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OSSETT ACADEMY

Pupil Premium Strategy Statement

2022-2023



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Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Ossett Academy
Number of pupils in school	1,516
Proportion (%) of pupil premium eligible pupils	320 (21%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 to 2024-25
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Samantha Broome, Principal
Pupil premium lead	Elizabeth Talbot, Associate Vice Principal
Governor / Trustee lead	Eddie Stapleton and Roy Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£280,725
Recovery premium funding allocation this academic year	£79,488
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	£360,213

Part A: Pupil premium strategy plan

Statement of intent

At Ossett Academy we have the highest expectations of what every pupil can achieve regardless of their context or starting point, with an aspiration to provide a world class education for all young people within our community. We are ambitious for all our young people, and we have a relentless approach to creating a positive ethos for learning and a success culture.

We understand that it is vitally important that we get the basics right, for example quality first teaching and attendance, as if these are not in place, standards of some of our most disadvantaged pupils will not improve, and their life chances will be affected.

Our actions and plans to address the challenges and barriers are evidence based and underpinning this is research from the following areas:

- The Education Endowment Foundation (EEF) Teaching Toolkit
- DfE guidance on Pupil Premium
- EEF National Disadvantaged study
- Evidence from schools within our Trust and local educational community e.g. One Wakefield Project

All members of staff and the governing body at Ossett Academy accept responsibility for our disadvantaged pupils and are committed to meeting their academic and pastoral needs.

Challenges

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

Challenge number	Detail of challenge
1	<p>Teaching, Learning, Assessment and Outcomes:</p> <p>Data analysis (both internal data and outcomes) has allowed us to identify where there is a larger gap in pupil premium/non-pupil premium data.</p>
2	<p>Teaching and Learning – Literacy:</p> <p>NGRT data has allowed us to identify where pupils are below reading age, this will allow us to allocate specific reading interventions as we understand reading allows pupils to access the full curriculum and make progress across this curriculum. Additionally, to ensure the good practice already started 2021-22 with our Accord Literacy Strategy is fully embedded and consistent across all departments, new staff and key stages, following a disciplinary approach to literacy.</p>
3	<p>Teaching and Learning – Disadvantaged First:</p> <p>Internal reviews and meetings have shown that although there has been clear progress in embedding the Disadvantaged First strategy, further work is needed to ensure a full consistency across all subjects and key stages.</p> <p>Evidence from our internal quality assurance processes has also highlighted that further awareness and understanding is needed amongst teachers of the individual barriers of this group of pupils and how these barriers can be best addressed at a classroom level.</p>

4	<p>Attendance:</p> <p>Our attendance data over 2021-22 indicates that attendance among disadvantaged pupils was 6.2% lower than for non-disadvantaged pupils. 49.7% of disadvantaged pupils have been 'persistently absent' compared to 20.2% of non-disadvantaged 2021-22. The national picture shows that attendance and outcomes can negatively impact on all pupils but most detrimentally on those who are disadvantaged.</p>
5	<p>Pastoral:</p> <p>Our observations and discussions with parents/carers show a higher proportion of disadvantaged pupils than their non-disadvantaged peers are more likely to require tailored intervention courses to address their pastoral needs. A failure to sufficiently address these needs results in pupils from disadvantaged backgrounds them not making as much progress as their non-disadvantaged peers. Further to this, without pastoral needs being met, pupils from a disadvantaged background are more likely to have a higher than average behaviour incidents and lower than average attendance.</p>
6.	<p>Engagement with the wider academy offer:</p> <p>Our observations suggest that pupils who are disadvantaged are less likely to engage with the wider offer of the academy and as such they are at risk of not gaining the same cultural capital as their peers. As such we must look to enhance careers guidance, transition support and engagement in enrichment and extra-curricular opportunities for disadvantaged pupils to allow them the same cultural capital as their peers.</p>

Intended outcomes

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

Intended outcome	Success criteria
1. To close the gap between disadvantaged and non-disadvantaged pupils.	Progress 8 gap between disadvantaged and non- disadvantaged closes at KS4.
2. To provide tailored support, to enable the further development of literacy skills for our disadvantaged pupils at KS3 and KS4.	Progress 8 gap between disadvantaged and non- disadvantaged closes at KS4. Reduce the reading gap for our disadvantaged pupils at KS3 and KS4. Literacy support is embedded in all classrooms across the academy, following the disciplinary approach.
3. To ensure the consistency in application of strategy for our disadvantaged pupils and	The Disadvantaged First strategy is consistent in application across KS3 and KS4.

<p>increase awareness of individual barriers to learning.</p>	<p>To further share individual disadvantaged barriers to learning, to support in closing the gap across KS3 and KS4.</p>
<p>4. To improve disadvantaged Persistent Absence (PA) measure and to improve disadvantaged attendance across years 7-11.</p>	<p>Gap closes between disadvantaged and non- disadvantaged attendance from figure of 6.2% in 2021-2022. Gap closes between disadvantaged and non-disadvantaged PA from figure of 29.2% in 2021-2022.</p>
<p>5. To sustain and enhance our pastoral support for all pupils, particularly our disadvantaged pupils.</p>	<p>Rigorous and robust provision mapping and support in place for targeted pupils that leads to; decrease in fixed term exclusions and behaviour incidents, improved attendance and enhanced interventions for pastoral issues arising.</p>
<p>6. To provide careers guidance, transition support and enrichment opportunities for disadvantaged pupils to ensure they are supported through each stage of their education to gain valuable cultural capital in support of raising aspirations.</p>	<p>Support at every step from transition to options to post-16. To offer and encourage participation in extra-curricular activities. To fully subsidise trips and visits ensuring full participation of all disadvantaged pupils. Engagement in York St. John's aspirations project. Ensure all pupils have appropriate destinations that will support improved life chances and opportunities in adulthood.</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 & Learning

Budgeted cost: £40,336.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching and learning to close the gap between disadvantaged and non-disadvantaged pupils.</p>	<p>EEF Pupil Premium Guide – <i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”</i> Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Focus on professional development of all teaching staff through our Teaching and Learning Development groups, National Professional Qualifications and support for Early Career Teachers. Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Development of whole academy literacy strategy. Continued focus on ‘Think It, Say It and Read It’ strands and launch of ‘Write It’ strategy to whole staff in 2022-2023.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>Internal Pupil voice surveys showed improvement in the frequency and application of the strategy across the whole school and strengths of literacy were evident across the academy through internal deep dives.</p>	2
<p>Focus on professional</p>	<p>There is strong evidence that effective professional development can have a</p>	1, 2, 3

<p>development of all teaching staff through our Teaching and Learning Development groups, National Professional Qualifications and support for Early Career Teachers.</p>	<p>positive impact on pupil outcomes: “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</p> <p><u>Effective Professional Development EEF</u> (educationendowmentfoundation.org.uk)</p>	
<p>Disadvantaged First Strategy: To ensure the consistency in application of strategy for our disadvantaged pupils and increase awareness of individual barriers to learning.</p>	<p>EEF Pupil Premium guide – <i>‘When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.’</i></p> <p><u>Pupil Premium Guide Apr 2022 1.0.pdf</u> (d2tic4wvo1iusb.cloudfront.net)</p>	1, 3

Targeted academic support

Budgeted cost: £69,266.50

(with additional recovery premium finding for Academic Tutors)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To development of a timely and focused year 11 intervention and mentoring programme for disadvantaged and vulnerable pupils through internal tracking and monitoring in CORE and Student AIMS.</p>	<p>EEF studies show that academic mentoring has a positive impact on attainment. <u>Mentoring EEF</u> (educationendowmentfoundation.org.uk)</p>	1
<p>To provide tailored support, to enable the further development of literacy skills for our disadvantaged pupils at KS3 and KS4.</p> <p>Fresh Start,</p>	<p>Research has shown the positive impact that phonics, reading comprehension strategies and oral language interventions can have on targeted pupils. <u>Literacy EEF</u> (educationendowmentfoundation.org.uk)</p>	2

<p>Literacy Planet, Reading Buddies, Votes for School, Immersive Learning Days, Literacy Hour.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p> <p>And in small groups: <u>Small group tuition Toolkit Strand </u> <u>Education Endowment Foundation </u> <u>EEF</u></p> <p>Our Academic Tutors will be funded through the Recovery Premium funding (tbc)</p>	
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Wider strategies

Budgeted cost: £70,855.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of targeted and focused attendance plan to address the gap in attendance between disadvantaged and non-disadvantaged pupils.</p> <p>We will fund salaries of our attendance officer and EWO and recognition rewards for improved attendance.</p>	<p>The national picture shows that below average attendance impacts negatively on progress of disadvantaged pupils and that when attendance interventions are timely and focused, this has a positive impact on attendance. Attendance plan incorporates many of the strategies highlighted in DfE guidance (August 2022)</p> <p><u>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</u></p> <p>EEF Guide to Pupil Premium states that “Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy.”</p> <p><u>Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</u></p>	<p>4</p>
<p>Development of pastoral strategies with focused HUB and SEN interventions with our most vulnerable and</p>	<p>A higher proportion of disadvantaged and vulnerable pupils have EBD, social skills difficulties, lack of home support, incorrect uniform and require counselling/mentoring and tailored intervention courses e.g., mental health and/or anger management.</p>	<p>5</p>

<p>disadvantaged pupils.</p> <p>We will fund salaries of our HUB, SEN, California Drive and mental health practitioners to run interventions with identified vulnerable pupils.</p>	<p>EEF Guide to Pupil Premium states that “<i>the most significant non-academic challenges to success in school, including behaviour, and social and emotional support, which also may negatively impact upon academic attainment.</i>”</p> <p>Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>To provide careers guidance, transition support and enrichment opportunities for disadvantaged pupils to ensure they are supported through each stage of their education to gain broader and wider experiences and opportunities to ultimately raise aspirations.</p>	<p>EEF evidence on aspiration – “<i>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.</i>”</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	6

Total budgeted cost: £280,458.40

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 2021 to 2022 academic year.

<p><u>1. Quality of Teaching for all</u></p> <p>September 2021 saw the launch of part one of our Accord Literacy Strategy – which comprises of four aspects, each introduced in a timely manner – Think It, Say It, Read It and Write It. Part one saw the launch of Think It and Say It. Supported by whole school CPD and marketplace CPD, the strategy was embedded following the disciplinary approach outlined by the EEF and the insight gained from taking part in the One Wakefield Project. An external Deep Dive held on 17.11.21 evidenced the early positive impact of this strategy, including positive pupil voice on the impact the strategy was having on pupil understanding and pupil work in the classroom. Staff voice also evidenced a positive impact to this new strategy. Part two of our Accord Literacy Strategy – Read It was launched on 28.2.22, supported by whole school CPD and</p>

marketplace CPD. A further external Deep Dive held on 12.5.22 highlighted a more inconsistent application of Read It, however with clear areas of Strength. Further work with individual departments over the Summer Term has helped to strengthen confidence and a more consistent application of Read It.

Next steps

We will focus on maintaining the consistency of Think It, Say It and Read It across all departments, especially with new staff. We will undertake further pupil voice to ensure pupils are part of our literacy journey and the timely launch of our final part three – Write It. This will be reinforced with new staff Literacy CPD, quality assurance in the classroom and departmental literacy CPD, where identified as a need.

Our **Disadvantaged First Agenda** was first launched whole school in September 2019, following our summer 2019 pupil premium P8: -0.64 and A8: 37.46. As the newly appointed Pupil Premium lead, the Disadvantaged First Agenda was the first step in outlining our collective consistency. During covid, this Agenda was adapted to fit for remote learning and disadvantaged engagement and laptop support was rigorously monitored. In the academic year 21-22 this has seen a full year without school closures, and our focus has been on ensuring the Disadvantaged First Agenda was consistently applied in all classrooms. An initial external Deep Dive on 14.12.21 highlighted good use of the Agenda at KS4, but equally consistency in application still needed at KS3. A further external Deep Dive on 5.4.22 highlighted further consistency in application over KS3 and sustained consistency at KS4. The awareness amongst staff is very good and this was further supported through the work of our Disadvantaged Teaching and Development group 2021-22.

Next steps

Further CPD is in place for new staff joining our Academy 2022-23, further work through Vulnerable Deep Dives should steer our support to more specific departments and/or staff in need of further guidance and examples of good practice. IRIS (video capture software) has also recently been bought in and will be used to capture examples of good practice which can be shared through our staff CPD section on SharePoint. A newly appointed Associate AP will also strengthen the leadership of this strategic element.

Our unvalidated data through assessments during 2021-22 evidenced that the performance of disadvantaged pupils is improving. This is reflected in the Attainment 8 outcomes (A8), whilst we wait for Progress 8 data to be validated nationally:

Subject	2019 A8	2022 A8	Difference
	PP	PP	
ALL	37.46	42.88	+5.42
English	8.05	9.29	+1.24
Maths	7.78	8.07	+0.29
EBacc	10.25	11.21	+0.96
Open	11.38	14.3	+2.92
4+ Basics	47.27	62.5	+15.23

5+ Basics	23.64	42.86	+19.22
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2. Targeted Academic Support

CORE and Subject AIMS (internal tracking and monitoring system) have been used to identify academic underperformance and feed into timely interventions such as Period 7, Easter and May half term interventions. Period 7 was in place for 3 hours a week over the academic year, up to the onset of external GCSE exams. CORE and Subject AIMS were a crucial step in ensuring pupils were accessing the correct intervention and that this was regularly reviewed and amended where needed across the academic year. The attendance to Period 7 sessions was excellent and quality assurance of these sessions saw engagement and learning to be very good.

Through analysis of **Year 11 academic data** from the start of the academic year, a cohort of pupils were created to focus on Wave One support. The 'Super 60' cohort contained all underperforming pupil premium pupils and a wide range of significantly underperforming non-pupil premium pupils as part of our Recovery Premium Strategy. The strategy saw the top 30 linked to a member of SLT to monitor, and for all 60 a raising awareness across identified subjects/staff and sharing of wave one strategies. Whilst the impact of this strategy was not able to support all pupils to secure positive progress. Clear improvements were seen with 9 pupils securing overall positive progress at data point 2.

Literacy interventions have been further enhanced over this academic year with the new addition of Literacy Planet and Reading Buddies. The first Reading Buddies cohort took place over a six-week period and saw 73% of pupils make 3 months-2 years progress with their reading. Where pupils didn't make expected progress, this was mainly due to attendance at the sessions, which is something we continue to address this year. Literacy Planet saw an improvement with our Year 8 cohort in Spelling, grammar and comprehension. Votes for School was newly implemented at KS3 to support the Accord Literacy Strategy through further embedding oracy. Pupil voice was very positive around the weekly topics it covered and the opportunity to express opinions and engage in informed debate, thus increasing opportunities for oracy.

Numeracy interventions have centred around the use of Maths Academic Tutors to work with several targeted small groups using a personalised intervention based on Starting Points. Each intervention group has worked through a pack of key skills that underpin the curriculum to support the students to access the work in lessons. Pupils are withdrawn from another curriculum area for one hour a week to access additional maths intervention for a period of 16 weeks. Y7 disadvantaged pupils in the program also had access to an additional 30-minute timetable rock stars session to provide additional support in developing times table skills. The academic tutor groups were personalised with core and extension maths pathways.

Cohort One: (16 weeks) Years 8 and 9 cohort – 100% assessed to be working at 'Below Expected' prior to tutoring. After the 16-week tutoring programme 52% of pupils had made significant progress and were assessed to now be working at 'Expected

Progress'. Weekly quiz scores, used to track, show all pupils made progress with their weekly scores.

Cohort Two: (16 weeks) Years 7, 8 and 9 - a NEW cohort 100% assessed to be working at 'Below Expected' prior to tutoring. After the 16-week tutoring programme 34% of pupils had made significant progress and were assessed to now be working at 'Expected Progress'. Weekly quiz scores, used to track, show all pupils made progress with their weekly scores.

Transition support – Year 6 information and supporting success evenings were held over Terms Two and Three. Guidance was given about Pupil Premium funding (FSM) during the Year 6 parent information evening held 01.03.22 where we had 476 attendees representing 190 pupils. This information has also been sent out to parents/carers. We hosted one full cohort taster day (310 pupils) and four SEND transition days led by our SENCO. Any pupils that required additional support were invited back into the Academy by the Pastoral lead to revisit the induction process. The Year 7 pastoral lead also visited 8 of the primary schools prior to the transition day to bridge the transition process and revisited 4 of them after the event. We provided resources to all feeder primary schools for a Year 6 Literacy and Numeracy Project for Year 6 pupils who will be attending Ossett Academy from September 2022 which is based around creating their own theme park. This was an optional topic that primary schools could deliver during the final term. Pupils were also given a reading for pleasure summer challenge. Pupils are to be awarded points for a variety of reading challenges undertaken, that can be exchanged for rewards when starting Ossett academy in September.

3. Wider Strategies

Attendance remains a priority for 2022-23. Although there were improvements in our attendance for Years 8, 10 and 11 over the academic year compared to 2021-22, the overall disadvantaged attendance was 6.2% lower than for non-disadvantaged pupils. 49.7% of disadvantaged pupils have been 'persistently absent' compared to 20.2% of non-disadvantaged pupils 2021-22. Although this is an improvement on 2020-21 where disadvantaged persistent absenteeism stood at 51.6%. The national picture shows that attendance and outcomes can negatively impact on disadvantaged pupils' progress.

Attendance Fast Track and fixed penalty notices: the data below shows the number of pupils on Fast Track for persistent absence **2021-22** in comparison to 2020-21. In year groups where pupil premium attendance was lower, we have seen an increase in successful fixed penalty notices issued to address this. These were issues alongside the continued support of our attendance team to secure improvements in attendance for those young people.

Year Group	Number on Fast Track All pupils Sept 20 - July 21	Number on Fast Track All pupils Sept 21- July 22	PP Pupils on Fast Track Sept 20- July 21	PP Pupils on Fast Track Sept 21 – July 22	Number of penalty notices issued Sept 20- July 21	Number of penalty notices issued Sept 21- July 22
Year 7	12	19	5/12	12/19	1	3
Year 8	17	20	11/17	11/20	4	2
Year 9	10	29	3/10	17/29	1	5
Year 10	43	37	34/43	19/37	1	10
Year 11	36	53	10/36	22/53	0	8
Total	118	158	63/118	81/158	7	28

Mini Bus: the below data shows the relentless focus on ensuring our disadvantaged pupils were supported with attendance and parental engagement barriers.

Year Group	Minibus visits Jan-July 22 All pupils	Minibus Visits Jan-July 22 Pupil Premium only
Year 7	245	207
Year 8	119	89
Year 9	360	302
Year 10	341	198
Year 11	251	208
Total	1316	1004

Behaviour: FTE and repeat FTE are both **below** NA (National Average). Numbers were lower in 2020/21 due to impact of lockdown (January 2020)

Mental Health interventions: The work of our Mental Health Officer this academic year, has seen an increase in one-to-one and small group interventions across all year groups. Term 1 saw 5 PP pupils receive support via group interventions for anxiety support. 14 PP pupils received 1:1 support for early interventions for their mental health. Term 2 saw 5 PP pupil receive support via group interventions for anxiety support. 25 PP pupils received 1:1 support for early interventions for their mental health.

Parental engagement – Supporting Success Evenings:

Year 11 Supporting Success Event was held in school 12.10.21 with a focus on how pupils can be supported by parents/carers at home with revision. A revision booklet, A3 revision timetables with steps on how they can be created, revision resources (mini-

whiteboard, whiteboard pen, flashcards etc..) all handed out in a pack to attendees and PP pupils unable to attend.

Year 7 Supporting Success Event held via Microsoft Teams 08.02.22. **How to support your child 21/22** booklets (externally printed) were handed out to ALL Year 7 pupils following this event. The booklet contained four QR videos from core subjects with additional support around subjects and revision.

Year 8 Supporting Success Event held in school 10.03.22. **How to support your child 21/22** booklets (externally printed) were handed out to ALL Year 8 pupils following this event. The booklet contained four QR videos from core subjects with additional support around subjects and revision. The event welcomed 80 parents/carers/pupils of which 10% were PP. Parent/carer voice following the event evidenced: **100%** thought the event was useful (86% said 'Very Useful') **100%** thought the supporting booklet was 'Very Useful'.

Year 10 Supporting Success Event (and externally printed support booklet) held on 17.03.22. The focus was an introduction to their GCSEs and an overview of resources, support and revision materials they can access.

Revision Support: As well as a revision focus in the (above) Supporting Success evenings, in the run up to both sets of mock exams, three subject specific revision videos were created and shown during registration. These videos were filmed by leaders within the academy, sharing and explaining the best revision strategies to use within each subject and lots of helpful tips. Exam breakfasts were also held prior to exams to support pupils prior to entering the exam, this comprised of providing breakfast, refreshments and subject support.

Aspirations: An introduction workshop led by York St. John **Raising Aspirations for Higher Education** five-year project, took place with 30 Year 7 PP pupils 17.1.22. The workshop covered what university is, why people go and looked at the wider aspects of university life. Pupils were very engaged and had lots of questions to ask. Year 8 also had a York St. John campus visit on 06.04.22 for 24 Year 8 Pupil Premium pupils. The visit included a comprehensive tour around the whole campus and buildings, including going into lecture theatres and seminar rooms. Pupils also looked at what courses were offered and linked them to their current interests. They used their prospectus to explore routes into university and to understand how the university UCAS point system worked.

Rewards: Above and Beyonds are a fantastic way for staff to praise pupils and engage parents/carers through an external message home. Numbers sent to pupil premium pupils has been highlighted through the Disadvantaged First strategy and tracked half termly. Despite a slow start for Pupil Premium pupils receiving these rewards, subsequent terms saw numbers increase to be either in line with or above comparatively for non-pupil premium and pupil premium numbers. The full academic year saw the number of messages sent home to be in proportion to the percentage of pupil premium pupils in school.

A & B	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
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	HT1	HT2	HT3	HT4	HT5	HT6
Non-PP	2.31 per pupil	4.22 per pupil	5.05 per pupil	4.20 per pupil	3.50 per pupil	4.62 per pupil
PP	2.76 per pupil	4.80 per pupil	5.49 per pupil	4.37 per pupil	3.25 per pupil	4.87 per pupil