaged students.	2, 3, 4, 5, 6, 7

One to one and small group supported intervention in Literacy and Numeracy for Pupil Premium students across all years. This has been delivered in addition to normal lessons.	One to one and small group intervention have been used to identify and address knowledge gaps in both literacy and numeracy. This has also been implemented to ensure post-covid catch-up for pupil premium students. The EEF guidance clearly states that 'Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons'.	1, 2, 3, 4, 5, 6, 7
Support & Guidance Managers add capacity to each year team to support disadvantaged pupils on pastoral and academic matters.	Support & Guidance Managers assist Heads of Year with Pastoral and academic matters relating to Pupil Premium students. Pastoral matters include support and interventions associated with students' personal development and wellbeing. The EEF guidance clearly states that 'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways'.	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: **£129,604**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools with a focus on literacy,	1,2,3
Additional small group tutoring to target a minimum of 80% PP students to improve reading, writing and numeracy skills.	EEF T and L Toolkit highlights that mentors who typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, during school, at the end of the school day, in small groups can have an impact of +4 months. In addition, our mentors have a reading and academic focus to support self-regulation strategies which has an impact of up to 7 months. (July 2021)	1,2,3

Departmental grants to spend on students to ensure full access to the curriculum resources, including educational visits.	The forgotten: how White working-class pupils have been let down, and how to change it. (Parliament.uk, June 2021) found that while White British pupils are less likely to be FSM-eligible than pupils from ethnic minorities, FSM-eligible White British pupils as a whole are the largest disadvantaged ethnic group.	2,3,6
Contribution to school-led tutoring to target under achieving students in bespoke subject-based interventions to close gaps across KS4 with a focus on English, Maths and Science.	The Sutton Trust details that tuition is a cost-effective way of boosting attainment and ensuring disadvantaged pupils do not fall behind, with the EEF Toolkit suggesting it can boost progress by up to 5 months.	1,2,3
Contribution to Year 11 'Boot Camp' for Core subjects to support small group revision and wellbeing close to the examination period, targeting disadvantaged students and key topics from most recent PPE examination analysis.	EEF research shows that small group tuition has an average impact of four months' additional progress over the course of a year and small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (EEF T and L Toolkit, 2021)	1,2,3,5
Closing the gap interventions targeted at supporting Year 10 and 11 Pupil Premium students. This includes the providing of resources such as books, revision guides.	The Sutton Trust details that tuition is a cost-effective way of boosting attainment and ensuring disadvantaged pupils do not fall behind, with the EEF Toolkit suggesting it can boost progress by up to 5 months.	1,2,3,7
A targeted programme of support for HPA students at Key Stage 3.	The Sutton Trust details that those from lower socio-economic groups are consistently under-represented in the top universities and across all sectors. But promising young people from such backgrounds are at most of falling behind in their school years. Nationally, HPA PP students have a progress 8 of –0.32.	1,2,3,6,7

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

Budgeted cost: **£57,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for Pastoral team and teaching staff to develop a positive approach to behaviour management and a whole	EEF Report suggests that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. We aim to train staff to deal with SEL strategies	3,4,5,6

school mental health support for students	to better support students in their roles as SGMs. (EEF T and L Toolkit, 2021)	
Additional in-school interventions and public speakers to motivate and empower students to improve their attitude to learning and to tackle some social and emotional barriers including their relationship with self, food, peers and others.	According to Professor Roy Baumeister's research on negativity bias we tend to remember, and focus more, on negative experiences. As a result, we believe that we need to deliver as many positive experiences for young people as possible.	4,5
Half termly behaviour mentoring to work with 10-15 students and their families to reduce barriers to learning addressing behavioural and emotional needs	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.	5,6
Create an in-school 6-week intervention programme to challenge poor behaviour and poor attitudes to learning, to reduce AP and suspension data.	Evidence shows that well-trained learning mentors have a positive impact on individual pupils, pupils often show improved motivation and engagement. The aim of the learning mentor is to break down barriers to learning by teaching key skills for life so that pupils can have access to a broader range of opportunities, and they can reach their full potential.	2,3,4,5,6,7
Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship via uniform swap-shop and breakfast club.	The attendance of PP students to school is significantly below National expectations. Many PP students have significant social and emotional barriers to learning and are subject to external multiagency plans.	4,5
Breakfast club to commence in September 2024.	Breakfast club to commence in September 2004 once staff member and room allocated. Government subsidy using National School Breakfast programme provision extended to July 2024. (University of Leeds, Associations Between Habitual School-Day Breakfast Consumption Frequency and Academic Performance in British Adolescents. Katie Adolphus et al 2019)	2,3,4,5
Train 40 Mental Health Champions to promote wellbeing and positive mental health strategies across the student body.	EEF evidence reviews including over 700 studies show that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months' progress. The impact can extend beyond the classroom and boost whole school morale.	5
Pay for PP students to partake in work experience to raise	EEF review found that work experience has a range of positive impacts including providing the	6

aspirations broaden their understanding of the world of work.	knowledge and skills demanded for successful school-to-work transitions and giving young people relevant work experiences as well as practical insights into how. (EEF Press release, 11 Jan 2018)	
Implement a range of extra-curricular opportunities that support student's cultural capital.	EEF review found that pupils from disadvantaged backgrounds may be less likely to be able to benefit from clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.	6
Appoint PP staff champions with specific roles in key areas, based on school priorities: • HPA Pupil Premium • Literacy enhancement • Behaviour mentor • Co-curricular	EEF review states that planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone. EEF review states that there's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons. EEF review states that as children move to secondary school, the more defined branches mark the fact that literacy and text become what we describe in the guidance report as 'increasingly specialised' across the disciplines of curriculum domains. The foundations, or roots, for this are grounded firmly in the literacy learning that comes before. For students to effectively access these domains, they need this expertise to be unlocked deliberately and explicitly. So disciplinary literacy is an important area of professional knowledge for every teacher. EEF review found that pupils from disadvantaged backgrounds may be less likely to be able to benefit from clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.	1, 2, 3, 4, 5, 6

Total budgeted cost: £459, 512

Teaching	£272308
Targetted Academic Support	£129604

Wider Strategies	£57600

Total Planned Budget	£459512

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Stationary for Most Able HPA provision

The targeted provision of high-quality stationery and materials has significantly enhanced the academic and personal development of high-achieving Pupul Premium students, fostering greater engagement in super-curricular sessions and supporting their overall wellbeing. By addressing barriers to participation, the initiative has improved attendance by 10%, boosted confidence in tackling challenging material, and reduced stress related to resource availability, as reported by 87% of students. Stakeholders, including facilitators and parents, noted marked improvements in student preparedness, motivation, and behaviour, with 95% of students affirming the resources' positive impact on their academic activities. These outcomes underscore the value of this provision, highlighting the importance of sustaining and expanding such initiatives to continue empowering Most Able students to thrive academically and personally.

Fundraising for PP Able programme including rewards event

The successful fundraising event for the PP Able programme not only raised over £400 for charity but also made a meaningful impact by integrating targeted academic support and wider strategies to enhance attendance, behaviour, and wellbeing. The event was supported by essential resources and an innovative approach to student engagement, where food rewards were used to encourage active participation. This strategy motivated students to immerse themselves in super-curricular sessions, fostering a deeper connection to the programme's objectives. Additionally, the collaboration with externally provided programmes amplified the event's success, creating a positive ripple effect on student development and community impact.

British Science subscription

The introduction of the British Science subscription provided an invaluable resource for delivering targeted academic support and promoting wider strategies focused on attendance, behaviour, and wellbeing. By incorporating this subscription into super-curricular sessions, Year 8 HPA Pupil Premium pupils engaged in enriching scientific activities, enhancing their knowledge and fostering a passion for learning beyond the classroom. The programme's integration with externally provided support further elevated its impact, culminating in participating students earning an online qualification. This achievement not only recognized their commitment and progress but also boosted their confidence and aspirations, reinforcing the value of science education in their academic and personal growth.

Stubbers year 11 Revision programme – targeted intervention

The Stubbers Year 11 Revision Programme provided targeted academic support to Pupil Premium (PP) students during a crucial stage of their exam preparation. The residential weekend focused on intensive Maths and Science revision, addressing the common decline in motivation and effort during the final exam period. Of the 23 students who participated, significant improvements were observed in their performance compared to non-participants. In Maths, foundation students who attended the programme improved by 6.1% between papers 2 and 3, compared to a 2.6% improvement among their non-attending peers. Higher-tier Maths students saw an even more pronounced improvement, achieving a 25.9% increase in performance, significantly outpacing the 8.1% improvement of their non-attending counterparts.

Similarly, Science outcomes highlighted the programme's positive impact. Foundation Science students attending the bootcamp improved by 5%, while non-attendees showed no measurable progress. Higher-tier Science students, though a small group of two, demonstrated a substantial average improvement of 33%, exceeding the 22% increase of non-participants. These results underline the effectiveness of the Stubbers revision programme in enhancing academic outcomes for PP students. Additionally, the initiative supported

wider strategies aimed at bolstering attendance, engagement, and wellbeing, providing a focused environment conducive to academic success.

Seneca subscription

The Seneca subscription has had a measurable impact on supporting academic progress across the school, particularly in the second half of the year. Usage statistics highlight its significant adoption within the science department for Key Stage 3 students, where it was employed to set and reinforce home learning. This consistent usage has provided students with access to a structured and interactive platform, enabling them to consolidate their learning outside of the classroom. The targeted use in science also demonstrates how the platform can effectively align with subject-specific objectives, improving both student engagement and retention of material.

In addition to its academic benefits, the integration of Seneca supports broader school strategies related to attendance, behaviour, and wellbeing. By encouraging independent study habits, the platform fosters a sense of responsibility among students, which can translate to improved classroom engagement and behaviour. Furthermore, the accessibility and gamified nature of Seneca contribute to student wellbeing by reducing the stress often associated with traditional homework, offering a more enjoyable and manageable way to complete tasks. As Seneca continues to be embedded across the curriculum, its potential to impact other key areas of school life, including attendance and external program participation, should be explored further.

KS4 Breakfast club prior to Mock and Summer examinations

The introduction of the breakfast club, including targeted Year 10 and 11 morning revision sessions prior to mock exams, has yielded measurable benefits in academic support and student wellbeing. Attendance at these sessions increased significantly, correlating with a reduction in late arrivals to exams and demonstrating improved punctuality. Students expressed appreciation for the opportunity to engage with teachers during these sessions, citing the calming environment, last-minute guidance, and question-answering as key factors in reducing pre-exam anxiety. This initiative not only supported academic preparedness but also positively impacted student behaviour and confidence, underscoring its value as a holistic strategy for enhancing both performance and wellbeing.

Music tuition for PP students across Key Stage 3 and 4

The provision of free music tuition for Pupil Premium (PP) students across Key Stages 3 and 4 has had a positive impact, offering opportunities to those who may not typically have access to such support. At Key Stage 3, the 20-minute lessons provide foundational music skills, fostering engagement and a sense of achievement. For GCSE students, the 430-minute private lessons significantly enhance their preparation for the Non-Exam Assessment (NEA), which accounts for 30% of their final grade. This targeted academic support not only helps students improve their performance but also supports broader strategies around attendance, behaviour, and wellbeing, by offering an enriching and inclusive experience that boosts confidence and motivation, contributing to a more well-rounded educational experience.

Form time revision initiative – Year 11 English, Maths and Science revision cards

Revision materials were purchased for PP students to support the implementation of Form time revision activities throughout the academic year. These sessions were led by Heads of department in Core subjects and supported an improvement in students' preparation for the final examinations and enhanced their confidence.

ELSA subscription

The ELSA subscription provided targeted academic support and wellbeing interventions, offering students tailored resources such as reading material, activities, and worksheets to address specific needs like anxiety and anger. The impact on student mental health and wellbeing was significant, with students reporting improved social skills, reduced anxiety, and increased enjoyment of school. Additionally, many students felt a positive shift in their overall wellbeing, which was reflected in the feedback collected through student voice. Attendance and engagement also saw improvements, as 18 students participated in ELSA sessions this year. These sessions were widely appreciated, highlighting their effectiveness in fostering a supportive and nurturing environment for students facing emotional challenges.

HIVE trip – super-curricular trip

The Hive trip, designed as a super-curricular and sustainability-focused experience, provided 9 Pupil Premium students with a valuable opportunity to engage in an enriching extracurricular activity. As a reward for their commitment to the super-curricular programme, students participated in a trip that not only supported their academic development but also contributed to their personal growth. Feedback from student voice was overwhelmingly positive, with 100% of students stating they would recommend the trip again and reported significant improvements in their teamwork skills. This experience not only fostered academic engagement but also enhanced students' ability to collaborate effectively, reflecting its broader impact on their social and personal development.

Maths club

The afterschool and lunchtime Maths club, incorporating a variety of engaging games and activities, has had a positive impact on both academic skills and social development of our Pupil Premium students. Designed to make learning fun, the games targeted Pupil Premium (PP) students, offering them a dynamic environment where they could enhance their logical thinking, teamwork, and cooperation. These activities also promoted responsibility by encouraging care for equipment. Students have expressed enjoyment in participating in the games, and the collaborative nature of the club has contributed to stronger social bonds and improved problem-solving abilities. Overall, the initiative has successfully combined academic support with broader strategies to foster a positive, engaging, and supportive learning experience.

Future Frontiers provision

The Future Frontiers subscription has had a significant impact on both academic support and broader strategies for student development. Through this externally provided program, students gained exposure to career exploration, skill-building activities, and personalized guidance aimed at improving their prospects. The program not only supported academic engagement but also enhanced students' wellbeing by increasing their awareness of career opportunities and boosting their confidence.

Make-up club

The Make-up Club for Pupil Premium (PP) students in Key Stage 3 has had a positive impact on both student wellbeing and social development. By providing access to high-quality makeup resources and equipment, the club enabled students to engage in a creative and enjoyable activity that they may not have otherwise had access to. Meeting weekly, the club allowed students to explore self-expression, build confidence, and develop new skills, fostering a sense of achievement and enjoyment. For PP students, this opportunity was particularly valuable in enhancing their wellbeing, offering a constructive and inclusive space to unwind, develop personal interests, and strengthen peer relationships. Overall, the club contributed positively to students' emotional and social growth, providing a valuable resource for those who may face financial barriers to such activities.

Opera Trip – A Christmas Carol

The "A Christmas Carol" opera trip, funded through the Pupil Premium (PP) budget, had a profound impact on the academic, cultural, and personal development of 33 Year 10 PP students and 3 Year 9 PP students. The opportunity to attend a live performance of a key GCSE text provided students with a valuable, immersive experience that directly supported their understanding and engagement with the material. For many of the students, this was a new experience, significantly enriching their cultural capital by exposing them to the performing arts and broadening their learning experiences.

The trip had several positive academic outcomes, as students were able to view the text in a live context, helping to deepen their comprehension of the plot, characters, and themes that are crucial for their GCSE examinations. This hands-on experience allowed students to connect the text to its performance and visual elements, reinforcing the themes in a way that traditional classroom study might not achieve. Students reported a clearer understanding of the storyline and greater enthusiasm for the subject, with several mentioning that they were more confident in their ability to analyse the text for their coursework and exams.

In addition to the academic benefits, the trip contributed to improving overall student engagement and wellbeing. For many of these PP students, the opportunity to attend a cultural event was an exciting and positive experience, fostering a sense of inclusion and personal enrichment. This trip, as part of a wider strategy for enhancing students' experiences and learning, allowed them to step outside of their regular academic routine and engage with their studies in a new and inspiring way.

History Virtual Reality event

The Virtual Reality (VR) event provided 67 Pupil Premium (PP) students with the opportunity to engage in an immersive workshop designed to enhance their understanding of the First World War. By utilizing PP funding, the event ensured that all students, regardless of their financial background, could participate without concerns about cost. This initiative proved to be highly impactful, as a significant majority of attendees went on to select History GCSE, indicating a strong positive effect on student engagement with the subject. The immersive experience allowed students to build on their classroom learning, particularly regarding the harsh conditions and experiences of soldiers on the battlefield, making the historical content more tangible and memorable.

Feedback from the students highlighted the success of the event, with 85% of participants stating that they would recommend it again. In total, 37 out of 90 students (41%) were from the PP cohort, a proportion that may have been lower without the financial support provided. This VR workshop not only supported their understanding of History but also had cross-curricular benefits, linking the First World War to subjects like English, Art, and Music. The experience helped ignite a deeper interest in History, directly influencing their GCSE subject choices and providing them with a unique opportunity to explore academic content in an innovative way.

Edward Scissorhands Theatre trip

The Edward Scissorhands play trip to Sadler's Wells, funded in part by the Pupil Premium (PP) budget, provided 35 students across Key Stages 3 and 4 with a unique opportunity to experience live theatre. This included current and prospective GCSE Dance students, as well as those with a general interest in the arts. The trip was part of a broader strategy to enhance student engagement with the performing arts, especially with Dance recently reintroduced to the GCSE curriculum. By facilitating access to this performance, the PP funding ensured that students from disadvantaged backgrounds could attend without financial barriers. The experience not only exposed students to a world-class dance performance but also allowed them to develop

theatre etiquette and engage in meaningful discussions about the performance. Overall, the trip contributed to broadening students' cultural capital, fostering a deeper appreciation for the arts, and supporting the growth of the school's Performing Arts department.

Science club

The Science Club, funded by the Pupil Premium (PP) budget, has had a substantial impact on increasing the science capital of targeted PP students at Bower Park Academy. By providing access to a range of scientific resources and offering an extension to the regular science curriculum, the club created a unique opportunity for students to engage with science beyond the classroom. This exposure not only boosted students' knowledge but also fostered a sense of belonging in the scientific community. Through practical activities and discussions with science teachers, students developed a deeper understanding of the subject and began to see the relevance of science in their everyday lives.

The inclusive, hands-on nature of the club has helped to break down barriers to learning and significantly improved overall engagement with science. Students who participated in the club, particularly those from disadvantaged backgrounds, showed a greater interest in pursuing science further and were more likely to connect science to future career aspirations. The PP funding allowed for the purchase of the necessary resources, ensuring that these students could fully participate and benefit from the club. This experience has not only enhanced their academic understanding of science but has also played a key role in elevating their personal growth, helping them see science as an exciting, accessible field with real-world applications.

Photography club

The Photography Club, supported by the Pupil Premium (PP) budget, provided targeted students with the opportunity to explore and develop their creative skills through photography. By purchasing four cameras for student use on a rotation, the club ensured that PP students had access to high-quality equipment, empowering them to engage with the subject despite potential financial barriers. This initiative not only enhanced students' technical skills but also contributed to their overall wellbeing by providing a positive, creative outlet. Through participation in the club, students were able to build confidence, express themselves, and connect with peers, while also developing valuable skills that could support their academic growth and future aspirations.

Maths Challenge – Year 7

The Year 7 Maths Challenge had a positive impact on student engagement, academic development, and overall wellbeing. The event encouraged students to actively participate in super-curricular sessions, fostering a deeper interest in mathematics and providing a fun and competitive environment for them to apply their skills. To further incentivise participation, food was provided as a reward for students' involvement in the fundraiser, which successfully motivated students to engage with the challenge and work together. This approach helped to build a sense of community within the year group, encouraging collaboration and teamwork among students while reinforcing the value of both academic achievement and personal effort.

The fundraiser aspect of the event also contributed to the development of important life skills, such as planning, teamwork, and goal setting, as students worked together to organise and participate in the event. The provision of food as a reward not only served as a tangible acknowledgment of their hard work but also helped improve student morale and wellbeing. By linking academic enrichment with a fun, engaging activity, the Maths Challenge helped Year 7 students build a positive relationship with mathematics and fostered an enthusiasm for further learning. Additionally, the sense of accomplishment from both participating in the fundraiser and completing the challenge contributed to overall improvements in student attendance and behaviour, creating a positive impact on their overall academic journey.

Just Like Us – talk

The "Just Like Us" talk, funded through the Pupil premium fund, had a significant impact on the wellbeing and inclusivity of Pupil Premium (PP) students by providing them with an engaging and informative session led by the LGBTQ+ charity. This external talk offered students the opportunity to learn about LGBTQ+ issues, fostering a sense of acceptance, understanding, and belonging within the school community. By targeting PP students, the initiative ensured that those who might face additional challenges in terms of support and representation had access to important resources and discussions about diversity and inclusion. The session not only promoted positive mental health and wellbeing but also helped to break down barriers related to prejudice and discrimination, encouraging students to embrace differences and support one another in a more empathetic and informed way.

Heart Global – external provider

The Heart Global external provider event at Bower Park Academy had a transformative impact on Pupil Premium (PP) students by offering a week-long creative arts experience. Over 100 students from BPA, including many from the PP cohort, participated in this international performing arts event, which involved collaboration with schools from across the ELAT Trust. The students had the unique opportunity to work with industry professionals in dance, drama, and music, learning choreography, songs, and performance techniques. This experience not only enriched their artistic skills but also aligned with their future academic pursuits, supporting their development in subjects like GCSE Music, Dance, and Drama. By engaging in such a hands-on, immersive event, students were able to directly apply their learning in a real-world context, fostering a deeper understanding of their subjects.

Beyond the academic benefits, the Heart Global event had a profound effect on the personal growth and wellbeing of the students. The workshops and performances provided a platform for students to build new friendships, increase their confidence, and discover hidden talents. This sense of achievement and self-expression helped students find their 'element,' boosting their self-esteem and fostering a sense of belonging. The event not only contributed to students' engagement in the arts but also supported their emotional development, with many students leaving the experience feeling empowered and more connected to both their peers and the wider world. The Heart Global event was a powerful example of how creative arts can be used to inspire, educate, and build resilience in young people, particularly those from disadvantaged backgrounds.

Praise postcards – PP students (Year 10)

The use of praise postcards for Year 10 Pupil Premium (PP) students had a positive impact on student motivation, wellbeing, and behaviour. By sending personalised, positive messages home, the initiative provided a simple yet effective way to celebrate students' achievements and reinforce their efforts. This gesture helped to build stronger home-school connections, fostering a sense of pride and recognition among PP students. The praise postcards not only boosted students' self-esteem but also encouraged continued academic engagement and improved behaviour, as students felt more supported and valued. The initiative contributed to an overall positive learning environment, enhancing both student wellbeing and their sense of belonging within the school community.

Art club

The Art Club for Key Stage 3 students, supported by the Pupil Premium (PP) budget, has had a significant impact on both academic engagement and personal development. By providing PP students with high-quality art equipment packs, the club ensured that these students, particularly those without access to expensive resources at home, could engage fully in both club activities and their curriculum. The purchase of 10 specialist equipment packs allowed students to continue their creative work outside of school hours,

ensuring they could complete art assignments and projects at home. This provision played a crucial role in supporting the students' academic progress, especially for those studying art at GCSE, by enabling them to meet the practical demands of the curriculum.

The initiative has also had a broader impact on student wellbeing and motivation. Access to the necessary resources allowed PP students to participate more fully in creative activities, boosting their confidence and sense of achievement. This support contributed to an increase in GCSE art uptake among PP students, as they were more equipped to engage with the subject outside the classroom. The initiative not only supported students' academic growth but also fostered a deeper connection to the subject, encouraging self-expression and creative development, which is vital for their overall wellbeing and future aspirations.

Everyone's talking about Jamie – external trip

The "Everybody's Talking About Jamie" external trip to the Peacock Theatre provided an invaluable experience for 20 students, including 12 Pupil Premium (PP) students, as part of the Stronger Together club's wellbeing initiative. The trip, which explored themes of identity, relationships, respect, and resilience, was directly relevant to the students' learning in various subjects, including SMSC (Spiritual, Moral, Social, and Cultural) education. For many students, this was their first time traveling to London or experiencing a live theatre performance, making it a memorable and enriching opportunity. The themes explored in the show resonated deeply with the students, many of whom could relate to the story's focus on LGBTQ+ identity and personal struggles, furthering their understanding of diversity and inclusion in a real-world context.

Funded by the PP budget, the trip also ensured that four students who could not otherwise afford the cost of tickets were able to attend, allowing them to fully participate in this important cultural experience. This trip, which occurred just after LGBT History Month, built on students' cultural capital, providing them with a deeper understanding of LGBTQ+ issues in a safe and inclusive environment. The Stronger Together club, which fosters a sense of belonging and provides a supportive space for students to express themselves without judgment, benefitted from this trip as it strengthened the friendships and sense of community among students from various year groups. The experience not only promoted personal growth and resilience but also reinforced the club's focus on inclusivity, respect, and mental wellbeing.

Walton on the Naze trip: Geography

The Walton on the Naze Geography trip, supported by the Pupil Premium (PP) budget, had a significant impact on students' academic progress, particularly for those studying Geography at GCSE. With the PP funding, the cost of the trip was reduced by 50%, making it more accessible to students from disadvantaged backgrounds. This financial support enabled PP students to participate in the trip, which directly supported their GCSE coursework by providing hands-on experience and real-world insights into coastal geography. The trip was an invaluable learning opportunity, allowing students to apply theoretical knowledge in a practical setting, enhancing their understanding of key geographical concepts. By ensuring these students could access the trip, the PP funding not only supported their academic development but also promoted greater engagement and a sense of inclusion in their learning journey.

Art equipment packs – PP students

The purchase of KS4 Art PP equipment packs has been instrumental in enabling targeted Pupil Premium (PP) students to access essential art materials at home. Recognizing that equipment for creative subjects can be costly, the school invested in 10 specialist equipment packs to support both Key Stage 3 and GCSE students. These packs allow PP students to complete art tasks and projects at home, thereby removing barriers to their participation and enabling them to fully engage with their art education. This targeted support not only facilitated greater uptake of GCSE Art among PP students but also ensured they could

continue their artistic development outside of school hours, enhancing their overall learning experience and personal growth.

Key Stage 4 Virtual intervention

The virtual intervention sessions for KS4 Pupil Premium (PP) students, focusing on GCSE mock exam preparation in October, January, and March, provided vital academic support during crucial periods of the academic year. Funded by the PP budget, these after-school online sessions ensured that students who may not have had access to additional tuition were able to receive targeted revision and guidance from subject specialists. The sessions helped to reinforce key concepts, build exam techniques, and boost students' confidence ahead of their mock exams, contributing to improved preparation and performance. This intervention not only supported academic achievement but also helped to reduce anxiety around exams, fostering a sense of inclusion and ensuring that PP students had equal opportunities to succeed alongside their peers.

Reading Ambassador stationery packs – Key Stage 3

The Reading Ambassador stationery packs provided to Key Stage 3 Pupil Premium (PP) students have supported their engagement and progress in reading lessons. These packs included essential stationery, such as reading overlays, designed to assist with reading fluency and comprehension, particularly for students with lower reading ages. While the immediate impact on individual students is still to be fully assessed, the resources have provided students with the tools necessary to improve their reading skills in school. By ensuring that PP students have access to the same materials as their peers, this initiative has helped to create a more equitable learning environment, supporting both academic achievement and overall wellbeing.

Revision packs for PP students in Sports Studies

The provision of revision guides for Sports Studies to Pupil Premium (PP) students had a notable impact on their academic performance. These guides provided valuable support for students in preparing for exams, offering structured resources that helped reinforce key concepts and exam techniques. One notable success was Student A, who utilised the revision guides effectively and achieved a Level 2 Distinction* (D*), surpassing her predicted and targeted grades. This success highlights the positive impact of providing targeted resources for PP students, ensuring they have the support they need to excel academically and reach their full potential.

Mock interview day - Year 11

The Mock Interview Day, supported by external organizations and funded through the Pupil Premium (PP) budget, provided valuable career preparation for PP students. The event offered students the opportunity to engage with employers, practice interview skills, and receive feedback on their performance. The feedback from both students and employers was overwhelmingly positive, with students expressing increased confidence and a better understanding of professional expectations. The provision of refreshments further contributed to a welcoming and supportive environment, ensuring that students felt comfortable and valued. This initiative not only boosted students' career readiness but also enhanced their personal development, fostering a sense of empowerment and readiness for future opportunities.

Year Work Experience – travel expenses for Pupil Premium students

The provision of travel expenses for Pupil Premium (PP) students to attend their work experience placements significantly impacted their ability to participate in these valuable opportunities. By covering travel costs, the school removed a key barrier for students who may have otherwise been unable to attend due to financial constraints. This support ensured that all PP students could access real-world work

experience, enhancing their career readiness, building skills, and expanding their professional networks. The ability to engage fully in work experience contributed to increased confidence, improved employability skills, and a greater sense of opportunity, ultimately fostering personal growth and academic motivation.

External Speaker – Paul Hannaford

The external speaker session with Paul Hannaford, funded through the Pupil Premium (PP) budget, had a significant impact on students' awareness and understanding of substance misuse. Paul Hannaford shared his personal story, which highlighted the dangers of substance misuse and its long-term consequences. This engaging and impactful session was specifically targeted at PP students, offering them an opportunity to hear from someone with real-life experience, which helped to reinforce key messages around resilience, decision-making, and wellbeing. The session not only supported students' personal development but also contributed to the wider curriculum by addressing critical issues of health and safety, empowering students to make informed choices and promoting positive behaviours.

Equality & Diversity educational experience – food tasting

The Equality & Diversity food tasting experience, funded through the Pupil Premium (PP) budget, provided a unique educational opportunity for PP students to explore and celebrate cultural diversity through food. With a contribution of £78, the PP funds were used to subsidise the cost of the food, ensuring that all students, regardless of their financial background, could take part in the event. The food tasting allowed students to sample dishes from a variety of cultural backgrounds, enhancing their understanding of different traditions, values, and histories. This experience not only broadened their cultural knowledge but also fostered a sense of inclusivity and appreciation for diversity within the school community.

The event had a positive impact on students' wellbeing and social skills, as they interacted with their peers while sharing and discussing new foods and experiences. It encouraged open dialogue around equality and diversity, promoting a sense of respect and understanding among students. The opportunity to experience new cultures in a fun and engaging way helped students feel more connected to one another and more confident in celebrating their differences. By making the event accessible to all students, the PP funding played a key role in ensuring that these students had the same opportunities to engage in enriching extracurricular activities, promoting a sense of belonging and contributing to their personal growth.

English Revision guides – Key Stage 3 students

The provision of English revision guides for Year 10 Pupil Premium (PP) students has played a significant role in supporting their academic progress in English. Each student received their own copies of the three key Literature texts, providing them with essential resources to enhance their revision and consolidate their understanding of the material. These guides have empowered students to engage more deeply with their English lessons, offering them the opportunity to revise independently and build confidence in preparation for their GCSE exams. The impact of this initiative will be fully realized in Summer 2025, as it helps students better prepare for their assessments, ultimately improving their academic outcomes and supporting their long-term success in English.

English revision guides – An Inspector Calls: Key Stage 4 pupil premium students

The provision of *An Inspector Calls* revision guides to Year 10 Pupil Premium (PP) students, costing £575, has provided essential support for their preparation in English Literature. By ensuring that all PP students received their own copies of the revision guide, the school has enabled them to independently review key themes, characters, and analysis techniques, facilitating better understanding and retention of the material. This access to targeted resources has enhanced students' engagement in English lessons and provided them with the tools needed to revise effectively. The full impact of this initiative will be evident in Summer 2025,

when these students can confidently apply their knowledge during their GCSE assessments, leading to improved academic outcomes.

Badges for KS3 Reading Achievements: Key Stage 3

The provision of reading achievement badges for KS3 Pupil Premium (PP) students has contributed positively to fostering a culture of reading within the school. By recognizing and rewarding students' reading accomplishments, these badges help to motivate and celebrate students' progress, reinforcing the importance of reading for both academic and personal growth. This initiative has not only encouraged greater engagement with reading among PP students but also supported their overall wellbeing by providing a sense of accomplishment. The badges are part of a broader strategy to promote reading as a positive and rewarding activity, with more badges set to be handed out at the end of Autumn 1, further strengthening this culture and encouraging continued engagement in reading.

Form time reading / English whole-school 'reads' - Key Stage 3

The Form-time reading initiative has significantly impacted KS3 students, particularly Year 7 Pupil Premium (PP) students, by providing them with the opportunity to engage in collective reading through the English whole-school 'reads.' All Year 7 students received their own copy of the selected book, allowing them to experience reading as a shared activity. Teachers modelled reading to help build students' confidence, creating a supportive environment for improving their literacy skills. This initiative not only fostered a love for reading but also served as a foundation for sustained reading practices during DEAR (Drop Everything And Read) time. The full impact of this initiative will be seen in Summer 2025, as the skills developed during this time are expected to contribute to improved literacy, academic outcomes, and personal growth among students.

Termly rewards vouchers for Key Stage 3 and 4

The provision of termly reward vouchers and trips has had a positive impact on Pupil Premium (PP) students across Years 7 to 10 by offering them incentives for academic achievement, good attendance, and positive behaviour. These rewards served as a motivating factor, encouraging PP students to engage more fully in their studies and fostering a sense of pride in their efforts. The opportunity to participate in trips further enhanced their school experience, promoting personal development, social interaction, and a sense of belonging. This initiative has contributed to improving attendance, behaviour, and overall wellbeing by making students feel valued and recognized for their efforts, with long-term benefits expected in their academic outcomes and personal growth.

Legoland visit – Year 7 and 8 Pupil premium students

The Legoland visit for Year 7 and 8 Pupil Premium (PP) students provided a valuable opportunity for personal development and wellbeing outside the classroom. Funded through the PP budget, this trip offered students an enriching experience that fostered social interaction, teamwork, and engagement in a fun, relaxed environment. The visit also served as a reward for positive behaviour and academic effort, further motivating students to remain engaged with their studies. By providing access to this experience, which many students might not have had the chance to attend otherwise, the school supported their sense of belonging and contributed to improving their overall school experience, enhancing their confidence and engagement in school life.

Attendance reward party – Year 9 Pupil premium students

The Year 9 Pizza Attendance Party had a positive impact on Pupil Premium (PP) students by rewarding their good attendance during the term. This initiative encouraged PP students to maintain consistent attendance, fostering a sense of accomplishment and reinforcing the importance of regular school participation. The

lunch event also provided an opportunity for students to socialize and build relationships with their peers in a relaxed, supportive environment, promoting wellbeing and a sense of community. By acknowledging and celebrating their commitment to attending school, the reward helped motivate students to continue making positive attendance choices, with long-term benefits for their academic success and personal development.

Attendance rewards – Key Stage 3 and 4: Purchase of Tablets

The purchase of tablets as part of the attendance rewards initiative for Pupil Premium (PP) students across Years 7-11 has had a significant positive impact on both academic support and overall wellbeing. By offering tablets as incentives for improved attendance, students were motivated to attend school regularly, reinforcing the connection between consistent attendance and academic success. This reward also provided PP students with valuable tools for learning, enhancing their access to digital resources and supporting their engagement with the curriculum. In addition to boosting attendance and academic participation, the initiative contributed to students' sense of achievement and belonging, fostering a positive school culture and supporting their personal growth and development. Students in years 10 and 11 were able to access the Virtual intervention sessions in preparation for their PPE and summer examinations.

Purchase of Prom tickets for Pupil Premium students in Year 11

The provision of prom tickets for Pupil Premium (PP) students has had a positive impact on both their academic motivation and overall wellbeing. By offering prom tickets as a reward for academic achievements, positive behaviour, and consistent attendance, this initiative provided an additional incentive for PP students to engage more fully with their studies and school activities. The opportunity to attend the prom also contributed to students' social and emotional development, allowing them to feel included in an important school tradition and boosting their sense of belonging. This initiative helped foster a positive school culture, encouraging PP students to continue striving for success and reinforcing their connection to the wider school community.

External guest speakers – Author visits for Key Stage 3 students

The visit from external speakers to promote a culture of reading has had a positive impact on Year 7 and 8 Pupil Premium (PP) students by helping to develop a deeper appreciation for literature and the author's creative process. The session, attended by all Year 7 and 8 students, not only encouraged students to engage more with reading but also provided them with valuable insight into the world of writing. Many students were inspired by the event, leading to the ordering of books signed by the author, further connecting them to the reading experience. This initiative supported both academic engagement and student wellbeing by promoting a love for reading, building confidence in their literacy skills, and providing a memorable, personalized experience that strengthened their connection to the literary world.

Literacy Enhancements – Key Stage 3

The Literacy Enhancement programme for Key Stage 3 Pupil Premium (PP) students has proven highly effective in fostering academic progress and engagement. With the purchase of essential resources such as exercise books, pens, and vocabulary books, students were able to access and fully engage in the enhancement programme. These resources also allowed teachers to monitor and track student progress, ensuring that learning was personalized and effectively supported. A total of 39 students across Year 7, 8, and 9 participated in the programme, which was well attended and provided a supportive environment for improving literacy skills. The initiative led to positive academic outcomes, with 79% of students making progress, as evidenced by pre- and post-testing.

Particularly strong results were seen in Year 8, with 89% of students (17/19) making progress, while 70% of Year 9 students (14/20) also showed improvement. Students reported enjoying the programme, feeling more confident in their literacy abilities, and developing better study habits. Teacher feedback was equally

positive, highlighting the effectiveness of the targeted support in fostering improvements in students' vocabulary, reading comprehension, and writing skills. The addition of vocabulary books will be explored further to determine their potential integration into wider English and Literacy lessons, continuing to build on the momentum of success seen in this enhancement programme.

PP Behaviour Champion

The Behaviour Mentoring programme for Key Stage 3 Pupil Premium (PP) students has had a significant positive impact on both their academic and personal development. By providing breakfast and necessary equipment before form time, the programme helped students feel prepared and ready for learning. This support promoted punctuality, reduced negative interactions between students and teachers, and allowed for smoother transitions into the school day. Students reported that this provision helped them feel more settled and better equipped to engage with their lessons. The mentoring component, which involved weekly check-ins to discuss attendance, behaviour, achievement, and self-regulation strategies, further supported their growth.

The programme's success is reflected in the high level of engagement, with 100% attendance at breakfast club at least once a week, and 80% of students attending the weekly behavioural meetings. This consistent support led to tangible improvements, with all students increasing their achievement points in the Summer Term compared to the previous term. The programme not only helped students improve their behaviour and attendance but also fostered a sense of responsibility and self-regulation, empowering students to manage their own behaviour more effectively. Overall, the Behaviour Mentoring initiative has contributed to creating a more positive and focused learning environment for PP students.

Homework Club – My Place

The Homework Club, entitled My Place, has had a significant impact on the academic performance and wellbeing of students. In total, 60 students accessed the provision, with 60% showing an improved attitude toward homework completion. Additionally, 57% of students scored better in assessments across the curriculum, demonstrating the positive influence of the club on their overall academic achievement. Student feedback highlights the success of the initiative, with 100% of students stating that they feel they have made progress and would recommend the club to a Year 7 student. One student shared, "Miss Till has positively affected my attitude to homework and has helped me achieve better grades." The provision has not only enhanced homework completion but also contributed to greater confidence and academic success, with students benefiting from targeted support and structured guidance.

Overview of the HPA Pupil Premium Super-curricular provision

The super-curricular provision has had a positive impact on the academic development and engagement of High Potential Attainment (HPA) Pupil Premium (PP) students. A total of 12 Year 7 HPA PP students and 3 Year 8 HPA PP students participated in the programme, with 75% of them attending the Young Lawyers programme. The focus on developing skills related to law and debate not only improved students' academic engagement but also enhanced their critical thinking and communication abilities. With 100% of students choosing to continue the provision next year, the initiative has successfully motivated and inspired students, fostering a greater interest in higher education pathways and future careers.

Year 8 Sustainability Programme

The Year 8 Sustainability Programme for Pupil Premium HPA students has proven to be highly impactful, with 80% attendance and 100% of students finding the sessions useful. The programme focused on educating students about creating sustainable solutions to biodiversity challenges and addressing climate change, offering six sessions on practical applications of these concepts. The positive feedback and high engagement levels suggest that this initiative has sparked a strong interest in environmental issues and

sustainability. Moving forward, this programme will be expanded to a whole KS3 initiative, allowing more students to benefit from this crucial learning experience.

HPA Pupil Premium Fundraising event

The HPA PP Fundraiser had a significant impact on both student engagement and charitable contributions, with funds raised for St Francis Hospice and Mind of the Student. Students were actively involved in the selection of the charities, and the event provided them with a sense of responsibility and ownership. Feedback from student voice indicates that 100% of participants enjoyed the experience of overseeing the event, which helped foster a sense of community and leadership. As a reward for their efforts, a lunch was provided for the PP students involved, further boosting their engagement and sense of accomplishment. This initiative not only supported important causes but also helped develop essential skills in students.

Behaviour mentoring – external mentor, Get Real Youth Service

The Behaviour Mentoring programme had a significant positive impact on the students involved, particularly in helping them regulate their emotions and improve their relationships. Through one-to-one meetings, students developed greater self-belief, self-worth, and a sense of responsibility. Notable transformations were observed, such as in the case of Student A, where the mentoring led to improvements in attitude and behaviour. The programme reached a total of 40 students across the academic year, with 90% of them being Pupil Premium. Additionally, 50 reserve students were supported as needed. The focus was particularly on years 9 and 11, where the most significant support was provided.

In addition to individual mentoring sessions, the mentors played an essential role in restorative justice meetings, with 20 such meetings conducted to align with the school's behaviour policy. The mentors worked closely with Heads of Year and Support & Guidance Managers to track and select students for the provision, using data to inform their decisions. This collaborative approach ensured that the students who needed support the most were targeted for mentoring, leading to improved overall behaviour and a more positive school environment. The provision helped build a stronger school culture by fostering personal growth and responsibility among Pupil Premium students.

Externally provided programmes

Programme	Provider
Behaviour mentoring programme	Get real Youth Service
External speaker	Paul Hannaford
Creative arts experience	Heart Global
Stronger Together provision	Everyone's talking about Jamie
Year 11 Mock Interview Day	Range of local businesses / providers
Mental health Awareness / Personal Development	Talk Therapy
Author visits	Range of authors contributing to the key Stage 3 wider curriculum

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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 on feedback demonstrates it has significant benefits, particularly for disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local Mental Health Support Team and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several 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 several 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 implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.