

Pupil premium and COVID recovery premium strategy statement

This statement details the use of pupil premium (and recovery premium for the 2021 to 2022 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 at Stationers' Crown Woods Academy.

Statement of Intent

Through rigorous tracking, careful planning and targeted support and intervention SCWA aims to provide all children the access and opportunities to enjoy academic success regardless of socio-economic background. We strive to raise the bar of expectations for all students including our disadvantaged with high prior attainment. In doing so we will raise lifelong aspirations, focus on removing barriers to learning and achieving excellence ensuring that no child is left behind because of socio-economic disadvantage. The academy pays due consideration to its specific context and the subsequent challenges faced before making decisions with regards to the use of Pupil Premium funding. Furthermore, it takes a research based, evidence informed approach and refers to research carried out by expert organisations such as the EEF. Common barriers to learning for disadvantaged children include: less support at home, weak language and communication skills, lack of confidence, lack of aspirations, more frequent behaviour difficulties, attendance, and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are complex and varied and therefore there cannot be a "one size fits all" approach. We will ensure that all teaching staff have an appreciation of who the pupil premium students are and understand what data is telling them. Consequently, will be able to identify strengths and weaknesses from a subject perspective and therefore be able to strategically intervene to close knowledge and skill gaps through tailored high quality first wave teaching, support and intervention.

Principles

- To ensure that teaching and learning opportunities meet the needs of all the pupils
- To ensure that all students including those who are disadvantaged are academically challenged and pushed to fulfil their potential
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- To intervene at the point a need is identified
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive the pupil premium will be disadvantaged
- To recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority subjects, classes, groups or individuals.

School overview

Metric	Data																					
School name	Stationers' Crown Woods Academy																					
Pupils in school	<p>Year 7 to 11: Number 1331</p> <p>Whole School: Number 1602</p>																					
Proportion of disadvantaged pupils	<p>Figures (Autumn 2021):</p> <table border="1"> <thead> <tr> <th>Year Groups</th><th>Disadvantaged (% and numbers)</th><th>Non-disadvantaged (% and numbers)</th></tr> </thead> <tbody> <tr> <td>Full Cohort [1331]</td><td>18.5% [246]</td><td>81.5% [1085]</td></tr> <tr> <td>Year 7 [269]</td><td>15.2% [41]</td><td>84.8% [228]</td></tr> <tr> <td>Year 8 [270]</td><td>18.5% [50]</td><td>81.5% [220]</td></tr> <tr> <td>Year 9 [265]</td><td>17.7% [47]</td><td>82.3% [218]</td></tr> <tr> <td>Year 10 [265]</td><td>16.2% [43]</td><td>83.8% [222]</td></tr> <tr> <td>Year 11 [262]</td><td>24.8% [65]</td><td>75.2% [197]</td></tr> </tbody> </table>	Year Groups	Disadvantaged (% and numbers)	Non-disadvantaged (% and numbers)	Full Cohort [1331]	18.5% [246]	81.5% [1085]	Year 7 [269]	15.2% [41]	84.8% [228]	Year 8 [270]	18.5% [50]	81.5% [220]	Year 9 [265]	17.7% [47]	82.3% [218]	Year 10 [265]	16.2% [43]	83.8% [222]	Year 11 [262]	24.8% [65]	75.2% [197]
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Pupil premium allocation fiscal year 20/21	£295120																					
Pupil premium allocation fiscal year 21/22	£270395																					
COVID Recovery Premium	£36830																					
Academic year or years covered by the statement	7 - 11																					
Publish date	September 21																					
Review date	March 22																					
Statement authorised by	Wayne Barnett (Principal)																					
Pupil premium lead	Ste Smith (Assistant Principal)																					
Governor lead	Sue Pandit (Chair)																					

Strategy aims for disadvantaged pupils (21/22)

Aim	Target	Target date
Progress 8	Disadvantaged: 0 Non-disadvantaged: 0	Autumn 2022
Attainment 8	Disadvantaged: 44.00 Non-disadvantaged: 50.50	Autumn 2022
Percentage of Grade 5+ in English and maths	Disadvantaged: 46% Non-disadvantaged: 53%	
Other		
Ebacc entry	Disadvantaged: 27% Non-disadvantaged: 28%	Autumn 2022

3. Barriers to future attainment (for pupils eligible for PP)

1. Attitude to learning - a student's belief and attitude towards their own learning can have a significant impact on academic progress. A student is at risk of falling behind their peers if they do not engage with learning, representing a significant barrier to their own progression.
2. Attendance - attendance below 95% has a negative impact on student progress. Persistent absence (below 90%) can seriously damage a student's chance of future success.
3. Literacy - students who join the academy with lower than expected literacy and reading ages on entry. This prevents our students from engaging fully with the curriculum, hindering their ability to demonstrate progress in their studies.
4. Numeracy - students who join the academy with less than expected numeracy levels. This represents a barrier to their own learning and hinders their ability to achieve in some key qualifications which have a greater emphasis on numeracy; consequently this can also lead to a narrowing in possible career pathways.
5. The historic gap in progress between disadvantaged students and non disadvantaged students in the following subjects is sufficiently wide for the academy to deem them to be areas of focus: Mathematics, Spanish, Science, Business, Religious Studies and English Literature (based on 2021 TAG data)
6. The historic gap between the proportion of disadvantaged and non disadvantaged students achieving 9-5 in both English and Maths and individually in the two subjects is too high and therefore all are areas of focus
7. The historic gap between the proportion of disadvantaged and non disadvantaged students achieving 9-4 in both English and Maths and individually in the two subjects is too high and therefore all are areas of focus
8. Welfare - a significant number of our students require additional support for a range of emotional, social and family issues. These issues can limit the academic progress a student can have, as well as causing the student to feel negative emotions such as stress, anxiety and low self-esteem.
9. Resourcing and cultural capital - some students are unable to access appropriate learning resources and experiences outside of the academy. This inability to develop their own understanding outside of normal learning hours can have a negative impact on their academic progress and participation in enrichment activities
10. Quality of teaching and learning: Subject knowledge, quality of instruction, planning for individualised progress, the macro curriculum and length of lessons.
11. Expectations of teaching staff. Low prior attainment does not mean low ability.
12. A lack of informative data on which pupils are PPG/Disad and what strategies are required.
13. Home Learning Devices - Some students do not have access to a suitable home learning device, such as an iPad, Personal Computer or Laptop. Due to the COVID-19 pandemic, a far greater emphasis has been placed on 'Home Learning'. Students who do not have access to a suitable home learning device are therefore at a disadvantage to their peers in their ability to access this home learning. In a regular school year, there is a need for students to access home learning both electronically and through written work. During the COVID-19 pandemic, a far greater emphasis has been placed on home learning with "Blended Learning" being used. Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student or alternatively for the student to be able to remotely access the electronic classroom and resources. Each physical class in the school is also linked to an electronic "Google Classroom". Any student who is not able to access these Google Classrooms is therefore at a disadvantage to their peers.
14. Access to Connectivity - In addition to having a suitable device to facilitate digital learning within the home, some students are unable to access digital platforms such as "Google Classrooms", due to a lack of connectivity within the home. This means that they are unable to complete assignments that have been digitally set and review the work placed in these digital classrooms.

4. Planned Expenditure

Academic Year	2021-22				
The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Whole school ethos of attainment for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure that the sequence of learning outlined by the SCWA learning framework is	Professional Development for staff in cognitive science and the latest educational	Cognitive science research focuses on how the human brain acquires and uses new information. This provides teachers with insights into how to overcome the limitations of	Monitoring completion of CPD courses through National College and Chartered College of Teaching	KLG/ ACT	Termly through lesson observation feedback

<p>consistently embedded in lessons, and work towards mastering the individual elements within it.</p> <p>High Quality Talk/Oracy: The teacher consistently uses a range of strategies that enables pupils to become active learners and to reason, discuss, argue and explain rather than merely respond, in order to develop high order thinking and articulacy through high quality talk in the classroom</p> <p>Chromebooks are used to enhance the learning experience of students and to personalise the learning experience</p>	<p>research through bespoke CPD programmes, the use of National College, Chartered College of Teachers and support from WalkThrus training materials through the school subscription.</p> <p>All staff to be trained and certified to at least Google Level 1.</p> <p>Individuals to be trained as google coaches to provide additional support and training to staff and students.</p>	<p>working memory when attempting to learn new things.</p> <p>Research on cognitive supports and scaffolds, such as the use of models and instructional procedures, that helped students to learn complex tasks.</p> <p>Our continued programme of PD, focuses on how to consolidate knowledge which allows all students to have equal access to a rich curriculum.</p> <p>"Memory is the residue of thought" Daniel Willingham. Talk is essential to childrens' thinking and learning. Vygotsky suggests that talk represents our thoughts therefore the higher the quality of our students' speech, the higher the quality of their thinking. Professor John Hattie also found that teaching strategies with high-quality student talk prioritised, produced the biggest effect sizes.</p>	<p>to ensure teachers continue to commit to their PD and to developing the understanding of research based pedagogy.</p> <p>Arranging lesson observations focused on disadvantaged pupils, targeted bespoke intervention programmes for teachers.</p> <p>Analysis of Digital Engagement for Disadvantaged students.</p>		
Total budgeted cost					£ 50,000

ii. Addressing behaviour and attendance

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Improved attendance	Immediate attendance response systems	Evidence from the Department for Education study shows a strong correlation between school attendance and GCSE success. A child who averages 80% attendance during their secondary school career effectively misses one whole year of education and significantly reduces their chances of success in line with expectations. During our return from lockdown PA was too high for disadvantaged pupils and pupils with SEN. This is a focus for leaders.	Actions based on Executive summaries Daily, weekly and module reporting	DBE	Reporting on a Daily, weekly and Module basis
Appropriate and effective use of behavioural services	Behavioural services Establishing an inclusion and wellbeing centre	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Behaviour interventions also have a wider reaching impact on the general student body. However, estimated benefits vary widely across the categories of programmes described above. Impacts are larger for targeted interventions matched to specific students with particular needs or specific behavioural issues than for universal interventions or whole school strategies.	Executive summaries, daily and weekly reporting ABC tracking Learning mentors impact tracking	DBE/ HLN	Reporting on a Daily, weekly and Module basis

Promotion of students' mental and emotional well-being.	Healthy minds framework implementation Explore support from Greenwich ELSA network to support mental health and wellbeing Mindfulness weekly sessions Mind and body – mental health screening	There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that disadvantaged children tend to have weaker noncognitive skills than their peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement. This project is therefore a promising solution to what appears to be a major problem for disadvantaged pupils.	Entry and Exit data Modular reporting One hour per week healthy minds session – observations IWC intervention and support for targeted students Review of Mindfulness and Mind and body sessions - weekly		Ongoing monitoring, throughout the module as appropriate
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	Place2Be support programme for targeted students				
Total budgeted cost			£87000		

iii. High quality teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved pedagogy	Quality of Education strategy. Improved practice through bespoke CPD, self reflection and improvement. IRIS Connect Membership to the Chartered College of Teaching and the National College	Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. For disadvantaged students, the difference between an effective teacher and an ineffective teacher is a whole year's learning.	Observation strategy Professional development programme Development of teachers new to the profession	KLG LWD	Ongoing, fortnightly
Improved knowledge acquisition	Introduction of Knowledge Organiser Strategy across year groups 7-11	For students to succeed in a particular area, they must have a foundation of factual knowledge, understand those facts in the context of a conceptual framework and organise knowledge in order to facilitate retrieval and application (Bransford et al., 2000).	Observations of lessons, recall and retrieval practice. Quality assurance and production of Knowledge Organisers Reporting of outcomes	KLG KWN	Modular reporting
Efficient delivery of content, improved retention	Curriculum design	The principle of spaced learning is supported by evidence from two scientific fields, neuroscience and cognitive psychology. The neuroscience literature supports the use of shorter spaces between learning and the cognitive psychology literature supports longer spaces. 'What	Observations of lessons, recall and retrieval practice. Quality assurance and production of Knowledge Organisers	KLG	Modular

		Makes Great Teaching' by the Sutton Trust tells us that spacing study leads to greater long-term retention; that interleaving leads to better transfer of skills than blocking; that generating responses is more effective than studying; and that pedagogical content knowledge can lead to higher gains.	Reporting of outcomes		
Mastery of mathematical concepts	Maths mastery	There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.	Observations of lessons, recall and retrieval practice. Reporting of outcomes	KWN	modular
Effective use of technology to support delivery of the curriculum and to enhance and enrich the learning experience. To develop digital literacy skills of our students.	Digital Strategy	Technology can support the delivery of the curriculum through creative teaching and learning, allow for personalisation of information and guidance, and allow for new and exciting opportunities for learners - supporting inquiry within lessons. “Technology alone is not going to improve student achievement. The best combination is great teachers working with technology to engage students in pursuit of the learning they need” Arne Duncan	Observation of lessons, digital engagement scores.	KLG	modular
Total budgeted cost					£30000

iv. Meeting individual learning needs					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerated reading age gains	Introduction of Accelerated Reader and myON reader.	EEF study found that Year 7 pupils who were offered 'Accelerated Reader' made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. Enhanced by the chromebook scheme we provide further access to texts from myON Reader, which provides unlimited, 24/7 access		KLG	Bi annual reporting of scaled scores and reading ages

		to thousands of high-quality fiction and nonfiction titles.			
Improved attitude to learning	SCWA Behaviour & Engagement Strategy	<p>The strategy aims to tackle the issues which are associated with our students who are often the hardest to reach. Students targeted include:</p> <ul style="list-style-type: none"> -Those who are regularly non-compliant, but not aggressive or threatening, and cause repeated low-level disruptions. -Those who are regularly disruptive, challenging or both; they lead to repeated entries in the academy's behaviour log, recurring fixed-term exclusions or both. -Those who are absent for 10% or more of the available school sessions in the year. -Those who are quiet, withdrawn and uninterested in most lessons. -Those who are unable to access the curriculum fully due to digital poverty. 	<p>Regular briefing updates Monitoring overview Review of outcomes Review of Attitude to learning Review of attendance and behaviour data Review of student devices Review of student's home learning Identification of students/groups of students who are lacking engagement</p>	DBE	Fortnightly updates
Improvements in English, maths crossover and Science outcomes	Year 11 Raising Standards Strategy MyTutor (National Tutoring Programme)	<p>More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations.</p> <p>They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours).</p>	<p>Regular briefing updates Entry and Exit data MyTutor Feedback System (Entry and Exit data) Improvements observed in knowledge checks, modular data captures and mock exams. Review of outcomes Review of Attitude to learning</p>	KWN/ DBE/ KLG	Fortnightly updates
Improved literacy communication and reading skills	Literacy and Reading Recovery Lead	We believe that regardless of an individual student's ability and aspirations, literacy is an integral part of every young person's learning journey. The ability to read and write with confidence impacts all aspects of a child's academic, social and personal development,	<p>Regular briefing updates Monitoring overview Review of outcomes Review of Attitude to learning</p>	KLG	modular

		from the early years right through to graduation and beyond. Therefore, it is our mission to support students on their personal literacy and learning journeys through innovative technology that can help them read, write and express their thoughts with clarity and confidence. In doing so, we can unlock everyone's full potential.			
Improve digital access and equity	Chromebook scheme	With a greater emphasis on digital resources, blended learning approaches and virtual learning environments, we believe that all students should have access to an electronic device that will enable full access to education & research in the modern world.	Provide disadvantaged students with a device. Monitor engagement on our online learning environments and/or platforms.	FRN	Modular
Improve Social and Cultural Capital	SCWA Commitment	Evidence suggests that the cultural capital passed on through families helps children do better in school. As adults, cultural capital helps individuals to network with other adults who have a similar body of knowledge and experiences, and who in turn control access to high-paying professions and prestigious leadership roles. The Sutton Trust have probed this issue of how types of education and family background confer advantages on some children.	Monitoring overview Review of outcomes Review of Attitude to learning	LMH	Modular
Extracurricular and Co Curricular provision	Extra-Curricular and Co-Curricular Programme	Children from the poorest backgrounds are three times more likely to not take part in any extra-curricular activity compared to those from the richest families, study finds. A report by the Social Mobility Commission revealed that young people from better-off families are much more likely to engage in a range of activities out of school – including music and sport. Cost barriers, access difficulties and a fear they will	Monitoring overview Review of outcomes Review of Attitude to learning	LMH	Modular

		<p>not fit in are all reasons behind the disparities.</p> <p>Researchers found that children, aged 10 to 15, from the wealthiest families are nearly three times more likely to take part in music activities (32 per cent) compared to those from the poorest families (11 per cent).</p> <p>Young people who do participate gain confidence and build up social skills sought after by employers, the research found. They are also more likely to aspire to go onto higher education.</p>		
Total budgeted cost				£60000

v. Deploying staff effectively					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Designated members of the leadership team who focus on and have responsibility for key areas or barriers for achievement.	Specialist leads Attendance Behaviour Teaching & Learning Data & Assessment Senior leader with responsibility for a key group of disadvantaged students.	<p>Leading the management and delivery of provision for Pupil Premium is a key role and every school should have a designated member of staff who has oversight of this area.</p> <p>A significant increase in PA amongst disadvantaged pupils following lockdown.</p>	<p>Action plan monitoring against central target setting.</p> <p>Restructure of the attendance tracking, monitoring and communication system.</p>	KWN/ DBE/ KLG	modular through executive summaries, observations and weekly reviews.
Non Specialist teaching is minimised through effective and efficient staffing and timetabling.	Quality of provision and the educational experience of students is at the forefront of all decisions	Subject knowledge is a major element of what is transferred, along with teaching skills, particularly in knowledge rich curriculum. Subject knowledge has a very important role to play because high-quality teaching rests on teachers understanding the subjects they	Non Specialist teaching will be minimised. A proactive approach to staffing the curriculum within the year as and when unforeseen issues occur.	FRN/ KWN/ WBT	ongoing

	when timetabling and staffing the curriculum	are teaching, knowing the structure and sequencing of concepts, developing factual knowledge essential to each subject and guiding their pupils into the different ways of knowing their subject. It is also clear that when there is a lack of subject expertise, or it is unevenly spread across teaching groups, then the quality of teaching and students' exam results are at risk.			
Total budgeted cost					£20000

vi. Data driven and responding to evidence

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved tracking	4 Matrix	More efficient tracking of student outcomes	Direct observations	KWN	Annually
Improved tracking	SISRA	More efficient tracking of student outcomes	Direct observations	KWN	Annually
CLT Data Summary Report	In house generated report	Middle leaders have varying levels of confidence with regards to data analysis. The report enables middle leaders to easily access and focus on the key aspects. This allows for more time focusing on the actions on the back of the information provided.	Direct Observations; answers to the questions posed and actions	KWN	Modular
Improved delivery of individual strategies	Bromcom/CPOMs	Improved student and strategy information in the hands of classroom teachers, which facilitates superior targeting and monitoring in the classroom.	Direct observations	KWN	Annually
Improved feedback for students and parents	Question level analysis and Knowledge Organiser breakdown	Research evidence about feedback and responsive teaching was part of the rationale for Assessment for Learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be	Direct observations	KWN	Annually

		in line with the wider evidence about feedback			
Improved reporting and data generation capacity.	Recruit a data assistant to build additional capacity within this key area of the organisation.	Improved student and strategy information in the hands of teachers which facilitates superior targeting and monitoring in the classroom. Effective and timely data reporting allows for a focused and effective and strategic approach to drive standards at all levels of the organisation including governance.	Data is produced for stakeholders in a timely manner, is outcome focused and relevant to the target audience in order to drive standards.	KWN	Modular
Total budgeted cost					£38000

vii. Clear, responsive leadership

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved pedagogy	Curriculum, pedagogy sessions, CPD and lesson observations, clear assessment guidelines IRIS Connect Senior leader with responsibility for improving pedagogy through IRIS.	High quality teaching is the most important way to improve the attainment of disadvantaged pupils. Ensuring that pupils from all backgrounds have access to high quality teaching is crucial for social mobility.	Observation structure and related CPD programme for staff	KLG	Ongoing
Total budgeted cost					£20000

Review of outcomes in 2020/21

Pupil premium strategy outcomes

Pupil Premium	20/21		19/20		18/19		17/18
Cohort	70		63		80		98
	Progress	Diff	Progress	Diff	Progress	Diff	Progress
Average Total Progress 8	-0.39	0.25	-0.64	0.40	-1.04	-0.20	-0.84
Average English Progress 8	-0.33	0.39	-0.72	0.16	-0.88	0.00	-0.88
Average Maths Progress 8	-0.68	0.25	-0.93	-0.13	-0.80	0.08	-0.88
Average EBacc Progress 8	-0.35	0.38	-0.73	0.39	-1.12	-0.29	-0.83
Average Open Progress 8	-0.33	0.01	-0.34	0.95	-1.29	-0.35	-0.94
Average Science VA	-0.30	0.35	-0.65	0.26	-0.91	-0.15	-0.75
Average Languages VA	0.93	1.76	-0.83	-0.60	-0.23	0.72	-0.95
Average Humanities VA	-0.03	0.52	-0.56	0.76	-1.31	-0.06	-1.25

FSM	20/21		19/20		18/19		17/18
Cohort	36		28		34		28
Average Total Progress 8	-0.43	0.63	-1.06	-0.07	-0.99	0.21	-1.20
Average English Progress 8	-0.37	0.65	-1.02	-0.17	-0.85	0.32	-1.17
Average Maths Progress 8	-0.66	0.72	-1.38	-0.46	-0.92	0.16	-1.08
Average EBacc Progress 8	-0.42	0.80	-1.22	-0.22	-1.00	0.19	-1.19
Average Open Progress 8	-0.33	0.38	-0.71	0.51	-1.22	0.12	-1.34

Average Science VA	-0.29	0.78	-1.06	-0.19	-0.87	0.34	-1.21
Average Languages VA	1.18	3.08	-1.90	-1.60	-0.31	1.56	-1.87
Average Humanities VA	0.21	1.11	-0.90	0.41	-1.32	0.32	-1.63

Overall Year on Year improvements for Pupil Premium Students since 18/19 (P8 = -1.04 this was worse than in 17/18). For students eligible for FSM there has been a year on year improvement in the progress being made by students within this group. Based on the TAG data students eligible for FSM made more progress on average than pupil premium students. The improvements in the P8 figure for FSM students is in line with all students at the academy in 2021. The improvements in 19/20 and 20/21 can be attributed to the cognitive science-based approach to education which was adopted at the academy with a strong focus on the use of data in the classroom, gathered from question level analysis on the back of regular low stakes testing. This approach ensured that knowledge, skills and understanding gaps identified were plugged as soon as they emerged as issues. Pedagogical practice improved as a result, as did performance overall including disadvantaged students. The closure of schools due to COVID-19 had a detrimental impact on all students in general but particularly those who are disadvantaged. The academy ensured that its remote learning provision was second to none with over 95% of all lessons being delivered live during this period. Teachers at the academy were provided with CPD to ensure high quality provision during the remote learning period. Consequently, teachers focused on virtually replicating the practice and interactions which would be observed in a face to face classroom environment for example the use of visualisers for live modelling and use of the chat function on Google Meets both for immediate choral response to questions being posed and to ensure that all students are actively engaged in the lesson. In the interests of equity for all, the academy ensured that all disadvantaged students were provided with an electronic device and data so that remote education could be accessed by all including the most vulnerable.