

# Pupil premium strategy statement – Alec Hunter Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It is a 3-year plan and adaptations where necessary have been made to support the development of our disadvantaged students. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

| Detail  | Data                             |
|---|----------------------------------|
| School name   | Alec Hunter Academy              |
| Number of pupils in school  | 1067                             |
| Proportion (%) of pupil premium eligible pupils   | 20.4%                            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024-2027<br>Currently 2025-2026 |
| Date this statement was published   | 31.12.24                         |
| Date on which it will be reviewed   | 06.10.25 & 20.11.26              |
| Statement authorised by   | T.Lawn                           |
| Pupil premium lead  | A.Booth                          |
| Governor / Trustee lead   | M.Evans                          |

## Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year                                    | 247,140 |
| Recovery premium funding allocation this academic year                                 | £0      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0      |

|   |                 |
|---|-----------------|
| <p><b>Total budget for this academic year</b><br/>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p> | <p>£247,140</p> |
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## Part A: Pupil premium strategy plan Statement of intent

Our intention is that all students at Alec Hunter, irrespective of their socio-economic background or the challenges they face, achieve good progress across the curriculum and develop key skills, qualities and experiences that will serve them throughout their lives. Our objectives are to improve teaching and learning in the classroom, address progress gaps and improve academic behaviours such as regular attendance, independent study skills, reading and self-discipline, so that students leave us well equipped for the next phase of their education and for their working lives. We want all students to want to come to school, be their best and be confident, independent, successful learners. The focus of our pupil premium strategy is to support disadvantaged students to achieve these goals and provide them with a range of opportunities. All members of staff and the governing body accept responsibility for our vulnerable students and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

High quality teaching is proven to have the greatest impact on closing the disadvantaged attainment gap whilst simultaneously benefiting the non-disadvantaged pupils. The school will continue to use the premium to invest in key staff, teaching CPD and systems to make sure disadvantaged students' emotional, mental, academic and pastoral needs are fully supported. Early identification of students whose wellbeing is a concern will positively impact the students' ability to achieve our set goal, by supporting regular attendance, behaviour in the classroom and instilling an aspirational mindset.

Our approach has been responsive to the diagnostic assessment of GCSE results over time, attendance (including PA), KS3/4 progress, achievement and behaviour data. We will continue to review and refine our strategy to ensure we address common challenges and individual needs of our students, rather than making assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils reach our aims for them. To ensure they are effective we will:

- Draw on research, best practice and evidence from EEF and our own experience to direct funding to a school offer that is most likely to maximise achievement.
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels of progress
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Improving attendance and punctuality – Poor attendance reduces opportunities to engage in learning disrupting academic achievement, reducing opportunities to instil high academic expectations and behaviours and may lead to anxiety around education.  |
| 2                | Developing teaching and learning – Most disadvantaged learners enter KS3 already behind their non-disadvantaged peers, but we know that quality first teaching can be effective in closing this gap. The teaching approaches used need to take account of this starting point and aim to secure exceptional progress to KS4. The following strategies are endorsed by research and have been identified through the collection of both qualitative and quantitative data. The strategies being implemented by staff are higher-level questioning, developing retrieval and revision habits, giving specific, detailed verbal feedback and increasing challenge through accurate scaffolding in lessons. |
| 3                | Developing successful life learning behaviours in disadvantaged students, centred on the school's SMART principles. These focus on cultivating key attributes to becoming confident, independent learners (Self-management, Motivation, Articulation, Risk-taking and Thinking). This will enhance learners' perseverance, aspirations and resilience, not only in school but in preparation for life in general.   |
| 4                | Due to the growing financial hardship of some families, we have identified the need to offer a broad range of cultural capital experiences and opportunities. Our observations and student surveys show that this group of students are less likely to attend clubs/activities out of school, are less likely to be taken to the theatre, to museums, or to galleries, they may have limited access to a variety of reading material at home and they are not engaged in, or have limited engagement with, personal enrichment activities, such as in sport, performing arts or other areas of interest.  |

## 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>Teaching and Learning continues to improve resulting in narrowing the gap of Attainment 8 in English and Maths.</p>   | <p>Exam results data shows a reduction in A8 gap between Non-PP and PP. This is achieved through a higher A8 score for disadvantaged learners in both English and Maths and a higher proportion of disadvantaged learners achieving a grade 9-7 or 9-5 in English and Maths at 25%</p>  |
| <p>Develop social capital of disadvantaged learners through improved oracy skills, enhancing their use of vocabulary and confidence when speaking in class or with others, broadening their ideas and understanding.</p> <p>Implement staff CPD, upskilling colleagues to adapt the delivery of their curriculum to provide more opportunities for oracy use in lessons.</p> | <p>Observations of classroom practise demonstrating use of “Say it Better”, “Think Pair Share”.</p>   |
| <p>Improve the classroom practice of staff to ensure that stretch and challenge is evident in all lessons, whilst providing timely and accurate scaffolding to all learners, including those who are disadvantaged.</p>  | <p>Overall Attainment 8 score for disadvantaged students reaches above 36.</p> <p>Higher proportion of disadvantaged learners achieving 9-7 or 9-5 grades across all subjects.</p> <p>Observational data and book reviews demonstrate accurate use of strategies being implemented through whole school CPD including higher-level questioning, retrieval and revision habits, timely use of detailed verbal feedback and increasing challenge through accurate scaffolding in lessons.</p> |
| <p>Further develop positive behaviour for learning among disadvantaged students.</p>   | <p>Reduce the number of external suspensions for PP to in-line with or better than 9.9% (National Figure).</p>  |

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| <p>Further develop the attendance of our disadvantaged learners, with a strong focus of our FSM cohort.</p>  | <p>Punctuality and attendance for disadvantaged learners improves and the gap between PP and Non-PP students diminishes.</p> <p>Reduction in the percentage of disadvantaged learners who are PA to 20% through supportive strategies and early identification.</p>  |
| <p>Disadvantaged pupils are catered for swiftly and effectively where social and emotional needs are a barrier to attendance or learning.</p>  | <p>Early identification and timely interventions are implemented for disadvantaged learners through internal or external resources. Selfassessment scores upon completion of therapeutic work will demonstrate successful intervention or highlight the need for further support, with subsequent referrals made.</p>  |
| <p>Improved reading ages and literacy skills of disadvantage learners enabling better access to examinations and the wider world.</p>  | <p>Disadvantaged learners' reading ages, fluency and comprehension skills improve, as evidenced through NGRT Reading assessment data.</p>  |
| <p>Further develop cultural capital and opportunities within and beyond the school setting for disadvantaged learners to engage with extra-curricular activities and enrichment experiences.</p> | <p>Attendance of disadvantaged students at extra-curricular clubs and events increases leading to greater cultural capital and appreciation of the wider world. These experiences will positively impact disadvantaged learners by closing gaps in background knowledge and developing better understanding of new concepts within the subject curriculum.</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: £ 33,374

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| New staff induction and ongoing training, promoting high quality teaching and creating the culture to never confuse eligibility for Pupil Premium with low academic ability.  | EEF's Pupil Premium Guidance Sept 2024 stresses the need for support for early careers teachers to ensure they are effective and adaptable when teaching all students. High quality CPD encourages high quality teaching.                     | 2                             |
| Whole staff CPD programme building challenge in the curriculum and manoeuvring this through CPD strategies under continual development such as, oracy, reading, higher level questioning, timely accurate feedback, say it again better and retrieval strategies. | Delivering a range of CPD opportunities for staff to access. EEF's Pupil Premium Guidance (2024) advises that professional development and training is a top priority to ensure high quality teaching, assessments and responsive curriculum. | 2,3                           |
| Use of Walkthrus Programme to develop high quality teaching strategies in the classroom   | EEF's Pupil Premium Guidance (2024) advises that professional development and training is a top priority to ensure high quality teaching.   | 2,3                           |

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| <p>Provide cover time to utilise instructional coaching and SAT coaching with SLE support to enhance professional feedback provided to staff to improve their teaching practise in the classroom</p>  | <p>One-to-one conversation focuses on the enhancement of learning and development, through questioning, active listening, and appropriate challenge in a supportive and encouraging climate. EEF's Pupil Premium Guidance (2024) advises that professional development and training is a top priority to ensure high quality teaching.</p>   | <p>2</p>   |
| <p>Completion of learning walks observing good practice for sharing. Focus on challenge, feedback SEN and PP students</p>   | <p>Learning walks provide staff with feedback on their practice and student impact in order to improve staff teaching and learning which ultimately improves student outcomes. The information from learning walks also informs schools on what training and support is needed for individual teachers to ensure rapid improvement.</p>  | <p>2</p>   |
| <p>Providing access to technologies to streamline tracking and monitoring, enhancing high quality teaching such as GCSE Pod, Educate etc.</p> <p>Development of the portal page containing a hub of information and strategies for staff to implement to support disadvantage learners.</p> <p>Satchel One – allowing staff to identify disadvantage learners and monitor quality of homework</p> <p>CPOMS to allow early identification if emotional and wellbeing needs arise</p> <p>SIMS and G4S to monitor diagnostic, formative and summative data</p> | <p>Monitoring teaching strategies in place to support PP learning in the classroom through senior and middle leaders, creates an ethos of challenging disadvantage learners. EEF Using digital technology to improve learning (October 2021 and ): Using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload.</p> | <p>2,1</p> |

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| <p>Supporting the recruitment and retention of teaching staff by providing cover time to undertake CPD and NPQs.</p> <p>We will fund teacher release time to access Maths Hub resources and CPD offers (including Teaching for Mastery training). Upskilling staff to stretch all learners and equip them to scaffold appropriately.</p> <p>Maths complete specialist of knowledge for teaching maths course.</p> | <p>Delivering a range of CPD opportunities for staff to access. EEF's Pupil Premium Guidance (2024) advises that professional development and training is a top priority to ensure high quality teaching, assessments and responsive curriculum.</p>       | <p>2</p>   |
| <p>Source visualisers to enhance the clarity and accessibility of subject specific teaching. By enabling real-time projection of detailed visuals.</p>  | <p>Improve quality of teaching and timely feedback to learners - High priority in EEF toolkit (2024). These tools support differentiated instruction, address diverse learning needs, and promote a more inclusive and effective classroom environment</p> | <p>2</p>   |
| <p>Appoint a Literacy Lead to enhance the implementation and effectiveness of literacy strategies across the school.</p>  | <p>EEF Improving literacy in school<br/>October<br/>21</p>   | <p>2,3</p> |
| <p>Appoint Oracy Lead to enhance implementation and effectiveness of Oracy strategies across the school.</p>  | <p>+ 6 months EEF when supported with literacy 2024</p>  | <p>2,3</p> |

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| <p>Provide external CPD to enhance staff expertise in oracy development, equipping teachers with effective strategies to implement in their classrooms. Review provision in lessons during Learning Walks providing feedback to staff.</p> | <p>EEF Teaching and Learning Toolkit 2024<br/>+6 months</p>   | <p>3</p>   |
| <p>Use Satchel One to track monitor and supporting students who fail to complete homework<br/>Targeted students attend homework club</p>   | <p>Completion of homework is one of the ways in which students access the curriculum and commit it to long term memory. It is also a scholarly habit which supports students in successful exam results in Y11 and post-16.<br/><br/>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. EEF toolkit</p> | <p>2,3</p> |

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

Budgeted cost: £49,725

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Extra Numeracy group/interventions with targeted students. This allows for smaller group sizes, especially for lower prior attainers of which a significant proportion are SEND and PP.  | EEF Pupil Premium Guidance (2024)<br>Small group tuition +4 months.<br>Feedback with students +6 months.  | 2                             |
| SDA's contribute with targeted intervention during tutorial and after school supporting the development of language and literacy skills with crossover SEN/PP students.  | SDA's prepared for their role supplementing high quality teaching.<br>EEF Pupil Premium Guidance (2024) +2 months progress.<br>Feedback with students +6 months   | 2,3                           |
| Streamlining SDA's to specific departments so they can apply their skills and knowledge to students supporting the teaching in lessons.  | SDA's prepared for their role supplementing high quality teaching.<br>EEF Pupil Premium Guidance (2024) +2 months progress.<br>Feedback with students +6 months   | 2,3                           |
| Staff to plan, develop and lead language, literacy and reading interventions to develop reading age and fluency of pupils in line with national expectations. Improving comprehension and access to examinations throughout year groups. | EEF Pupil Premium Guidance 2024<br>Reading and comprehension strategies can raise learning by 6 months  | 2,3                           |
| NGRT and Literacy screening for Year 7 (all) to identify who need intervention with literacy and reading   | The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Research highlights our schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up.' (EEF Attainment Gap Report, 2018 and Impact of COVID –19 disruptions in primary schools: attainment gaps and school responses Feb 2022) | 2,3                           |

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| <p>Selected PPG students to be involved in a range of Study Groups, Interventions strategies, Period 6 as required but ensuring all PP students have access to develop academic behaviours and metacognition skills</p>  | <p>Small group work can be very beneficial. EEF toolkit states that short, regular sessions over a set period appear to result in optimum impact on student achievement, engagement, attendance and wellbeing.</p>   | <p>2</p>   |
| <p>To implement mentoring/coaching programme for Y11 PP students who are at risk of underachieving.</p> <p>Mentoring can play an important part in embedding metacognition and selfregulation skills, helping students be organised, positive, resilient and lead to academic success.</p> | <p>Whilst academic research is mixed it has clearly had a good impact if pairings are identified correctly, and time is given to the mentor +2 months EEF Toolkit.</p>   | <p>1,3</p> |
| <p>Supporting Tutoring Programme for a high proportion of PP students by offering a blend of tuition including school led and tuition partners</p>   | <p>EEF Pupil Premium Guidance 2019/2021 and April 2022, Reducing Class Sizes: +2 months progress. Feedback with students +6 months.</p>  | <p>2,3</p> |
| <p>Targeted PP careers interviews for all year group supporting aspirations and life goals</p>   | <p>EEF “Careers education: international literature review 2016” Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.</p> | <p>3,4</p> |

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| Review students' access to revision and core subject materials at start of Year 10. To provide all disadvantage learners with the right resources to work independently at home and allow access to quality homework to be achieved. | Especially with the current financial crisis impacting access to certain resources. We will identify and source resources for those who need. | 3,4   |
| Disadvantage Learners prioritised to engage with Brilliant Club  | The Scholars programme raises aspiration, cultural capital and achievement within disadvantage cohorts.                                       | 4     |
| Ensure PP students have access to electronic devices to support with H/W or revision   |   | 2,3,4 |

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

Budgeted cost: £164,041

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Provide emotional wellbeing support and identification for external agency work within Andrews Shed promoting strategies for positive social, emotional and mental health.                           | EEF Toolkit 2024 findings: Metacognition and self-regulation: +8 months progress. SEL strategies explored with pupils +4 months                                   | 1,3                           |
| To allow opportunities for PP students in Yr 7/11 to experience 1:1 careers interviews. The detail contained in process increases especially towards Year 11 supporting accuracy of destination data | Reduces number of students identified as possible NEET. Provides aspirations for all disadvantage learners and a support network of what steps they need to take. | 4                             |

|   |   |            |
|---|---|------------|
| <p>Running Attendance Programme by funding the HSAO and Student Support Leaders.<br/>Prioritising student identification and supporting disadvantaged students, where attendance is a cause for concern.</p>                                | <p>Working together to improve school attendance May 2022. Low attendance Working together to improve school attendance May 2022. Low attendance has a direct negative link to student outcomes.</p>  | <p>1</p>   |
| <p>Family Liaison worker to support families with attendance and build relationships between school and home with a high proportion being PP students.<br/><br/>Offering termly drop-in sessions for families to support with concerns.</p> | <p>EEF working with parents to support children's learning guidance report shows Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages</p> | <p>1</p>   |
| <p>Implement a breakfast club to support punctual attendance to school and provide energy for focus and engagement in lessons for disadvantage students</p>   | <p>Working together to improve school attendance May 2022. Low attendance has a direct negative link to student outcomes.</p>   | <p>1,4</p> |
| <p>To support targeted PPG students in developing improved learner behaviours through various strategies of support and external provisions</p>   | <p>EEF Toolkit 2024 findings: Metacognition and self-regulation: +8 months progress. SEL strategies explored with pupils +4 months</p>  | <p>1,3</p> |

|  |   |          |
|--|---|----------|
| <p>A comprehensive programme to enhance the curriculum which includes visits to universities and careers support; financial support to ensure participation in school trips and visits (team building; exposure to the Arts; enterprise and sporting activities)</p> | <p>Developing life skills and enrichment for disadvantaged students promotes essential character skills and learning EEF.</p> | <p>4</p> |
|--|---|----------|

**Total budgeted cost: £247,140**

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## 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 **2024 to 2025** academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

#### **Intended Outcomes**

- 1. Analysis of P8 data for 2025 – Outcome to have a reduction in gap between Non-PP and PP, a higher A8 score for disadvantaged learners in both English and Maths with a higher proportion of disadvantaged learners achieving a grade 9-7 or 9-5 in English and Maths.**

Strategies to improve provision for PP students has had a strongly positive impact on English and Maths outcomes. There was a 10% increase in PP English and Maths GCSE at 9-4 2024 - 2025 (38% 2024, 48 % 2025). In addition there was a 20% increase in PP English and Maths at 9-5 2024 - 2025 (13% 2024, 33% 2025). At 9-7 the increase was 5% (0% 2024 5% 2025). PP Attainment 8 also increased by 3.06 2024 - 2025 (2024: 34.63 2025 37.69). The A8 NPP/PP Gap also closed 2024 - 25. In 2024 the gap was 13.49. This was reduced to 9.88 in 2025.

- 2. Develop social capital of disadvantaged learners through improved oracy skills, enhancing their use of vocabulary and confidence when speaking in class or with others, broadening their ideas and understanding.**

The Fresh Eyes Review (Trust wide Review) noted that the best lessons witnessed were those who routinely used talking structures like 'Think Pair Share' to ensure the learning was deep and retained. The target from the review highlighted that this is a practice that staff should continue to adopt and refine to develop confident articulacy. Teachers are also a lot more adept at cold calling to include a wider range of students - this has been noticed on LG Learning Walks and the Fresh Eyes Review. In addition, Walkthrus have continued to be used as part of training for staff on Cold Calling Variations, Think Pair Share Variations and Say it Again Better. These strategies are being practiced more by staff and will continue to be refined. The school has recently become partnered with Voice 21 and since September 2025, there has been training sessions on the importance of oracy and its potential impact. Student surveys from voice 21 say although most currently don't enjoy speaking in class (73%), 81% of students understand how important it is to be a good speaker and learner. The student survey also noted that 44% of students felt their teachers were helping them to improve their speaking and listening which is a sign that more teachers are investing in teaching of oracy skills.

**3. Improve the classroom practice of staff to ensure that stretch and challenge is evident in all lessons, whilst providing timely and accurate scaffolding to all learners, including those who are disadvantaged.**

A higher proportion of DA learners achieved grades 9-7 or 9-5 in all EBACC subjects compared to 2023-24 results. Observations from Leadership Group and the Fresh Eyes Review note there were improvements seen in lesson planning, lesson starters including retrieval practice, questioning that promoted dialogue and identified misconceptions. Still work is needed to sharpen up practice on lesson starters so they are impactful. CPD has focused since September on Challenge for all and adaptive teaching as well as subject specific CPD on continuing to increase aspirations and challenge within subjects. Staff are aware that high quality teaching has a significant impact on DA students progress and implement the strategies accordingly to support their learning.

**4. Further develop positive behaviour for learning among disadvantaged students.**

There has been a nearly 4.6% reduction in DA suspensions. We seek to support DA students through our in-school pastoral and therapeutic staff, with support ranging from drop-ins with the SSL to Andrew's Shed or counselling. We also liaise with a range of external agencies to support different needs, including The Children's Society, CAMHS, The Wilderness Project, The Goodman Project to name a few. Further support for reduction in behaviour incidents is sought through Aspire mentoring, who come in weekly on Tuesday and Wednesdays to work with a range of students. Through these interventions and pastoral work we hope to continue to reduce the number of DA suspensions.

**5. Further develop the attendance of our disadvantaged learners, with a strong focus of our FSM cohort.**

We continue to implement a variety of strategies to improve whole school attendance with additional layers of particular focus for our disadvantaged students. The impact over the last two years has been positive and we are seeking to continue the upward trend in DA attendance and punctuality.

|            | 2023/2024 |        | 2024/25 |        | Difference |        |
|------------|-----------|--------|---------|--------|------------|--------|
|            | PP        | Non PP | PP      | Non PP | PP         | Non PP |
| Lateness   | 3.11      | 1.1    | 3.08    | 1.09   | -0.03      | -      |
| Attendance | 88.06     | 92.39  | 88.97   | 93.25  | 0.91       | 0.86   |
| PA         | 40.09     | 26.13  | 30.51   | 19.6   | -9.58      | 6.53   |

**6. Disadvantaged pupils are catered for swiftly and effectively where social and emotional needs are a barrier to attendance or learning.**

Since September 2024, a wide range of therapeutic support has been introduced to support disadvantaged learners and promote emotional wellbeing at Alec Hunter. Firstly, small group interventions have been designed to support students with topics like self-esteem, social skills, healthy friendships, teamwork and emotional wellbeing. Students were identified using a resilience survey, which was completed in the Autumn term and allowed likeminded students to be placed in groups based on the data. The groups were made up of 3-5 students and ran for 6-8 weeks depending on the programme. 30 students across Year 7 and 8 attended these groups in the 2024/25 academic year.

In addition to this, the Risk Avert programme was reintroduced in Spring 2025, this time with a new focus on emotional wellbeing. Students in Year 8 were surveyed, and scores were collected for both emotional wellbeing and risky behaviours. From this, 18 were divided into groups to complete the Risk Avert behaviour programme, and 12 students attended the emotional wellbeing programme. Impact was measured in the first and final week, using a scale provided by Essex County Council and students were invited to check-in with the Therapeutic Coordinator following completion of this programme. Check-ins were also offered to other students that were identified either by Student Support Leaders (SSL's) as needing support, or by looking at attendance data and inviting students with persistent absences to access support. Caseloads were managed by the Therapeutic Coordinator, and detailed notes kept to identify patterns to inform future interventions.

Empower, formally known as CYO, continued to provide weekly mentoring for students across all year groups. They have also introduced a new programme called Equip, which is a 6-week programme for boys that provides a safe space in which they can discuss topics like emotional wellbeing, self-esteem and friendships, all whilst learning about practical skills for bike maintenance. 10 students attended Equip, and approximately 36 students attended mentoring sessions in 2024/25.

Throughout 2024/25, three trainee psychodynamic counsellors worked in Andrew's Shed to provide one of the highest levels of support available. These weekly counselling sessions offered an open-ended form of support to students. The Therapeutic Coordinator continues to work alongside external agencies, like MHST, to ensure a wide range of support is available to students. In summer 2024, a transition workshop was held to allow Year 6 students to attend school for a day and meet their new classmates, whilst engaging in various teamwork activities. In addition to this, in March 2025 an exam stress workshop was also organised for Year 11's, to provide them with strategies to take into the exam room to manage this. Overall, this tiered system of therapeutic support ensures there is something suitable for students with varying needs.

**7. Improved reading ages and literacy skills enabling better access to examinations and wider world.**

Over the academic year 2024-25, DA students in KS3 have continued their improvement in standardised assessment scores in reading from 99 to 102, an improvement of three points. National average for all students is 100 which therefore highlights that DA students have made significant progress from one point below national average to two points above. Particularly of note is year 9 where DA students start point was a mean SAS of 99.4 in September 2024, below national average, which improved to a mean SAS of 106.2 by the end of the academic year, significantly above national average. An impressive improvement of 6.8 which will support them with curriculum access for their upcoming GCSE courses. Those with weaker data have received targeted intervention with the SEND team. In addition to the tutor time literacy activities, Y10 pupils have been reading buddies to DA students from Year 7 and 8. They have taken them to the library in tutorial time once a week and read with them. All staff received CPD training which included modelling simple strategies for scaffolding reading texts in lessons, as well as reminders around the literacy tutorial programme and data was shared for both PP and Non-PP pupil progress in reading (as well as other key groups).

**8. Further develop cultural capital and opportunities within and beyond the school setting for disadvantaged learners to engage with extra-curricular activities and enrichment experiences.**

Efforts to provide targeted experiences for students have been strengthened through collaboration with both the Pastoral Teams and Departments to identify and support key demographics, particularly DA students. Notable initiatives include the Saffron Hall Music Event and University visits and department Industry specific trips eg. Business Manager talk at Colchester Zoo and STEM discussions at Silverstone racetrack. Which targeted DA participation. The school now offers 63 active clubs, which are scheduled before, during, and after school across a variety of subject areas. Last academic year 76% of DA students engaged in extra curricular activities compared to 79% of students overall. The previous year 77% of DA attended compared to 75% of students overall. Form tutors will receive detailed attendance data for their respective tutor groups to investigate any barriers to participation. In addition, every student and parent receives a personal development passport which reports on every aspect of their student's engagement in activities outside of the normal curriculum.