

School overview

Detail	Data
School name	St Anne's Academy
Number of pupils in school	774
Proportion (%) of pupil premium eligible pupils	368/774 = 47.54% Y7 70/154 = 45.45% Y8 67/130 = 51.53% Y9 85/175 = 48.57% Y10 74/158 = 46.83% Y11 72/157 = 45.85%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Chris Heyes, Headteacher
Pupil premium lead	Rebecca Box, Assistant Headteacher
Governor / Trustee lead	Lizzie Anoliefo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£403 058
Recovery premium funding allocation this academic year	£53 730 (£26 865 DfE and School)
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	£456 788

Part A: Pupil premium strategy plan: Statement of intent

All members of staff, the local governing committee, and the Cranmer Education Trust, are committed to enriching the lives of all our students, regardless of their background or prior attainment. We aim to meet their academic, pastoral, and social needs within an aspirational, caring, and nurturing environment. We expect that our students will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential as a child then as an adult. We owe it to all our students to ensure they are given every chance to succeed through our vision and values, 'the best for everyone, the best from everyone, we have faith in our future.'

Pupil Premium was introduced by the Government in April 2012 to provide additional support for disadvantaged students. The additional funding was to help schools 'narrow the attainment gap that still exists for pupils from disadvantaged and more affluent backgrounds.' At St Anne's Academy, we have a much higher than national average number of students with Pupil Premium funding. It is therefore important that their needs are met through high quality provision. The Pupil Premium money will be spent on supporting our students by removing barriers to ensure they gain the skills, knowledge, and expertise they need to succeed. We will also support our students who have social worker involvement (approximately 10%), regardless of whether they are disadvantaged or not.

To be successful in improving outcomes for disadvantaged and vulnerable students eligible for Pupil Premium we will:

- Draw on research evidence (such as EEF Toolkit) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Be clear about the importance of ensuring that day-to-day teaching meets the needs of our learners, rather than relying on interventions to compensate for teaching that is less than good. Quality first teaching is paramount.
- Never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest grades.
- Ensure all staff know which students are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- Thoroughly analyse which students are underachieving and why and then provide appropriate intervention and support.
- Ensure there is a constant cycle of assessment, feedback, and improvement and that this is planned for in lessons.
- Use data frequently to check whether interventions or strategies are working and adjust accordingly.
- Make sure all staff, including support staff, are highly trained and understand their role in helping our students to achieve.
- Systematically focus on giving our students clear, useful feedback about their work, and ways they can improve it.
- Provide well-targeted support to improve learning, attendance, behaviour, or links with families where these were barriers to a student's learning.
- Through careful monitoring and evaluation, be able to demonstrate the impact of each aspect of PP spending on the outcomes for our students.

- Provide an enriching curriculum that includes a wide range of wider-curricular activities and opportunities such as work experience, visits to higher education establishments and enriching activities such as theatre and art galleries.

This can be achieved through world class learning, high expectations and through encouraging personal, moral, and spiritual development within a Christian framework. Below are some of the key processes and strategies employed by staff to maximise progress and attainment for pupils eligible for Pupil Premium.

Effective teaching and learning – all staff recognise and accept that most students' progress comes out of Quality First Teaching and Learning on a day-to-day basis. There is, therefore, a major drive on focussed staff development in 'The St Anne's Way' in ensuring that pupils know more and learn more.

Data tracking – is used rigorously across the across the academy and identifies all underachieving pupils. The subsequent interventions are based on underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour, or even factors outside of the academy.

Literacy support – the development of strong literacy skills is a whole academy focus. Levels of progress and attainment are carefully tracked and monitored across the academy. Students with low literacy levels are provided with additional support so that basic skills can be developed effectively. For disadvantaged students with literacy difficulties, the Pupil Premium funding is used to meet their needs to remove this barrier to learning. Due to research showing that disadvantaged students are less likely to make up any reading age gap on their own compared to non-disadvantaged students, disadvantaged students are always prioritised for interventions.

Targeted support – is provided across the curriculum and arrangements are made for resources to be available for each student as needed. Intervention will be in three forms; targeted in-class support, tailored individual or small group support during period 6 and out of hours intervention.

Educational experiences – support is given to ensure students have full access to broad educational experiences and opportunities.

Attendance – staff, parents, carers, and students understand the link between attendance and achievement. Attendance for students is checked and acted upon with a first day response. Systems are in place to make early identification of issue, need and action.

Challenges

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

Challenge number	Detail of challenge																									
1	Outcomes for disadvantaged pupils need further improvement, unvalidated 2023 it was –0.98. We have a much higher percentage of PP than national (nearly double), this represents half of our cohort.																									
2	Wider gaps in knowledge due to COVID 19 pandemic.																									
3	Recruiting and retaining effective specialist teachers.																									
4	Passivity and less positive attitudes to learning of some students.																									
5	<p>Disadvantaged students arrive from primary school below age-related expectations.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Non-PP Reading % not met national standard</th> <th>PP Reading % not met national standard</th> <th>Non-PP Maths % not met national standard</th> <th>PP Maths % not met national standard</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>22</td> <td>39</td> <td>22</td> <td>36</td> </tr> <tr> <td>Y8</td> <td>19</td> <td>42</td> <td>16</td> <td>46</td> </tr> <tr> <td>Y11</td> <td>16</td> <td>35</td> <td>16</td> <td>32</td> </tr> <tr> <td>Y11 Class of 23</td> <td>16</td> <td>33</td> <td>20</td> <td>21</td> </tr> </tbody> </table> <p>Headline facts and figures – 2022/23 Reading and maths 73% met the expected standard.</p>	Year Group	Non-PP Reading % not met national standard	PP Reading % not met national standard	Non-PP Maths % not met national standard	PP Maths % not met national standard	Y7	22	39	22	36	Y8	19	42	16	46	Y11	16	35	16	32	Y11 Class of 23	16	33	20	21
Year Group	Non-PP Reading % not met national standard	PP Reading % not met national standard	Non-PP Maths % not met national standard	PP Maths % not met national standard																						
Y7	22	39	22	36																						
Y8	19	42	16	46																						
Y11	16	35	16	32																						
Y11 Class of 23	16	33	20	21																						
6	<p>No valid KS2 for current Y9 and 10. (Table of CATs SS data).</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Non-PP Average CATs Score from Transition</th> <th>PP Average CATs Score from Transition</th> </tr> </thead> <tbody> <tr> <td>Y9 class of 2026</td> <td>95.61</td> <td>90.60</td> </tr> <tr> <td>Y10 class of 2025</td> <td>93.79</td> <td>89.78</td> </tr> </tbody> </table> <p>Students who score exactly as expected for their age group would be given a score of 100 (scores between 89-11 are considered to be within the 'average' bracket).</p>	Year Group	Non-PP Average CATs Score from Transition	PP Average CATs Score from Transition	Y9 class of 2026	95.61	90.60	Y10 class of 2025	93.79	89.78																
Year Group	Non-PP Average CATs Score from Transition	PP Average CATs Score from Transition																								
Y9 class of 2026	95.61	90.60																								
Y10 class of 2025	93.79	89.78																								
7	<p>Lower levels of literacy hinder access to the whole curriculum.</p> <p>Percentages of PP students that currently have a reading age matching the expected level:</p> <p>Y7: 49% Y8: 54% Y9: 47% Y10: 58% Y11 52%</p> <p>52% Whole school.</p>																									
8	Low aspirations and self-esteem of some students.																									
9	Attendance is significantly below that of non-PP and persistent absence is higher than that of Non-PP.																									
10	Exclusion rates and incidents of negative conduct can be disproportionately higher for some students.																									
11	Students with complex social, emotional and behaviour needs.																									

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
<p>Improve the progress and attainment of disadvantaged pupils through high quality teaching and learning.</p>	<p>KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • Improve Attainment 8 and significantly narrow the gap to below 9 between our disadvantaged and National non-disadvantaged for average (current gap is 20.92) • Improve Progress 8 and significantly narrow the gap to below -0.5 between our disadvantaged and National non-disadvantaged (current gap is 1.13) • At least 30% passing English and maths at grade 5 or above
<p>Consistent high-quality teaching for all, including disadvantaged pupils.</p>	<p>Effective teaching to secure expected and above expected progress, identified through robust QA including direct observation, work scrutiny, pupil voice, staff voice and data analysis.</p>
<p>Improve attendance and reduce persistent/severe absence.</p>	<p>Improve to above national average for all students (90.7%) and to above national average for PP students (85.3%).</p> <p>Data shows increase in attendance and reduction in overall absence and persistent/severe absence for all student groups and the national gap narrows; PA rate is in line or below national (28.3%).</p>
<p>Improved literacy skills and reading ages.</p>	<p>Increase the percentage of PP students that have a reading age matching the expectation from 52% to at least 66% (in-line with NA for all students).</p>
<p>Improve participation in extra – curricular activities, wider curricular opportunities, and student leadership.</p>	<p>100% student engagement in wider academy life.</p>
<p>Reduce suspension rates.</p>	<p>Reduce the PP/non-PP suspension rate gap to 18% or below.</p>
<p>Reduce incidents of negative conduct.</p>	<p>Reduce the PP/non-PP negative incident gap to 27% or below.</p>

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: £ 118,765

Activity	Evidence that supports this approach	Challenge number(s)
CATs testing for Y7 students.	Recognised standardised test allows us to baseline. Includes reliable indicators for national tests and examinations including Key Stage 2 SATs, GCSEs as well as indicators for different regions of the UK (GL Assessments).	6
Y7 students issued with a reading book.	Only 75% of children leaving primary school in 2023 reached the expected level for reading nationally – This means that 1 in 4 children will not read well in school and beyond. One in eight disadvantaged children don't own a single book. (National Literacy Trust) Children that read regularly and have regular access to books know on average 1.4 million more words than those that don't. These children are exposed to those rare words in books that offer extra value for language development, they impact on a child's readiness to learn and ability to have rich reading experiences. Closing the Reading Gap – Alex Quigley	1 & 7
Weekly Form Focussed Reading sessions.	The focus of these sessions is to expose students to a variety of texts and combine reading, vocabulary, and fluency. EEF Recommendations 2 & 3.	1 & 7
Newly adapted curriculum in place for all subjects.	In July 2021 Ofsted published a collection of curriculum research reviews to support and inform school and curriculum leaders to think about the education they are offering. OFSTED have continued to update subject reviews since 2021. Provision maps now include detail of when subjects plan for high quality student feedback and homework. Time and resource have been made available for middle leadership development and Trust support has been deployed to develop curriculum, with particular emphasis upon our key subjects, at St Anne's.	1 & 4
Robust and supportive Quality Assurance system in place to routinely review the typicality of teaching.	Internal evidence from 2022-2023 shows positive impact of the quality assurance systems that are now in place. Systems have been refined, increasing frequency of support from 2023 onwards. Where teaching or subject outcomes require further improvement, bespoke support is in place. This has been made available within our Academy and with wider Trust support, where required.	1,3 & 4
Staff CPD programme linked to school priorities and is evidenced based.	Ofsted report Dec 2021 identified the need for improvements in the delivery of reading across the school land to also improve the support for students with Special Educational Needs. Therefore, this has shaped our CPD programme for 2022-2023 and 2023-24. <ul style="list-style-type: none"> • Literacy – reading. <ul style="list-style-type: none"> ○ Phonics (EEF +5) 	1,3 & 4

	<ul style="list-style-type: none"> ○ Reading fluency ○ Reciprocal reading comprehension (EEF +6) ● Culture for Learning ● QFT for all learners and especially those with SEND (scaffolding and modelling) ● Assessment for learning (formative assessment) 	
Sharing of best practice through the trust, LA and subject networks gives access to quality CPD.	Attending calendared half termly Trust and LA meetings to ensure school priorities are continuing to develop. See section above (Staff CPD programme linked to school priorities and is evidenced based).	1,3 & 4
Effective data tracking (SISRA) based on high quality assessment to identify students for interventions.	To ensure that teachers are clear that the purpose of assessment is to improve achievement not just measure attainment and develop systematically the teaching and learning skills that drive pupils' progress in lessons (The impact of the 'Assessing pupils' progress' initiative OFSTED 2011).	1 & 5
Calendared exam and mock exam analysis meetings with SLT.	Allow senior and middle leaders to connect all the elements of assessment in a coherent policy for raising achievement that clarifies the accountability of staff and outlines strategies for monitoring and evaluation (The impact of the 'Assessing pupils' progress' initiative OFSTED 2011).	1
Y11 Maximise Event (revision skills and free revision guides).	Key event to close the gap between the student groups, encourages ALL students to revise and provides the resources and the techniques to do so. Having a consistent revision guide enables us to support students using and engaging in revision.	1

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

Budgeted cost: £ 162,850

Activity	Evidence that supports this approach	Challenge number(s)
GL Assessment EXACT testing (reading ages).	Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions. - EEF Improving Literacy in Secondary Schools Recommendation 7.	1 & 7
Academic mentor to deliver reading interventions (e.g. Lexia) in Y7-10 and tutor Y11.	EEF teaching-learning toolkit/small group tuition The evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, four months additional progress.	1, 2 & 8
Small group tuition with our teachers. Y11 morning tutorials, Saturday school, Core PE English and maths sessions and holiday revision.	EEF teaching-learning toolkit/small group tuition The evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, four months additional progress.	1, 2 & 8
Phonics intervention is for identified students in Y7 – 10.	Targeted Literacy Intervention is recommended by the EEF in recommendation 7. The EEF suggests that students with a word recognition age of 9 years 5 months or below, who regularly participate in Fresh Start Phonics intervention may make, on average, 5 months additional progress.	1 & 7
Period 6 revision timetable for Y11.	EEF teaching-learning toolkit/extending school time. The evidence states that to get the most from any extra time is important and it should meet pupils' needs and build on their capabilities.	1 & 2
Accelerated English and (ASDAN) programme.	Accelerated English are found to be most effective when used as a targeted intervention for key marginal students sitting at the grade 4 and 5 borderline ASDAN.	1 & 7

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

Budgeted cost: £ 175,260

Activity	Evidence that supports this approach	Challenge number(s)
<p>Consistent implementation of attendance strategy at all levels: SOL attendance tracker ensures attendance is tracked and acted upon in line with escalation procedures. Attendance expectations and messages are communicated clearly via website, EduLink and socials to raise the profile and importance of regular attendance.</p>	<p>DFE School Attendance Guidance and Improving School Attendance document highlights the importance of clear policy and procedures to support improvements in attendance for all students. Policy was re-written in July 2022 to reflect new national Working Together guidance and further revised in July 2023 to reflect DFE Attendance toolkit. Robust measures ensure attendance concerns are actioned swiftly to avoid drift and delay as well as tackle and remove barriers to non-attendance. Tracking system linked to escalated procedures and rewards and incentives programme and considers pastoral needs in line with research on emotionally based school avoidance and mental health and wellbeing needs. EduLink One messenger complements existing communication channels to ensure attendance expectations are clearly communicated and timely messages are issued as reminders as well as to address attendance below expectations. Recognition of improved attendance also supports the development of a positive culture for attendance and punctuality.</p>	<p>8 & 9</p>
<p>Pastoral interventions in place directed through TAP meetings (healthy relationships, bereavement, looking ahead, voice of child wishes and feelings, #thrive, early break and coping strategies) to overcome barriers to learning. School community is signposted to external support services and IAG as appropriate.</p>	<p>Trauma informed practices informs bespoke and targeted interventions to support and challenge students' non-attendance and behaviour to secure improvement. Attendance and Behaviour Hubs guidance & Centre for Mental Health briefing 54 EEF research shows that strategies building positive relationships, e.g. EMR model, overcome barriers to learning such as low attendance and poor behaviour. School has adopted LA's Emotionally Based Non-Attendance guidance and strategies to support non-attendance and tackle root causes. School is also engaging with the DFE Attendance Hub programme.</p>	<p>8, 9, 10, 11</p>
<p>Reward system and culture to embed a culture of high expectations</p>	<p>EEF guidance, points to promoting a culture of points to promoting a culture of positive punctuality and attendance habits for all students to raise aspiration and achievement. EEF guidance, Improving Behaviour in Schools section 3, points toward the use of Rewards Systems as part of a broader strategy.</p> <p>Tom Bennett's 'Creating a culture: a review of behaviour management in schools.'</p> <p>In line with guidance the school has strengthened the 'SCHOLAR' reward system, recognising the students who embrace the school's vision and values.</p>	<p>8, 9 & 10</p>
<p>Behaviour strategies and system to embed a culture of high expectations</p>	<p>EEF Improving Behaviour in Schools Guidance Report recognises the importance of consistent routines, clear expectations, and high standards to promote progress and improve outcomes.</p> <p>DFE guidance Behaviour and discipline in schools.</p>	<p>8, 9 & 10</p>

	In line with guidance the school has updated the behaviour policy and strengthened use of the consequence systems.	
Provide pupils with and engaging and varied wider curricular programme including work experience and including Student Leadership opportunities (Personal Development: Faith, Future and Best for Everyone Pathways).	<p>The study, An Unequal Playing Field, found young people who participated in activities gained confidence and build social skills. They were also more likely to aspire to go onto higher or further education.</p> <p>Guide to organising and managing work experience (barclayslife-skills.com): When done well, work experience brings tangible benefits for young people, employers, schools, and society as a whole. It can increase young people’s confidence and promote social mobility by challenging stereotypes in relation to their career aspirations. A recent report states that many young people believe that work experience helps to develop their employability skills and that around a quarter of students are offered part-time employment following a work experience placement.</p> <p>‘Positive Discrimination’ used to target and improve uptake for extra-curricular events and activities.</p> <p>Involvement in varied leadership opportunities at all levels raises student confidence and aspirations.</p>	4 & 8
Pastoral curriculum programme to contribute to pupil’s personal development.	In line with wellbeing and mental health guidance the pastoral curriculum offers students a safe place in school to proactively learn about topical issues and promotes personal development as research states that this improves attendance and punctuality as well as behaviour and conduct and prepares students for life after school.	8 & 11
CPOMs safeguarding.	Research on child protection and safeguarding, as well as statutory guidance, e.g. KCSIE 2023 highlights that all students need to feel happy and be safe to thrive and achieve their best in life and to achieve their potential in school. CPOMS provides robust reporting mechanisms to keep students safe and promote a vigilant culture of safeguarding. Safeguarding culture is strong and associated practices are linked to Working Together and other national guidance.	8, 9, 10 & 11
Financial support to ensure pupil participation to visits and trips.	Child Poverty Action Group recommends that to ensure students can enjoy the same experiences as their peers’ schools can set up a savings scheme, subsidise or cover the cost of trips for those families in need of support. A member of the safeguarding team supports the PYL in identifying families’ needs.	4 & 8
KS4 to benefit from at least two 1:1 careers meeting and have a post 16 offer.	99% current Year 11 Class of 2023 have a post 16 offer as of October 2023 (2 students).	4 & 8

Total budgeted cost: £ 456,876

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2022 to 2023 academic year.

2023 Outcomes

The progress and attainment of our disadvantaged students was below our expectations. The gap between our disadvantaged and non-disadvantaged has grown since the pandemic. Our analysis suggests that the reason for the decline strongly relates to social, personal factors, wellbeing, and mental health as part of the ongoing impact of COVID 19. The drop in attainment and the factors associated with this are complex and lasting for a significant number of students (38) in class of 2023. Of the 38 students with significant challenges, 22 are disadvantaged. Note: The students without the significant challenges had a Progress 8 of -0.01 and Attainment 8 of 42.56 (close to national average).

- Progress 8 has declined for PP students from -0.58 in 2022 to -0.98 in 2023 of -0.98 (national -0.57).
- Attainment 8 has declined for PP students from 40.7 in 2022 to 31.9 in 2023 (national 34.9).
- 5+ EM declined for PP students from 23% in 2022 to 11% 2023 (national 25%).
- 4+ EM declined for PP students from 48% in 2022 to 23% 2023.
- EBacc at grade 4+ for PP students declined from 9% in 2022 to 5% 2023.
- EBacc at grade 5+ for PP students declined from 6% in 2019 to 3% 2023.
- Entering EBacc for PP students declined from 22% in 2022 to 17% in 2023 (national 27.7%).
- EBacc average point scores declined for PP students from 3.2 in 2022 to 2.46 in 2023 (national 2.97).

School Led Tutoring

28 PP Y11 students engaged in at least 8 hours of Maths intervention in either Period 6 revision, Saturday tutorial, 07:30 Tuesday tutorial and holiday intervention sessions. 15 students achieved at, or above target and 8 students achieved above target.

17 PP Y11 students engaged in at least 6 hours of English intervention in either Period 6 revision, 07:30 Tuesday tutorial and holiday intervention sessions. 5 students achieved at or above target and 2 students achieved above target.

Note: Issues with English staffing until Easter 2023. The offer of additional intervention was limited.

We have identified that some of the interventions had less impact than anticipated and have reviewed our offer this year. Targeted groups are smaller and English offer is fully in place this year.

Literacy

Average Accelerated Reading Age Progress made (after Chronological Age) per student 2022-2023:

Year Group	Disadvantaged	Non-Disadvantaged
7	+4 months	-1 months
8	+7 months	+8 months
9	+1 month	+1 month
10	+ 5 months	-1 month
Years 7-10	+4 months	+2 months

Phonics

46% of students that required phonics were disadvantaged. 100% of students that required phonics completed the course last academic year, giving them greater access to the KS3 and KS4 curriculum.

Year Group	Number of eligible disadvantaged students completing the Phonics programme 2022-2023	Number of non-disadvantaged eligible students completing the Phonics programme 2022-2023
7	4	3
8	1	1
9	1	2
10	No eligible students	1

Extra-curricular attendance: Working towards achieving 100% for all Y7: 88% (PP 75%), Y8: 90% (PP 84%), Y9: 71% (PP 68%).

2022-23 Attendance

School: 90.4% (+2% up 2021/22) DFE National: 90.7%; Gap: -0.3% (narrowest in 5 years).

School Non-PP: 92.9%, (+1.6% up 2021/22) FFT National Non-PP: 92.6%; Gap: +0.3%.

School PP: 87.9% (+2.5% up 2021/22), FFT National PP: 85.3%; Gap: +2.6%.

School PA: 30.7%, DFE National PA: 28.3%; Gap: -2.4% (narrowest in 5 years). 64.2% or 165 students who met PA threshold are PP; this is a slight reduction on previous year.

Behaviour Data

There is a significant **GAP** between the % of students, whole school, who have been suspended **24.82% (PP 70.59% v non-PP 29.41%)**.

The number of negative behaviour points GAP 39.6% **(69.8% PP v non-PP 30.2%)**.

The GAP between students receiving positive praise points is minimal, 4.7% **(47.65% PP v 52.35% non-PP)**.

Summary

We recognise the outcomes are not good and the gaps are too large in 2023 outcomes. These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25 as stated in the Intended Outcomes section above. We have reviewed our strategy plan in line with our academy priorities (1. Improving attendance and reducing persistent absence 2. Literacy strategy 3. Establishing quality of curriculum and pedagogy and 4. Quality first teaching for SEND) and also have a Y11 Outcomes Rapid Action Plan (1. Progress to targets, 2. Assessments and 3. Curriculum Delivery) in place at the Academy to ensure outcomes improve and put us back on track to achieve our intended outcomes.

Externally provided programmes.

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

Programme	Provider
CATs Test	GL Assessments
EXACT	GL Assessments
Accelerated Reader	Renaissance Learning
Lexia	Renaissance Learning
Fresh Start Phonics	Ruth Miskin