

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Chase Terrace Academy
Number of pupils in school	1383 (Y7- Y13) 2021 - 2022
Proportion (%) of pupil premium eligible pupils	20.8%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Ms N Mason
Pupil premium lead	Mrs H Powell
Governor / Trustee lead	Mrs G Francis (PP Link Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,155
Recovery premium funding allocation this academic year	£35,090
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	£265,245

Part A: Pupil premium strategy plan

Statement of intent

At Chase Terrace Academy our vision is that all pupils, irrespective of their background or the challenges they may face, are able to make good progress and achieve high attainment across the curriculum and are aided to develop the skills and attributes to make them successful adults, once they leave us. With this in mind, whilst creating our strategy, we have recognised the importance of considering the context of the school and the subsequent challenges made. Whilst creating our strategy we have ensured we use all relevant up to date literature, such as research conducted by the EEF and other recognised Literature (such as 'Closing the Reading Gap' by Alex Quigley and 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice' by DFE)

High quality first teaching is at centre of our strategy and focuses on where our disadvantaged students require more support. As a school we believe quality first teaching for all will raise the progress and attainment of all students, especially those in our key groups. It is proven that the greatest impact on progress is high quality teaching. In focussing on this area we will be able to maintain the good progress of our non-disadvantaged students and narrow the gap of our disadvantaged students, paying particularly attention to our high prior attaining disadvantaged students. As part of this strategy we intend to focus on high quality CPD for staff, high quality curriculum plan development across all subjects and adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

In 2021, students were awarded final grades for their GCSE and VTQ qualifications using teacher assessment following the process outlined by Ofqual and the awarding bodies. The pupil premium progress 8 score showed a significant improvement from -0.52 in 2019 to -0.13 in 2021. There was still a gap over just over half a grade between pupil premium and non-pupil premium students though overall. The number of pupil premium students achieving a grade 9-5 in English and maths improved from 23% in 2019 to 30% in 2021.

Chase Terrace Academy will ensure that respond to challenges and individual needs of our students, based on robust assessment and not assumption. This will ensure that we are meeting the correct individual needs of our disadvantaged students, as we recognise each will present with varying challenges and needs. We will ensure the approaches we have chosen as part of our PP Strategy are able to complement each other and work alongside each other, as we are aware there will be some that overlap all aspects of our model.

We will also ensure that where we find students have been affected by the Covid-19 pandemic, we are working to bridge this education gap through the utilisation of the National Tutoring Programme. The systems and processes we employ will be based on the needs of the school and individual students as we recognise this will not be a one size fits all challenge and approach. This approach will not just be tailored towards disadvantaged students but all students who have been most affected.

Challenges

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

Challenge number	Detail of challenge
1	The gap between progress of the pupil premium students and non-pupil premium students still remains large despite improvements in progress overall. (Data from 2019 pupil premium = -0.52 and -0.13 in 2021. In 2019 23% pupils achieved 9-5 in English and maths and improved to 30% in 2021. In year 7 Non Pupil premium average attainment 8 = 4.86 and pupil premium 4.48. Data has been slightly uplifted as the assessments would not give challenging targets compared to previous years. 9-5 english and maths is 65% non-pupil premium and 52% pupil premium. This is a significant uplift but is still a gap. For year 7 as targets have come from CAT tests we will review as they progress throughout their studies).
2	Observations and discussions with pupils show that pupil premium students show low aspirations for further and higher education. This is also evident from destinations data held.
3	Consistently high quality first teaching in all classrooms as this will ensure the gap is narrowed across all subjects and key groups.
4	Reading age of PP students compared to non-pp students (need data)
5	Awareness of staff of PP students and their individual needs to enabled targeted in and out of class support.
6	Ensuring PP students engage with wider-curricular opportunities and experience culture capital as observations have shown that students are not always able to access equipment needed to attend and participate.
7	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. Since returning to school this academic year nearly 50% of my concern (safeguarding) concerns are around SEMH. Ensuring PP students

	who present with anxiety and mental health concerns have a robust pathway of engagement and support in place is key to students progressing.
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Intended outcomes

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

Intended outcome	Success criteria
PP students' progress improves in all year groups.	<p>Progress data for Y10 and Y11 shows a narrower/narrowing the gap.</p> <p>The difference between PP KS3 student's attainments compared to targets is comparable to non-PP students.</p> <p>Curriculum plans and design considers COVID-lockdown and recovery plans to ensure gaps in learning are identified and actions in place to address.</p> <p>Knowledge organiser home folders to be given out and used by all PP students.</p> <p>ACE programme identifies and works with a key group of underperforming PP students ensuring regular contact between member of SLT, student and parent.</p>
Destinations data of students shows an improvement and move towards higher and further education – linking to higher aspirations.	<p>A higher proportion of Y11 students achieve higher grades to enable them to access A level qualifications in the sixth form.</p> <p>A higher proportion of Y11 PP students stay on into sixth form and complete A level qualifications.</p> <p>A higher proportion of Y13 PP students take up places at University to study for Degree level qualifications.</p>
Students receive quality first teaching in all classrooms and this considers relevant and up to date effective classroom practice.	<p>QA process identifies that all students across the school are experiencing lessons that are enabling them to make good progress.</p> <p>Departmental reviews and learning walks focus on the diet of education students are receiving in the classroom, through direct observation, book looks and pupil voice.</p>
Gap in reading age between PP students and non-PP students narrows/narrowing.	Accelerated reader in Y7&8 shows improvements in reading ages from start to finish of defined groups of students.

	<p>Reading ages of every student taken at the start and end of year shows an improvement.</p> <p>Staff using reading ages knowledge to prepare accessible material for lessons and still add challenge.</p>
<p>Increased focus and awareness of PP students by all teachers and form tutors within school, with regular professional dialogues taking place with students, staff and parents.</p>	<p>Know, Do, Review cycle embedded across the school community and becomes familiar language with staff, students and parents. High focus on Know for staff – linking to knowing their students and curriculum.</p> <p>Regular contact made home by staff.</p> <p>Clear lines of communication within school regarding PP students – use of PP passport on provision map for all PP students. CPD offered to staff on PP strategy, methods and students.</p> <p>Pupil premium a standard item in departmental and line management meetings.</p> <p>High engagement of PP parents at school events, such as, parents’ evenings.</p> <p>Positive PP parent questionnaire.</p>
<p>Pupil premium students to participate in a wide range of enrichment activities offered at Chase Terrace Academy.</p>	<p>Tracking of extracurricular sessions used to prioritise and direct PP students to engage.</p> <p>Raising boys and Girls achievement to focus on underperforming PP students.</p> <p>Breakfast club opened to all Y10&11 PP students and tracked.</p> <p>Visits and talks from inspirational people offered to PP students to build engagement.</p> <p>All clubs to be advertised and PP students will be advised how to find this.</p> <p>Y11 PP underperforming students prioritised for after school intervention sessions and attendance tracked to ensure engagement.</p>
<p>Pupil premium students who present with anxiety and mental health concerns at Chase Terrace Academy show improvement and resilience in coping methods and strategies.</p>	<p>Mental health lead trained to put in place a robust mental health procedure and whole school policy and culture across the school.</p> <p>PP students know who to ask for support and guidance and referral processes.</p> <p>Mental health first aiders work with identified students in a set period of time and build their resilience.</p>

	<p>Students will be aware of their own signs and symptoms and how to ask for support.</p> <p>Fewer referrals being made on my concern for mental health concerns.</p> <p>Parents supported to find guidance to support their own children.</p> <p>Referral times shortened for outside agency access so students are supported quicker.</p> <p>Wellbeing ambassadors work with students and train other students in the role so profile of this system is raised across school.</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 42,275.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of senior leader to oversee PP strategy.	Successful schools 'have clear, responsive leadership.' DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice' EEF Implementation guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'.	1, 5
Appointment of whole school literacy co-ordinator	EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit – Oral language interventions - +6 months impact (Alex Quigley) Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 3, 4
Continuation and impact monitoring of accelerated reader and CPD in literacy topics across all departments.	EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit – Oral language interventions - +6 months impact (Alex Quigley) Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:	1, 3, 4

	<p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	
Regular meetings with key staff to identify student needs, concerns and signpost interventions.	EEF Toolkit – Mentoring - +2 months impact	1, 5
<p>CPD – consists of a programme of Monday night options (6th form progress, research-based techniques for retrieval practice & upskilling numeracy skills for staff, Tuesday night short CPD programme around subject specific needs delivered in departments & whole school teaching and learning strategy, safeguarding, pupil premium specifics & mental health. These topics are also covered as specific sessions in twilights.</p> <p>5 members of staff on NPQ around behaviour and culture to feedback into school.</p> <p>External courses provided for subject specific needs and whole school agenda to meet student needs.</p> <p>Monitoring teaching and learning programme to feedback</p>	The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers (Teachers Impact, Sutton Trust)	1, 3

into specific CPD needs across school		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 131,400.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of STAR tests, alongside Accelerated Reader to identify and raise reading comprehension	EEF Project – AR. ‘The study found that Year 7 FST pupils who were offered Accelerated Reader made 5 months additional progress’, +5 months impact	1, 4
CPD time allocated to departments to work on curriculum mapping – identifying gaps from lockdowns and curriculum development and adaptation.	EEF Guide to Supporting School Planning ‘Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.’ The EEF's rapid evidence assessment on remote learning (April 2020) found that it was the components that define effective teaching, such as clear explanations and scaffolding, that should be our focus for planning to re-establish and further improve teaching in the upcoming academic year.	1, 2, 3, 5
Peer tutoring programme (Sixth form reading mentors and subject ambassadors). Students will be assigned a younger student who has a reading age lower than their chronological age. The mentor will work with them at least twice weekly to support with their reading during tutor time.	EEF Toolkit – Reading comprehension - +6 months impact	1, 4
Numeracy co-ordinator to strategically plan and implement a numeracy strategy whole school working with departments	EEF Improving mathematics in Key stages 2 & 3 - Assessment should be used not only to track pupils’ learning but also to provide teachers with information about what pupils	1, 3, 5

<p>and students to improve numeracy levels.</p>	<p>do and do not know. This should inform the planning of future lessons and the focus of targeted support. There is a large dip in mathematical attainment and attitudes towards maths as children move from primary school to secondary school. Primary and secondary schools should develop shared understandings of curriculum, teaching and learning.</p> <p>When pupils arrive in Year 7, quickly attain a good understanding of their strengths and weaknesses.</p> <p>Structured intervention support may be required for Year 7 pupils who are struggling to make progress.</p>	
<p>Senior leader directly responsible for improving outcomes for all students through new Teaching and Learning strategy – The Chase Terrace Way.</p>	<p>Successful schools ‘have clear, responsive leadership.’ DFE ‘Supporting the Attainment of disadvantaged pupils: articulating success and good practice’</p> <p>EEF Implementation guide states that ‘school leaders play a central role in improving education practices through high-quality implementation’ by ‘defining both a vision for, and standards of, desirable implementation’</p>	<p>1, 3, 5</p>
<p>To improve Pupil Premium engagement with home learning through the use of Knowledge Organisers. All PP students to be given knowledge organiser home learning files.</p>	<p>EEF Homework suggests Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area). Home learning linked to knowledge organisers will improve knowledge learning of content.</p>	<p>1, 2, 3, 5, 6</p>
<p>Raising Girls and Raising Boys Achievement for vulnerable pupils in Y10 and Y11</p>	<p>EEF – Suggests that sports participation, Aspiration interventions, Outdoor Adventure Learning, Collaborative learning,</p>	<p>1, 6</p>

	Arts participation have measurable impact.	
To improve the quality of feedback for the Disadvantaged cohort.	EEF Toolkit - Low attaining pupils tend to benefit more from explicit feedback than high attainers. Feedback can be effective during, immediately after and sometime after learning. Providing feedback is a well-evidenced and has a high impact on learning outcomes. - +5 months impact.	1, 3
Targeted in school tutoring for English (1 tutor)	EEF Toolkit – Small group tuition - +4 months impact DFE – School Led Tutoring Guidance - +4 months impact	1, 5
Targeted in school tutoring at KS3 for reading and engagement in English. (6 hours per week)	EEF Toolkit – Small group tuition - +4 months impact DFE – School Led Tutoring Guidance - +4 months impact EEF Toolkit – Reading comprehension - +6 months impact	1, 4, 5
Targeted in school tutoring for Maths (1 Tutor)	EEF Toolkit – Small group tuition - +4 months impact DFE – School Led Tutoring Guidance - +4 months impact	1, 5
Targeted period 6 catch up and revision for Y11	EEF Toolkit – extending the school day - +3 months impact	1, 5, 6

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

Budgeted cost: £ 61,803.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased parental engagement through parents' evenings online, pastoral year teams, teaching staff, ACE program, raising boys and girl's	EEF Parental Engagement - +4 months impact	1, 2, 5

achievement, use of show my homework and My Ed App.		
Introduction of House system and House competitions alongside extra-curricular engagement.	<p>Research by 'A New Direction' shows the importance of cultural and arts opportunities to support wider learning of PP students.</p> <p>EEF – Arts Participation - +3 months impact</p> <p>EEF “think enrichment education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.”</p>	6
CPD, T&L Briefings, Friday Briefings and Assemblies to develop a school culture to embed high expectations and standards for all.	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning - +4 months impact.	1, 3, 5
Designated attendance officer to closely monitor all PP students' attendance, build relationships with families and implement strategies where needed.	DFE 2016 – found that the higher the overall absence rates across KS4 the lower the level of attainment when finishing KS4. “Overall absence had a statistically negative link to attainment”.	1, 6
To improve the behaviour of PP students through targeted support with Think for the future.	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning - +4 months impact.	1, 3, 5
Student Support Officer x 5. 1 for each year group who will know the student's backgrounds, barriers and families. The link between school and home to enable removal of barriers and success in learning.	<p>EEF Parental Engagement - +4 months impact.</p> <p>EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning - +4 months impact.</p> <p>DFE 2016 – found that the higher the overall absence rates across KS4 the lower the level of attainment when finishing KS4. “Overall absence had a</p>	1, 2, 5, 6, 7

	<p>statistically negative link to attainment”.</p> <p>EEF - evidence states that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours</p>	
<p>High quality CIAG programme for PP students. PP students are prioritised for careers meetings and all PP students experience at least one high quality CIAG activity in each key stage.</p>	<p>EEF – Suggests that sports participation, Aspiration interventions, Outdoor Adventure Learning, Collaborative learning, Arts participation have measurable impact</p>	2
<p>Appointment of a Designated Mental Health Lead to drive the whole school mental health and wellbeing agenda.</p>	<p>Successful schools ‘have clear, responsive leadership.’ DFE ‘Supporting the Attainment of disadvantaged pupils: articulating success and good practice’</p> <p>EEF Implementation guide states that ‘school leaders play a central role in improving education practices through high-quality implementation’ by ‘defining both a vision for, and standards of, desirable implementation’</p> <p>EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of - +4 months impact</p> <p>EEF supporting Bounce Forward projects using cognitive behaviour therapy to improve pupil’s wellbeing, resilience and motivation. EEF state ‘a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils’ resilience and wellbeing could have a significant impact on academic achievement.’</p>	1, 2, 5, 7
<p>VIP Education attendance worker to work</p>	<p>DFE 2016 – found that the higher the overall absence rates across KS4 the</p>	1, 6

alongside school-based attendance officer.	lower the level of attainment when finishing KS4. "Overall absence had a statistically negative link to attainment".	
Worth It Wellbeing Ambassador programme to offer a peer tutoring layer of mental health and wellbeing support to students and raise aspirations of the PP peer mentor wellbeing ambassadors.	EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of - +4 months impact EEF supporting Bounce Forward projects using cognitive behaviour therapy to improve pupil's wellbeing, resilience and motivation. EEF state 'a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.'	2, 6, 7
PP Capitation – hardship fund to prevent PP students from being unable to access enrichment opportunities, have resources and equipment required for learning. Continuation of a system of requests through which departments can submit proposals for additional funding in order to benefit the teaching and learning of PP.	EEF – Arts Participation - +2 months impact EEF – Sports Participation - +2 months impact.	1, 2, 3, 4, 5, 6, 7

Total budgeted cost: £ 235,478.65

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

T&L & CPD

Introduction of the CTA WAY – included the KNOW, DO, REVIEW Cycle. This has led to a more consistent approach in lessons. There was a specific focus on the know part of the cycle and involved the introduction of the knowledge organisers for all topics across all subjects and knowledge tests being implemented as part of the assessment calendar. This is still an area we are continuing to develop and embed this year. The Know part of the cycle remains a priority this year in terms of staff also knowing their students, the barriers to learning and knowing and adapting their curriculum. CPD was carried out remotely for staff to implement this strategy and continues to be a focus this year.

Remote Learning – the school enabled all students to not only access on-line learning but also live video lessons with their subject teachers via teams following the school's normal working day timetable. Students also received via teams meeting access to registration periods with their form tutors each morning to ensure they were accessing their pastoral elements. Training was provided to teachers and students on the use of remote learning technology. Parental feedback about our remote learning provision was extremely positive in the community.

Achievements of Students in The Pupil Premium Cohort at KS4

Targeted Support

Individual 1:1 sessions took place with students in Year 11 identified by the Maths and English intervention tutors, who were qualified Maths and English teachers. Once year 11 students finished their education a group of year 10 students were identified to work with for the final half term of the year. Due to lockdown in the spring term this was an inconsistent approach. There was some progress made but not enough based on the costings of the intervention tutors. There were inconsistencies in approach to the use of the tutors across English and Maths and the allocated hours of the tutors across the two subjects. Moving forward a new approach will be implemented where tutors work with departments and HODs closely to identify the students who will receive intervention, intervention will be moved to in class support predominantly and across all year groups. This will ensure students who start with us in year 7 with significant gaps receive intervention sooner rather than later. Tutors will only

remove students from the respective maths and English lesson to work on the learning and tasks of that lesson to ensure students don't fall further behind in their learning.

Whole School Strategies

Student support officers and the new reflection room were employed to support students across the cohort. During lockdown the student support officers made weekly and, in some cases, daily phone calls and welfare checks to vulnerable students and families. This was extremely successful and allowed for a much smoother transition back into school. They also helped to trouble shoot access difficulties for students with their remote learning and monitored engagement with remote education of the students. The reflection room enabled us to be able to separate key groups across the key stages, especially as our behaviour strategies in class for staff, were significantly diminished due to covid bubbles.

Attendance of PP students was monitored by the attendance officer, with safe and well home visits ordered by school and completed by ATTEND (now VIP education) during and post lockdown. This ensured that the school was fully aware of the situation of our vulnerable students

Literacy Co-ordinator and learning resource assistant worked on reading initiatives and monitoring accelerated reader access, this was lower than we would have liked due to the lockdown, so we have decided to increase our intake this year and offer this to all year 7 and 8 students.

Peer tutoring programme

Unfortunately, due to Covid-19 bubbles guidance we were unable to mix year group students last year. This has meant that we have been unable to utilise this strategy where we use 6th form students to read with year 7/8 students during form time. This is now being used this academic year whilst guidance allows.

Cultural Capital

Due to the Covid-19 pandemic trips were cancelled last academic year. Only the geography field trip for coursework was able to take place. Cultural capital has come from PSHE lessons where possible and will be a larger focus for this year where guidance allows, to enable guest speakers into school and more visits to raise aspirations.

Assertive mentoring programme

This was an external company who trained staff on being assertive mentors for students in school. The students chosen were predominantly pupil premium students. Unfortunately, the

company were unable to fulfil their commitments with school so a refund for the programme was obtained.

Think for The Future

Following COVID lockdown 2 some students were identified as not settling back into school and routines successfully. Think for the future provided a mentor 1 day a week to work with the most vulnerable students who were at risk of fixed term and permanent exclusions. This has been successful and allowed a programme of resilience and behaviour targeted work to take place. During this academic year we have now utilised the programme and mentor for 2 days a week to open up to more students in need.

Laptop loans

Throughout COVID lockdown laptops were issued to all students across all year groups without computer access at home. Dongles were also issued to students without internet access at home. Staff taught online lessons remotely to all classes following the school timetable. Engagement was varied across the students. Student support officers monitored students accessing and completing work and made calls to parents to problem solve where students were not online. As a school we had 137 DFE laptops for use with students and 75 were loaned out.

Externally provided programmes

Programme	Provider
Wellbeing Ambassadors Training Programme	Worth It

Further information

Chase Terrace Academy has adopted the EEF Three-Tiered Approach model for working with our most disadvantaged students in school. The model covers three key elements and funding will be directed to cover barriers presented within these three areas.

- 1. High Quality Teaching* - using pupil premium spending to aid professional development of staff and ensure that effective teaching is happening in every classroom. This should be the top priority. CPD based around teaching and learning and pupil premium review findings to highlight the importance of strategies used in the classroom. Having a set of core non-negotiables in the classroom:
 - Pupil premium students highlighted on seating plans and teachers knowing their barriers (use of passports from provision map to aid this)
 - Teaching strategies tailored to meet the needs of individual students in the class.
 - Teachers to use reading ages for each group of students to ensure worksheets and texts appropriately match the students in front of them. All students will have reading ages tested at the start and end of the year – to link with whole school literacy strategy.
 - Teachers ensuring high quality first teaching is happening in all classrooms.
 - Use of knowledge organisers for all students and homework based around these. Knowledge testing and application testing used to determine the barrier for the students. Knowledge organiser homework folders for all Y7&8 students and all PP pupils in all other year groups.
- 2. Targeted Academic Support* - Positive impact is gained by this type of support when there is a link between what happens in the classroom and out of the classroom, research shows. Moving to a system where intervention tutors work with the Head of department to identify a core group of students to work with for a set period of time (possibly 1 half term up to 10 weeks max). Intervention tutor attends the students Maths/English lesson for first 15 minutes so the classroom teacher delivers content and then intervention tutor extracts student/group of students to complete one to one/small group work on the content, such as exam questions or other tasks planned in advance with the classroom teacher. Data is taken at the start of the intervention and at the end to measure progress. This group of students doesn't always need to be PP, some can be non-PP. There should be a focus on high attainers as well as low attainers. Students chosen should be based on gap in progress. This should happen across all key stages to ensure that students don't reach year 11 significantly behind their peers. Students should only be removed from their Maths/English lessons where possible to ensure other examined subjects are not affected. If needed in year 11 students can be removed from core PE/RE for a short period of time.
- 3. Wider strategies* - this refers to significant non-academic barriers affecting success in school. These can include behaviour, attendance and social and emotional support.

Moving forward there will be a focus on two areas within school this academic year – mental health and wellbeing and outside school opportunities.

Many of the approaches we are undertaking overlap these three areas. We will re-evaluate and address these areas each year, whilst considering our school priorities and how they are changing.