

## Pupil premium strategy statement

This statement details our school's 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 within our school.

### School overview

Detail	Data
School name	LWS Academy
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	73% 65% - FSM(+E6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019-2022
Date this statement was published	Three year strategy: September 2019 Current academic year published: September 2021
Date on which it will be reviewed	Current academic year strategy reviewed: July 2022 Three year strategy reviewed: July 2022
Statement authorised by	Chris Berry, Headteacher (LWS); Kerry Payne Executive Headteacher and Inclusion Lead
Pupil premium lead	Mustafa Sulo
Governor / Trustee lead	Chris Donovan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,680
Recovery premium funding allocation this academic year	£11,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48700

## Part A: Pupil premium strategy plan

### Statement of intent

Our aspiration is to ensure equity of opportunity, experience, life chances and outcomes for all pupils - we recognise that learners achieving age related expectations embedded within the development of the whole child is the greatest impact we can have on our disadvantaged and service community. Our approach builds upon relevant research (EEF, Sir John Dunford, Marc Rowland and Government documentation on Service Pupil, Premium: examples of best practice) using it alongside our robust and thorough understanding of our learners to make informed decisions about the effective use of funding.

Our strategy is a three tiered approach (as recommended by EEF, June 2019):

1. High quality for teaching and learning for all;
2. Targeted support through specific interventions linked to overcoming barriers to learning
3. Wider strategies to support pupils that experience socio-economic disadvantage

As well as a school strategy, each phase within our organisation (primary, secondary and special) have personalised strategic plans that align to the GFM strategy and meet the needs of their community ensuring positive impact on learner outcomes.

### Challenges

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

Challenge number	Detail of challenge
Tier 1 (teaching)	1. Our assessments indicate that some pupils arrive to LWS in Year 7 with significant gaps in their learning.
	2. Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils has been impacted by disruption due to the global pandemic to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to some pupils falling further behind.
	3. The ambition that all disadvantaged learners receive quality first teaching

	4. Although the attainment gap between disadvantaged and non disadvantaged students is narrowing, this has not yet closed.
Tier 2 (targeted academic support)	5. Some pupils do not have gaps in their learning identified early enough, therefore the gap can widen.
	6. Some pupils who and are in receipt of Pupil Premium do not make sufficient progress to meet age related expectation
	7. Some pupils have limited language and communication skills, which impacts on the progress they make
Tier 3 (wider strategies)	8. Poor attendance adversely affects the progress and attainment of some pupils.
	9. The impact of socio economic disadvantage alongside the impact of Covid-19 is having a negative impact on some pupils mental health and well-being, that may have a detrimental effect on their attitudes towards school (attendance, behaviours, attitudes towards learning) <i>(during times of deployment or when the parent works away, the impact of Covid-19 on some pupils mental well-being and health)</i>

## 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
Tier 1:	'Good' teaching and learning to enable pupils to make sound progress across the curriculum.	<ul style="list-style-type: none"> <li>- High quality Professional learning that impacts directly on quality of teaching</li> <li>- Teaching will be at least good or better, reflecting all of the teaching standards.</li> <li>- Gaps in learning will be identified early, ensuring early intervention.</li> <li>- Assessments will ensure that all pupils are challenged and supported.</li> <li>- % of disadvantaged pupils achieving their target grades will continue to improve, narrowing the gap to national outcomes.</li> <li>- Pupils will make at least expected progress against their on entry starting points.</li> </ul>
	Improve attainment and progress in reading and oracy (including and handwriting), ensuring end reading age and spelling age outcomes are in line with age related expectations.	<ul style="list-style-type: none"> <li>- Reading age test and spelling test results will show that more disadvantaged pupils are achieving in line with their chronological age.</li> <li>- End of KS4 results will show that more disadvantaged pupils are making expected progress in their accredited qualifications.</li> </ul>

	Further improve standards and outcomes to ensure that all pupils reach their first choice destination by the end of Year 11.	<ul style="list-style-type: none"> <li>- End of KS4 results will show that more disadvantaged pupils are achieving outcomes that support their first choice intended destinations.</li> <li>- End of KS4 results will show that our pupils are at least in line with national expectations, based on their starting points.</li> </ul>
	The reconceptualization of teaching and learning following the Covid-19 outbreak and the academic and emotional impact this has had on those who are in receipt of Pupil Premium	<ul style="list-style-type: none"> <li>- Any negative impact of partial school closure will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point.</li> <li>- Children will make at least good progress</li> <li>- A rich curriculum offer will ensure that children are prepared for their next steps in learning.</li> <li>- The effective use of technology will be used to personalise learning and provide a blended offer where appropriate</li> </ul>
Tier 2: Priority 1	To support and improve outcomes for learners with ECHPs	<ul style="list-style-type: none"> <li>- As a consequence of targeted, personalised interventions pupils with ECHPs will make small steps progress from their starting points, both in academic and social and emotional development. This will be reflected in increase in standardised scores (reading ages/spelling tests), improvement in attitudes towards learning (ImpactEd, pupil conferencing, diagnostic hub score)</li> <li>- Effective deployment of staff to support these pupils, including the use of ELSA, FEIPS counselling etc.</li> </ul>
	To diminish the difference between disadvantaged and non-disadvantaged pupils who have been impacted by Covid-19.	<ul style="list-style-type: none"> <li>- Any negative impact of partial school closure will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point.</li> <li>- Children will make at least good progress</li> <li>- Improve progress and attainment in subjects where gaps have grown or developed during lockdown</li> <li>- Increase IT and Citizenship curriculum opportunities where these have been missed during lockdown</li> </ul>

Tier 3: Priority 2	To minimise the impact on pupils emotional well-being due to personal circumstances <i>e.g.</i> <i>during times of deployment or when the parent works away, the impact of Covid-19 on some pupils mental well-being and health,</i>	- Any negative impact of partial school closure will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point.
	For attendance to be at a minimum of 96% and for the percentage of persistent non-attendees to be reduced.	- Higher rates of attendance for all pupils, but in particular those in receipt of PP. - At the end of year, school attendance figures will be 85% or higher. - The percentage of persistent non-attendees to be less than 40% (end of academic year 2020-21)

## 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: £29,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to develop a professional learning programme with a focus upon Inclusion and the impact of deprivation as well as quality first teaching.	Whole school/ Trust level PL delivered to all support staff, including Learning Support Assistants so that they fully understand the importance of both Teaching standard 5 and the Impact of deprivation upon pupil outcomes <a href="#">EEF publishes new guidance on professional development   EEF</a> ImpactEd research findings paper - <a href="https://impacted.org.uk/impactinpractice">https://impacted.org.uk/impactinpractice</a>	Tier 1 challenge 1 & 2  Tier 2 challenge 3 & 4

	<p>The best available research indicates that great teaching is the most important lever schools have to improve pupils attainment. It is important that schools consider how children learn, with teaching approaches that ensure long term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>NFER building block 1 (whole-school ethos of attainment for all) and 3 (high quality teaching for all ) form part of the building blocks in successful raising attainment for disadvantaged pupils.</p> <p>Rowland (The Pupil Premium), clearly states that consistently excellent teaching is key to closing the disadvantaged gaps.</p>	
<p>Purchase of Bedrock, Toe By Toe Reading and Schonell and ImpactEd tool - diagnostic tools to identify gaps in pupils academic and well-being, supporting teachers in targeting next steps</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>NFER building block 4 (meeting individual learning needs) state that staff seek to understand gaps in learning and then seek the best strategies to support the child's next step in learning.</p> <p>Rowland (Learning without labels) states that when managed effectively, additional adults can have a positive effect when overseen and work closely with qualified staff. This links to NFER building block 5 where it talks about deploying staff effectively and training and supporting teaching assistants to support pupils' learning. This is supported by research led by Johnathan Sharples, where findings show that high quality training and support from teachers and senior leaders is crucial to ensuring that interventions have impact.</p>	<p>Tier 1 challenge 1 and 2. Tier 2 challenge 2 Tier 2 challenge 5 Tier 3 challenge 3</p>
<p>Purchase and implementation of Let's Think English programme.</p>	<p>Evidence suggests that the use of and teaching of metacognitive strategies can be the equivalent of +7 months progress, and that such skills are taught in subject specific content as pupils otherwise find it hard to transfer these generic tips to specific tasks. This is reiterated by Marc Rowland (<i>Addressing educational disadvantage 2021</i>)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p>Evidence on the effects of cognitive accelerations indicates that Cognitive Acceleration intervention has a positive, permanent effect on children's general cognitive ability,</p>	<p>Tier 1 challenge 1 &amp; 2 Tier 2 challenge 5</p>

	<p><a href="https://www.letsthinkinenglish.org/evidence-of-success/adey/">https://www.letsthinkinenglish.org/evidence-of-success/adey/</a>  <a href="https://www.letsthinkinenglish.org/wp-content/uploads/2012/06/TheEffectsofCognitiveAcceleration.pdf">https://www.letsthinkinenglish.org/wp-content/uploads/2012/06/TheEffectsofCognitiveAcceleration.pdf</a></p> <p>Marc Rowland states that it is particularly important to improve the meta-cognition of low-attaining pupils as it contributes to securing understanding, commits learning to the long term memory as well as develops their own independent learning skills, thereby reducing reliance on adults. (<i>Addressing educational disadvantage 2021</i>)</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 16,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Bedrock, Renaissance and ImpactEd tool - diagnostic tools to identify gaps in pupils academic and well-being, supporting teachers in targeting next steps	<p>The EEF guide to pupil premium, states that the key ingredient to a successful school is effective teaching and should therefore be priority when spending PP funding.  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p>Rowland (Learning without labels) states that when managed effectively, additional adults can have a positive effect when overseen and work closely with qualified staff. This links to NFER building block 5 where it talks about deploying staff effectively and training and supporting teaching assistants to support pupils' learning. This is supported by research led by Johnathan Sharples, where findings show that high quality training and support from teachers and senior leaders is crucial in ensuring that targetted interventions from LSAs have impact.</p>	Tier 1 challenge 2, Tier 2 challenge 3 Tier 2 challenge 4 Tier 2 challenge 5
Effective deployment of resources to implement targeted sessions to address identified gaps (academic and well-being): <ul style="list-style-type: none"> <li>- Targeted phonics sessions at Key</li> </ul>	<p>NFER building block 1 (whole-school ethos of attainment for all), 3 (high quality teaching for all ) , 4 (meeting individual needs for all pupils) and 5 (deploying staff effectively) all form part of the building blocks in successful raising attainment for disadvantaged pupils.</p> <p>Phonics / toolkit strand / EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	Tier 3 challenge 7 Tier 1 challenge 2

<p>Stage 3 as part of Keystone Provisoin;</p> <ul style="list-style-type: none"> <li>- Targeted ELSA sessions;</li> <li>- Well-being check ins, including home visits/home tuition where required</li> <li>- Targeted support for reading, spelling, oracy and vocabulary acquisition</li> </ul>	<p>Rowland (Learning without labels) states that when managed effectively, additional adults can have a positive effect when overseen and work closely with qualified staff. This links to NFER building block 5 where it talks about deploying staff effectively and training and supporting teaching assistants to support pupils' learning. This is supported by research led by Johnathan Sharples, where findings show that high quality training and support from teachers and senior leaders is crucial in ensuring that targetted interventions from LSAs have impact.</p>	
<p>Use of recovery premium - Citizenship/IT Teacher and Academic and Wellbeing Lead to deliver targeted lessons/wellbeing sessions to small groups or individual pupils, to allow class teachers to address gaps in pupils' reading, spelling and handwriting.</p>	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils, especially when diagnostic assessments are used to identify the best ways to target support. Cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile as opposed to 1:1 tuition.</p> <p>Small group intervention:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>Tier 1 challenge 2  Tier 2 challenge 2  Tier 2 challenge 3</p>

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

Budgeted cost: £2735

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of ImpactEd tool - diagnostic tools</p>	<p>Reports and feedback to support barriers to learning linked to wellbeing and mental health.  Assessment completed termly to identify where additional targeted support can be offered.  Tracking and monitoring of focus groups across the school and MAT.  <a href="https://impacted.org.uk/lockdownlessons">https://impacted.org.uk/lockdownlessons</a></p>	<p>Tier 3 challenge 3</p>

<p>Targeted sessions to address well-being identified gaps:</p> <ul style="list-style-type: none"> <li>- Targeted well-being sessions with our ELSA/FEIPS/counsellors;</li> <li>- Lego Therapy sessions</li> <li>- Parents' evening termly check-ins and further outreach support (anxiety)</li> </ul>	<p>The emotional and academic impact on all pupils, but especially those in receipt of PP, is unprecedented and research is continually coming out on potential barriers and ways in which these can be addressed.</p> <p><a href="https://impacted.org.uk/lockdownlessons">https://impacted.org.uk/lockdownlessons</a></p>	<p>Tier 3 challenge 7 Tier 1 challenge 2</p>
<p>Embedding principles of good practice set out in the DfE's 'Improving School attendance' advice.</p> <p>This will involve working across the MAT to implement new procedures and protocols to improve attendance at school and across the Trust.</p> <ul style="list-style-type: none"> <li>- Trust wide protocols on attendance that is underpinned by high expectations</li> <li>- Attendance is regularly tracked, monitored and reported upon identifying trends and patterns for identified pupils.</li> <li>- All staff being aware of their responsibility towards improving attendance e.g.</li> </ul>	<p>Attendance forum minutes, policies.</p> <p>Data linked to attendance figures at school and Trust level.</p> <p>Reduction of persistent absentees.</p> <p>NFER building block 2 (addressing behaviour and attendance) form part of the building blocks in successful raising attainment for disadvantaged pupils, especially where responses are quick to deal with attendance, as well as working with families.</p> <p>DfE data indicates that as absences increase, the proportion of pupils achieving expected outcomes at KS2 and KS4 decreases.</p> <p><a href="https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf">https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf</a></p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>Tier 3 challenge 1</p>

<p>raising with parents concerns, monitoring persistent absentees and informing the appropriate persons</p> <ul style="list-style-type: none"> <li>- Intervention targeted and personalised to family circumstances and monitored.</li> </ul>		
<p>To provide a range of enrichment opportunities for those pupils in receipt of Pupil Premium, linked to the LWS Futures.</p> <ul style="list-style-type: none"> <li>- Daily Enrichment</li> <li>- Culture Days</li> <li>- Activities Days</li> </ul>		
<p>Resources to support Intervention - contingency fund</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £ *[insert sum of 3 amounts stated above]***

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

**Overall, the strategies we put in place to support the progress and attainment for disadvantaged pupils have had a positive impact however this impact has been limited by COVID-19 related interruptions. The significance of the COVID impact is hard to quantify. We attempted to mitigate the impact of COVID by our resolution to maintain a high quality curriculum, through our blended learning offer (a combination of our site based and online provision) during national lockdown, which was aided by a sound ‘keeping connected strategy’. Recent inspections have acknowledged that ‘staff have energetically supported vulnerable families with remote education, often providing instant help on the doorstep to ensure that learning never stops, monitored pupils’ learning and sensibly checked their confidence and understanding before moving onto new topics’. (Ofsted Monitoring Visit 2021)**

#### **Tier 1 (teaching)**

- As a result of teacher knowledge of pupils, careful use of diagnostic tools and both the online and wider community provision provided throughout the pandemic, analysis of the end of year ImpactEd data showed:
  - Meta-cognition significantly increased (+22%) for all pupils, including disadvantaged learners at Key Stage 3 (Years 7-8).
  - Covid-19 index scores increased for disadvantaged pupils in receipt of PP in Years 7-9 by 2.8%, meaning that factors such as learning resilience and motivation improved over the year for the majority of our disadvantaged learners.
  
- As a result of the following MAT Professional Learning sessions led by the Pupil Premium team:
  - Understanding of the impact of deprivation and awareness of need and strategies for support
  - The ‘Inclusive classroom’
  - Supporting the disadvantaged learner

- Teachers were able to apply this pedagogical knowledge to plan well structured curriculum plans bespoke to disadvantaged pupils' learning needs and numeracy/literacy differentiation that they require to ensure that all pupils are able to access the curriculum (evidenced by Ofsted Monitoring Visits and Solent Academy Trust visit 2021).
- As a result of a range of formative and summative assessments at various points throughout the year, the needs of all pupils, but especially those in receipt of pupil premium are catered for. This is evidenced through more focused annual reviews, specific interventions identified and disseminated across the team through 'Student Overviews' and reference to how curriculum planning is being adapted to cater for disadvantaged pupils' specific learning needs. (evidenced by Ofsted Monitoring Visits and Solent Academy Trust visit 2021)
- Teacher assessments across the year, indicated that the achievement gap between disadvantaged and non-disadvantaged learners is closing or has already closed:
  - Year 7 assessments indicate disadvantage gap has closed, with all learners meeting or exceeding their target grade;
  - Year 8 assessments indicate disadvantaged learners are outperforming their peers in English, Mathematics, History, Food Technology, Media and PE.
  - Year 9/10 assessments indicate the gap in achievement between disadvantaged learners and their peers is closing.
  - Destination data for Year 11 indicates that all disadvantaged learners have secured a first or second choice destination for further education, training or employment.

## **Tier 2 (Targeted support)**

- Having identified that a significant number of learners were struggling to access the curriculum, the school has made 'reading its number one priority', and all learners have received targeted support to improve their reading for decoding and meaning, as well as pleasure, spelling and handwriting skills. As a result, staff and pupils practised reading in all subjects, not just English. A well-planned programme of extra help through the Toe by Toe 1:1 reading intervention programme, delivered by a trained instructor, has supported all pupils who are struggling, including disadvantaged pupils. Furthermore, all pupils have enjoyed regular reading sessions with their teachers and teaching assistants. Overall, staff's commitment to the promotion of reading is helping to change pupils' minds. Pupils have told staff, 'this is what we have been waiting for.' (Ofsted Monitoring Visit 2021).
- As a result of this targeted support the mean reading age has increased for all year groups and the gap between pupils' chronological and actual reading age has significantly narrowed.

Year Group	Increase in Reading Age To	Gap between chronological reading vs actual
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Year 7	11 years, 8 months	4 months
Year 8	11 years, 4 months	1 year, 9 months
Year 9	13 years	1 year, 4 months
Year 10	10 years, 8 months	4 years, 4 months

This meant that more pupils across the school were reading at a level appropriate for their chronological age, thereby ensuring that reading was not a limiting factor to them accessing the curriculum.

- Despite significant gaps between pupils' chronological and actual spelling ages at the start of the academic year, targeted support through tutor time has also helped pupils to both improve their spelling age and close this gap at Key Stage 3.

Year Group	Increase in Spelling Age To	Gap between chronological vs actual spelling age
Year 7	10 years, 5 months	1 year, 7 months
Year 8	9 years, 4 months	4 years, 4 months
Year 9	10 years, 7 months	
Year 10	8 years, 9 months	

Finally, the weekly tutor group reading has successfully created a culture where pupils are keen to listen to and discuss books. Pupils told Ofsted inspectors that they have surprised themselves in their enjoyment of this activity and particularly liked the ways that staff 'go for it' when reading aloud. Pupils were also very positive about the effectiveness of the new approach taken last year to support the weakest readers to improve. (Ofsted Monitoring Visit 2021)

### Tier 3 (Wider strategies)

- To improve attendance and engagement, leaders have ‘wisely built upon their strong relationships with families now that all pupils are expected to attend on site, and staff have helped families to establish purposeful routines at home, including ensuring that pupils get enough sleep, exercise and social times’. As a result, there has been an improvement in the overall school attendance from 81% to 84%, largely through the significant increase in younger disadvantaged pupils attending. (Ofsted Monitoring Visit 2021) This has helped to diminish the gap between disadvantaged and non-disadvantaged pupils in the academic year 2020-21. Attendance continues to be a focus on our current plan, with a specific focus in 2021-22 on decreasing the number of persistent absentees.
- We used pupil premium funding to provide mental health and wellbeing support through Youth Options mentoring, a PSHRE curriculum that is delivered in tutor groups as well as specific oracy based activities such as “Picture News”. As a result, the majority of Years 7 and 8 accessing Youth Options counselling reflected that they felt more confident and happy being at school, and this helped to significantly reduce persistent absence at Key Stage 3.
- In addition, our termly culture days, monthly LWS future days and daily enrichment sessions have positively improved learners’ anxiety levels since the beginning of the pandemic. Students have had access to mental health support through a qualified mental health first aider, ELSA and trained counsellor. LWS has also provided staff training through a trained psychotherapist to develop a whole service approach to trauma informed practice in supporting the most disadvantaged learners. This has helped to create a culture of inclusion at the school. For example, the exclusion statistics for academic year 2020-21 reflects a marked reduction compared to previous years with less than half the number of sessions for exclusion in 2020-21 (53) compared to 2019-2020 (120), illustrating how staff are proactively addressing barriers so that exclusions are only used as a last resort.
- Bespoke, purposeful, and quality assured Alternative Provision have been, and continue to be, offered to students to further support their wellbeing and develop their cultural capital. This has helped raise disadvantaged pupils’ aspirations for their future and provided clear support on how to make these a reality, including post-16 support where required.

### Externally provided programmes

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

Programme	Provider
NA	NA





## Further information (optional)

NA